


Human Resource Management
Career Planning and Development
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(slides adapted from Wiley Lecturer Resource)

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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.
- ABS: most unemployed are unskilled, have little work experience and are older than 45

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Discussion:
Strategic Management is Much More than Simply
Placing the Right Employees in the Right Jobs.

- Vision
- Mission
- External Environment
- Growth, Decline, Stability
- Planning, Recruitment, Selection, Induction, Retention, Performance Appraisal, Employee Development, Remuneration and Rewards.

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Discussion:
What are the Human Resource Challenges Faced
by Organizations in WA

- Environment
- Diversity
- Immigration
- Wages
- Safety
- Dependence on Mining / Resources Sector
- Skill Shortages (Supply Demand)
- Unemployment & Participation rates
- Aging workforce
- Legal compliance
- Employment Relations
- Other


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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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 **Key terms**

- Training (skills and knowledge)
- Education (Qualifications)
- Employee Development (developing employees for future roles)
- Knowledge Management (gathering organizing and sharing knowledge)

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 **Learning Methodologies**

• Lectures	• Simulations
• Workshops	• Self directed learning
• Case studies	• Action learning
• Coaching	• Behavior modelling
• e-learning	• conferences
• On the job training	

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The need for HRD

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


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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

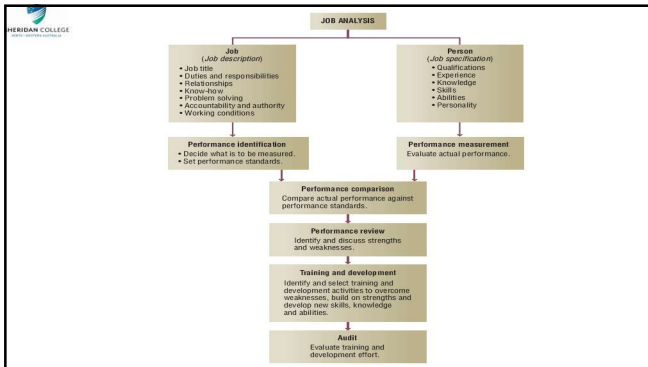
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Reasons for the absence of SHRD

- 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.

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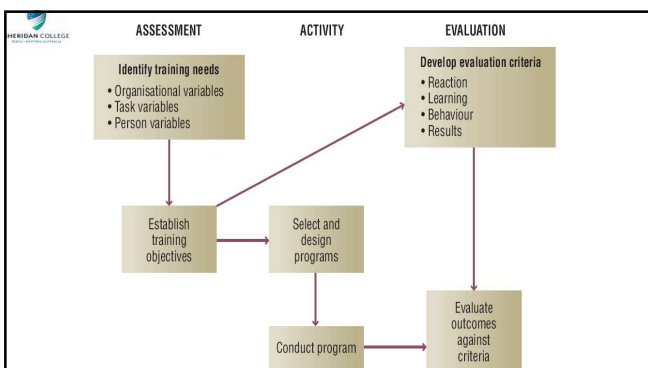


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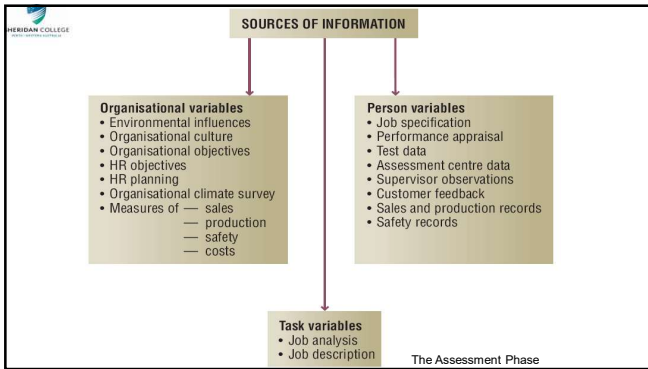
HRD methods and techniques

- 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
 - 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
- Universities
- Diversity training
- Training technologies

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MEASURE	INDICATORS	HOW MEASURED
• Reactions	• Satisfaction • Enjoyment	• Questionnaire • Interviews • Focus groups
• Learning	• Knowledge (for example, OH&S 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 • OH&S statistics
• Return on investment	• Dollar value	• Cost-benefit analysis


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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)
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)
LOW	One group (trained)	Post-test only (measure after training)


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Orientation (see additional slides on induction)

- 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

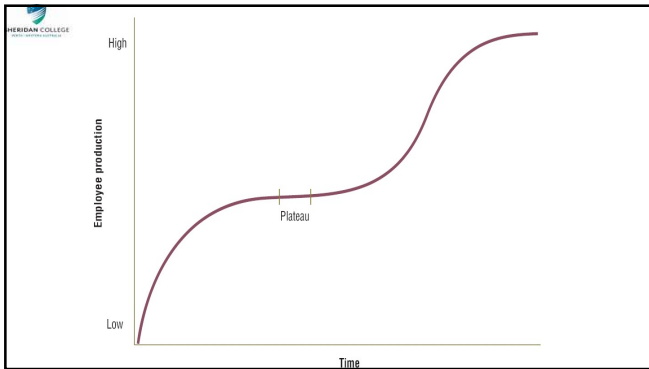
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Learner-centred learning

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

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Boundaryless careers

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

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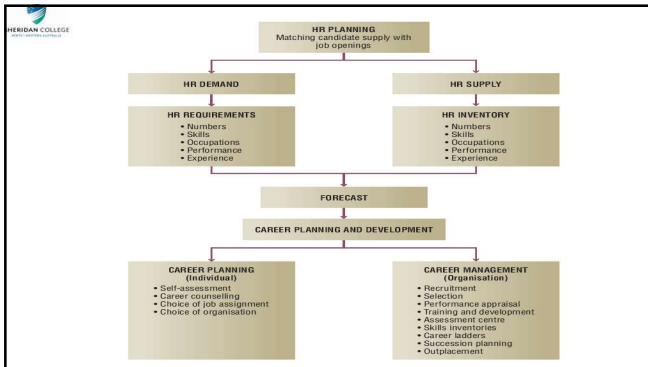
Career planning & development

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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Blooms Taxonomy

Learning is categorised into three domains

- **Psychomotor** (task eg industrial workers)
- **Cognitive** (work with brains)
- **Affective** (attitudes and values)

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Factors / terms 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?
- **DownshifTERS**
 - 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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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, 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.

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