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Human Resource Management


Career Planning and Development
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(Slide adapted from Wiley Lecturer Resources)

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Objectives

- Understand the importance of human resource development (HRD) to organisational success
- Explain the meaning of strategic HRD
- Explain the need for a systematic approach to training and development
- Distinguish between training and development
- Outline major HRD methods and techniques
- Describe the key characteristics of an effective orientation program
- Understand the main principles of learning psychology

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Objectives

- Understand the importance of career planning and development
- Identify the responsibility for career planning and development
- Discuss the HR department's role in career planning and development
- Discuss some of the major factors contributing to successful career development
- Understand the preparation desirable for a career in HRM

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Some facts ...

- Basic literacy among Australian students has not improved since the mid-1980s.
- Some Chinese civil servants were shown an educational video of a government official executed for spying for Taiwan.
- ABS: most unemployed are unskilled, have little work experience and are older than 45

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Key terms

- **HRD**
 - Includes *training* and *development*, *career planning* and *performance appraisal*. The focus is on the acquisition of the required attitudes and knowledge to facilitate the achievement of employee career goals and organisational strategic business objectives.
- **Education**
 - Activities designed to improve the knowledge, skills and abilities of an individual.

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The need for HRD

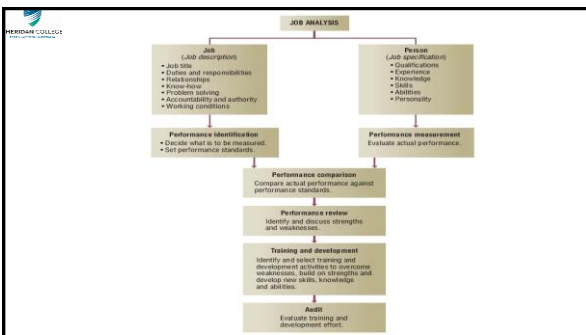
- Business and economic changes
- Technological changes
- Organisational changes
- Social, legal and other changes

Business and economic changes

- HRD can be a platform for organisational transformation and renewal, and a vehicle for global knowledge transfer
- Implementing a new policy
- Implementing a strategy
- Effecting organisational change
- Changing an organisation's culture
- Meeting a major change in the external environment
- Solving particular problems

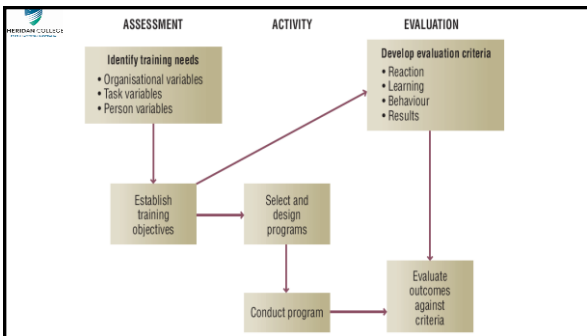
Reasons for the absence of SHRD

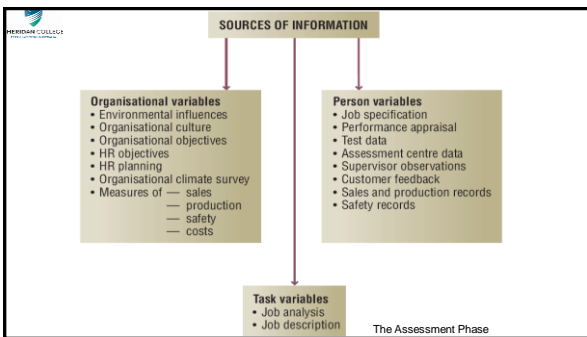
- Organisations lack or have ill defined strategic objectives.
- Top management views T&D as a necessary evil.
- Organisations neglect long term considerations.
- Organisations do not analyse T&D needs.
- Evaluation of training is ignored.




HRD methods and techniques

- The scope of training programs
- Training beyond immediate job requirements
- A systematic approach to training and development
 - Assessment
 - Training activity
 - Evaluation






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The activity phase


Process methods

- Classroom activities
- Simulation
 - Machine simulators
 - Interactive simulation
 - Part simulations
 - Vestibule training
 - Management training

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The activity phase

On-the-job experience

- Coaching
- Understudy assignment
- Mentor
- Job rotations
- Project assignments
- Small site management
- Secondments
- Behavioural modelling

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The activity phase

- Action learning
- Competency-based training
- Apprentice training
- Traineeships
- Training within industry
- Supervisory and management training
- Corporate universities
- Diversity training
- Training technologies

MEASURE	INDICATORS	HOW MEASURED
• Reactions	• Satisfaction • Enjoyment	• Questionnaire • Interviews • Focus groups
• Learning	• Knowledge (for example, OHS regulations, EEO requirements) • Skill (for example, computer program or machine operation)	• Pencil and paper test • Oral examination • Work sample • Observation of performance • Performance ratings
• Behaviour	• Changes in attitudes, behaviour, motivation	• Observation of performance • Performance ratings • Third-party feedback (for example, customer feedback)
• Results	• Productivity • Sales • Quality • Absenteeism • Labour turnover • Accident frequency	• Production statistics • Sales statistics • HR statistics • OHS statistics
• Return on investment	• Dollar value	• Cost-benefit analysis

Following is a list of four commonly used experimental designs, arranged in increasing levels of sophistication.

Level of sophistication	NUMBER OF GROUPS	WHEN MEASURES ARE TAKEN
HIGH	Two groups (trained and untrained)	Pre- and post-test (measure before and after training, test for differences on pre-test and post-test measures or compute gain scores)
MEDIUM	Two groups (trained and untrained)	Post-test (measure after training for trained and untrained groups)
	One group (trained)	Pre- and post-test (measure before and after training for trained group)
	One group (trained)	Post-test only (measure after training)
LOW	One group (trained)	Post-test only (measure after training)

Orientation (see seminar Induction etc)

- The introduction of new employees to their job, their colleagues and the organisation
- **Considerations**
 - Content
 - Timing
 - Formal orientation programs
 - Informal orientation
 - Orientation packages
 - Follow-up

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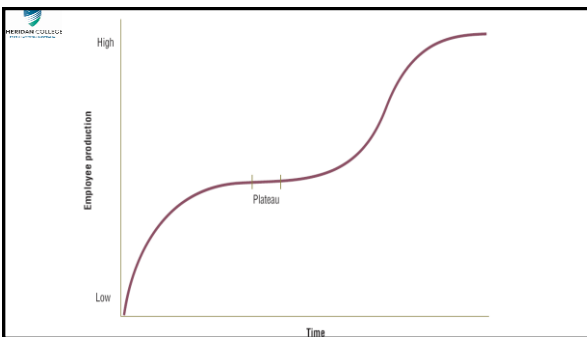
Core concepts in learning

- Relevance
- Reinforcement
- Transfer of training
- Knowledge of results
- Distribution of learning (spacing out)
- Whole versus part learning
- Practice and learning
- Activity versus passivity
- Learning styles

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Learner-centred learning

- The need to know (understand why)
- The need to be self-directing
- Greater volume and quality of experience
- Readiness to learn
- Orientation to learning (file/ task/ problem centred)



Boundaryless careers

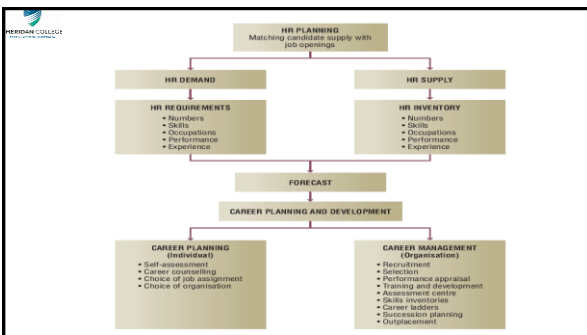
- Careers that involve switching jobs, specialisations, companies, industries and location.
- They may involve:
 - Upwards
 - Downwards
 - Sideways moves


Career planning & development

Involve 2 processes:

1. **Career planning** – employee centred
2. **Career development** – organisation centred


- Give employees assistance to develop realistic career goals and the opportunities to realise them.



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Career types

- **Vertical**
 - Traditional career path where an employee enters the organisation at a junior level and progresses upward to more senior positions over a period of time.
- **Lateral**
 - Career path where an employee undertakes a series of lateral moves (often in different functions) instead of moving upwards within the organisation.

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Employability

- Having marketable skills — skills that are attractive to employers.

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Career myths

- A university degree is a guarantee for getting a good job.
- Big, profitable companies offer job security.
- If you perform well, your job will be secure.
- Ability and hard work will get you to the top.
- If you are good at your job, you do not have to promote yourself.
- Top performers get the promotions and the big pay increases.
- You can have a balanced work/family life and get to the top.
- If your performance is outstanding, you will be rewarded.
- Networking and mentoring are not necessary for success if you are a top performer.
- If you keep yourself up to date, you will always be guaranteed a good job.

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HR's responsibility

- Provide: career education information, vocational guidance, career counselling information, on-the-job opportunities and career options.
- **Career counselling**
 - Involves giving information and advice to employees to facilitate their career planning and development.

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Factors in career development

- Performance
- Exposure (to sen mgt)
- Employer reputation
- Nepotism
- Mentoring
- Ingratiation (good image with superiors)
- Development
- International experience

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Factors in career development

- Language skills
- Computer and keyboard skills
- Networking
- Goal setting
- Appearance

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Careers

- **Plateau**
 - Point in an individual's career where the probability of further advancement is negligible
- **Meltdown**
 - Occurs when an employee's career commences a downward spiral. Typically characterised by termination, demotion, being bypassed for promotion and being politically marginalised.

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Careers

- **Transition**
 - Involves a significant change in an employee's career via transfer, demotion, promotion, overseas assignment or switch from one occupation to another.
- **Dual Careers**
 - Situation where both spouses or partners have career responsibilities and aspirations.
- **Outplacement**
 - Special assistance given to terminated employees to help them to find jobs with other organisations.

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Work-life balance

- **Work-life conflict** — implications?
- **Downshiffters**
 - Employees who make a voluntary long-term lifestyle change involving less work, less income and less consumption.
- **Flame-out track**
 - A situation where employees work to excess, make lots of money, acquire many assets and then quit to take an open-ended sabbatical.

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Careers in HRM

- Job variety
- Remuneration
- Working conditions
- Career preparation
- Accreditation
- HRM as a profession
- Professional associations
- Professional literature

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Summary

- Accelerating rates of change and global competition have meant that HRD has become an important organisational and national issue.
- Training starts when an employee enters an organisation.
- To improve performance and avoid employee obsolescence, the employee should undergo further training and development.
- Increasing competition, accelerating change and relentless restructuring have made career planning and development critical for both organisations and employees.
- Effective planning is critical to meeting objectives.
- Prime responsibility for career planning is with the employee, however, the organisation should facilitate the process.
