



CHAPTER 11

Human Resource Development and Careers

After you have read this chapter, you should be able to:

- Define *human resource development*, and explain how it differs from training.
- Describe the development process.
- Discuss specific advantages and problems associated with assessment centers.
- Identify four on-the-job and four off-the-job development methods.
- Differentiate between organization-centered and individual-centered career planning.
- Explain how dual-career ladders for engineers and scientists function.
- Identify how dual-career marriages affect career paths and strategies of individuals and organizations.

HR TRANSITIONS

Development in the Professional Sports World

Successful long-term development is something every employer wants from employees. But unlike training, which is relatively well defined and more job specific, development is much less certain and more ill-defined. For instance, can a manager really develop employees so that they use good judgment? How does a supervisor develop an employee to have “appropriate attitude”? Or how does one develop a minimum level of courtesy, table manners, and social skills in relatively uncouth (but talented) technical employees? The classic movie, “My Fair Lady,” dealt with a similar set of problems, but professional sports teams may be facing an even greater challenge, given the athletes they often have.

As scandals become common among professional athletes, more teams are offering player development programs to protect their multimillion-dollar investments. For instance, the National Basketball Association has a rookie seminar on potential temptations like groupies, gambling, and drugs. Similarly, major league baseball offers a course to players coming into the big leagues. However, the Texas Rangers baseball club has taken both of those ideas quite a bit further, to help players enjoy their playing days while avoiding trouble. Unfortunately for these young men, trouble is easy to find. Consider: Holly Jenkins, in a recent encounter with one of the

Rangers’ young players in his hotel room, laughs and cuddles but suddenly turns angry and storms out of the room. Later, she returns with the police and yells, “That’s the one that hit me and offered drugs for sex.”

Ms. Jenkins and the police are actors, part of a staged encounter designed to teach the Rangers’ youngest ballplayers how to avoid off-the-field trouble that can ruin their major league careers. The Texas Rangers’ “Career Development Program” uses role playing, lectures, and guest speakers and covers everything from AIDS to etiquette in six days before spring training. The ball club feels the development is necessary,

unless he throws a game. Another useful development tip for young players is to teach them to drop their beer bottles—and avoid a potentially deadly weapons charge—if accosted in a bar by a drunk who wants to fight a baseball star.

Many young players just a year or two out of high school have little background in the etiquette they will need for banquets and Rotary Club luncheons. As one young prospect notes, “I’ve never had a meal that required more than one fork.” The team stages an actual banquet for the players to test their new development skills, reminding them, “You are not eating, you are dining.”

Development continues throughout everyone’s career, but as with these ballplayers, it is not necessarily always easy.

because as the Rangers’ Director of Player Development notes, “These players don’t understand what they’re getting into.”

Some of the development exercises force the young athletes to face very difficult situations—such as conflict between Latino and white players engaged in a name-calling episode. Another role-playing situation forces a player to deal with a mobster who threatens to kill the player’s girlfriend

The Rangers’ players have evaluated the development program highly—if nothing else, it gets across to *most* players accustomed to scratching and spitting in public that they are judged on how they look, speak, and eat.¹ Development continues throughout everyone’s career, but as with these ballplayers, it is not necessarily always easy.

“Nothing is more important than growing your “A” players and promptly dealing with your “C” players.”

RICHARD BROWN

When organizational strategies seem to involve endless reorganization and downsizing, it is difficult to know what a career is, much less how to develop one. Further, why worry about career “development” for employees when some suggest there will be fewer promotion opportunities in the future? These views are extreme, but three factors do appear to have changed recently regarding employee development:

- The middle-management ladder upward in organizations has been altered—and to some extent replaced—by computers.
- Many firms have sharpened their focus on core competencies, reducing the need for certain types of managers.
- Project-based work is growing, making careers a series of projects, not steps upward in a given organization.

Traditionally, development efforts have targeted managerial personnel. Their development has looked beyond the current job, helping to prepare them for a variety of future jobs in the company. But development for all employees is important for organizations to have the needed human resource capabilities for future growth and change.

Development is different from training, in that it is often the result of experience and the maturity that comes with it. It is possible to train most people to run a postage meter, drive a truck, operate a computer, or assemble a radio. However, development in such areas as judgment, responsibility, decision making, and communications is much more difficult, because such factors may or may not develop over time, either through life experiences or as part of a planned program. While managers may need a variety of experiences to enhance their development, a planned system of development experiences for all employees can help expand the overall level of capabilities in an organization. Figure 11–1 profiles development and contrasts it with training.

HR Development Today

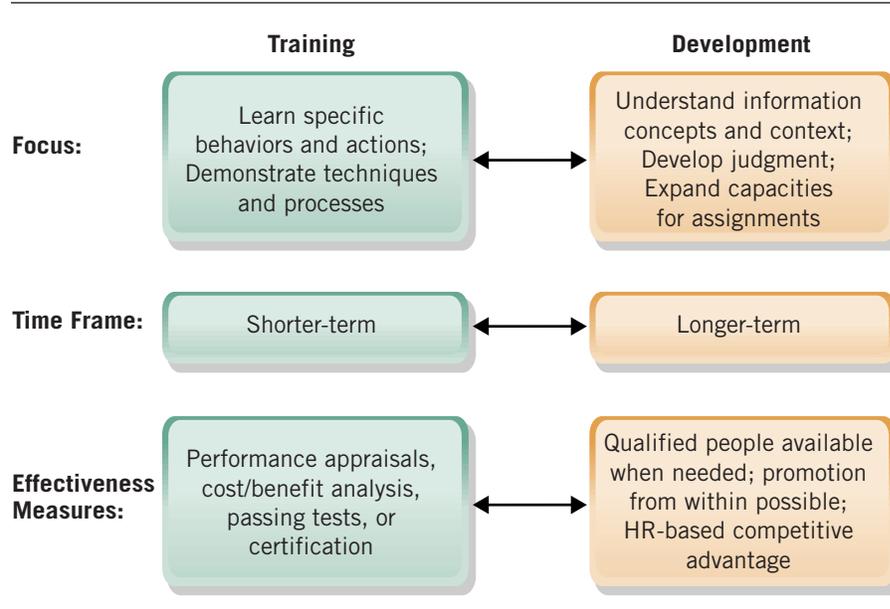
Development

Efforts to improve employees’ ability to handle a variety of assignments.

Development can be thought of as growing capabilities that go beyond those required by the current job; it represents efforts to improve employees’ ability to handle a variety of assignments. Development is beneficial to both the organization and the individuals. Employees and managers with appropriate experiences and abilities enhance the ability of an organization to compete and adapt to a changing competitive environment. In the development process, the individuals’ careers also gain focus and evolve.

At the organizational level of analysis, executives responsible for crafting the broader organizational strategies should establish a system for developing the people who will manage and achieve those identified strategies. The successful CEO is likely to have employee and managerial succession plans on several levels and in several different succession pathways as part of that development.²

Specific development needs can be identified by HR planning. Currently, more jobs are taking on the characteristics of *knowledge work*. People in such jobs must

FIGURE 11–1 *Development versus Training*

combine mastery of technical expertise with the ability to work in teams with other employees, form relationships with customers, and analyze their own practices. The practice of management increasingly involves guiding and integrating autonomous, highly skilled people.

Changes in Career Development

As discussed in Chapter 3, merger and acquisition activities, and layoffs for other reasons, have changed the way people and organizations look at careers and development. The “new career” is one in which the individual—not the organization—manages his or her own development.³ Such self-development consists of the person’s educational experiences, training, organizational experiences, projects, and even changes in occupational fields. Under this system, the individual’s definition of success is a personal definition, not necessarily the organizational view.

Many organizations have promoted this “self-reliance” as the basis for development, telling employees to focus on creating employability for themselves in the uncertain future.⁴ However, employability must be defined in such a way that it has value for the employing organization. To connect employability with organizational strategies, the work to be done must be identified. Then current capabilities of the workforce must be inventoried, paying special attention to the missing necessary capabilities. However, in a dilemma of sorts, employers express concern about giving employees unrestricted access to development opportunities, for fear of not being able to retain talent in some of today’s highly competitive labor markets.⁵

Indeed, in fast-paced Silicon Valley, changing companies every year or two is more the norm than the exception. Valued employees are deluged with job offers, and they change jobs at a rate of almost twice the national average.⁶ Workers are more loyal to their careers and technologies than to a company. The under-



LOGGING ON . . .

Career Systems International

This firm provides training materials and assessment tools to assist organizations in the development of their employees.

<http://www.careersystemsintl.com/index.htm>

standable effect is a hesitancy by Silicon Valley employers to pay for expensive development, only to see the recipients leave and take their newly developed capabilities elsewhere.⁷ Not all industries experience these problems of the high-technology industries, but many firms have similar concerns to varying degrees. Developing human resources in an organization can help provide a sustained competitive advantage as long as three basic requirements are met:

- The developed workforce produces more positive economic benefit for the organization than an undeveloped workforce.
- The abilities of the workforce provide an advantage over competitors.
- Those abilities are not easily duplicated by a competitor.

To some extent, employers face a “make or buy” choice: Develop competitive human resources, or “buy” them already developed from somewhere else. Current trends indicate that technical and professional people usually are hired based on the amount of skill development they have already achieved, rather than on their ability to learn or their behavioral traits. Thus, there is an apparent preference to buy rather than “make” scarce employees in today’s labor market. However, buying rather than developing human resource capacities does not contribute to the three basic requirements for sustained competitive advantage through human resources.

Developing Capabilities

Exactly what kind of development a given individual might need to expand his or her capabilities depends on both the person and the capabilities needed. However, the following are some important and common management capabilities to be developed:⁸

- Action orientation
- Quality decisions
- Ethical values
- Technical skills

Equally important but much less commonly developed capabilities for successful managers are team building, developing subordinates, directing others, and dealing with uncertainty.

Developing capabilities requires assessing a person’s current capabilities, communicating that assessment to the person, and planning experiences or education to meet the development goals. When organizations take sole responsibility for developing capabilities, research shows that older, longer-service employees, lower-level employees, women, and less-educated employees receive less development than do managers.⁹

As noted earlier, when individuals take responsibility for their own development, they are guided by their development needs as they see and define them. The HR Perspective discusses how a growing number of physicians are taking steps for their own development.

Lifelong Learning

Learning and development do not occur only once during a person’s lifetime; lifelong learning and development are much more likely. To professionals, lifelong learning may mean continuing education requirements to keep certified. For example, lawyers, CPAs, teachers, and dentists have continuing education

HR PERSPECTIVE

Developing Physicians

When one thinks of professional development for medical doctors, what comes to mind is high-technology diagnostic machinery, or seminars on new treatments, medications, and research discoveries. But the world has changed; some physicians are now pursuing MBA degrees. They travel from as far as Boston, Miami, and Louisiana, flying in late on Thursdays to attend weekend classes at the University of California in Irvine.

Many physicians once sneered at having to know how to use computers and manipulate spreadsheet software, because being a doctor brought all the rewards they needed: big incomes, social status, and a heroic image with patients. But with the advent of managed care, many

physicians are watching helplessly as their incomes lag and their autonomy fades.

These physician students are very bright and motivated but they are not so familiar with team building, innovation, or budgeting. In the typical MBA classroom, content, teaching methods, and other facets are different than they were at med school; memorization and cutthroat competition that were helpful in medical schools are not as appropriate in business. These physician students are learning that they need a different set of competencies to succeed.

However, as the physicians take MBA courses, many doctors begin developing new knowledge, skills, and abilities. Then their biggest challenge is deciding what to do

when they get their MBA degrees. Some physicians continue to practice medicine but use their new business knowledge to manage their investment portfolios; others go to work for one of the large managed care companies. Still others organize smaller physician practices into networks to compete with managed care firms.

Some physicians even become entrepreneurs and start companies in medical related fields. One individual notes: "When I was a doctor, if a managed care company started telling me what to do, my first reaction was: Don't you know who I am? I've published papers, I've done a fellowship! How can you do this to me? Now I realize medicine is like any service."¹⁰

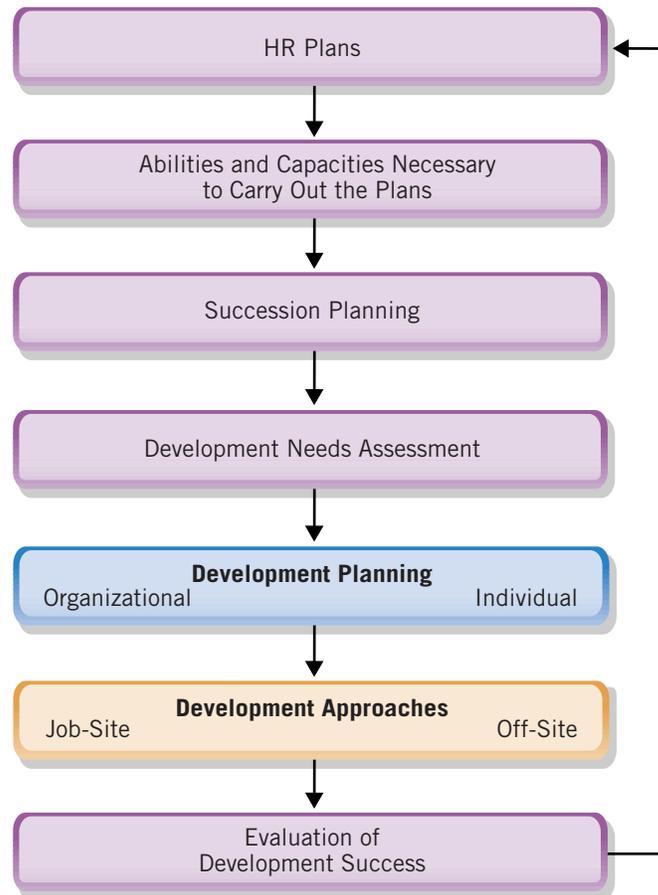
requirements in most states to keep their licenses to practice. For semi-skilled employees, learning and development may involve training to expand existing skills and prepare for different jobs or promotions.

Employers may help with some of the lifelong development that is necessary, typically done through programs at work or by paying for tuition reimbursement under specified circumstances. However, much of lifelong learning is voluntary, taking place outside the job or work hours. The learning may have no immediate relevance to a person's current job, but might enhance confidence, ideas, or enthusiasm. Of course, much valuable development occurs outside formal coursework as well.

The HR Development Process

Development should begin with the HR plans of an organization. As discussed in Chapter 2, such plans deal with analyzing, forecasting, and identifying the organizational needs for human resources. Also, HR planning allows anticipating the movement of people through the organization due to retirement, promotion, and transfers. It helps identify the capabilities that will be needed by the organization in the future and the development necessary to have people with those abilities on hand when needed.

Figure 11-2 illustrates the HR development process. As the figure shows, HR plans first identify necessary abilities and capacities. Such capacities can influ-

FIGURE 11-2 *The HR Development Process in an Organization*

ence planning in return. The specific abilities needed also influence decisions about who will be promoted, and what the succession of leaders will be in the organization. Those decisions influence—and are influenced by—an assessment of the development needs in the organization. Two categories of development planning follow from this needs assessment: organizational and individual. Finally, the success of the developmental process must be evaluated and changes made as necessary over time.

HR planning for needed future abilities was described in Chapter 2. Identifying development needs and succession planning are described next.

Development Needs Analysis and Succession Planning

Much as with training, employee development must begin with analyses of the needs of both the organization and individuals. There is evidence that this analysis of an individual's development needs is often not given enough attention.

Development Needs Analysis

Either the company or the individual can analyze what a given person needs by way of development. The goal, of course, is to identify strengths and weaknesses. Methods used by organizations to assess development needs include assessment centers, psychological testing, and performance appraisals.

ASSESSMENT CENTERS **Assessment centers** are not places as much as they are collections of instruments and exercises designed to diagnose a person's development needs. They are used both for developing and for selecting managers. Police departments, as well as many other types of large organizations, use assessment centers.

In a typical assessment-center experience, a potential manager spends two or three days away from the job, performing many activities. These activities may include role playing, pencil-and-paper tests, cases, leaderless group discussions, management games, peer evaluations, and in-basket exercises, in which the trainee handles typical problems coming across a manager's desk. For the most part, the exercises are samples of managerial situations that require the use of managerial skills and behaviors. During the exercises, participants are observed by several specially trained judges. Assessment centers are seen as an excellent means for determining management potential. These centers are praised because they are thought to overcome the biases inherent in interview situations, supervisor ratings, and written tests. Experience has shown that such key variables as leadership, initiative, and supervisory skills are almost impossible to measure with paper-and-pencil tests alone. Another advantage of assessment centers is that they help identify employees with potential in large organizations. Supervisors may nominate people for the assessment center, or employees may volunteer. The opportunity to volunteer is especially valuable for talented people whose supervisors may not recognize their abilities.

Assessment centers also can raise problems. Some managers may use the assessment center as a way to avoid difficult promotion decisions. Suppose a plant supervisor has personally decided that an employee is not a qualified candidate for promotion. Rather than stick by the decision and tell the employee, the supervisor may send the employee to the assessment center, hoping that the report will show that the employee is not qualified for promotion. Problems between the employee and the supervisor will be worse if the employee earns a positive report. If the report is negative, the supervisor's views are validated. Using the assessment center in this way is not recommended, because it does not aid the development of the employee.¹¹

PSYCHOLOGICAL TESTING Psychological pencil-and-paper tests have been used for several years to determine employees' developmental potential and needs. Intelligence tests, verbal and mathematical reasoning tests, and personality tests are often used. Such testing can furnish useful information to employers about such factors as motivation, reasoning abilities, leadership styles, interpersonal response traits, and job preferences.

The biggest problem with psychological testing lies in interpretation, because untrained managers, supervisors, and workers usually cannot accurately interpret test results. After a professional reports a test taker's scores to someone in the organization, the interpretation often is left to untrained managers, who may attach their own meanings to the results. It also should be recognized that some

Assessment center

A collection of instruments and exercises designed to diagnose a person's development needs.



LOGGING ON . . .

Succession Planning

This firm specializes in compensation and succession planning for organizations. Check out this website for more information and some statistics regarding succession.

<http://www.mpiweb.com/index.html>



BNA

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Promotion Decisions

Review the factors affecting promotions of individuals to implement succession plans and develop a checklist for making a promotion decision.

psychological tests are of limited validity, and test takers can easily fake desirable responses. Thus, psychological testing is appropriate only when the testing and feedback process is closely supervised by a qualified professional throughout.

PERFORMANCE APPRAISALS Well-done performance appraisals can be a source of development information. Performance data on productivity, employee relations, job knowledge, and other relevant dimensions can be measured this way. As noted in Chapter 12, appraisals that are designed for development purposes may be more useful than appraisals designed strictly for administrative purposes.

Succession Planning

Succession planning can be an important part of development. For example, combined with skills training, management development, and promotion from within, it has been linked to “turning around” a plant acquired by another company. The general result for the plant was a large increase in capacity over four years, with virtually no infusion of new managers or employees. Existing talent was developed instead.

SUCCESSION IN SMALL AND CLOSELY HELD ORGANIZATIONS Succession planning can be especially important in small- and medium-sized firms, but studies show that these firms have done the least planning. Few small- and medium-sized firms have formal succession plans.¹²

In closely-held family firms (those that are not publicly traded on stock exchanges), many CEOs plan to pass the business on to a family member. Planning in advance for the orderly succession and development needs of the successor is important to avoid a host of potential problems.¹³

REPLACEMENT CHARTS Traditional career paths in a company include a range of possible moves: lateral moves across departments, vertical moves within departments, and others. Each possible path represents actual positions, the experience needed to fill the positions, and the relationships of positions to each other. Replacement charts (similar to depth charts used by football teams to show the backup players at each position) give a simple model of the process. The purpose of replacement charts is to ensure that the right individuals are available at the right time, and that they have had sufficient experience to handle the targeted jobs.

Replacement charts can be part of the development planning process by specifying the nature of development each employee needs to be prepared for the identified promotions. This information can be used to identify development needs and “promotion ladders” for people.

Planning and Choosing a Development Approach

Possible development approaches are described next, under two major headings: job-site development and off-site development. Both are appropriate in developing managers and other employees. The HR Perspective discusses the variables that facilitate participation in development.

HR PERSPECTIVE

Research on Employee Participation in Development

Birdi, Allan, and Warr studied employee participation in development activities, and their findings were reported in the *Journal of Applied Psychology*. The researchers looked at a sample of manufacturing employees in a vehicle manufacturing firm in the United Kingdom. Each employee was asked to describe the level of participation in 13 different development activities over the past year. The major categories were: (1) required development at work, (2) voluntary development at work, and (3) voluntary development off the job.

The researchers found that more educated workers were more active

in all three kinds of development activities. This finding may reflect differences in ability and learning confidence. Further, higher-level employees undertook more of all three kinds of development.

An important variable in employee participation in development activities was *management support*. Management and coworkers support can be thought of as part of a “continuous learning culture” that encourages extensive participation in development activities of all kinds. The continuous learning culture involves social pressure, personal responsibility for learning, and assigning difficult job tasks. This

support also includes the use of authority by management to ensure that subordinates attend development activities.

The research study also found that job satisfaction was higher in those employees who took part in more development activities. These employees also had higher organizational commitment. However, learning on one’s own time was found to be completely *unrelated* to either job satisfaction or commitment, which suggests that individuals’ willingness to invest in their own development is not organizationally linked.¹⁴

When asked, “How does learning occur in your company?”, a panel of senior HR executives responded with a mix of methods occurring both on-site and off-premises. Figure 11–3 on the next page shows the specifics, but generally on-the-job methods and off-site methods are used similarly.

Investing in human intellectual capital, whether at work or off the job, seems to be a *requirement* of the “knowledge work” that is becoming more important for almost all employers. Yet identifying exactly the right mix and approaches for development needs remains an art rather than a science.¹⁵

Development Approaches: Job-Site Methods

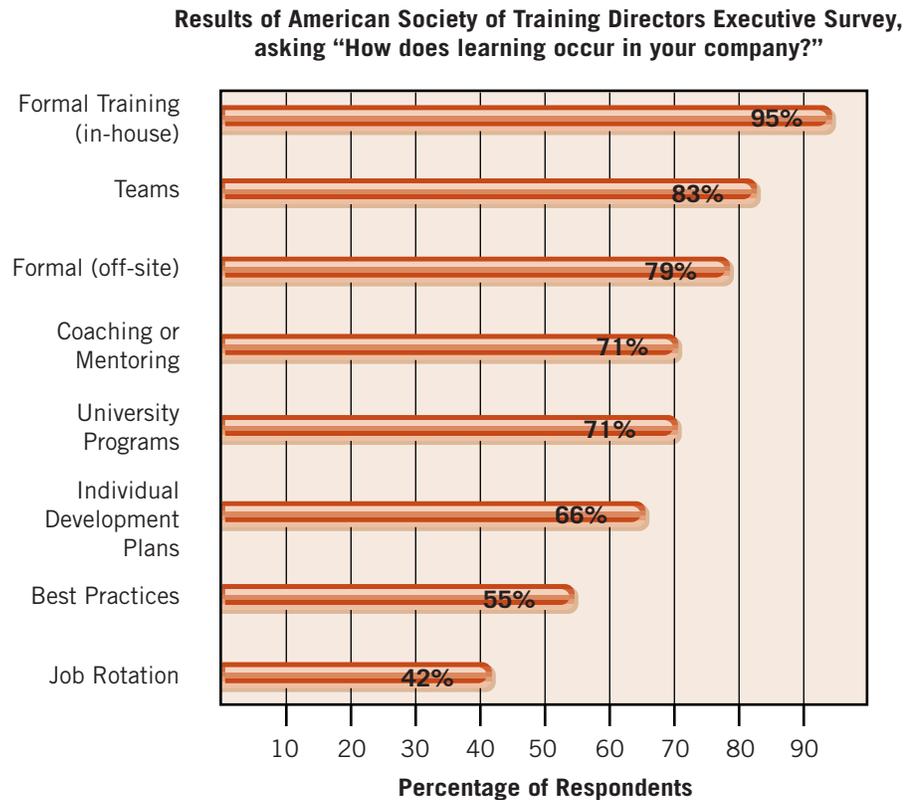
A number of job-site development methods are available. A major difficulty with development that takes place on the job site is that too often, unplanned activities are regarded as development. It is imperative that managers plan and coordinate development efforts so that the desired development actually occurs.

COACHING The oldest on-the-job development technique is **coaching**, which is the daily training and feedback given to employees by immediate supervisors. Coaching involves a continual process of learning by doing. For effective coaching, a healthy and open relationship must exist between employees and their supervisors or managers. Many firms conduct formal training courses to improve the coaching skills of their managers.

Unfortunately, like other on-the-job methods, coaching can be temptingly easy to implement without any planning at all. Even if someone has been good at a job or a particular part of a job, there is no guarantee that he or she will be

Coaching

Daily training and feedback given to employees by immediate supervisors.

FIGURE 11-3 How Development Occurs in Organizations

SOURCE: George Benson, “Battle of the Buzzwords,” *Training & Development*, July 1997, 51. ©*Training & Development*, American Society for Training and Development. Reprinted with permission. All rights reserved.

able to coach someone else to do it well—but that assumption is often made. It is easy for the “coach” to fall short in guiding the learner systematically, even if he or she knows which systematic experiences are best. Sometimes, too, doing a full day’s work gets priority over learning and coaching. Also, many skills have an intellectual component that might be better learned from a book or lecture before coaching occurs. Sometimes “executive” coaches are hired either by the individual executives or by employers to work with executives who are having problems of one sort or another. Outside coaches are paid well for observing behavior and providing critiques and advice to the individuals.¹⁶

COMMITTEE ASSIGNMENTS Assigning promising employees to important committees can give these employees a broadening experience and can help them to understand the personalities, issues, and processes governing the organization. For instance, assigning employees to a safety committee may give them the safety background they need to become supervisors. Also, they may experience the problems involved in maintaining employee safety awareness. But managers should be aware that it is possible for committee assignments to become time-wasting activities, too.

JOB ROTATION **Job rotation** is the process of shifting an employee from job to job. In some organizations, job rotation is unplanned; other organizations have elaborate charts and schedules, precisely planning the program for each employee.

Job rotation is widely used as a development technique. For example, a promising young manager may spend three months in the plant, three months in corporate planning, and three months in purchasing. When properly handled, such job rotation fosters a greater understanding of the organization. At one large firm, job rotation is used during a 15-month sales training program. Trainees work in at least three areas, such as industrial sales, retail sales, and product training.

Especially when opportunities for promotion are scarce, job rotation through lateral transfers may be beneficial in rekindling enthusiasm and developing new talents. The best lateral moves do one or more of the following:

- Move the person into the core business.
- Provide closer contact with the customer.
- Teach new skills or perspectives.

In spite of its benefits, managers should recognize that job rotation can be expensive. Furthermore, a substantial amount of managerial time is lost when trainees change positions, because they must become acquainted with different people and techniques in each new unit.

“ASSISTANT-TO” POSITIONS An “assistant-to” position is a staff position immediately under a manager. Through such jobs, trainees can work with outstanding managers they might not otherwise have met. Some organizations have “junior boards of directors” or “management cabinets” to which trainees may be appointed. Assignments such as these are useful if trainees have the opportunity to deal with challenging or interesting assignments.

Development Approaches: Off-Site Methods

Off-the-job-site development techniques can be effective because they give the individual an opportunity to get away from the job and concentrate solely on what is to be learned. Moreover, meeting with other people who are concerned with somewhat different problems and come from different organizations may provide an employee with new perspectives on old problems. Various off-site methods are used.

CLASSROOM COURSES AND DEGREES Many off-the-job development programs include some classroom instruction. The advantage of classroom training is that it is widely accepted because most people are familiar with it. But a disadvantage of classroom instruction is the lecture system, which encourages passive listening and reduced learner participation. Sometimes trainees have little opportunity to question, clarify, and discuss the lecture material. The effectiveness of classroom instruction depends on the group size, ability, instructor, and subject matter.¹⁷

Organizations often send employees to externally sponsored seminars or professional courses. These programs are offered by many colleges and universities and by professional associations such as the American Management Association. Some larger organizations have established training centers exclusively for their own employees.

Job rotation

The process of shifting an employee from job to job.



LOGGING ON . . .

Development Sources

Information on management development sources is available at this website.

<http://www.tregistry.com/ama.htm>

Many organizations encourage continuing education by paying for employees to take college courses. A very high proportion of organizations reimburses employees for school tuition. Some employers encourage employees to study for advanced degrees such as MBAs in this manner. Employees often earn these degrees at night after their regular workdays end.

HUMAN RELATIONS TRAINING Human relations training originated with the well-known Hawthorne studies. Initially, the purpose of the training was to prepare supervisors for “people problems” brought to them by their employees. This type of training focuses on the development of the human relations skills a person needs to work well with others. Many human relations training programs are aimed at new or relatively inexperienced first-line supervisors and middle managers. Human relations programs typically have sessions on motivation, leadership, employee communication, and humanizing the workplace.

The problem with such programs is the difficulty in measuring their effectiveness. The development of human relations skills is a long-range goal; tangible results are hard to identify over the span of several years. Consequently, such programs often are measured only by participants’ reactions to them. As mentioned in Chapter 10, reaction-level measurement is the weakest form of evaluating the effectiveness of training.

Figure 11–4 shows some of the reasons managers are most likely to fail after being promoted to management. The most common reason—poor teamwork with subordinates and peers—is a human relations issue.

CASE STUDIES The case study is a classroom-oriented development technique that has been widely used. Cases provide a medium through which trainees can study the application of management or behavioral concepts. The emphasis is on application and analysis, not mere memorization of concepts.

One common complaint is that cases sometimes are not sufficiently realistic to be useful. Also, cases may contain information inappropriate to the kinds of decisions that trainees would make in a real situation. This also can be one of the values of case studies, though, if the focus is to test whether students can select appropriate information.

Role playing

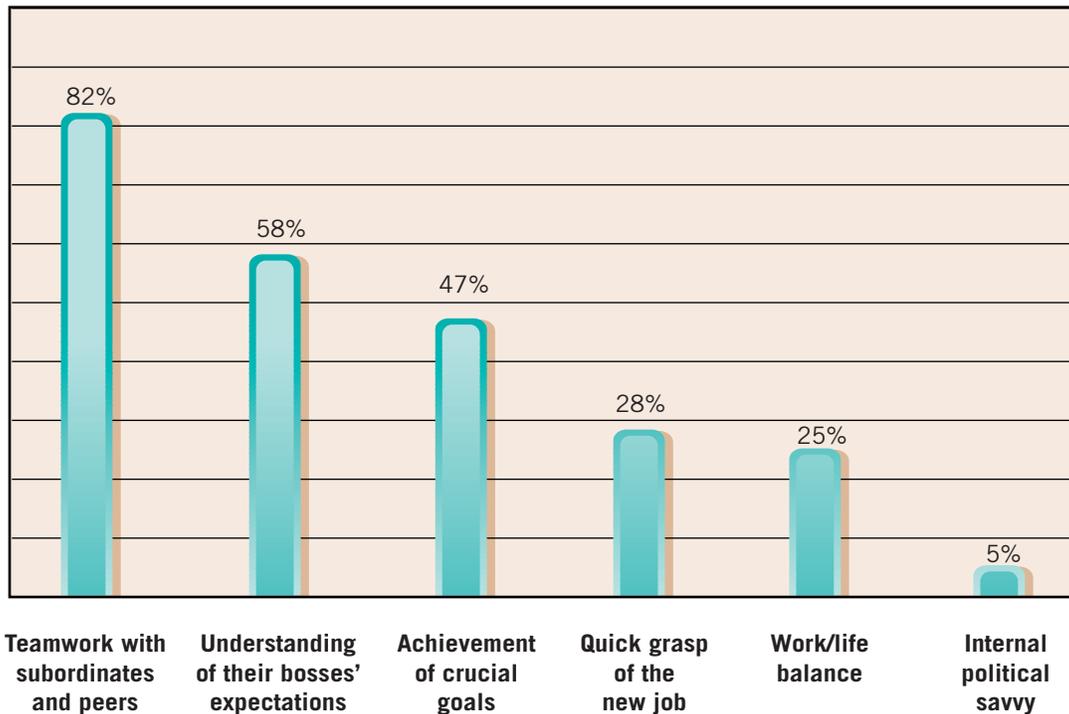
A development technique requiring the trainee to assume a role in a given situation and act out behaviors associated with that role.

Simulation

A development technique that requires participants to analyze a situation and decide the best course of action based on the data given.

ROLE PLAYING **Role playing** is a development technique requiring the trainee to assume a role in a given situation and act out behaviors associated with that role. Participants gain an appreciation of the many behavioral factors influencing on-the-job situations. For instance, a labor relations director may be asked to play the role of a union vice-president in a negotiating situation in order to give the director insight into the constraints and problems facing union bargaining representatives. Role playing is a useful tool in some situations, but a word of caution applies. Trainees are often uncomfortable in role-playing situations, and trainers must introduce the situations well so that learning can occur.

SIMULATIONS (BUSINESS GAMES) Several business games, or simulations, are available commercially. A **simulation** requires participants to analyze a situation and decide the best course of action based on the data given. Some are computer-interactive games in which individuals or teams draw up a set of marketing plans for an organization to determine such factors as the amount of re-

FIGURE 11-4 *Reasons New Managers Fail after Being Promoted*

SOURCE: Based on data in *Human Resources Executive*, "Doomed to Fail," January 1998, 82.

sources to allocate for advertising, product design, selling, and sales effort. The participants make a variety of decisions, and then the computer tells them how well they did in relation to competing individuals or teams. Simulations have been used to diagnose organizational problems as well.

When properly done, a simulation can be a useful management development tool. However, simulation receives the same criticism as role playing. Realism is sometimes lacking, so the learning experience is diminished. Learning must be the focus, not just "playing the game."

SABBATICALS AND LEAVES OF ABSENCE A **sabbatical leave** is paid time off the job to develop and rejuvenate oneself. Popular for many years in the academic world, where professors take a leave to sharpen their skills and advance their education or conduct research, sabbaticals have been adopted in the business community as well. More than 10% of U.S. corporations offer sabbaticals.¹⁸ For example, Xerox Corporation gives some of its employees six months or more off with pay to work on "socially desirable" projects. Projects include training people in urban ghettos and providing technical assistance to overseas countries. Sabbaticals are often spent in some form of corporate volunteer program, and they are most commonly given to executives in high-technology businesses with around-the-clock projects. They also are becoming popular in other countries, including the United Kingdom.

Sabbatical leave

Paid time off the job to develop and rejuvenate oneself.

Companies offering sabbaticals speak well of the results. They say sabbaticals help prevent burnout, offer advantages in recruiting and retention, boost morale, and enable people to carry heavier workloads upon their return. One disadvantage of paid sabbaticals is the cost. Also, the nature of the learning experience is not within the control of the organization and is left somewhat to chance.¹⁹

OUTDOOR TRAINING Many organizations send executives off to ordeals in the wilderness, called outdoor training, as a development tool. General Foods, Xerox, GE, Honeywell, Burger King, AMEX, Sears, and other organizations have sent executives and managers to the outdoors for stays of several days or even weeks. The rationale for these wilderness excursions is as follows: For individuals, such experiences can increase self-confidence and help them reevaluate personal goals and efforts. For work units, a shared risk outside the office environment can create a sense of teamwork. The challenges may include rock climbing in the California desert, whitewater rafting on the Rogue River, backpacking in the Rocky Mountains, or handling a longboat off the coast of Maine.

The survival-type management development course may have more impact than many other management seminars. There are perils, however, and some participants have not been able to handle the physical and emotional challenges associated with rappelling down a cliff or climbing a 40-foot tower. The decision whether to sponsor such programs should depend on the personalities of the employees who will be involved. Figure 11–5 summarizes the major advantages and disadvantages of the various on-site and off-site approaches to development.

Management Development

Development is important for all employees, but especially so for managers. Unless managers are appropriately developed, resources (including employees) throughout the organization may not be managed well. Management development should be seen as a way of imparting the knowledge and judgment needed by managers to meet the strategic objectives of the organization. Among these skills are leading, dealing with change, coaching and advising subordinates, controlling operations, and providing feedback.

Some of the discussion earlier in this chapter might lead one to believe that management—especially middle management—is no longer important or even much in evidence today. That is not true; middle management is reduced, but it is *not* gone. There are now 11.17 managers per 100 employees, compared with 11.83 per 100 in 1990. The “massive delayering” portrayed in the popular press is creating some opportunities for managers where they did not exist before.²⁰ For example, technologies that replace workers need managers to oversee them. More complex white-collar work may actually require *more* managers in some cases. The increasing need for managers to deal with customers rather than just supervise employees makes management both more similar to marketing and more necessary than before. Finally, with responsibility being moved lower in the organization, more people at lower levels are getting management responsibility.

Experience is an important part of management development. Indeed, experience often contributes more to the development of senior managers than class-

FIGURE 11–5 Advantages and Disadvantages of Major Development Approaches

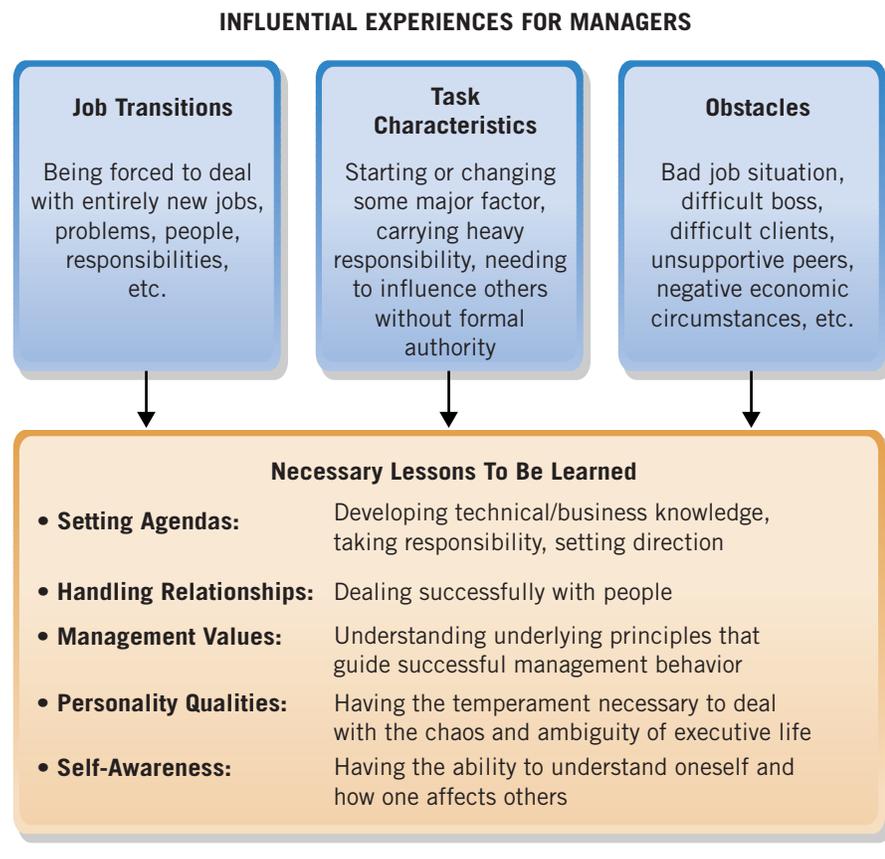
Job-Site Methods	Advantage	Disadvantage
● Coaching	Natural and job-related	Difficulty in finding good coaches
● Committee Assignments	Participants are involved in critical processes	Can be time waster
● Job Rotation	Gives excellent overview of the organization	Long start-up time
● “Assistant-to” Positions	Provides exposure to an excellent manager	Possible shortage of good assignments
Off-Site Methods	Advantage	Disadvantage
● Classroom Courses and Degrees	Familiar, accepted, status	Does not always improve performance
● Human Relations Training	Deals with important management skills	Difficult to measure effectiveness
● Case Studies	Practical; those involved can learn from real management	Information may be inadequate for some decision makers
● Role Playing	May lead to attitude change in difficult interpersonal situations	Trainees may be uncomfortable
● Simulations	Realism and integration	Inappropriate “game playing”
● Sabbaticals	Rejuvenating as well as developmental	Expensive; employees may lose contact with job
● Outdoor Training	Physical challenges can increase self-confidence and teamwork	Not appropriate for all because of physical nature; dangerous

room training does, because much of that experience occurs in varying circumstances on the job over time. A recent survey by the American Management Association of 4,585 managers and executives concluded that only about one-third of current managers arrived at their current positions by moving up in the same department with the same employer.²¹ Experience with varied circumstances and situations contributes to management development, and makes a manager more valuable.

Yet, despite a need for good managers, both middle- and executive-level managers are hard to find. At the middle level, many people are refusing to take management jobs. “You’re a backstop, caught in the middle between upper management and the workforce,” a cost account manager (who quit management) noted. “I was told 50 hours a week was not enough and that I had to work my people harder. . . . The few dollars more were not worth the pain.”²²

Similarly, few companies seem to take the time to develop their own executive managers anymore. Thirty-five years ago, only 9% of CEOs came from outside a company. Today, nearly a third of the top 1,000 public companies are headed by outsiders, and the number is growing.²³

Figure 11–6 on the next page shows some lessons and features important in effectively developing both middle- and upper-level managers. Next, the most widely used management development methods are examined individually.

FIGURE 11-6 *Managerial Lessons and Job Experience*

Managerial Modeling

A common adage in management development says that managers tend to manage as they were managed. Another way of saying this is that managers learn by *behavior modeling*, or copying someone else's behavior. This is not surprising, because a great deal of human behavior is learned by modeling. Children learn by modeling the behaviors of parents and older children, which means they are familiar with the process by the time they grow up. Management development efforts can take advantage of natural human behavior by matching young or developing managers with appropriate models and then reinforcing the desirable behaviors exhibited.

It is important to note that modeling is not a straightforward imitation, or copying, process; it is considerably more complex. For example, one can learn what *not* to do by observing a model. Thus, exposure to both positive and negative models can be beneficial to a new manager.

Management Coaching

Coaching combines observations with suggestions. Like modeling, it is a very natural way for humans to learn. In the context of management development, coaching is best accomplished when it involves a relationship between two



LOGGING ON . . .

Coaching

This website provides information on a firm specializing in coaching techniques and describes its approach to coaching.

<http://www.refocusinc.com/services.htm#coaching>

managers for a period of time as they perform their jobs. Coaching has many applications. It has found some success in solving behavioral problems that threaten to derail managers; abrasive or inflexible managers may benefit from coaching by the right executive. Coaching does not have to be oriented toward aberrant behavior, however; just sharing with another experienced manager how a problem might be approached is coaching, too.

Effective coaching requires patience and good communication skills. A brief outline of good coaching pointers would include:

- Explaining appropriate behavior
- Making clear why actions were taken
- Accurately stating observations
- Providing possible alternatives/suggestions
- Following up/reinforcing

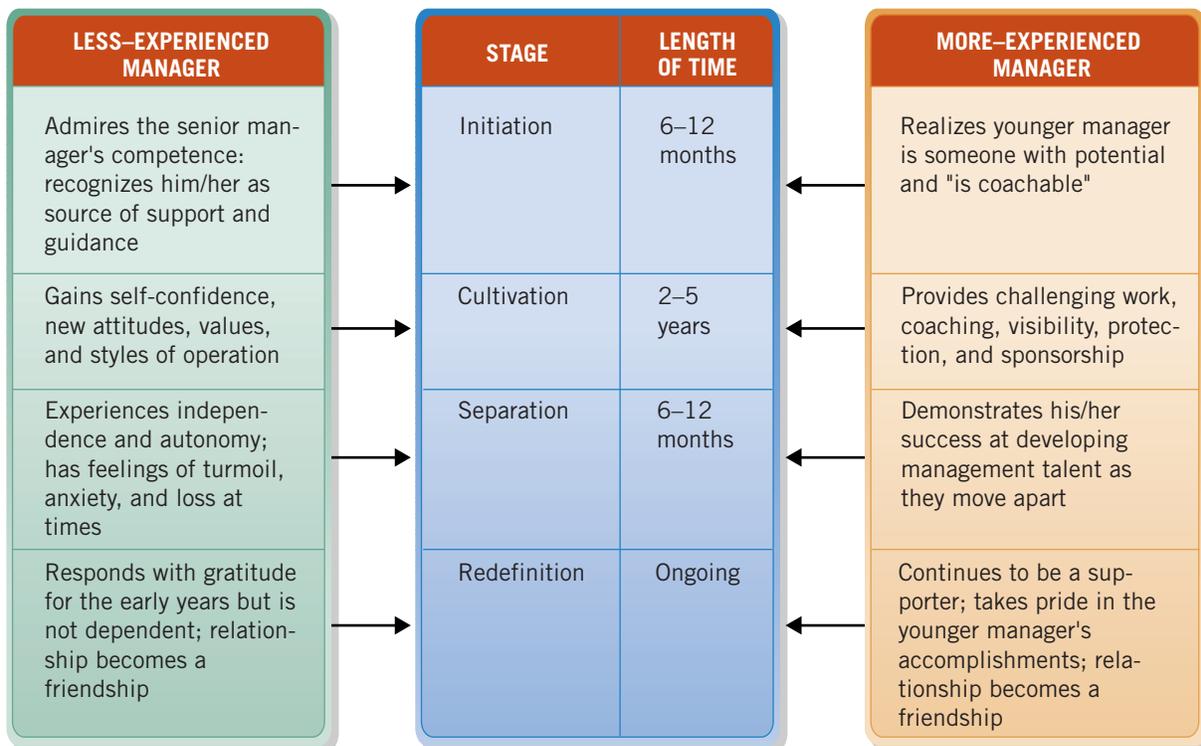
Mentoring

Mentoring is a relationship in which managers at the midpoints in their careers aid individuals in the earlier stages of their careers. Technical, interpersonal, and political skills can be conveyed in such a relationship from the older to the younger person. Not only does the younger one benefit, but the older one may enjoy the challenge of sharing his or her wisdom. The four stages in most successful mentoring relationships are shown in Figure 11–7.

Mentoring

A relationship in which managers at midpoints in their careers aid individuals in the earlier stages of their careers.

FIGURE 11–7 Stages in Mentoring Relationships



WOMEN AND MENTORING In virtually all countries in the world, the proportion of women holding management jobs is lower than the proportion of men holding such jobs. As mentioned in Chapter 6, the term *glass ceiling* has been used to describe the situation in which women fail to progress into top management positions. One approach to countering the glass ceiling that has been found to be useful is mentoring. For example, in some firms women with mentors have been able to move up more often than those without mentors. But, the extent of mentoring of women and its long-term effects have not been studied extensively; most of the literature on women and mentoring is based on narratives from individuals.

Based on various narratives, successful women executives have suggested that breaking the glass ceiling requires developing political sophistication, building credibility, refining a management style, and shouldering responsibilities. For example, Coopers & Lybrand LLP has a group of employees called C & L 100, made up of women and minority employees with a good chance of making partner some day. The employees are matched with senior partners as mentors who are accountable for their progress. The accounting firm hopes to boost its proportion of protected-class senior partners from 10% to 30% with such programs.²⁴

PROBLEMS WITH MENTORING Mentoring is not without its problems. Young minority managers report difficulty finding older white mentors. Also, men have been found to be less willing than women to be mentors. Further, mentors who are dissatisfied with their jobs and those who teach a narrow or distorted view of events may not help a young manager's development.²⁵ However, most managers have a series of advisors or mentors during their careers, and they may find advantages in learning from the different mentors. For example, the experience of having many mentors may help less experienced managers to identify key behaviors in management success and failure. Further, those being mentored may find that their previous mentors are useful sources for networking.²⁶

Problems with Management Development Efforts

Development efforts are subject to certain common mistakes and problems. The HR Perspective illustrates a development problem that Japan is experiencing with managers as a result of the changing nature of the Japanese economy.

Most of the management development problems in the United States have resulted from inadequate HR planning and a lack of coordination of HR development efforts. Common problems include the following:

- Inadequate needs analysis
- Trying out fad programs or training methods
- Abdicating responsibility for development to staff
- Trying to substitute training for selection
- Lack of training among those who lead the development activities
- Using only "courses" as the road to development
- Encapsulated development

Encapsulated development

Situation in which an individual learns new methods and ideas in a development course and returns to a work unit that is still bound by old attitudes and methods.

The last item on the list may require some additional explanation. **Encapsulated development** occurs when an individual learns new methods and ideas in a development course and returns to a work unit that is still bound by old attitudes and methods. The reward system and the working conditions have not changed. Although the trainee has learned new ways to handle certain situations, these methods cannot be applied because of resistance from those having an in-

HR PERSPECTIVE

Management Development Problems in Japan

Japan has been introduced to the hazards of corporate downsizing, which has had an impact on the ranks of Japanese managers. Several habits of Japanese firms have combined to point out the need for changes in management development efforts.

When labor was cheap, it was easy to promise a young “salary-man” a lifetime job. But as the economy matured, those lifetime promises became a liability. Early in their careers, many Japanese managers were rotated through many jobs and locations. Consequently, they did not develop much specialized expertise, but became

generalists with a one-company career. These salarymen invested in the skills they needed for that company (that is, office politics rather than marketing or corporate finance). The result has been called a “battalion of generalists,” most of whom are middle managers untrained for anything specific except being a good employee.

But now the promise of a lifelong career with one employer rings hollow in Japan. As in the United States, in Japan young managers must acquire the skills that make them marketable, yet the company that spends money developing those skills may lose the rising young

manager to another firm. A related issue is what to do with all those less mobile and less competent middle-aged managers with only general, company-specific knowledge and skills.

In summary, Japan’s system of job rotation and company-specific development provided some advantages in years past. Unfortunately, it seems to be inappropriate in a world where capital is being substituted for labor and uncertainty reigns. Perhaps innovative Japanese firms will find a way to combine the best of both systems and show the world a new model that works better than either of the old models.²⁷

vestment in the status quo. The new knowledge remains encapsulated in the classroom setting. Encapsulated development is an obvious waste of time and money. For example, in some organizations, diversity training efforts have been wasted because follow-up and reinforcement were not done and the development was encapsulated as “classroom theory,” not reality.

Careers

A **career** is the sequence of work-related positions a person occupies throughout life. People pursue careers to satisfy deeply individual needs. At one time, identifying with one employer seemed to fulfill many of those needs. Now, the distinction between the individual’s career as the organization sees it and the career as the individual sees it is very important.

Career

The sequence of work-related positions a person occupies throughout life.

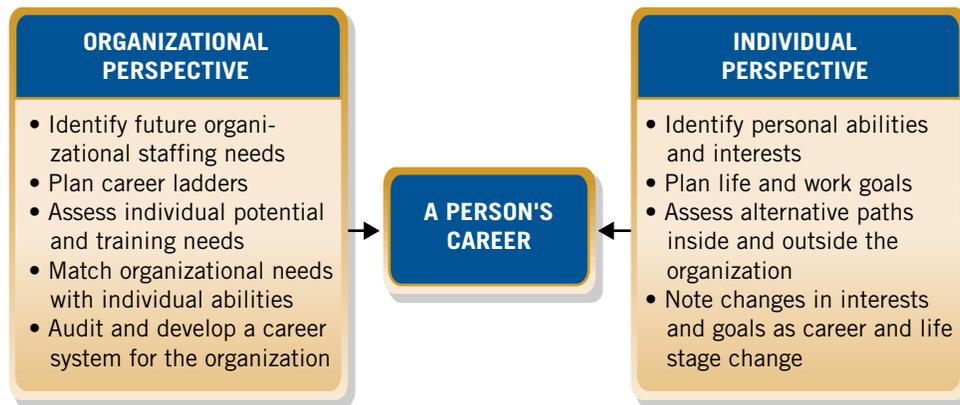
Organization-Centered vs. Individual-Centered Career Planning

Career planning can be somewhat confusing, because two different perspectives exist. Career planning can be organization centered, individual centered, or both.

Organization-centered career planning focuses on jobs and on constructing career paths that provide for the logical progression of people between jobs in an organization. These paths are ones that individuals can follow to advance in certain organizational units. For example, a person might enter the sales department as a sales counselor, then be promoted to account director, to sales manager, and finally to vice-president of sales.

Organization-centered career planning

Career planning that focuses on jobs and on constructing career paths that provide for the logical progression of people between jobs in an organization.

FIGURE 11–8 *Organizational and Individual Career-Planning Perspectives*

Individual-centered career planning

Career planning that focuses on individuals' careers rather than on organizational needs.

Individual-centered career planning focuses on individuals' careers rather than organizational needs. It is done by employees themselves, and individual goals and skills are the focus of the analysis. Such analyses might consider situations both inside and outside the organization that could expand a person's career.²⁸ Figure 11–8 shows the different perspectives.

Organizational retrenchment and downsizing have changed career plans for many people. They have found themselves in “career transition”—in other words, in need of finding other jobs.²⁹ Small businesses, some started by early retirees from big companies, have provided many of the new career opportunities.

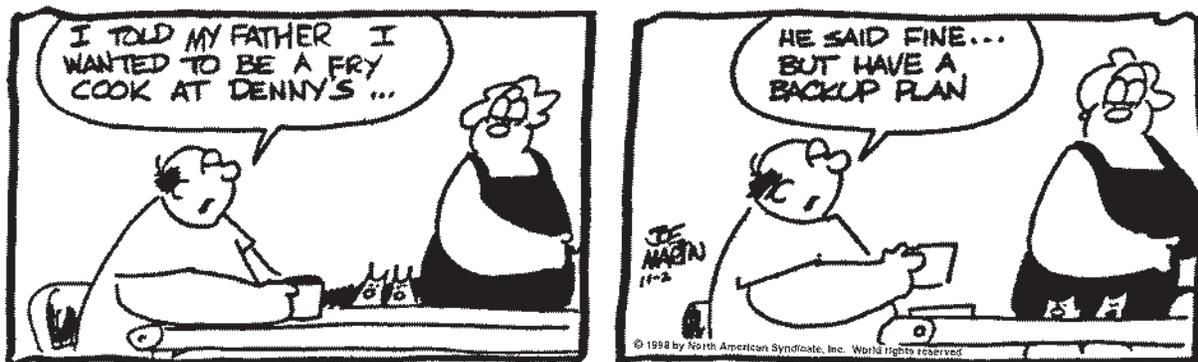
How People Choose Careers

Four general individual characteristics affect how people make career choices.

- *Interests:* People tend to pursue careers that they believe match their interests.
- *Self-image:* A career is an extension of a person's self-image, as well as a mold of it.
- *Personality:* This factor includes an employee's personal orientation (for example, whether the employee is realistic, enterprising, and artistic) and personal needs (including affiliation, power, and achievement needs).
- *Social backgrounds:* Socioeconomic status and the educational and occupation level of a person's parents are a few factors included in this category.

Less is known about how and why people choose specific organizations than about why they choose specific careers. One obvious factor is the availability of a job when the person is looking for work. The amount of information available about alternatives is an important factor as well. Beyond these issues, people seem to pick an organization on the basis of a “fit” between the climate of the organization as they perceive it and their own personal characteristics. Many factors may influence job choice, including the gender of the job informant who passed along job information.³⁰

The “dream jobs” of young people ages 13 to 17 change over time, as Figure 11–9 shows. Further, people change jobs more now than ever before. A typical



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American holds 8.6 jobs between ages 18 and 32, with most of the job changes occurring earlier rather than later.³¹ People clearly make choices about the stops along the way in their careers, basing these stops on many different factors.

General Career Progression

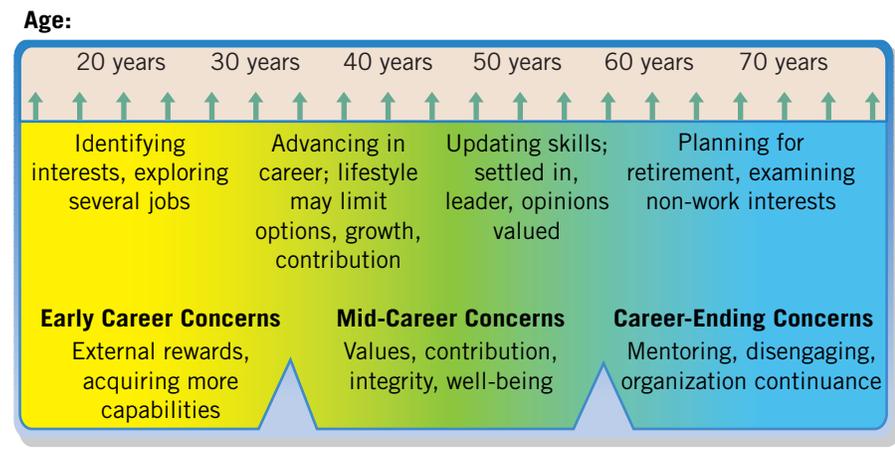
The typical career today probably will include many different positions, transitions, and organizations—more so than in the past, when employees were less mobile and organizations more stable as long-term employers. In this context, it is useful to think about general patterns in people's careers and in their lives.

Many theorists in adult development describe the first half of life as the young adult's quest for competence and a way to make a mark in the world. According to this view, happiness during this time is sought primarily through achievement and the acquisition of capabilities. The second half of life is different. Once the

FIGURE 11–9 “Dream” Jobs for Americans, Ages 13–17

	1970s	1990s
<i>Boys</i>	Skilled worker Engineer Lawyer Teacher Athlete	Businessman Computers Lawyer Athlete The Arts
<i>Girls</i>	Secretary Teacher Nurse Medical Technician Veterinarian	Nurse Teacher Doctor The Arts Businesswoman

SOURCE: “Dr. Gallup’s Finger on America’s Pulse,” *The Economist*, September 25, 1998, 96.

FIGURE 11–10 *General Periods in Careers*

adult starts to measure time from the expected end of his or her life rather than from the beginning. The need for competence and acquisition changes to the need for integrity, values, and well-being. Internal values take precedence over external scorecards for many. In addition, mature adults already have certain skills, so their focus may shift to other interests. Career-ending concerns reflect additional shifts also. Figure 11–10 shows a model identifying general periods in a career and a lifetime.

Contained within this view is the idea that careers and lives are not predictably linear but cyclical. Periods of high stability are followed by transition, by less stability, and by inevitable discoveries, disappointments, and triumphs. Therefore, lives and careers must be viewed as cycles of structure and transition. This view may be a useful perspective for those suffering the negative results of downsizing and early career plateaus in large organizations. Such a perspective argues for the importance of flexibility in an individual's career and may encourage a willingness to acquire diverse skills.³²

Retirement

Whether retirement comes at age 50 or 70, it can require a major adjustment for many people. Some common emotional adjustments faced by retirees include:

- *Self-management*: The person must adjust to being totally self-directed after retirement. There is no longer any supervisor or work agenda dictating what to do and when to do it.
- *Need to belong*: When a person retires, he or she is no longer a member of the work group that took up so much time and formed an important social structure for so many years. What takes its place?
- *Pride in achievement*: Achievement reinforces self-esteem and is often centered around work. In retirement, past achievements quickly wear thin as a source of self-esteem.
- *Territoriality*: Personal "turf," in the form of office, company, and title, is lost in retirement. Other ways to satisfy territorial needs must be found.

- **Goals:** Organizations provide many of a person's goals. Some people may be unprepared to set their own goals when they retire.

Of course, from the standpoint of the organization, retirement is an orderly way to move people out at the ends of their careers. However mindful of the problems that retirement poses for some individuals, some organizations are experimenting with *phased retirement* through gradually reduced workweeks and increased vacation time. These and other preretirement and postretirement programs, aimed at helping employees deal with problems, aid in the transition to a useful retirement.

The phenomenon of “forced” early retirement that began in the 1980s has required thousands of managers and professionals to determine what is important to them while they are still young and healthy and to plan accordingly. Because of economic factors, many organizations have used early retirement to reduce their workforces. Some of these young retirees “go fishing,” but many begin second careers.

Career Planning: Individual Issues

Effective career planning at the individual level first requires self-knowledge. A person must face a number of issues. How hard am I really willing to work? What is most important in life to me? What trade-offs between work and family or leisure am I willing to make? These questions and others must be confronted honestly before personal goals and objectives can be realistically set in a career plan.

As suggested earlier, changing jobs and careers has become an accepted practice in recent years, and it can be financially rewarding. However, “job-hopping” (changing jobs very frequently) can cause problems with retirement, vacation, seniority, and other benefits. Perhaps more important is the perception that job-hopping is a sign of instability, especially among more mature people.

Career Plateaus

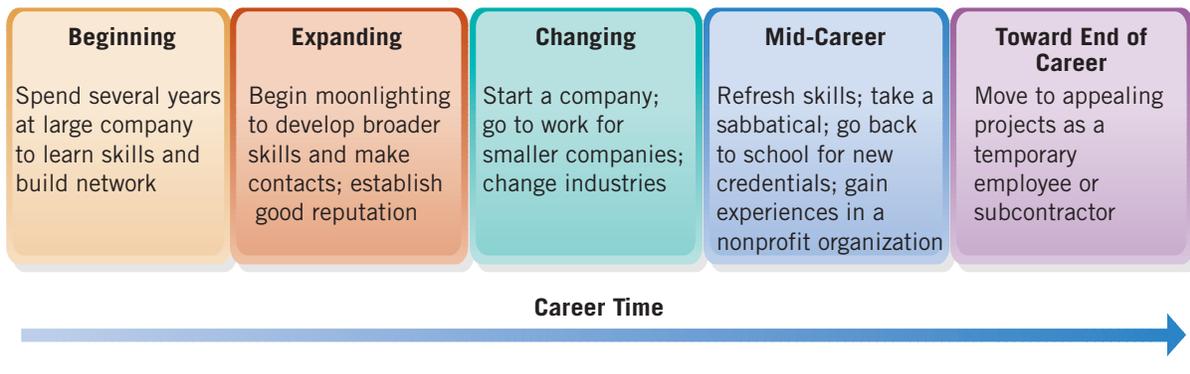
Those who do not job-hop may face another problem: career plateaus. As the baby-boom generation reaches midlife, and as large employers cut back on their workforces, increasing numbers of managers will find themselves at a career plateau. Plateauing may seem a sign of failure to many people, and plateaued employees can cause problems for employers when frustration affects performance.

Perhaps in part because of plateauing, many middle managers' optimism about opportunity for advancement has declined. Even though these managers have more responsibility and less influence in the decision-making process, the result has been leaner, more competitive organizations with few promotion opportunities.

Figure 11–11 shows how a new “portable” career path may be evolving, in keeping with the apparent movement away from an orderly series of cyclic alterations at prescribed chronological ages. This evolution means that careers are less predictable than in previous decades.

Dual-Career Paths for Technical and Professional Workers

Technical and professional workers, such as engineers and scientists, present a special challenge for organizations. Many of them want to stay in their labs or at their drawing boards rather than move into management; yet advancement

FIGURE 11–11 *The New “Portable” Career Path*

frequently *requires* a move into management. Most of these people like the idea of the responsibility and opportunity associated with advancement, but they do not want to leave the technical puzzles and problems at which they excel.

The *dual-career ladder* is an attempt to solve this problem. As shown in Figure 11–12, a person can advance up either the management ladder or a corresponding ladder on the technical/professional side. Dual-career paths have been used at IBM, Union Carbide, and AT&T/Bell Labs for years. They are most common in technology-driven industries such as pharmaceuticals, chemicals, computers, and electronics. Pacific Bell has created a dual-career ladder in its data processing department to reward talented technical people who do not want to move into management. Different tracks, each with attractive job titles and pay opportunities, are provided.³³

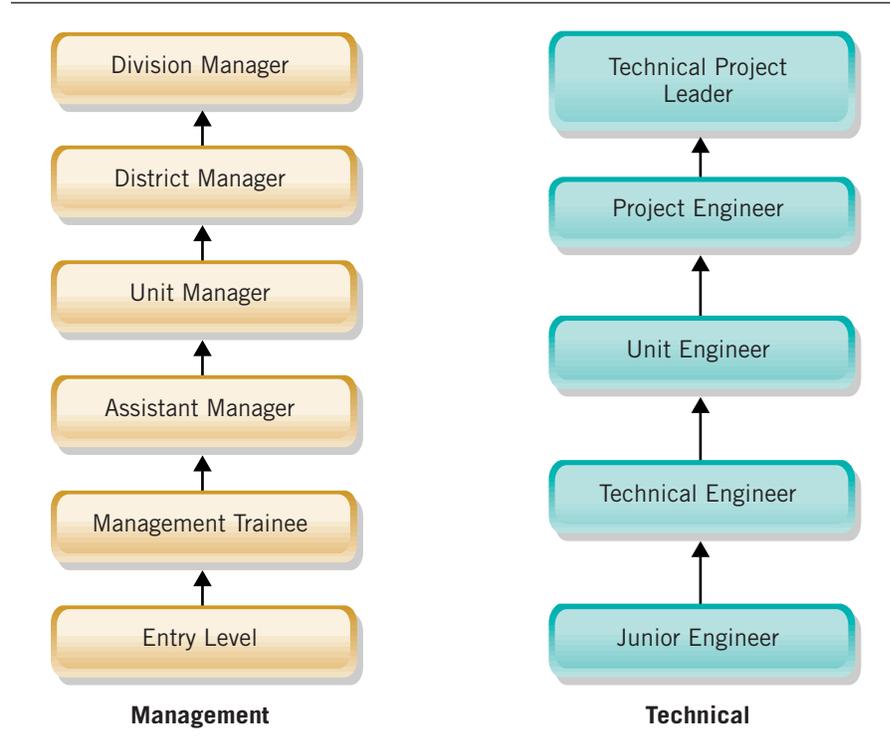
Unfortunately, the technical/professional ladder sometimes is viewed as leading to “second-class citizenship” within the organization. For a second or third career track to be taken seriously, management must apply standards as rigorous as those applied to management promotions.

Dual-Career Couples

The increasing number of women in the workforce, particularly in professional careers, has greatly increased the number of dual-career couples. The U.S. Bureau of Labor Statistics estimates that 81% of all couples are dual-career couples. Marriages in which both mates are managers, professionals, or technicians have doubled in the past two decades. Leading areas of growth in the number of dual-career couples are the West Coast, Denver, Chicago, New York, and the Washington, DC-Baltimore area. Problem areas involving dual-career couples include retirement, transfer, and family issues.³⁴

It is important that the career development problems of dual-career couples be recognized as early as possible, especially if they involve transfer, so that realistic alternatives can be explored. Early planning by employees and their supervisors can prevent crisis. Whenever possible, having both partners involved, even when one is not employed by the company, has been found to enhance the success of such efforts.

For dual-career couples with children, family issues may conflict with career progression. Thus, in job transfer situations, one partner may be more willing to be flexible in this type of job taken for the sake of the family. Part-time work, flex-time, and work-at-home arrangements may be options considered, especially for parents with younger children.

FIGURE 11–12 *Dual-Career Path for Engineers*

RECRUITMENT PROBLEMS WITH DUAL-CAREER COUPLES Recruiting a member of a dual-career couple increasingly means having an equally attractive job available for the candidate’s partner at the new location. Dual-career couples have more to lose when relocating, and as a result often exhibit higher expectations and request more help and money in such situations.

RELOCATION OF DUAL-CAREER COUPLES Traditionally, transfers are part of the path upward in organizations. However, the dual-career couple is much less mobile because one partner’s transfer interferes with the other’s career.³⁵ Dual-career couples, besides having invested in two careers, have established support networks of friends and neighbors to cope with their transportation and dependent-care needs. These needs, in a single-career couple, would normally be met by the other partner. Relocating one partner in a dual-career couple means upsetting this carefully constructed network or creating a “commuting” relationship.

If a company has no partner-assistance program, an employee may be hesitant to request such services and may turn down the relocating. The dual-career family has not been the norm for very long, and traditional role expectations remain. A male employee may still fear he will appear “unmanly” should his partner refuse to defer in support of his career, while a female employee may feel guilty about violating the traditional concept of male career dominance.

When relocation is the only way to handle a staffing situation, employers increasingly provide support services to help the couple adapt to the new location. Such companies go so far as to hire the spouse at the new location or find the partner a job with another company. At times, companies have agreed to pay part of the salary or benefits when another company hires the partner and to reciprocate at some future time. When such arrangements cannot be made, professional

job search counseling can be obtained for the partner. It makes sense to take into account the dual-career social trend when revising HR policies on employee relocation assistance. Some approaches that could be considered are:

- Paying employment agency fees for the relocating partner
- Paying for a designated number of trips for the partner to look for a job in the proposed new location
- Helping the partner find a job within the same company or in another division or subsidiary of the company
- Developing computerized job banks to share with other companies in the area that list partners who are available for job openings

Moonlighting As a Career Strategy

Moonlighting

Work outside a person's regular employment that takes 12 or more additional hours per week.

Moonlighting traditionally has been defined as work outside a person's regular employment that takes 12 or more additional hours per week. More recently, the concept of moonlighting has been expanded to include such activities as self-employment, investments, hobbies, and other interests for which additional remuneration is received. The perception that moonlighting is a fixed outside commitment is no longer sufficiently broad, because the forms that it may take are varied and sometimes difficult to identify.

Moonlighting is no longer just a second job for the underpaid blue-collar worker but also a career development strategy for some professionals. A growing number of managers are dividing their work efforts by moonlighting as consultants or self-employed entrepreneurs. Consulting not only increases their income but also provides new experiences and diversity to their lives. Many individuals also view such activities as providing extra security, especially in these times of layoffs among middle managers.

Most moonlighting managers cannot afford to walk away from their corporate salaries, but they are looking elsewhere for fulfillment. An HR manager at a TV network moonlights by working for a training firm that she and a friend set up. An advertising executive at a cosmetics company accepts freelance assignments from his employer's clients. A computer software expert secretly develops a home computer program to market on his own.

If someone is working for a company and freelancing in the same field, questions about whose ideas and time are involved are bound to arise. Some organizations threaten to fire employees who are caught moonlighting, mainly to keep them from becoming competitors.³⁶ But that does not seem to stop the activities. Other organizations permit freelance work so long as it is not directly competitive. Many believe that staff members should be free to develop their own special interests.

There is evidence that some people who hold multiple jobs work a second job in preparation for a career change. Whether or not a career change is sought, the concept of "job insurance" plays a role, as mentioned earlier. Moonlighting can be viewed in the same context as auto, car, home, or life insurance. The second job can serve as a backup in the event the primary job is lost.

Moonlighting is not without its problems. The main argument against moonlighting has been that energy is being used on a second job that should be used on the primary job. This division of effort may lead to poor performance, absenteeism, and reduced job commitment. However, these arguments are less valid with a growing number of employees.

Key for employers in dealing with moonlighting employees is to devise and communicate a policy on the subject. Such a policy should focus on defining those areas in which the employer limits employee activities because of business reasons.

Summary

- Development is different from training because it focuses on less tangible aspects of performance, such as attitudes and values.
- Successful development requires top management support and an understanding of the relationship of development to other HR activities.
- Assessment centers provide valid methods of assessing management talent and development needs.
- Replacement charts are like football depth charts. From them, decisions can be made about whether to develop people internally or go outside for new talent.
- On-the-job development methods include coaching, committee assignments, job rotation, and “assistant-to” positions.
- Off-the-job development methods include classroom courses, human relations training, case studies, role playing, simulations, sabbatical leaves, and outdoor training.
- Mentoring and modeling are two ways for younger managers to acquire the skills and know-how necessary to be successful. Mentoring follows a four-stage progression in most cases.
- Career planning may focus on organizational needs, individual needs, or both.
- A person chooses a career based on interests, self-image, personality, social background, and other factors.
- A person’s life is cyclical, as is his or her career. Putting the two together offers a useful perspective.
- Retirement often requires serious emotional adjustments.
- Dual-career ladders are used with scientific and technical employees.
- Dual-career marriages increasingly require relocation assistance for the partners of transferring employees.
- Moonlighting is growing in usage by employees in different fields.

Review and Discussion Questions

1. What is HR development, and why is top management support so important?
2. Why have many large organizations used assessment centers?
3. You are the head of a government agency. What two methods of on-the-job development would you use with a promising supervisor? What two off-the-job methods would you use? Why?
4. Discuss whether you would prefer organization-centered or individual-centered career planning.
5. List reasons why dual-career paths for professional and technical workers may grow in importance in the future.
6. Assume you must develop a company policy to address concerns about dual-career couples. What would you propose for such a policy?

Terms to Know

assessment center 355	individual-centered career planning 368	organization-centered career planning 367
career 367	job rotation 359	role playing 360
coaching 357	mentoring 365	sabbatical leave 361
development 350	moonlighting 374	simulation 360
encapsulated development 366		

Using the Internet



Coaching Tips

The manager of your telemarketing division has expressed concerns to you, the HR manager, about the coaching skills of his supervisors. He has asked you to provide him with tips the supervisors can use for coaching employees, and with some ideas for im-

proving employee self-confidence. Use the following website with indexed articles to prepare your list.

<http://www.CoachCenter.com/masterindex/learningindex.html>

CASE

Development Changes at Chevron

San Francisco-based Chevron Corporation had just revised its career development program when brutal economic realities forced downsizing and layoff of 8,000 employees. Even the name of the previous program, “employee career development,” sounded inappropriate after the layoffs. The company knew it could not promise career development, because development implied that upward movement would be possible—and it would *not* be possible. Remaining employees were concerned about job security, and the company was operating in a slow-to-no-growth environment.

To address the problem, the company changed to a “career enrichment” program designed to help employees find meaning in their current work. The process is designed to help employees enhance their effectiveness and satisfaction, develop new skills, and become better prepared to meet future needs of the company. Participation is voluntary, and there is no guarantee of higher salaries or promotions; but the program enables employees to take more responsibility for their own career development.

The key components of the plan are as follows:

- *Preparation:* This phase includes self-assessment, an organizational assessment, and goal-setting sessions.

- *Joint planning:* The employee and the employee’s manager review assessment results and agree on an “enrichment plan” for the next year.
- *Plan review:* The plan is presented by the manager to a group of managers, who form a plan review committee. The committee gives the employee feedback on lateral moves, options, and opportunities that might be available.
- *Implementation:* The employee is responsible for implementing the plan, but managers are available for help if needed.
- *End-of-cycle review:* Results are reviewed, and the cycle for the next year is begun.

There was once an understanding that if employees were loyal, they would be assured a job. That is not the case any longer. Employees must understand the business and its needs, as well as their own values and skills, in order to align their personal goals with the goals of the organization.³⁷

Questions

1. What are the advantages and disadvantages of Chevron’s development system?
2. What modifications, if any, would you make in the plan? Why?

Notes

1. Adapted from Scott McCartney, "If the Pitcher Lifts His Pinkie, Odds Are He's a Texas Ranger," *The Wall Street Journal*, March 2, 1998, A1.
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