Chapter 10
Developing Employees and Their Careers

ALEJANDRO SITS AT HIS DESK AND STARES AT THE WALL. HE IS BORED, PLAIN AND SIMPLE, AND THE BOREDOM IS STARTING TO TAKE ON AN EDGE OF DESPAIR. OVER THE LAST MONTH THERE HAD BEEN NOTHING AT WORK THAT CAPTURED HIS ATTENTION IN A MEANINGFUL WAY. HE WASN'T BEING CHALLENGED, HE WASN'T LEARNING ANYTHING NEW, AND IT SEEMED HE WASN'T GOING ANYWHERE WITH HIS CAREER IN THIS COMPANY. HE REFLECTS ON THE LAST CONVERSATION HE HAD WITH HIS BOSS, ERIKA. "WHAT'S WRONG?" SHE HAD ASKED. "YOU LOOK TERRIBLE."

Alejandro had paused before answering. "I'm not completely sure. I used to really enjoy coming to work, but now I find it hard to get out of bed in the morning. It's not that I don't like it, and I do like working for you. But I feel like I'm wasting my time doing the same things over and over again. I feel like there must be something more I could do, something that could really make a difference. The problem is that I don't know what to do." Erika had listened and then offered, "I think you are just depressed. Why don't you take the afternoon off and go see a movie? Then go for a run, and you'll feel better tomorrow." At that point, she had turned back to her computer, ending the conversation. Alejandro waited a moment, and then walked slowly back to his office.

Alejandro continues to sit and mull over the details of the conversation. It was much like previous conversations he had with Erika. She was convinced that life was simple—do your work, get some exercise, have a little fun, and all will be well. Alejandro used to like this simplicity but today it leaves him feeling cold. He wants more but he doesn't know exactly what, let alone how to go about getting it.

Alejandro picks up the phone to call an old friend. They arrange to meet that night for dinner, and already Alejandro feels a little better. Now, at least, I have something to look forward to, he thinks.

That evening with his friend, the conversation turns quickly to how Alejandro is feeling about his job. His friend listens carefully and then asks what has changed at work. Alejandro thinks for a minute, and it dawns on him that he has been missing a goal to strive for. He had always wanted to make

> **THE BIG PICTURE** *Effective Organizations Attract, Develop, and Retain Skilled Employees by Helping Them Make Progress Toward Their Career Goals*

general manager, and when he did he was elated. That elation diminished some, but stayed around as he learned the job. But now, three years later, the job seems too small for him. Alejandro's friend tells him about an opening at his company starting up a new division. His friend explains that this job is not just a general management job, it is an opportunity to build something new. The company offers great support for whoever is willing to take on the challenge, including a budget for personal development and access to an executive coach. Alejandro feels a familiar surge of energy as he thinks about the job. This just might be what he needs.

Alejandro and his friend talk for a while more, and before the end of the dinner, Alejandro commits to applying for the job. As he drives home, he wonders when he should tell his boss, and what he should tell her.

WHAT DO YOU THINK?

Suppose you are listening to a conversation between Alejandro and his boss, Erika, that occurs when she discovers that Alejandro is leaving the company to take a new job. During this conversation, Erika makes the following statements. Which of the statements do you think are true?

T OR F In today's economy, companies have no responsibility for helping employees learn and grow.

T OR F The "career ladder" is often not an accurate description of how people progress through their careers.

T OR F Mentoring and coaching are simply buzzwords for networking; those programs don't do much else.

T OR F Multisource feedback systems are too complicated; employees don't learn anything from them.

T OR F To help employees have a successful career, companies should give them challenging work assignments.

After reading this chapter you should be able to:

LEARNING OBJECTIVE 1   Explain why employee development practices are useful for organizations.

LEARNING OBJECTIVE 2   Describe how employee development practices can strategically align with overall HR strategy.

LEARNING OBJECTIVE 3   Explain the typical career pattern in organizations today as well as the various perspectives on career success.

LEARNING OBJECTIVE 4   Describe several commonly used development methods.

LEARNING OBJECTIVE 5   Identify critical career development challenges facing organizations and describe how organizations can meet these challenges.

How Can Strategic Employee Development Make an Organization Effective?

Employee development
Activities that influence personal and professional growth.

Career development
Activities that help people manage the progression of their work experiences across their lives.

Employee development involves activities that influence personal and professional growth. Development activities generally help employees learn skills that will be helpful in future jobs.[1] This differs from employee training, which is concerned with ensuring that employees have the knowledge and skills to perform their current jobs; we dealt with employee training in Chapter 9. Closely related to employee development is **career development**, which includes activities that help people manage the progression of their work experiences across their lives.[2] Employee and career development are both discussed in this chapter under the general label *employee development.*

What are the benefits of programs that encourage and support employee development? For employees, benefits include opportunities to acquire new knowledge and skills that are personally satisfying and to grow as individuals. Moreover, as employees gain skill and improve their job performance, they are more likely to be rewarded with promotions involving more responsibility and pay. For organizations, the primary benefit of providing development opportunities is that it enhances their ability to respond to changing environmental forces.[3] It does so in two ways: (1) by increasing the range of skills that employees possess and (2) by increasing the chances that the most capable employees will be attracted and remain committed to the organization. In other words, development practices help a company compete by ensuring a continual supply of employees who are talented and committed.

Employee development is critical today because the amount of change and the degree of uncertainty regarding work has increased dramatically in recent years. From year to year, companies face the uncertainty of changing market conditions, which can necessitate changing what they sell or how they sell it.

Consider the well-known case of a company founded by a merger of paper, rubber, and cable companies. Through divestitures and acquisitions in response to changing technology and market needs, that company has

become what we know today as Nokia, which has the largest global market share of any mobile phones manufacturer.[4] Without efforts to help their employees develop knowledge and skill in the area of digital communications, Nokia would have been unable to make this transition. Of course, uncertainty also arises for individuals in such situations. Nokia employees with considerable expertise in paper production, for example, were not certain of future employment with the company as it moved fully into the mobile phone market. Either those employees had to acquire new knowledge and skills in order to keep their jobs with Nokia, or they had to leave the company to continue working in the paper industry. Today, Nokia is facing tough competition from companies like Apple and HTC, so it must continue to invest in the development of its employees.

Aflac, perhaps best recognized for the duck in its advertising, also provides a good example of strategic employee development. This insurance giant reported more than $18 billion in global sales in 2009, with key markets in Japan and the United States.[5] Despite its size and global reach, Aflac is consistently named as one of the best places to work in the United States.[6]

Aflac's reputation as a good employer stems at least in part from its developmental programs, which help employees learn valuable life skills as well as work-related skills. Some of the company's life skill programs include "lunch and learn" sessions on topics such as how to buy your own home, how to have a healthy pregnancy, and how to be a great grandparent. To help employees develop work-related skills, Aflac provides access to online courses and to scholarships for courses at local colleges and universities. These programs are offered in addition to training for industry certification. Taken as a whole, Aflac's development efforts help the company to recruit and retain employees and to keep the skills of those employees attuned to market needs.

Building Strength Through HR

AFLAC

Aflac has a great reputation as an employer that cares about its employees. It offers a number of programs that help attract and retain great employees, including programs that help employees grow and pursue fulfilling careers. Some of these developmental programs include:

- Support for industry-wide certification training.
- A three-sequence leadership development program that helps managers as they progress through their careers.
- Learning opportunities available to all employees including onsite workshops and online courses.
- Scholarships that enable employees to pursue educational opportunities for personal growth.

How Is Employee Development Strategic?

As can see from the Aflac example, an organization's employee development practices are strategic when they help the organization maintain a continual supply of talented and committed employees. Research has suggested that most organizations use certain basic development programs, and organizations that do not use them may be at a disadvantage in recruiting and retaining employees.[7] Of course, the specific development practices used by organizations differ depending on their overall HR strategy, as shown in Figure 10.1. Next, we consider these differences.

EXTERNAL VERSUS INTERNAL LABOR ORIENTATION

Organizations that use the Free Agent and Bargain Laborer HR strategies rely heavily on the external labor market for their talent, so they are competing with other organizations for employees. Nevertheless, organizations using the Bargain Laborer strategy are unlikely to invest heavily in employees' long-term development. They may offer development that supports job training to ensure that employees know exactly what they should do on the job. Such development is not extensive, though, as the work done by employees in these organizations is generally not complex.

Organizations using the Free Agent strategy must invest more in development to ensure that their development efforts look attractive to employees who are willing to make job transitions. These organizations must offer formal education, particularly support for professional licensing and/or certification (discussed later in the chapter), and other long-term development
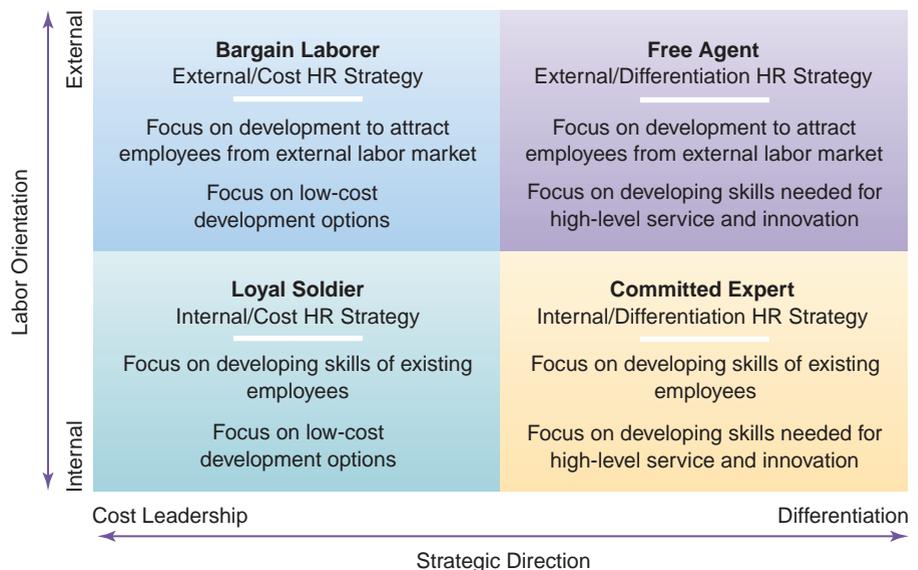
	Cost Leadership	Differentiation
External	**Bargain Laborer** External/Cost HR Strategy Focus on development to attract employees from external labor market Focus on low-cost development options	**Free Agent** External/Differentiation HR Strategy Focus on development to attract employees from external labor market Focus on developing skills needed for high-level service and innovation
Internal	**Loyal Soldier** Internal/Cost HR Strategy Focus on developing skills of existing employees Focus on low-cost development options	**Committed Expert** Internal/Differentiation HR Strategy Focus on developing skills of existing employees Focus on developing skills needed for high-level service and innovation

Labor Orientation (External / Internal) — Strategic Direction (Cost Leadership / Differentiation)

Figure 10.1 Strategic Framework for Employee Development.

opportunities in order to lure people to change jobs and organizations. Formal education is particularly important because it is valued by nearly everyone, so it will be attractive to employees who are willing to move from organization to organization.

Suppose, for example, that you are graduating with a law degree and have your choice of working for two firms. One firm provides no support to prepare for the state bar exam (which you must pass in order to practice law) and no financial support to take the continuing education courses required to keep your license (so you can continue to practice law). The other firm provides a tutor and time during work to study for the bar exam and will also reimburse your expenses for continuing education. Because passing the bar exam and gaining entry into your state bar association are necessary to conduct most business as an attorney, you will likely favor the firm offering the developmental assistance.

Companies that use the Loyal Soldier and Committed Expert HR strategies rely on internal supplies of labor to fill positions. Such companies must have more extensive development programs because they must create the pool of employees that they will use in the future, even if the industry and the company change. Moreover, they must offer enough development opportunities that employees do not feel compelled to leave in order to learn, grow, and advance in their careers. These companies typically offer support for formal education, but they have additional programs as well, including assessment and feedback, developmental relationships, and job experiences—all of which we discuss later in the chapter.

DIFFERENTIATION VERSUS COST STRATEGY

Employee development is equally important for firms with differentiation and cost strategies. Firms at either end of this continuum must still attract and retain high-performing employees. The difference is that firms pursuing a cost strategy need to focus on keeping development costs low, and firms pursuing a differentiation strategy must use development to foster high-quality service and innovation.

The good news for organizations pursuing a cost strategy is that many development efforts are not expensive. For example, consider the minimal costs of encouraging employees to take inexpensive online career assessment tests and talk with their supervisors about the results. Similarly, many developmental opportunities—for example, job enrichment that challenges employees to learn new skills—arise from the work itself. Using work experiences as a form of development allows organizations to improve their employees' knowledge and skills without pulling them away from work completely, as would occur with formal training and education. For that reason, work experiences as a developmental program should be particularly useful for organizations concerned with costs, such as those using the Loyal Soldier and Bargain Laborer HR strategies.

Organizations pursuing a differentiation strategy are less concerned with controlling costs than with gaining a competitive advantage by offering superior service or products. To ensure that innovation occurs, development in these organizations must be far-reaching and must include opportunities not only for learning from work but also for learning from formal education, feedback from bosses and colleagues, and developmental relationships, such as relationships with mentors. At General Electric, for example, the strategy of

differentiation is supported by rotational leadership programs in different areas of the business. While in rotations, GE trainees are challenged with real work assignments, receive classroom training, and are paired with mentors who guide them along the way.[8] Extensive developmental programs like GE's prepare employees to collaborate and innovate.

> **?**
>
> **CONCEPT CHECK**
> 1. *What are some development programs that fit with internal strategies? with external strategies?*
> 2. *How should a company adjust its development offerings if it pursues a cost strategy?*
> 3. *How should a company adjust its development offerings if it pursues a differentiation strategy?*

LEARNING OBJECTIVE 2

What Are Careers Like Today?

Career
The pattern of work experiences a person has over his or her lifetime.

Career ladder
A career characterized by step-by-step, hierarchical transitions from jobs with lower pay and responsibility to jobs with higher pay and responsibility.

The importance of employee development in organizations today is best understood in light of changes that have occurred in the pattern of work experiences that people have over their lifetimes. This pattern is called a **career**. In this section, we describe what careers are like today, including fundamental shifts in who is responsible for employee development and how employees define success.

In generations past, the typical career involved going to school, joining a company, and then staying with that company until retirement. Particularly in large companies, workforce needs were predictable, and thus employees could be relatively certain that, given adequate performance, they could stay with the company for a long time. Progression from position to position generally occurred in the form of promotions that involved more pay and more responsibility—what we refer to as moves up the **career ladder**.[9] Today's careers, however, do not typically progress in a hierarchical, step-by-step process implied by the term *career ladder*.

Today, a more typical pattern of work experiences includes lateral as well as hierarchical movement within a company, along with movement from company to company.[10] In addition, it is much more common today for work experiences to include time spent as a contract employee or small business owner.[11] For example, Meg Whitman, the president and CEO of eBay from 1998 to 2008, began her career at Procter & Gamble in Cincinnati where she worked in brand management from 1979 to 1981. After that, she worked for Bain & Company, Disney Consumer Products Division, Stride Rite Corporation, Florists Transworld Delivery (FTD), and Hasbro Inc.[12] Whitman's latest career change has been into politics. She has been in the news lately for entering into the race to replace Arnold Schwarzenegger as the Governor of California. The common theme in her career has been neither predictable movement up the career ladder nor a long stay with any one company in any one industry, but instead movement and change, including jumps across traditional industry boundaries.

Because of the changes we've just described, a new type of career has emerged in the past several decades. It has been called the **Protean career**, named after Proteus, a sea god in Greek mythology who was able to change his shape. *Protean* generally means varied and versatile. Characteristics of the new career, summarized in Table 10.1, include the shift in emphasis toward psychological success just discussed. The Protean career also emphasizes development that is continuous, self-directed, relational, and found in work challenges. This means that employees increasingly expect to learn in ways other than those offered by their organizations. And, fundamentally, it means that employees are increasingly responsible for selecting and pursuing development, while organizations are primarily responsible for making those development opportunities available. As noted earlier, organizations benefit from helping employees manage their careers by providing support in the form of specific developmental programs. Examples of these programs will be covered in the next section.

Protean career
A career characterized by personal responsibility, continuous and self-directed development, and an emphasis on psychological success.

Another career-related change in recent decades involves a shift in the emphasis that people place on different types of success. Career success can be defined by both objective and subjective measures.[13] Objective measures of career success include promotions and pay. Subjective measures include career satisfaction and personal well-being. For many people, emphasis has shifted from an objective perspective (How much money do you make?) to a subject perspective (How happy are you with your work?). This shift does not mean that people are no longer concerned with money, but it does mean that employees are increasingly concerned with psychological success, such as the quality of their day-to-day work and home life.[14]

Even with all the changes we've just discussed, a number of organizations still communicate expectations about how employees will progress from job to job. This is particularly true for managerial work. Specifically, some companies identify a series of work experiences that are likely to prepare the employee for high-level jobs, such as general manager, vice president, and CEO. This progression, when defined and communicated, is called a **career path**. Organizations that identify internal career paths, communicate this information to employees, and make opportunities clear can help employees who set career goals achieve them. If the organization uses this process in a sincere attempt to help employees manage their careers and accomplish their personal goals, then employees are likely to reciprocate with greater

Career path
The series of work experiences that prepare an employee for higher-level jobs.

Table 10.1	*Differences Between the Traditional and Protean Career*	
Issue	**Protean Career**	**Traditional Career**
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.

commitment and job performance.[15] One company that has increased its use of career paths recently is Toyota, the Japanese car manufacturer. Toyota has developed a set of minimum guidelines for promotion into managerial positions. If an employee wants to become a general manager at a plant, for example, he or she must first work with at least two Toyota manufacturing units. To be president of a Toyota subsidiary, the employee also must have worked in more than one country.[16]

? **CONCEPT CHECK**

1. *What is a Protean career?*
2. *What is the difference between a career ladder and a career path? Which is a more accurate description of typical careers today?*
3. *Who is increasingly responsible for managing employees' careers and long-term development?*

LEARNING OBJECTIVE 3

How Can Organizations Help Employees Develop?

We turn next to a description of four types of programs that help employees develop new knowledge and skills that will help them succeed in their careers: formal education, assessments and feedback, work experiences, and developmental relationships. These programs can be run by human resource professionals, but they do not necessarily need to be.

FORMAL EDUCATION

Formal education is a category of development that includes formal learning experiences such as training courses. These courses can be a single event or a series of events, but the key is that they must help employees learn a particular skill or skills that are likely to be relevant in their future work. Courses may be organized around helping the employee gain public recognition for skills in the form of a certificate or license.

Courses

Formal education, as a form of development, includes courses specifically designed for the company's employees; courses offered by consultants, trade organizations, or universities; or courses that are part of degree programs from accredited institutions like community colleges and universities.[17] Such courses may involve lectures, discussions, simulations, or other learning activities, as described in Chapter 9. While some companies provide simple and broad-based tuition assistance programs (that is, they support any courses employees take), others are moving toward focusing employee development efforts on preferred education providers and preferred skills. Specifically, they are offering development through low-cost providers whose programs will help the organization accomplish its goals. For example, Consolidated

Edison, an energy company in the New York area, partnered with the Stevens Institute of Technology to design a customized online course called Analytical Capabilities for Business Improvement. As part of the course, Consolidated Edison managers examined real-world business problems in the company and proposed solutions that would benefit the company.[18]

Certification and Licensing

People earn certificates and licenses by demonstrating competence in a particular area of professional practice. **Licenses** are regulated by state governments. In many fields, an individual must obtain a license in order to legally conduct business.[19] For example, doctors, lawyers, and real estate agents must have licenses to practice. In contrast, there is no legal requirement for people to obtain **certification**. Certificates are still valuable, though, because a person who holds a certificate has demonstrated a general knowledge of, and competence to do work in, the area being certified.

There are many examples of certification in various occupations. In the field of human resources, the Human Resources Certification Institute offers three different certifications: Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), and Global Professional in Human Resources (GPHR).[20] These certificates are described in the appendices (available on-line). Some of the many certifications available in the information technology field include Apple Certified System Administrator, Cisco Certified Network Professional, HP Certified IT Professional, IBM Certified Enterprise Developer, Microsoft Certified Systems Administrator, Nortel Networks Certified Network Architect, Oracle Certified Professional Java Developer, Sun Certified Java Programmer, and Symantec Certified Security Engineer.[21] Providing support to gain and maintain certifications is one way in which organizations can be attractive to both current and prospective employees.

License
A required designation of competence within a professional field.

Certification
An optional designation of competence within a professional field.

ASSESSMENTS AND FEEDBACK

Using assessments and feedback for development involves collecting information and providing feedback to employees about their interests, personality, behaviors, skills, and preferences. The feedback can help employees understand what type of work they should choose so they experience a good fit between their interests, skills, and work demands. Feedback can also help them determine what types of developmental activities they should pursue. A wide variety of assessments are available for purposes of helping employees better understand their strengths and weaknesses, plan their developmental activities, and manage their careers. Some of the tests described in Chapter 6 can be used for this purpose, such as personality tests and work sample tests. In this section, we'll cover two basic types of assessments—career assessments and multisource assessments.

Career Assessment

In the area of career interests and career fit, the most widely used assessment instruments are based on a typology developed by John L. Holland.[22] The **Holland typology** identifies six different personality types—realistic (R), investigative (I), artistic (A), social (S), enterprising (E), and conventional (C)—which correspond with six different job environments. One instrument based on this typology, the Self-Directed Search (SDS), can help employees gain insight into their interests, skills, and desired working conditions.

Holland typology
A classification, developed by Dr. John Holland, of people's interests, values, and skills and of job environments; the typology asserts that people will be more satisfied and more successful in jobs that closely match their characteristics.

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).

The instrument is a simple pencil-and-paper measure that can be scored quickly using an answer key. The answer key is provided in a manual that also includes descriptions of careers that match the results of the person taking the assessment. Descriptions of Holland's categories appear in Table 10.2.
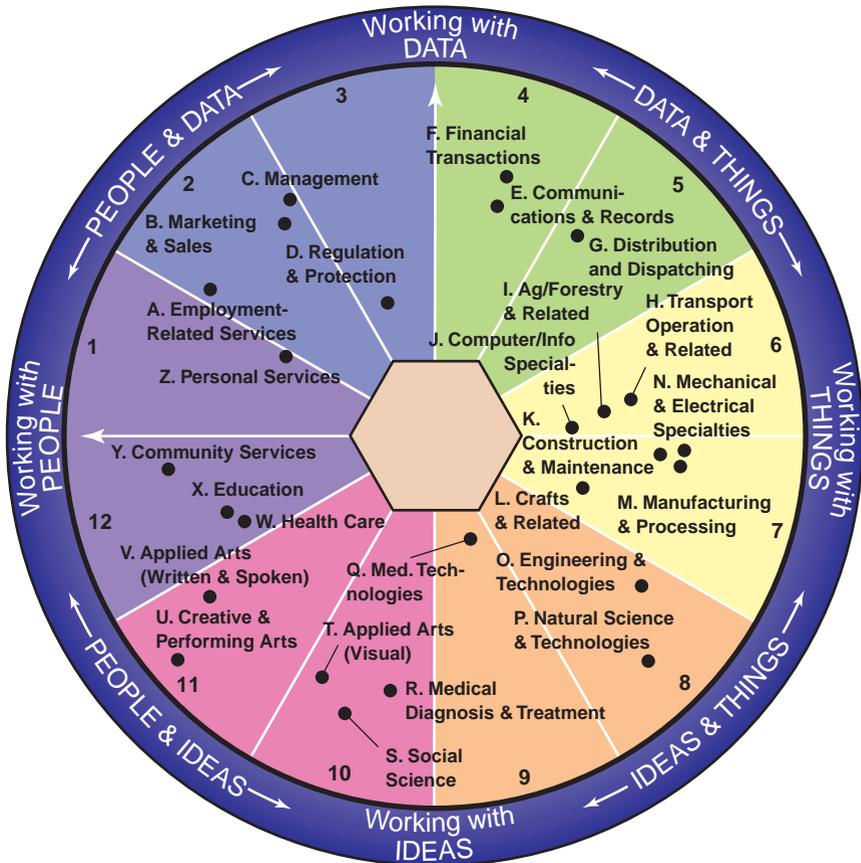

Figure 10.2 The World of Work Map. A service of ACT, Inc. The map is reproduced here with permission, and may be accessed at http://www.act.org/wwm.

Another assessment tool, the World of Work Map, is illustrated in Figure 10.2. It simplifies the Holland typology into two dimensions—whether a person prefers working with data or ideas and whether he or she prefers working with people or things—and links these interests to a wide variety of occupations. The map provides examples of jobs that match peoples' preferences and skills. For example, jobs that require working with data include bank teller, insurance underwriter, and tax accountant; jobs that require working with ideas include criminologist, political scientist, and sociologist. Examples of jobs that require working with people include counselor, lawyer, and social worker; examples of jobs that require working with things include locksmith, millwright, and automotive technician.[23] Encouraging employees to take these types of assessments, and helping them interpret the results, can be useful for providing them with guidance concerning what careers and jobs they are likely to enjoy.

Multisource Assessments

A type of assessment and feedback program that is being used with increasing frequency is **multisource assessments and feedback**. We first discussed these programs in Chapter 8. A typical process involves having an employee's managers, peers, and sometimes subordinates and customers answer questions about the employee. Raters are typically asked to evaluate the person along a number of different dimensions. One example of an instrument used in this sort of assessment is ManagerView360. This instrument measures 20 managerial competencies clustered into four major areas: task/leadership, interpersonal, communication, and problem solving.[24] As with other assessment tests, the results of these evaluations, along with feedback to the employee, can be used to identify strengths and weaknesses and guide development efforts.

As an illustration, an abbreviated feedback form is presented in Figure 10.3. This particular form uses bar graphs to represent average ratings across a number of descriptive statements about the target employee. The ratings, provided on a seven-point scale, indicate the degree to which the target uses various behaviors

Multisource assessments and feedback
A process in which an employee's managers, peers, and sometimes subordinates and customers, answer questions about the employee. Responses are combined and provided as developmental feedback to the employee.
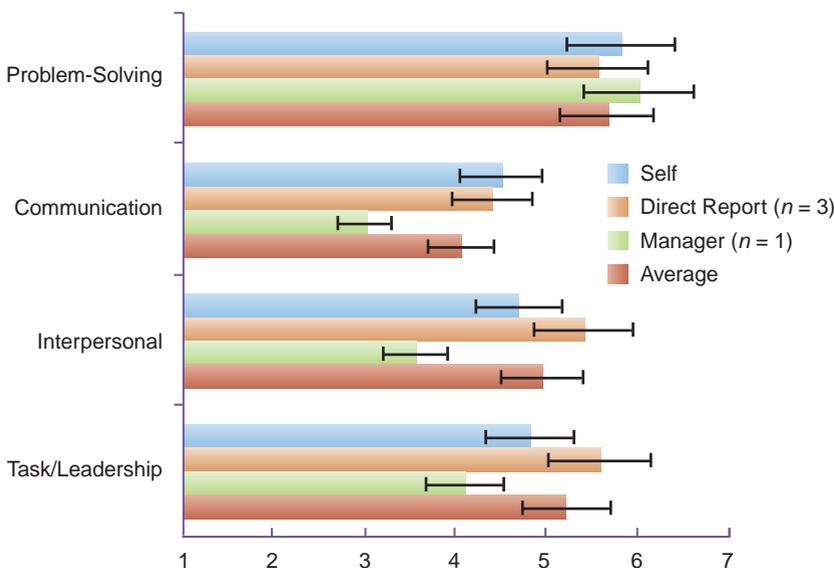

Figure 10.3 Sample Multisource Feedback for Four Categories of Managerial Competence.

grouped into categories (four are shown in this example). For example, raters could be asked to rate the degree to which the target employee, "Clearly expresses and requests information from others" and "Uses written communications effectively and appropriately" as indicators of communication skill.

On the graph, each bar represents the average of the responses of a particular group of respondents: a self-rating by the person who is the target of the assessment, ratings by three employees who report to the target (direct reports whose scores are averaged together), and ratings by the target's manager. An average of the direct report and manager ratings is also presented. The lines at the end of each bar indicate the spread of responses that underlie the average response depicted by the bar.

The results presented in multisource feedback can be overwhelming because so much information is conveyed. This particular graph is a simplification; it only presents data from three sources for four dimensions. A full report from ManagerView360 might include up to five sources and would include graphs for each of the 20 specific competencies that underlie the four categories. Because of the amount of information conveyed in a such a feedback report, people often need training or guidance in interpreting their reports.

In the example provided, it appears that the manager and direct reports of the employee being rated agree that she is an effective problem solver. However, her manager and direct reports are less consistent in their rating of her other competencies. In particular, the manager of this employee has rated her low on communication and interpersonal competence. This feedback could be used to initiate a conversation about how her communication skills might be improved. As a result of the feedback and conversation, this employee might set a developmental goal, such as increasing the degree to which she clarifies her expectations about how work should be done (a communication behavior). Then she should identify development opportunities that will help her accomplish that goal.

Multisource feedback systems work best when reliable ratings are provided, raters' confidentiality is maintained, the system is easy to use, the behaviors assessed are job-relevant, and managers act on the feedback received.[25] One of the research studies that helped to discover these best practices in presented in the "How Do We Know?" feature.

As the feature shows, providing feedback of this kind does not always result in positive outcomes. Some employees may not change as a result of the feedback, and other employees may be frustrated if the feedback is overly negative and not constructive.[26] To prevent this from happening, the organization should provide clear guidance to people filling out evaluation forms, along with support for people receiving feedback. Support can include providing a trained professional to help employees interpret the report or training employees so that they have the knowledge and skill to interpret their own reports.

WORK EXPERIENCES

We mentioned earlier that organizations can use a variety of work experiences to help employees develop. These options, depicted in Figure 10.4, include enrichment, lateral moves (including rotations and transfers), upward moves, and downward moves. Using work experiences for employee development can be very effective, and as an added advantage to organizations pursuing cost strategies, they are relatively low cost.

How Do We Know?

CAN A FEEDBACK PROGRAM REALLY IMPROVE PERFORMANCE?

Having managers, coworkers, subordinates, or even customers rate employees in your company is a resource-intensive undertaking. Does all that effort have any effect on employee performance? To find an answer to this question, Alan Walker and James Smither tracked 252 bank managers participating in an upward feedback program over a five-year period. In this program, managers' subordinates anonymously rated the behaviors of their managers, and that feedback was collected into five-page reports providing information about average ratings and comparing the ratings to others in the organization. The ratings were provided for developmental purposes only and were not used to make promotion decisions. Managers were strongly encouraged to meet with their subordinates to discuss the results but were not required to do so.

The results indicated that not all managers improved their performance. However, managers initially rated poor or moderate showed significant improvements in upward feedback ratings over the five-year period, and these improvements were beyond what could be expected due to chance alone. The researchers also found that managers who met with direct reports to discuss their upward feedback improved more than other managers.

The Bottom Line. Feedback can improve performance, but what people do with the feedback matters. It is important for an organization to encourage employees to talk with others about the feedback and publicly commit to improving their performance.

Sources: James W. Smither, Manuel London, and Richard R. Reilly, "Does Performance Improve Following Multisource Feedback? A Theoretical Model, Meta-Analysis, and Review of Empirical Findings," *Personnel Psychology* 58 (2005): 33–66; A. G. Walker and James W. Smither, "A Five-Year Study of Upward Feedback: What Managers Do with Their Results Matters," *Personnel Psychology* 52 (1999): 393–423; Jai Ghorpade, "Managing Five Paradoxes of 360-Degree Feedback," *Academy of Management Executive* 14 (2000): 140–150.

Job enrichment involves adding challenges or new responsibilities to employees' jobs. Enrichment may involve a project assignment that is outside an employee's regular duties or a role switch that requires the employee to temporarily take on another employee's responsibilities. Enrichment can have

Job enrichment
The addition of challenges or new responsibilities to jobs.
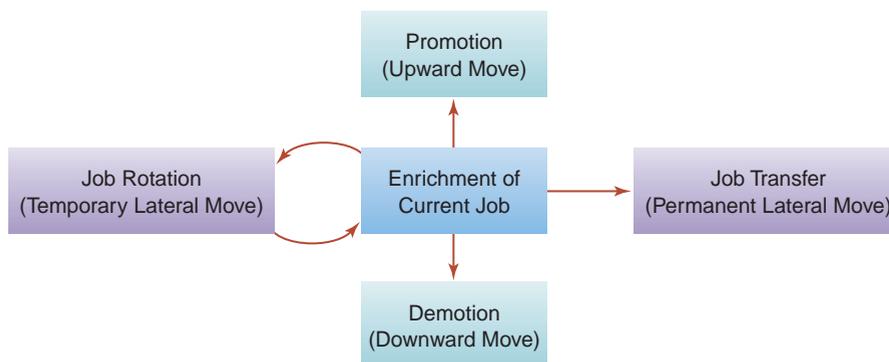

Figure 10.4 Types of Developmental Job Experiences. *Source:* Based on Raymond A. Noe, *Employee Training and Development,* 3rd ed. (New York: McGraw-Hill, 2004), p. 284.

Job rotation
A time-limited lateral work assignment for the purpose of helping employees develop new knowledge and skills.

Job transfer
A permanent lateral work assignment for the purpose of helping employees develop new knowledge and skill.

Upward move
A career move resulting in an increase in responsibility, pay, and status; also known as a promotion.

Downward move
A career move resulting in a decrease in responsibility, pay, and status; also known as a demotion.

the dual benefit of being motivating because it adds challenge and novelty and being developmental because it requires the employee to develop new skills.

A lateral move is a job change that involves a change in duties without an increase in pay, responsibility, or status. Lateral moves include job rotations and job transfers. **Job rotations** are temporary work assignments in which employees are expected to move through multiple jobs within a set period of time. **Job transfers** are permanent lateral moves made for purposes of developing new knowledge and skill.

One study of lateral moves found a number of benefits for a job rotation and transfer program at Eli Lilly and Company, a pharmaceutical firm that employs over 40,000 and develops products sold all over the world. Although headquartered in Indianapolis, Indiana, the company has research facilities in eight countries and manufacturing plants in 13 countries.[27] To help employees develop the breadth of knowledge and skill necessary in this industry, Eli Lilly rotates most of its employees through different jobs in different locations in either short-term rotations or longer-term transfers. The job assignments last anywhere from one to five years. Researchers found that employees who took more frequent rotations had greater salary growth, had more perceived gains in knowledge and skill, and believed their work was more satisfying.[28] Companies are believed to benefit as well, by helping employees to better understand the big picture of what the company does and how, and by encouraging employees to meet people throughout the company so they can collaborate in the future.

An **upward move** is typically called a promotion; it involves an increase in responsibility, pay, and status. Employees generally welcome promotions as developmental opportunities. When employees are promoted, they receive material rewards as they are being challenged and as they learn. A **downward move** or demotion involves taking a job with less responsibility and authority.[29] Not surprisingly, employees are often resistant to downward moves because moving down often means losing pay as well as responsibility.[30] Employees may be less satisfied with a downward or lateral move than with a promotion and thus be more likely to quit.[31] A downward move may be necessary, though, for an individual to gain knowledge and skill in a new area. For example, a manager who wants to break into product design may have to take a nonmanagerial product design position and work in a lower-paying team role in order to gain the knowledge necessary to manage in that area of the business. So downward moves are likely to work best when they are temporary and when the employees agree to the moves as steps toward long-term career goals.

Of course, not every job experience actually results in learning and growth. Simply adding more work or changing a job title does not promote employee development. Research suggests that the greatest learning occurs when job experiences provide greater authority, require skill at creating change, and call for the use of persuasion rather than authority to get things done. All these factors contribute to a sense of personal growth.[32]

DEVELOPMENTAL RELATIONSHIPS

Developmental relationships are relationships that provide support and encouragement for personal or professional growth. These relationships can involve formally assigned mentors, coaches, supervisors, coworkers, subordinates, or support groups.[33] Table 10.3 lists these different relationships along with a description of their nature and purpose.

Table 10.3	Types of Developmental Relationships

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).

Coaching

An increasingly common form of developmental relationship in organizations is **coaching**. Coaches equip people with the tools, knowledge, and opportunities they need to become more effective.[34] Coaches can be professionals who work outside the company, or they can be employees who have a responsibility for improving other employees' performance. Professional coaching is a big business, with 2004 revenues estimated at over $1 billion. The International Coach Federation, the largest association for professional coaches, boasts membership of over 16,000 members, many of whom receive between $100 and $500 an hour for their coaching services.[35]

Coaching
When a person works with others to equip them with the tools, knowledge, and opportunities they need to become more effective at work.

Professional coaching appears to be most commonly used to remedy problem performance of senior managers and executives.[36] However, it has also come to be considered a positive, proactive practice that should be more broadly used by managers and human resource professionals within their companies. For example, lower-level managers and managers who are not struggling may benefit from meeting with a coach to further improve their performance or to prepare for upcoming challenges. Many supervisors are being asked to take on the role of coach with their subordinates.[37]

What does a good coach do? Good coaches follow a process of contracting, opening, practicing, planning, and evaluating.[38] Contracting and opening are the preliminary phases of coaching, and they involve setting up a clear understanding of the nature and duration of the relationship. These phases also include an initial meeting at which expectations are discussed. Practicing and planning are the core learning processes in which the coach and employee try out new behaviors. Finally, evaluation involves verifying that expectations have been met and that the relationship has worked out as planned.

DeLoitte & Touche USA, a member of the Deloitte Touche Tohmatsu worldwide professional services organization, uses professional coaches as part of its Career Connections program. Since the program's inception in 2002, Deloitte's full-time coaches have provided one-on-one counseling to about 3,500 partners and employees as well as team coaching to some 1,300 additional employees and clients. The company credits the program for retaining at least 650 people who would have left the organization had there been no access to a coach.[39] DeLoitte values this program so much that it has 13 full-time coaches on staff, and it is conducting training to encourage partners and managers to adopt a coaching approach to their management duties.

Mentoring
When an experienced person helps a less experienced person learn and grow.

Mentoring

Another common developmental relationship in organizations is mentoring. **Mentoring** refers to a one-on-one relationship between a less experienced and a more experienced person that is intended to contribute to personal and professional growth.[40] Mentoring can be formal, as when an organization pairs an employee with a more senior manager, or informal, as with a relationship that arises naturally in the course of day-to-day working arrangements. Mentors generally benefit employees in two ways. First, they may provide career benefits by offering challenging work experiences, providing advice, offering political protection, and sponsoring the employee in contests for promotions and other opportunities. Second, they may provide psychological and social benefits, such as by helping the employee build a sense of identity and personal competence.[41]

What makes for a successful mentoring program? A number of studies suggest that it is helpful for mentors and protégés to perceive themselves as similar in some way.[42] This can be accomplished either by helping to match employees and mentors who are similar in their outlook or perspective or by allowing employees and mentors to voluntarily select their own pairings. Other characteristics of good programs include encouraging proximity, providing an orientation, offering guidelines, and encouraging protégés to set goals.[43] For example, one study examined 12 mentoring programs across four different organizations, involving a total of 175 protégés and 110 mentors. The researchers found that providing high-quality training to mentors and protégés and allowing them to have input on the type of person with whom they were matched contributed to participants reporting that the program was effective.[44] Another study, reported in the "How Do We Know?" feature, found that the best performance following a mentoring relationship came from pairing protégés with mentors who were successful in their jobs.

How Do We Know?

HOW DO WE MAXIMIZE THE RETURN ON MENTORING?

How can we ensure that the time put into a mentoring program pays off? To answer this question, Scott Tonidandel, Derek Avery, and McKensy Phillips studied NCAA Division 1 head coaches in women's basketball. Seventy-four coaches were asked a series of questions about their interactions with their head coaches when they were assistant coaches. The coaches with the best records were those who had worked for more successful head coaches (more career wins) who had provided mentoring (given support and career advice). When the head coaches had done little by way of mentoring, then their records did not matter. And when the head coaches had provided mentoring but had not been successful themselves, then their mentoring did not seem to make a difference for their protégés' later performance.

The Bottom Line. If you want employees to learn to be winners, then have them mentored by more senior employees who are already winners. It's not enough to simply pair people together. For the greatest chance of future protégé success, mentors should provide both personal and professional support to their protégés. In other words, not just any mentor will do.

Source: Information from Scott Tonidandel, Derek R. Avery, and McKensy G. Phillips, "Maximizing Returns on Mentoring: Factors Affecting Subsequent Protégé Performance," *Journal of Organizational Behavior* 28 (2007): 89–110.

LEARNING OBJECTIVE 4

How Do Organizations Integrate Development Efforts?

Companies with effective human resource practices use their development programs in a systematic as well as a strategic fashion. They use competency models to integrate their development efforts with the company's strategy and goals, encourage employees to follow a thorough process that includes a number of discrete steps, and employ technology to integrate development with other human resource activities.

COMPETENCY MODEL

Rather than choosing programs haphazardly, forward-looking organizations use competency models to design a set of related programs, link them together, and ensure they are congruent with other HR practices. Competency models, as described in Chapter 4, can be developed to indicate what types of knowledge, skills, and behaviors will help the organization accomplish its strategy. Based on this information, the organization can strategically staff important positions with people who have the right characteristics. It can also develop those characteristics in others by first identifying current employees' strengths and weaknesses and then encouraging development using one or more of the types of development presented in this chapter. This model is depicted graphically in Figure 10.5.
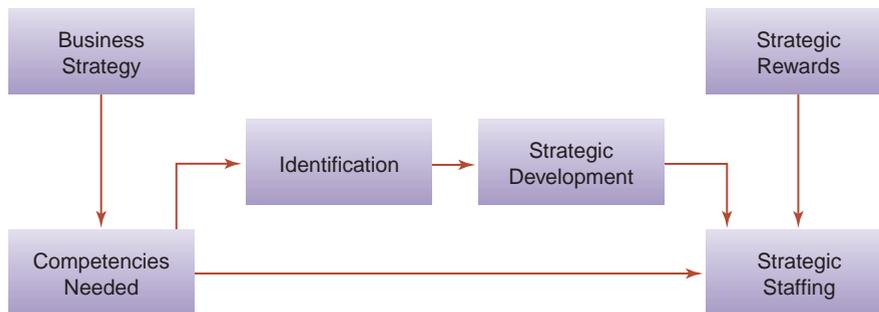

Figure 10.5 Model of Strategic Career Development. *Source:* Adapted from Douglas T. Hall, *Careers In and Out of Organizations* (Thousand Oaks, CA: Sage, 2001), p. 285. Used with permission.

One example of a program that uses this approach is a leadership development program at Johnson & Johnson. Johnson & Johnson operates more than 200 companies that employ approximately 122,000 men and women in 57 countries. These companies manufacture healthcare products and provide related services in the consumer, pharmaceutical, and medical devices markets. Johnson & Johnson, which has won many awards for its concern for employee and consumer well-being, works hard to ensure that its emphasis on responsibility and innovation will be supported over time by its next generation of leaders. To accomplish this goal, the company developed a competency model for its leaders, called the standards of leadership (SOL), built around the Johnson & Johnson credo values of responsibility, integrity, and ethical behavior. The SOL competencies are used to guide leadership development programs in many parts of Johnson & Johnson.[45]

Another example of a company that takes leadership development seriously, and bases these efforts on core competencies related to their core business, is the Men's Wearhouse. This company is described in more detail in the Building Strength Through HR feature.

CAREER DEVELOPMENT PROCESS

Forward-looking companies help employees to manage their development using the career development process. This is a series of steps that helps employees identify and pursue career goals, along with appropriate developmental goals to help them achieve their long-term career goals.

Building Strength Through HR

MEN'S WEARHOUSE

Men's Wearhouse is one of the largest specialty retail stores in the United States. In early 2010, it had 1,294 stores, with a five-year revenue growth rate of 7 percent.

The success of Men's Wearhouse is driven by many of its management practices, including the way in which employees are trained. All managers, assistant managers, and retail consultants receive training on selling and consulting. But store managers receive an even more intense learning experience. They are flown, along with other high-ranked employees to the company's Fremont, California, facility for Suits University. The push in this program is to help employees learn more about the company and the industry and to help them become a cohesive team. Store managers return every year to headquarters to continue their education and renew their collective commitment to high quality, low price, and

great service. Part of this experience includes face-to-face time with the Founder and CEO of the company, George Zimmer.

Source: Information from Dan Reed, "Zimmer Custom Tailors Sales Style at Men's Wearhouse," *USA Today,* October 29, 2008; Victor D. Infante, "Men's Wearhouse: Tailored for Any Change That Retail Brings," *Workforce Management* (2001, March): 48–49.

The **career development process** includes four steps: self-assessment, reality check, goal setting, and action planning.[46]

   Self-assessment is a process in which employees determine their interests, values, personalities, and skills. Self-assessment often involves the use of psychological tests like the SDS, discussed earlier. Assessment can also include exercises that ask employees to consider where they are today and where they want to be in the future. Employees can conduct these activities alone, with the help of a supervisor, or with a specialist in the area of career coaching or counseling. These professionals can be particularly useful for helping administer and interpret the results of psychological tests.

   In performing a **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. Employees can talk with their current supervisors as one way to obtain a reality check. Supervisors can often provide information about their subordinates' strengths and weaknesses and about opportunities within the company. Other sources of information about labor market opportunities include career centers of colleges and universities, trade magazines published by professional associations, computer discussion groups, online resources, and current incumbents.[47] Contacting current incumbents, a process referred to as *information interviewing*, gives an insider view of a job or profession. Meeting someone at his or her work environment can be a great way to test assumptions about what the work is like. If one of your ambitions is to be an executive at your company, for example, then you might try meeting with a current executive and asking questions about her work to discover whether the work is as you imagine it.

   Goal setting involves setting milestones or achievements for the future, such as positions to achieve, skills to be gained, and development efforts to pursue. For example, an employee with the long-term goal of being a chief accounting officer should plan to gain skill in financial analysis, auditing, corporate tax planning, and strategic analysis. This employee might also want to seek a degree or certification in this area, such as a master's degree in accountancy or a designation as a Certified Public Accountant.

   In **action planning**, employees make plans for how they will accomplish their goals. In most cases, action planning means selecting developmental opportunities appropriate to the goal. An employee who aspires to be a chief accounting officer, for example, should plan for action by selecting one or more developmental activities for each of the areas in which she needs to gain skills in order to meet her goal. For example, to gain auditing skills, she might plan for the following: Within three months, find a mentor with considerable audit experience (developmental relationship); within a year, take a class from a local university in accounting (formal education); in three years, take a work assignment in internal auditing (work experience).

TECHNOLOGY

Companies with effective human resource practices make use of technology to ensure that employees have ready access to a variety of developmental opportunities. Technology can also be used to integrate various programs so that a common database of competencies and associated learning experiences can be used to make and track development plans.

Career development process
A series of steps that people can use to identify and pursue their long-term career goals.

Self-assessment
A process in which employees determine their interests, values, personalities, and skills.

Reality check
A process in which employees determine the accuracy of their self-assessments and how those assessments fit with opportunities in the environment.

Goal setting
A process in which employees set milestones or desired achievements for the future.

Action planning
A process in which employees plan how they will achieve their goals.

Technology in HR

NATIONAL AERONAUTICAL AND SPACE ASSOCIATION (NASA)

Headquartered in Washington, DC, NASA also has 10 field centers that support its mission to pioneer the future in space exploration, scientific discovery, and aeronautics research. NASA has over 17,000 full-time employees, many with advanced degrees in their fields and an interest in continued learning and education.

To make learning and education opportunities easily available to employees, and easy to manage from supervisors' perspectives, NASA launched the SATERN website in 2005. A major objective of the system is to provide supervisors with "an integrated system that ties training, IDPs [individual development plans], and competencies into a single system, enabling them to make more informed decisions."

The SATERN website allows employees to do a number of things: search for or simply browse learning opportunities; indicate an interest in opportunities and, if they are qualified, enroll directly; create and modify a learning plan that keeps track of desired, ongoing, and completed learning opportunities; and launch online learning opportunities directly from their learning plans.

Source: Information from https://saterninfo.nasa.gov accessed April 11, 2010.

One example of an integrated employee and career development website is the National Aeronautical and Space Association (NASA) System for Administration, Training, and Educational Resources for NASA (SATERN). Before 2005, NASA used three different computer systems to coordinate its training and development programs.[48] It operated a registration system that allowed employees to sort through and select learning opportunities, an administration system that tracked employees' learning and produced reports for supervisors and others, and an online delivery system that provided Internet-based training. Working with an outside partner called Plateau, NASA integrated this system into a single website that performs all of these functions for NASA employees and contractors. This system simplifies learning for employees and is expected to save NASA money by reducing the amount of time required to complete paperwork required by the government. More information on this system is presented in the "Technology in HR" feature.

> ### CONCEPT CHECK
> **1.** *What role do competency models play in career development?*
> **2.** *What are the steps in the career management process?*
> **3.** *What role does technology play in career development?*
> **4.** *What are the major steps in the career development process?*

LEARNING OBJECTIVE 5

What Are Some Important Career Development Challenges?

Organizations in general, and HR departments in particular, face several major challenges in the area of the career development of employees. These challenges include effectively orienting new employees, preventing employee burnout, helping employees to balance their work with their personal lives, developing a diverse workforce, and assisting employees to manage international assignments. Fundamentally, these challenges represent ways in which organizations can help their employees learn and grow within the organization so that they do not leave in search of opportunities elsewhere. In addition, organizations that have programs to address these challenges are more likely to be attractive to potential hires, so these programs can help attract new employees.

ORIENTING NEW EMPLOYEES

Organizations face a challenge every time they hire a new employee. New employees need to be helped through a transition from being only loosely connected with the organization (an outsider) to being knowledgeable and comfortable in their role within the organization (an insider). **New employee orientation** is the process of bringing people into the organization and helping them adjust so that they can perform their work effectively. This process goes by many other names, including onboarding, induction, and socialization (see Chapter 7).[49] Although often considered a single event (an orientation program), it is best to think about orientation as an ongoing process that helps employees adjust and ensures their success. Orientation, then, is one way in which organizations help employees succeed in their careers, because it helps employees to become successful in their jobs and to prepare for future jobs within the organization.

New employee orientation
A process in which organizations help new employees adjust so that they can perform their work effectively.

   A typical orientation program might 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. Lectures and discussions can be supplemented with a tour of the physical space, team-building activities, and opportunities to practice some skills that are critical to success in the organization. To make orientation an ongoing process, structured meetings between the new employees and their managers, as well as other important employees in the organization, can be arranged. In addition, new employees can meet again informally to share their successes and their challenges.

Research has found that organizations that provide orientations to their new employees help them learn important characteristics of the company.[50] When compared to employees who did not attend an orientation program, employees who attended orientation training had significantly higher levels of affective organizational commitment. So offering new employees orientation programs is a way to increase commitment and reduce turnover of new employees.[51]

An effective orientation program should be guided by five principles:

1. Present realistic information about the company and the new employees' role in it.
2. Provide support and reassurance to alleviate anxiety and fear.
3. Have a successful employee demonstrate how employees can use coping skills to succeed at work, allow for discussion, and encourage practice.
4. Teach self-control of thoughts and feelings to help employees manage negative thoughts and feelings that arise because of challenges in adjusting.
5. Give the new employees information specific to their new jobs and new bosses.[52]

To follow these principles, orientation cannot be a one-time event conducted solely by an HR professional. Instead, it should be a series of events that involve not only HR professionals but also other employees of the company, including the new employees' future bosses.

REDUCING BURNOUT

Burnout
A psychological phenomenon involving emotional exhaustion, cynicism, and a decline in feelings of competence about work.

Burnout is a psychological phenomenon involving emotional exhaustion, cynicism, and a decline in feelings of competence about work. We first introduced this concept in Chapter 4 when we discussed work design. Employees who experience burnout exhibit the following symptoms: (1) feelings of being overextended and emotionally drained, (2) indifference or a distant attitude toward work, and (3) reduced expectations of continued effectiveness. These symptoms of burnout are similar across different industries and countries.[53] Organizations must address the challenge of burnout, or their employees may quit. High levels of burnout are associated with low levels of commitment and high turnover intentions.[54]

What causes burnout? Research suggests that burnout is highly related to workload, pressure, stress, conflict, and unmet expectations. This means, for example, that employees who are given a lot of work with tight timelines, and who did not expect these working conditions, are more prone to burnout. What can help to reduce burnout? Research suggests that supervisors can play a key role by being clear about their expectations, offering support, and providing employees with the opportunity to help make decisions about the work.[55]

Organizations that do not keep an eye out for symptoms of burnout may waste their investments in employee development. For example, if an employee who is given multisource feedback, mentors, and an enriched job becomes overwhelmed by the balancing of current work demands and the time required for developing new skills, he may experience burnout and leave the organization. If this employees leaves, then all the learning gains from development will be taken to another organization, possibly even a competitor!

HELPING EMPLOYEES BALANCE WORK WITH PERSONAL LIVES

As we first mentioned in Chapter 1, the U.S. labor force has undergone a number of changes, including an ongoing shift toward a higher proportion of women in the workforce. This shift has created a compelling need for organizations to help employees balance their work and nonwork lives. Figure 10.6 shows that the percentage of families in which both spouses work in the United States has increased by nearly one-third since 1970, from 45.7 percent to 59.8 percent. This means that the average family in the United States has to juggle two jobs as well as other life obligations, such as running the household and raising children.

The strain of balancing the demands of work and personal life can cause dissatisfaction that leads employees to quit their jobs. However, organizations can do something about it. Programs that allow flexible work hours, provide assistance with childcare, and offer time off to deal with family illnesses can all help employees met the demands of their lives outside the workplace. Research reveals an interesting finding about such programs. For nearly all employees, these programs send a message about how much the organization cares about its employees. Having these programs is seen as a positive even by employees who do not use them. More specifically, employees are more committed to organizations that have family-friendly policies, even if they don't make use of the programs.[56]

DEVELOPING A DIVERSE WORKFORCE

Increased workforce diversity, as noted in Chapter 1, requires that organizations address the different development needs of different employees. How can organizations provide career support and developmental opportunities to women, ethnic minorities, disabled workers, and older workers, all of which are growing segments of the labor market?

One way to provide career support for members of a diverse workforce is to give these employees access to developmental programs, including work experiences and developmental relationships. At a number of Johnson & Johnson companies, for example, young adults who are members of ethnic minorities are offered key internship and mentoring opportunities. The program helps these employees develop their careers, and it helps to interest them in future
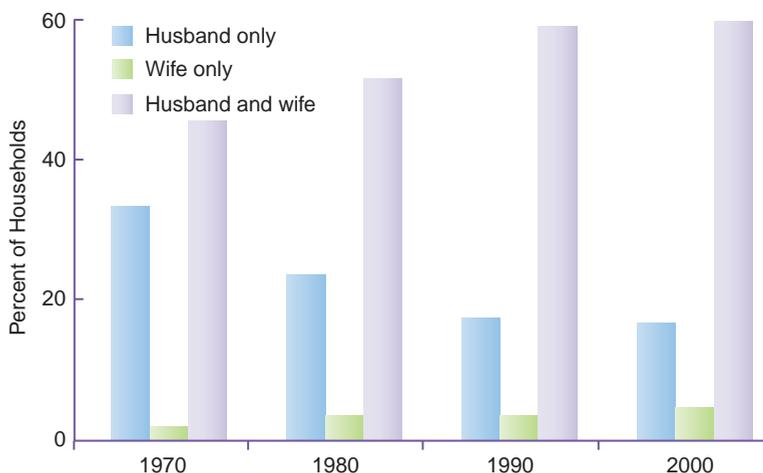
Figure 10.6 Changing Earnings Structure of Families. *Source:* Information from U.S. Bureau of Labor Statistics, "Annual Social and Economic Supplement 1968–2005 Current Population Survey" (Washington, DC: U.S. Department of Labor Bureau of Labor Statistics, 2006). Available online at http://www.bls.gov/cps/wlf-table23-2005.pdf. Percentages do not add up to 100% because no earner and other multiple earner households are omitted.

opportunities with the company. Since 1999, 100 percent of the job offers to interns in these programs have been accepted.[57] Abbott, a multi-billion-dollar pharmaceutical company, places particular emphasis on its mentoring programs as a way to develop its diverse workforce. Approximately half of Abbott's managers companywide serve as mentors. The program includes formal goals for the mentoring relationship, training, and follow-up.[58]

Another way to provide career support for members of a diverse workforce is for an organization to organize one or more affinity groups. An **affinity group** can be formed around any of a variety of issues, including ethnicity, age, sexual orientation, and disability. Individuals with similar interests and experiences meet to share information and support one another.[59] In 2008 Texas Instruments, for example, has 17 such networks, including the TI Women's Initiative, the Hispanic Employees Initiative Forum, the Chinese Initiative, the Jewish Initiative, Muslim Employees Initiative, and the Deaf Employee Network. Each group is sponsored by senior management, has a budget, and meets on company time.[60]

For older workers, there is an additional challenge. As they get older, employees run the risk of losing confidence in their ability to learn and having their skills become out of date.[61] There are a number of ways to ensure that older employees continue to update their skills, including providing challenging work assignments, emphasizing continuous learning, rewarding learning via pay for participating in development or contributing new ideas, and encouraging peers to share information and discuss ideas.[62]

Affinity group
A group of similar employees that meets to support one another.

MANAGING INTERNATIONAL ASSIGNMENTS

As mentioned in Chapter 5, more companies are sending their employees to other countries to conduct business. An employee who goes to another country for a time to work is called an **expatriate**. Turnover of expatriates can be very high, and it is costly to replace an expatriate once he or she has left the organization.[63] What can organizations do to help employees prepare for an international assignment and to make it more likely that they do not leave early? They can provide support in the form of pre-departure, onsite, and after-return resources.

Expatriate
An employee who goes to another country for a time to work.

Pre-departure Resources

Pre-departure resources include a variety of activities that vary from self-directed research to field trips to the host country. Training programs that involve lectures and activities, in general, have been shown to be an effective way to prepare employees.[64] Training should provide 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 often involve behaviors like greetings and meals. In China, for example, business greetings typically involve a handshake with a slight nod of the head. Formal names are used, and business cards are exchanged by offering and receiving them with both hands. To fail to follow these customs is to be seen as impolite. Exclusives, on the other hand, often involve religious customs. For example, a visitor to Indonesia should not participate in Muslim prayer rituals, reserved for members of the religion, unless the expatriate is a Muslim. If necessary, language training also should be included at this point. Basic language training can help employees navigate day-to-day life in their host country.

Another component of pre-departure training involves explaining that, after an initial "honeymoon" stage, expatriate employees may begin to suffer from culture shock. **Culture shock** is stress that stems from the uncertainty and confusion that people sometimes experience when they must deal with an unfamiliar culture. To help manage this stress, expatriates should be instructed to expect it and should be given advice on how to cope with it. Coping mechanisms include maintaining a reasonable fitness schedule, adhering to a sensible diet, and discussing thoughts and feelings with sympathetic others throughout the visit.[65]

Certain assignments may require more preparation than others. If the country where the employee is going is very different, and if the job requires extensive and intensive contacts with the host society, more rigorous preparation should be provided. This preparation might include advance trips and other field experiences.[66]

Culture shock
Stress caused by uncertainty and confusion that may arise when people must deal with an unfamiliar culture.

Onsite Resources
To help employees adjust to the uncertainties of living in a new culture, the organization should provide onsite assistance as well as pre-departure training. 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. These conversations can take a variety of forms. Expatriates could have access to a local mentor—an individual who was born and raised in the host country but understands the challenges of adjusting to its culture. An organization-sponsored coach or a more experienced expatriate could also provide guidance and advice. Whatever the form, onsite assistance can be invaluable for helping the expatriate determine how to behave in specific situations. This approach is useful because it provides the expatriate with individualized information that can be used right away.[67]

After-Return Resources
The third phase of the process of helping employees manage international assignments, called **repatriation**, involves support provided after the employees return home. After living in new culture for some time, people often have some difficulty readjusting when they return home. Following an international assignment, employees have valuable knowledge and skills that the organization does not want to lose. Organizations can help the expatriate readjust by offering workshops, encouraging meetings between the expatriate and managers in the expatriate's organization, and providing challenging work that allows the repatriate to use the new knowledge and skills gained from living in another country.

Repatriation
The process of adjusting to a home culture after returning from living and working in another culture.

Other Issues
Another important issue for international assignments is the expatriate employee's spouse and family. If the expatriate has a family, family members should be invited to participate in each of the three phases just described. Offering assistance to family members increases the likelihood that they will adjust to the new culture and thus reduces the chances that family dissatisfaction will become a factor for the expatriate. Failure of the family to adjust is a common reason for expatriates' terminating their assignments early.[68]

Finally, we should not forget that organizations should offer the same support to their employees from other countries who come to the United States as they give to their U.S.-based employees working abroad. There are ways to help ensure that employees from other countries working in the United States are successful, including providing accurate information about life in

the specific area in which they will be living and assistance with the practical details of finding housing, jobs for spouses, and schools for children.[69]

> **(?) CONCEPT CHECK**
>
> **1.** *What are some common career-development challenges that organizations face?*
> **2.** *What can an organization do to make sure employees are oriented effectively?*
> **3** *What can an organization do to help an employee prepare for an international assignment?*

A MANAGER'S PERSPECTIVE REVISITED

IN THE MANAGER'S PERSPECTIVE AT THE BEGINNING OF THE CHAPTER, ALEJANDRO WAS FEELING THAT HIS JOB WAS MISSING SOMETHING. AFTER TALKING WITH A FRIEND, HE REALIZED THAT A POSITION OFFERING NEW CHALLENGES MIGHT BE JUST WHAT HE NEEDS. FOLLOWING ARE THE ANSWERS TO THE "WHAT DO YOU THINK?" QUIZ THAT FOLLOWED THE CASE. WERE YOU ABLE TO CORRECTLY IDENTIFY THE TRUE STATEMENTS? COULD YOU DO BETTER NOW?

1. In today's economy, companies have no responsibility for helping employees learn and grow. **FALSE.** *Although it is true that today's employees tend to depend less on the organization for development opportunities, organizations still have a role to play. More specifically, organizations that want to attract and retain the best employees must provide resources and support for development.*

2. The "career ladder" is often not an accurate description of how people progress through their careers. **TRUE.** *The typical progression from lower to upper levels within a company is much less prevalent today than in prior years. Some firms still have predictable internal career progressions, but even those progressions do not often fit the straight upward progress that was more common in the past. A more suitable term today is* career path.

3. Mentoring and coaching are buzzwords for networking; those programs don't do much except help people get to know each other. **FALSE.** *Both mentoring and coaching offer useful development opportunities. In addition, mentoring provides psychological and social support that can help organizations to retain employees by increasing their job satisfaction.*

4. Multisource feedback systems are too complicated; employees don't learn anything from them. **FALSE.** *Although it is true that not all employees learn from feedback, research suggests that managers with the worst skills do improve after using these systems. Of course, the feedback program must be well run and managers must commit to changing their behavior.*

5. To help employees have a successful career, companies should give them challenging work experiences. **TRUE.** *Challenging work experiences, particularly job enrichment and lateral moves, have been shown to benefit employees in a variety of ways. Employees who have had challenging work experiences tend to have higher pay, and they tend to be more satisfied with their work.*

Alejandro's situation is repeated in many organizations where managers fail to consider the developmental needs of their employees. Erika, his boss, has a lot of work ahead of her to replace Alejandro. And she will face this problem again and again until she realizes that her HR practices fall short of her competitor's HR practices.

SUMMARY

LEARNING OBJECTIVE 1

How is employee development strategic?

Development practices are useful for organizations because they help to increase the knowledge and skills of their employees and to attract and retain talented employees. Both benefits translate into a better ability to adapt and change as the market demands.

Organizations with an external labor orientation must offer programs that prepare people for their work and are valued by the external labor market. This is particularly true for organizations using a Free Agent strategy, as they must lure employees with valued opportunities such as formal education and support for licensing and certifications. Organizations with an internal labor orientation must offer a broader range of programs, including assessments and developmental relationships. With regard to cost and differentiation, development is equally important but with a different focus. Organizations with a cost strategy can control development costs by making use of work experiences for development. Organizations with a differentiation strategy use a wider variety of developmental opportunities to foster innovation and collaboration.

LEARNING OBJECTIVE 2

What are careers like today?

The typical career pattern has moved away from a predictable sequence of promotions—a career ladder—to a varied array of experiences that may include movements in and out of companies and industries. There has been a shift in emphasis away from objective indicators of career success, such as material wealth, toward more psychological measures of success, such as career satisfaction and work-life balance.

LEARNING OBJECTIVE 3

How can organizations help employees develop?

Four major categories of development include formal education, assessment and feedback, work experiences, and developmental feedback. Within each of these categories, organizations can offer more specific programs that help employees learn skills that help them to pursue their career goals.

LEARNING OBJECTIVE 4

How do organizations integrate development efforts?

Information gathered through the use of competency models allows organizations to strategically staff important positions with people who have the right characteristics. Employees can identify and pursue career goals through the career development process, a four-step process of self-assessment, reality check, goal setting, and action planning.

LEARNING OBJECTIVE 5

What are some important career development challenges?

Five critical issues are (1) orienting new employees, (2) reducing burnout, (3) helping employees manage a work–family balance, (4) developing a diverse workforce, and (5) assisting employees on international assignments. Each is critical to ensuring that employees who are the recipients of development do not leave the organization. Failing to meet these challenges is a sure-fire way to encourage affected employees to quit and take their skills to another organization, possibly a competitor!

KEY TERMS

Action planning   393
Affinity group   398
Burnout   396
Career   380

Career development   376
Career development process   393
Career ladder   380
Career path   381

DISCUSSION QUESTIONS

1. What types of development efforts are most appropriate for companies with an internal labor orientation? an external labor orientation? Can you think of examples of how companies with these different orientations develop their employees?

2. What impact should differentiation versus cost strategies have on employee development?

3. Consider the difference between a traditional career and a Protean career. Does one sound more appealing to you? If so, why? If you choose a traditional career, can you think of industries and companies where such a career still exists?

4. Choose a particular job in which you are interested. Research the job to see if licenses are required or certificates are offered. If so, why do you think this is the case? If not, what does that tell you about the job?

5. Brainstorm a list of jobs in which you might be interested. Classify these according to the World of Work map. Is there a pattern to these jobs? Does the placement on the map give you other ideas for jobs you might consider?

6. What are the various types of developmental relationships, and when might each be useful for you?

7. What are different types of developmental work experiences, and when might each be useful for you?

8. In multisource assessments, the ratings assigned by supervisors, peers, and employees do not always agree with one another. Why do you think that is the case? What should be done to help the person being rated to reconcile the differences?

9. Have you ever attended an orientation program for work or for school? How useful was the orientation? Did the orientation cover everything it should have covered? What things were left out that you would like to have had included?

10. Would you be interested in working in another country for an extended period of time? Pick a country where you would consider working, and discuss the positives and negatives that you would expect to come from living and working there.

EXAMPLE CASE   *Expanding into Switzerland*

Your company decides to open a business unit in Switzerland, and you are charged with deciding what the HR policies and practices will be in that unit. In general, your firm is innovative and relies on external labor to maintain a steady supply of talented employees. At this point, the company intends to staff the unit with a mix of employees from the United States and Switzerland. Read the following description of the labor market in Switzerland, and answer the questions that follow.

ZURICH—Working women have never had it easy in slow-to-change Switzerland. But that situation could change as the country's tight labor market forces employers to look more closely at the advantages of having satisfied women in the workforce.

The signal came when the Swiss Employers Association, noted for its conservative approach to women's issues, released a report in January 2001 calling on companies to do everything they can to allow women to combine career and family through flexible working hours and support for childcare centers. The association also called for a change in a primary education system where children come home at all hours of the day. It suggested that schools move to fixed hours and make it possible for children to have lunch at school. All-day schools are also desirable, not just fixed hours in the morning or afternoon, the association said.

"The Swiss have stuck to the old ideal of a family where the man works and the wife stays at home," says an association vice director, Hans Rudolf Schuppisser. "There is an expectation that someone is always at home. We now have revised this idea and we are adjusting to a new situation."

"To make it easier for women to have a profession and a family makes good economic sense," says the association's president, Fritz Blaser. Indeed, there are a number of reasons for the new way of thinking.

Topping the list is one of the world's tightest labor markets, with an unemployment rate of only 2 percent.

"There is a shortage of labor across the board," says association vice director Daniel W. Hefti. He explains that Switzerland's gross domestic product— the national output of goods and services—can grow by only 1.5 to 2 percent. If GDP is to grow beyond this rate, manpower shortages need to be satisfied through immigration. This is a tricky political issue, however, as Switzerland already has a million foreign workers, around a quarter of its working population. That is one of the highest percentages of foreign workers in Europe. If women take up the slack, there will be less demand for imported workers, so the thinking goes.

A factor that is taking on greater significance is the high level of education among Swiss women. In 1999, women accounted for 53 percent of the candidates completing the Matura, a diploma that qualifies them for university admission. Although men still lead in university degrees—56 percent compared with 44 percent for women—their female counterparts are catching up fast. In 1999, the number of university diplomas awarded to women increased by 14 percent, compared with 7 percent for men.

"The future depends on women," says Barbara Zuber, head of human resources at Zurich Financial Services. "In Switzerland, there is huge competition for highly qualified people. We have a war for talent."

On paper, a woman's place in the workforce doesn't appear to be that much of a problem. According to data from the Organization for Economic Cooperation and Development, nearly 72 percent of Swiss women between the ages of 15 and 64 were employed outside the home in 1999, compared with an average of 53 percent in the European Union.

However, these figures gloss over the fact that a great number of these women work very few hours, says Mr. Schuppisser of the Swiss Employers Association. In addition, some 60 percent of women temporarily leave the workforce after the birth of their second child, which produces a loss of trained talent for the Swiss economy, according to Mr. Schuppisser.

The reasons for such a trend are obvious: an acute shortage of childcare centers, irregular primary-school hours, and a lingering social belief that mothers should stay at home.

Camilla Leuzinger, a Zurich-based Swedish marketing executive married to a Swiss architect, recently gave birth to her second child and is now ready to return to work. "I go for an interview, and no one is interested in my qualifications, just in how I'm going to manage the children. My sister has four children and she wasn't even asked about them when interviewed in Sweden," Ms. Leuzinger says. "Somehow it's impossible to convince them that having two children is no big deal. But I'm going to keep on trying. I'm determined to work."

QUESTIONS

1. What challenges to employee recruiting, retention, and career management will your company face in Switzerland?
2. What development programs could be put in place to address these challenges?
3. What other human resource policies and programs would support the development programs you intend to offer?

Source: Article by Margaret Studer, "Tight Labor Market Helps Swiss Women," *The Wall Street Journal Online*, http://www.careerjournaleurope.com/myc/workfamily/20010509-studer.html. Used with permission.

| DISCUSSION CASE | *First Day on the Job* |

Malik's first day as a new manager ended up more challenging than he expected. While having to adjust to a new workplace and new colleagues, he had an interesting management challenge thrown at him. Toward the end of the day, one of his employees came to him, looking frustrated and exhausted. Malik had heard that this employee was going to be one of his best, a high-potential employee who would be a great asset. On this day, the employee did not look to be an asset to anyone.

Without providing much history or detail, this employee explained to Malik that she is planning to quit her job. She is exhausted and frustrated, she explains, because the work seems to be at once too much and too little. She feels overworked, but at the same time, she does not feel any excitement about her work. She doesn't feel she is being challenged to learn skills that will help her to reach the ultimate goal of owning her own business.

Unfortunately, Malik has to leave for the day before you can get more information. What should he do? Answer these questions, and formulate a plan of action.

QUESTIONS

1. What might be the factors that are causing this employee's dissatisfaction?
2. Which of these factors could be addressed with improvements in the way the organization handles development as described in this chapter?
3. What should Malik do tomorrow with regard to this employee?
4. What long-term changes should Malik suggest for this organization, if it appears that this employee is not the only one with these complaints?

Creating a Personal Development Plan

Create a personal document that will guide your development over the course of the coming year. To create the document, follow these steps.

1. Conduct a self-assessment. Who are you? What are your strengths and weaknesses? What are you best at doing, and what could you use some improvement in doing? To narrow these questions down, you might consider your strengths and weaknesses with respect to a current job or your role as a student.
2. Conduct a reality check. How accurate is your own assessment? To answer this question, interview two or three people who know you and your work well. They should be people who, in addition to knowing you, are willing to be honest. Ask open-ended questions of them without revealing your own answers. After you have heard their answers, compare your responses with theirs. Did you miss anything useful in your self-assessment?

3. Set some goals. What do you hope to accomplish in the coming year? How might building on your strengths or improving in areas where you have weaknesses help you meet those goals? For this step, you should review your life and career goals and see whether your current set of skills is sufficient. If you identify a skill that needs improvement, then describe a specific goal to improve that skill in some way, such as by interacting with a mentor, taking on an assignment (such as chairing a committee), or simply reading a book.
4. Make a plan for meeting your goals and measuring your progress. Make a timeline that identifies the steps you will need to take to accomplish each goal. Plan in advance the key milestones. For example, if you are going to read a book to improve a particular skill, the milestones may include identifying the book, acquiring a copy, reading the book, discussing it with colleagues or friends, and putting the book's ideas into practice.

INTERACTIVE EXPERIENTIAL EXERCISE

Career Development: Building a Workforce for Long-Term Success at Global Telecommunications
http://www.wiley.com/college/sc/stewart

Access the companion website to test your knowledge by completing a Global Telecommunications interactive role play.
Global has been quite impressed with your work. In this exercise, top management has asked you to help the company with the issue of career development. Members of the top management team have decided to try using a competency model program to align the values and vision of Global's employees with those of the organization. They feel that this will lead to better employee retention and higher commitment. They would like you to evaluate whether this plan aligns with Global's basic HR strategy—that of Committed Expert. You should also be prepared to discuss with them any other critical career management dilemmas that they may encounter. •

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