# CHAPTER 9

# DEVELOPING EMPLOYEES FOR FUTURE SUCCESS

## What Do I Need to Know?

After reading this chapter, you should be able to:

1. Discuss how development is related to training and careers.

2. Identify the methods organizations use for employee development.

3. Describe how organizations use assessment of personality type, work behaviors, and job performance to plan employee development.

4. Explain how job experiences can be used for developing skills.

5. Summarize principles of successful mentoring programs.

6. Tell how managers and peers develop employees through coaching.

7. Identify the steps in the process of career management.

8. Discuss how organizations are meeting the challenges of the "glass ceiling," succession planning, and dysfunctional managers.

## INTRODUCTION

As we noted in Chapter 1, employees' commitment to their organization depends on how their managers treat them. To "win the war for talent" managers must be able to identify high-potential employees, make sure the organization uses the talents of these people, and reassure them of their value, so that they do not become dissatisfied and leave the organization. Managers also must be able to listen. Although new employees need strong direction, they expect to be able to think independently and be treated with respect. In all these ways, managers provide for **employee development**— the combination of formal education, job experiences, relationships, and assessment of personality and abilities to help employees prepare for the future of their careers. Human resource management establishes a process for employee development that prepares employees to help the organization meet its goals.

This chapter explores the purpose and activities of employee development. We begin by discussing the relationships among development, training, and career management. Next, we look at development approaches, including formal education, assessment, job experiences, and interpersonal relationships. The chapter emphasizes the types of skills, knowledge, and behaviors that are strengthened by each development method, so employees and their managers can choose appropriate methods when planning for development. The third section of the chapter describes the steps of

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**employee development**

The combination of formal education, job experiences, relationships, and assessment of personality and abilities to help employees prepare for the future of their careers.

the career management process, emphasizing the responsibilities of employee and employer at each step of the process. The chapter concludes with a discussion of special challenges related to employee development—the so-called glass ceiling, succession planning, and dysfunctional managers.

# ✎ TRAINING, DEVELOPMENT, AND CAREER MANAGEMENT

Organizations and their employees must constantly expand their knowledge, skills, and behavior to meet customer needs and compete in today's demanding and rapidly changing business environment. More and more companies operate internationally, requiring that employees understand different cultures and customs. More companies organize work in terms of projects or customers, rather than specialized functions, so employees need to acquire a broad range of technical and interpersonal skills. Many companies expect employees at all levels to perform roles once reserved for management. Modern organizations are expected to provide development opportunities to employees without regard to their sex, race, ethnic background, or age, so that they have equal opportunity for advancement. In this climate, organizations are placing greater emphasis on training and development. To do this, organizations must understand development's relationship to training and career management.

## Development and Training

The definition of development indicates that it is future oriented. Development implies learning that is not necessarily related to the employee's current job.[1] Instead, it prepares employees for other positions in the organization and increases their ability to move into jobs that may not yet exist.[2] Development also may help employees prepare for changes in their current jobs, such as changes resulting from new technology, work designs, or customers. So development is about preparing for change in the form of new jobs, new responsibilities, or new requirements.

In contrast, training traditionally focuses on helping employees improve performance of their current jobs. Many organizations have focused on linking training programs to business goals. In these organizations, the distinction between training and development is more blurred. Table 9.1 summarizes the traditional differences.

## Development for Careers

The concept of a career has changed in recent years. In the traditional view, a career consists of a sequence of positions within an occupation or organization.[3] For example, an academic career might begin with a position as a university's adjunct professor. It continues with appointment to faculty positions as assistant professor, then as-

**TABLE 9.1**

Training versus Development

| | TRAINING | DEVELOPMENT |
|---|---|---|
| **Focus** | Current | Future |
| **Use of work experiences** | Low | High |
| **Goal** | Preparation for current job | Preparation for changes |
| **Participation** | Required | Voluntary |

With changes such as downsizing, restructuring, bankruptcy and growth being the norm in the modern business environment, employees are finding that they need to continuously learn new skills in order to stay competitive.

sociate professor, and finally full professor. An engineer might start as a staff engineer, then with greater experience earn promotions to the positions of advisory engineer, senior engineer, and vice president of engineering. In these examples, the career resembles a set of stairs from the bottom of a profession or organization to the top.

Changes such as downsizing, restructuring, bankruptcy, and growth have become the norm in the modern business environment. As this has happened, the concept of career has become more fluid. The new concept of a career is often referred to as a **protean career**—that is, a career that frequently changes based on changes in the person's interests, abilities, and values and in the work environment. For example, an engineer might decide to take a sabbatical from her position to work in management at the United Way for a year. The purpose of this change could be to develop her managerial skills and evaluate whether she likes managerial work more than engineering. As in this example, the concept of a protean career assumes that employees will take major responsibility for managing their careers. This concept is consistent with the modern *psychological contract* we described in Chapter 2. In place of the traditional expectation of job security and advancement within a company, today's employees need to take control over their careers and personal responsibility for managing their careers. They look for organizations that will support them by providing development opportunities and flexible work arrangements so they can pursue their goals.

In this environment, employees need to develop new skills, rather than rely on an unchanging base of knowledge. This need results from employers' efforts to respond to customer demands. The extent and types of knowledge that an employee needs have changed.[4] For example, many traditional manufacturing jobs were repetitive and required little skill or education, but today's blue-collar workers need to operate computerized equipment and adjust processes for customized orders. Jobs are less likely to last a lifetime, so the workers frequently need to learn new skills to qualify for newly created positions. Also, the traditional career requires "knowing how," or having the appropriate skills and knowledge to provide a particular service or product. Such knowledge and skills remain important, but a protean career also requires that employees "know why" and "know whom." Knowing why means understanding the employer's business and culture in order to apply knowledge and skills in a way that contributes to the business. Knowing whom means developing relationships that contribute to the employer's success—for example, connections with vendors, suppliers, community members, customers, or industry experts. Learning these categories of knowledge requires more than formal courses and training programs. Rather, the employee must build relationships and obtain useful job experiences.

**protean career**
A career that frequently changes based on changes in the person's interests, abilities, and values and in the work environment.

These relationships and experiences often take an employee along a career path that is far different from the traditional steps upward through an organization or profession. Although such careers will not disappear, more employees will follow a spiral career path in which they cross the boundaries between specialties and organizations. As organizations provide for employee development (and as employees take control of their own careers), they will need a pair of opportunities. First, employees need to determine their interests, skills, and weaknesses. Second, based on that information, employees seek development experiences that will likely involve jobs and relationships as well as formal courses. As discussed later in the chapter, organizations can meet these needs through a system for *career management* or *development planning*. Career management helps employees select development activities that prepare them to meet their career goals. It helps employers select development activities in line with their human resource needs.

**LO2**
Identify the methods organizations use for employee development.

## ❧ APPROACHES TO EMPLOYEE DEVELOPMENT

Employee development is a huge job at Cardinal Health, the largest provider of health care products and services in the world. The company, headquartered in Dublin, Ohio, has 50,000 employees in 22 countries. To develop employees, the company assesses its managers and potential managers in its 10 core competencies of leadership: customer orientation, personal leadership, business acumen, teamwork, innovation and risk taking, results orientation, integrity, strategic thinking, interpersonal skills, and maturity. Based on their strengths and weaknesses in these areas, the employees then participate in training programs, job experiences, and mentoring programs designed to help them improve. The aim of the program is to develop leadership that is strong in all 10 core competencies.[5]

As at Cardinal Health, employee development often focuses on managers, but development is useful for all levels of employees. For example, a grocery store manager could give clerks feedback as part of their performance appraisals. At the same time, the manager could ask the clerks to think of ways to change their weaknesses and invite them to state goals, such as positions they desire to hold in the future. In this way, the performance management process can support employee development.

The many approaches to employee development fall into four broad categories: formal education, assessment, job experiences, and interpersonal relationships.[6] Figure 9.1 summarizes these four methods. Many organizations combine these approaches, as in the previous example of Cardinal Health.

### Formal Education

Organizations may support employee development through a variety of formal educational programs, either at the workplace or off-site. These may include workshops designed specifically for the organization's employees, short courses offered by consultants or universities, university programs offered to employees who live on campus during the program, and executive MBA programs (which enroll managers to meet on weekends or evenings to earn a master's degree in business administration). These programs may involve lectures by business experts, business games and simulations, experiential programs, and meetings with customers. Chapter 7 described most of these training methods, including their pros and cons.

Many companies, including Motorola, IBM, General Electric, and Metropolitan Financial, operate training and development centers that offer one- or two-day sem-
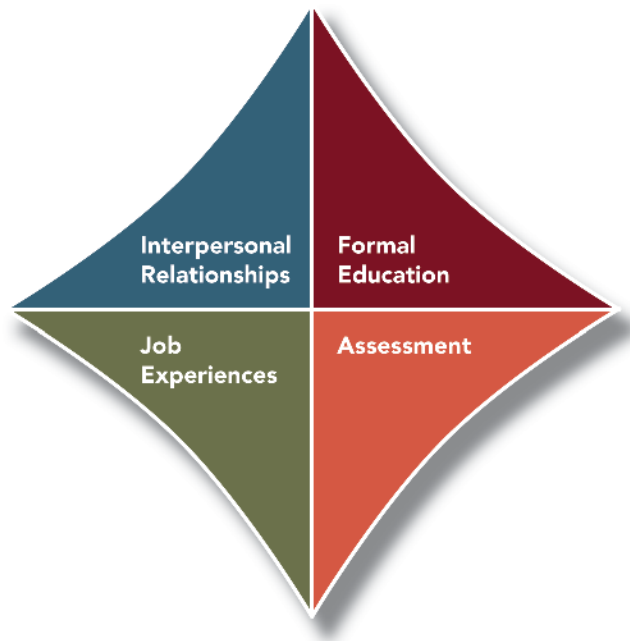
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Fundamentals of Human
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III. Assessing Performance
and Developing Employees

9. Developing Employees
for Future Success

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**Figure 9.1**

The Four Approaches to Employee Development

inars and week-long programs. For example, GE's Management Development Institute in Crotonville, New York, teaches courses in manufacturing and sales, marketing, and advanced management training.[7] Some courses are available to all employees early in their careers, but advanced programs are limited to executives nominated by the CEO of their business division. Classroom training is presented by GE executives, project managers, and university professors. In addition, participants use e-learning to prepare for classroom sessions. The company also is setting up what it calls virtual learning communities, which are simulations in which a group of participants solve problems related to running a virtual business, competing against other groups. The group members must communicate via e-mail and phone calls, just as busy managers of a global corporation keep in touch today.

Independent institutions offering executive education include Harvard, the Wharton School of Business, the University of Michigan, and the Center for Creative Leadership. A growing number of companies and universities are using distance learning (discussed in Chapter 7) to reach executive audiences. For example, Duke University's Fuqua School of Business offers an electronic executive MBA program. Students use personal computers to view lectures on CD-ROM, download study aids, discuss lectures, and work on team projects using computer bulletin boards, e-mail, and live chat. They also use the Internet to research topics and companies.

Another trend in executive education is for employers and the education provider to create short courses with content designed specifically for the audience. An example of this type of customized learning is the Global Leadership Program run by Columbia University's business school. There, executives work on real problems they face in their jobs. One participant, a manager for window maker Pella Corporation, left the program with a plan for international sales.[8]

Executive education also may supplement formal courses with other types of development activities. Avon Products offers its Passport Program to employees thought to have potential to be general managers.[9] To learn Avon's global strategy, they meet

for each session in a different country. The program brings a team of employees together for six-week periods spread over 18 months. University faculty and consultants give participants general background of a functional area. The team then works with Avon senior executives on a country project, such as how to enter a new market. The teams present their projects to Avon's top managers.

## Assessment

**LO3**
Discuss how organizations use assessment of personality type, work behaviors, and job performance to plan employee development.

**assessment**
Collecting information and providing feedback to employees about their behavior, communication style, or skills.

Another way to provide for employee development is **assessment**—collecting information and providing feedback to employees about their behavior, communication style, or skills.[10] Information for assessment may come from the employees, their peers, managers, and customers. The most frequent uses of assessment are to identify employees with managerial potential to measure current managers' strengths and weaknesses. Organizations also use assessment to identify managers with potential to move into higher-level executive positions. Organizations that assign work to teams may use assessment to identify the strengths and weaknesses of individual team members and the effects of the team members' decision-making and communication styles on the team's productivity.

For assessment to support development, the information must be shared with the employee being assessed. Along with that assessment information, the employee needs suggestions for correcting skill weaknesses and for using skills already learned. The suggestions might be to participate in training courses or develop skills through new job experiences. Based on the assessment information and available development opportunities, employees should develop action plans to guide their efforts at self-improvement.

Organizations vary in the methods and sources of information they use in developmental assessment. Many organizations appraise performance. Organizations with sophisticated development systems use psychological tests to measure employees' skills, personality types, and communication styles. They may collect self, peer, and manager ratings of employees' behavior and style of working with others. The tools used for

One way to develop employees is to begin with an assessment which may consist of assigning an activity to a team and seeing who brings what skills and strengths to the team. How can this assessment help employees?

these assessment methods include the Myers-Briggs Type Indicator, assessment centers, the Benchmarks assessment, performance appraisal, and 360-degree feedback.

## Myers-Briggs Type Indicator®

The most popular psychological test for employee development is the **Myers-Briggs Type Indicator (MBTI)®.** This assessment, taken by millions of people each year, identifies individuals' preferences for source of energy, means of information gathering, way of decision making, and lifestyle. The results of the assessment provide information for team building and leadership development. The assessment consists of more than 100 questions about how the person feels or prefers to behave in different situations (such as "Are you usually a good 'mixer' or rather quiet and reserved?" and so forth). The MBTI® is based on the work of Carl Jung, noted psychologist who believed that differences in individuals' behavior result from their degree of extroversion–introversion and from their psychological makeup across several other dimensions. The assessment described these differences and individuals' preferences in the four areas:

1. The *energy* dimension indicates where individuals gain interpersonal strength and vitality, measured as their degree of introversion or extroversion. Extroverted types (E) gain energy through interpersonal relationships. Introverted types (I) gain energy by focusing on inner thoughts and feelings.
2. The *information-gathering* dimension relates to the preparations individuals make before making decisions. Individuals with a Sensing (S) preference tend to gather the facts and details to prepare for a decision. Intuitive types (N) tend to focus less on the facts and more on possibilities and relationships among them.
3. In *decision making,* individuals differ in the amount of consideration they give to their own and others' values and feelings, as opposed to the hard facts of a situation. Individuals with a Thinking (T) preference try always to be objective in making decisions. Individuals with a Feeling (F) preference tend to evaluate the impact of the alternatives on others, as well as their own feelings; they are more subjective.
4. The *lifestyle* dimension describes an individual's tendency to be either flexible or structured. Individuals with a Judging (J) preference focus on goals, establish deadlines, and prefer to be conclusive. Individuals with a Perceiving (P) preference enjoy surprises, are comfortable with changing a decision, and dislike deadlines.

The alternatives for each of the four dichotomies result in 16 possible combinations, the personality types summarized in Table 9.2. Of course people are likely to be mixtures of these types; but the point of the assessment is that certain types predominate in individuals.

As a result of their psychological types, people develop strengths and weaknesses. For example, individuals who are Introverted, Sensing, Thinking, and Judging (known as ISTJs) tend to be serious, quiet, practical, orderly, and logical. They can organize tasks, be decisive, and follow through on plans and goals. As a consequence, however—that is, by not having the opposite preferences (Extroversion, Intuition, Feeling, and Perceiving)—ISTJs have several weaknesses. They may have difficulty responding to unexpected opportunities, appear to their colleagues to be too task-oriented or impersonal, and make decisions too fast.

Applying this kind of information about employees' preferences or tendencies helps organizations understand the communication, motivation, teamwork, work styles, and leadership of the people in their groups. For example, salespeople or executives who want to communicate better can apply what they learn about their own

**Myers-Briggs Type Indicator (MBTI)®**
Psychological test that identifies individuals' preferences for source of energy, means of information gathering, way of decision making, and lifestyle, providing information for team building and leadership development.

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## TABLE 9.2

Personality Types Used in the Myers-Briggs Type Indicator Assessment

| | SENSING TYPES (S) | | INTUITIVE TYPES (N) | |
| --- | --- | --- | --- | --- |
| | **THINKING (T)** | **FEELING (F)** | **FEELING (F)** | **THINKING (T)** |
| **Introverts (I)** Judging (J) | **ISTJ** Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized—their work, their home, their life. Value traditions and loyalty. | **ISFJ** Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home. | **INFJ** Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision. | **INTJ** Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance—for themselves and others. |
| Perceiving (P) | **ISTP** Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency. | **ISFP** Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others. | **INFP** Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened. | **INTP** Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical. |

personality styles and the way other people perceive them. For team development, the MBTI® can help teams match team members with assignments based on their preferences and thus improve problem solving.[11] The team could assign brainstorming (idea-generating) tasks to employees with an Intuitive preference and evaluation of the ideas to employees with a Sensing preference.

Research on the validity, reliability, and effectiveness of the MBTI® is inconclusive.[12] People who take the MBTI® find it a positive experience and say it helps them change their behavior. MBTI® scores appear to be related to one's occupation; that is, people in the same occupation tend to have the same or similar personality types. Analysis of managers' scores in the United States, England, Latin America, and Japan found that a large majority of managers are ISTJ, INTJ, ESTJ, or ENTJ. However, MBTI® scores are not necessarily stable over time. Studies in which the MBTI® was administered at two different times found that as few as one-fourth of those who took the assessment were classified as exactly the same type the second time. Still, the MBTI® is a valuable tool for understanding communication styles and the ways people prefer to interact with others. It is not appropriate for measuring job performance, however, or as the only means of evaluating promotion potential.

| | SENSING TYPES (S) | | INTUITIVE TYPES (N) | |
|---|---|---|---|---|
| | THINKING (T) | FEELING (F) | FEELING (F) | THINKING (T) |
| **Extroverts (E)** Perceiving (P) | **ESTP** Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them—they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing. | **ESFP** Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people. | **ENFP** Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency. | **ENTP** Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another. |
| Judging (J) | **ESTJ** Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans. | **ESFJ** Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute. | **ENFJ** Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership. | **ENTJ** Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas. |

## Assessment Centers

At an **assessment center,** multiple raters or evaluators (assessors) evaluate employees' performance on a number of exercises.[13] An assessment center is usually an off-site location such as a conference center. Usually 6 to 12 employees participate at one time. The primary use of assessment centers is to identify whether employees have the personality characteristics, administrative skills, and interpersonal skills needed for managerial jobs. Organizations also use them to determine whether employees have the skills needed for working in teams.

The types of exercises used in assessment centers include leaderless group discussions, interviews, in-baskets, and role plays.[14] In a **leaderless group discussion,** a team of five to seven employees is assigned a problem and must work together to solve it within a certain time period. The problem may involve buying and selling supplies, nominating a subordinate for an award, or assembling a product. Interview questions typically cover each employee's work and personal experiences, skill strengths and weaknesses, and career plans. In-basket exercises, discussed as a selection method in Chapter 6, simulate the administrative tasks of a manager's job, using a pile of documents for the employee to handle. In role plays, the participant takes the part of a manager or employee in a situation involving the skills to be assessed. For example, a participant might be given the role of a manager who must discuss performance problems with an employee, played by

**assessment center** An assessment process in which multiple raters or evaluators (assessors) evaluate employees' performance on a number of exercises, usually as they work in a group at an off-site location.

**leaderless group discussion**
An assessment center exercise in which a team of five to seven employees is assigned a problem and must work together to solve it within a certain time period.

someone who works for the assessment center. Other exercises in assessment centers might include interest and aptitude tests to evaluate an employee's vocabulary, general mental ability, and reasoning skills. Personality tests may be used to determine employees' ability get along with others, tolerance for uncertainty, and other traits related to success as a manager or team member.

The assessors are usually managers who have been trained to look for employee behaviors that are related to the skills being assessed. Typically, each assessor observes and records one or two employees' behaviors in each exercise. The assessors review their notes and rate each employee's level of skills (for example, 5 = high level of leadership skills, 1 = low level of leadership skills). After all the employees have completed the exercises, the assessors discuss their observations of each employee. They compare their ratings and try to agree on each employee's rating for each of the skills.

As we mentioned in Chapter 6, research suggests that assessment center ratings are valid for predicting performance, salary level, and career advancement.[15] Assessment centers may also be useful for development because of the feedback that participants receive about their attitudes, skill strengths, and weaknesses.[16] Managers at Steelcase, which makes office furniture, participate in assessment center activities including an in-basket exercise, an interview simulation, a timed scheduling exercise in which participants fill positions created by absences, and a role play in which managers confront an employee with a performance problem and work out a solution. These exercises relate closely to what managers have to do at work, so the feedback they receive in the assessment center can target specific skills they need as managers.[17]

## Benchmarks

**Benchmarks**
A measurement tool that gathers ratings of a manager's use of skills associated with success in managing.

A development method that focuses on measuring management skills is an instrument called **Benchmarks.** This measurement tool gathers ratings of a manager's use of skills associated with success in managing. The items measured by Benchmarks are based on research into the lessons that executives learn in critical events of their careers.[18] Items measure the 16 skills and perspectives listed in Table 9.3, including how well managers deal with subordinates, acquire resources, and create a productive work climate. Research has found that managers who have these skills are more likely to receive positive performance evaluations, be considered promotable, and be promoted.[19]

To provide a complete picture of managers' skills, the managers' supervisors, their peers, and the managers themselves all complete the instrument. The results include a summary report, which the organization provides to the manager so he or she can see the self-ratings in comparison to the ratings by others. Also available with this method is a development guide containing examples of experiences that enhance each skill and ways successful managers use the skill.

## Performance Appraisals and 360-Degree Feedback

As we stated in Chapter 8, *performance appraisal* is the process of measuring employees' performance. This information can be useful for employee development under certain conditions.[20] The appraisal system must tell employees specifically about their performance problems and ways to improve their performance. Employees must gain a clear understanding of the differences between current performance and expected performance. The appraisal process must identify causes of the performance discrepancy and develop plans for improving performance. Managers must be trained to deliver frequent performance feedback and must monitor employees' progress in carrying out their action plans.

## TABLE 9.3
Skills Related to Success as a Manager

| | |
|---|---|
| Resourcefulness | Can think strategically, engage in flexible problem solving, and work effectively with higher management. |
| Doing whatever it takes | Has perseverance and focus in the face of obstacles. |
| Being a quick study | Quickly masters new technical and business knowledge. |
| Building and mending relationships | Knows how to build and maintain working relationships with coworkers and external parties. |
| Leading subordinates | Delegates to subordinates effectively, broadens their opportunities, and acts with fairness toward them. |
| Compassion and sensitivity | Shows genuine interest in others and sensitivity to subordinates' needs. |
| Straightforwardness and composure | Is honorable and steadfast. |
| Setting a developmental climate | Provides a challenging climate to encourage subordinates' development. |
| Confronting problem subordinates | Acts decisively and fairly when dealing with problem subordinates. |
| Team orientation | Accomplishes tasks through managing others. |
| Balance between personal life and work | Balances work priorities with personal life so that neither is neglected. |
| Decisiveness | Prefers quick and approximate actions to slow and precise ones in many management situations. |
| Self-awareness | Has an accurate picture of strengths and weaknesses and is willing to improve. |
| Hiring talented staff | Hires talented people for the team. |
| Putting people at ease | Displays warmth and a good sense of humor. |
| Acting with flexibility | Can behave in ways that are often seen as opposites. |

SOURCE: Adapted with permission from C. D. McCauley, M. M. Lombardo, and C. J. Usher, "Diagnosing Management Development Needs: An Instrument Based on How Managers Develop," *Journal of Management* 15 (1989), pp. 389–403.

A recent trend in performance appraisals, also discussed in Chapter 8, is *360-degree feedback*—performance measurement by the employee's supervisor, peers, employees, and customers. Often the feedback involves rating the individual in terms of work-related behaviors. For development purposes, the rater would identify an area of behavior as a strength of that employee or an area requiring further development. The results presented to the employee show how he or she was rated on each item and how self-evaluations differ from other raters' evaluations. The individual reviews the results, seeks clarification from the raters, and sets specific development goals based on the strengths and weaknesses identified.[21]

Consider how Capital One, a consumer credit company, uses 360-degree feedback.[22] The company developed assessments based on specific competencies, so raters evaluate those areas of performance, concentrating on three or four strengths or areas requiring development. The questions seek comments, which often provide specific information about what aspect of the competency needs to be improved. Using the ratings and comments, the company can tailor coaching and training to fit each person's needs. In this way, the company links feedback from the 360-degree assessment to employee development plans.

There are several benefits of 360-degree feedback. Organizations collect multiple perspectives of managers' performance, allowing employees to compare their own personal

evaluations with the views of others. This method also establishes formal communications about behaviors and skill ratings between employees and their internal and external customers. For example, in response to feedback from the employees in his group, a telecommunications executive learned to air his opinions more freely in meetings of the company's executive committee.[23] This method is most likely to be effective if the rating instrument enables reliable or consistent ratings, assesses behaviors or skills that are job related, and is easy to use. Also, the system should ensure raters' confidentiality, and managers should receive and act on the feedback.[24]

There are potential limitations of 360-degree feedback. This method demands a significant amount of time for raters to complete the evaluations. If raters, especially subordinates or peers, provide negative feedback, some managers might try to identify and punish them. A facilitator is needed to help interpret results. Finally, simply delivering ratings to a manager does not provide ways for the manager to act on the feedback (for example, development planning, meeting with raters, or taking courses). As noted earlier, any form of assessment should be accompanied by suggestions for improvement and development of an action plan.

**LO4**
Explain how job experiences can be used for developing skills.

**job experiences**
The combination of relationships, problems, demands, tasks, and other features of an employee's jobs.

## Job Experiences

Most employee development occurs through **job experiences**[25]—the combination of relationships, problems, demands, tasks, and other features of an employee's jobs. Using job experiences for employee development assumes that development is most likely to occur when the employee's skills and experiences do not entirely match the skills required for the employee's current job. To succeed, employees must stretch their skills. In other words, they must learn new skills, apply their skills and knowledge in new ways, and master new experiences.[26] For example, companies that want to prepare employees to expand overseas markets are assigning them to a variety of international jobs.

Working outside one's home country is the most important job experience that can develop an employee for a career in the global economy.

Most of what we know about development through job experiences comes from a series of studies conducted by the Center for Creative Leadership.[27] These studies asked executives to identify key career events that made a difference in their managerial styles and the lessons they learned from these experiences. The key events included job assignments (such as fixing a failed operation), interpersonal relationships (getting along with supervisors), and types of transitions (situations in which the manager at first lacked the necessary background). Through job experiences like these, managers learn how to handle common challenges, prove themselves, lead change, handle pressure, and influence others.

The usefulness of job experiences for employee development varies depending on whether the employee views the experiences as positive or negative sources of stress. When employees view job experiences as positive stressors, the experiences challenge them and stimulate learning. When they view job experiences as negative stressors, employees may suffer from high levels of harmful stress. Of the job demands studied, managers were most likely to experience negative stress from creating change and overcoming obstacles (adverse business conditions, lack of management support, lack of personal support, or a difficult boss). Research suggests that all of the job demands except obstacles are related to learning.[28] Organizations should offer job experiences that are most likely to increase learning, and they should consider the consequences of situations that involve negative stress.

Although the research on development through job experiences has focused on managers, line employees also can learn through job experiences. Organizations may, for example, use job experiences to develop skills needed for teamwork, including conflict resolution, data analysis, and customer service. These experiences may occur when forming a team and when employees switch roles within a team.

Various job assignments can provide for employee development. The organization may enlarge the employee's current job or move the employee to different jobs. Lateral moves include job rotation, transfer, or temporary assignment to another organization. The organization may also use downward moves or promotions as a source of job experience. Figure 9.2 summarizes these alternatives.
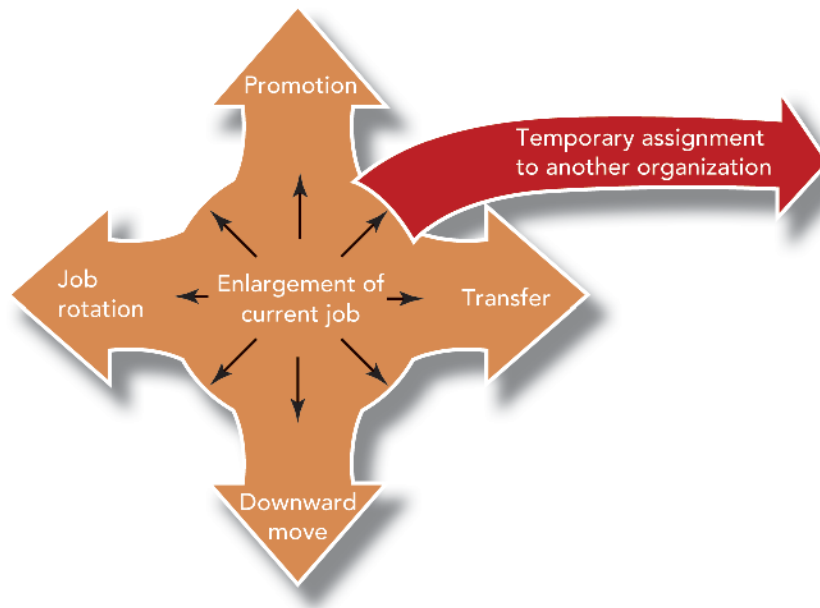


**Figure 9.2**

How Job Experiences Are Used for Employee Development

## Job Enlargement

As Chapter 4 stated in the context of job design, *job enlargement* involves adding challenges or new responsibilities to employees' current jobs. Examples include completing a special project, switching roles within a work team, or researching new ways to serve customers. An engineering employee might join a task force developing new career paths for technical employees. The work on the project could give the engineer a leadership role through which the engineer learns about the company's career development system while also practicing leadership skills to help the task force reach its goals. In this way, job enlargement not only makes a job more interesting but also creates an opportunity for employees to develop new skills.

## Job Rotation

Another job design technique that can be applied to employee development is *job rotation*, moving employees through a series of job assignments in one or more functional areas. W. W. Grainger, a distributor of business maintenance products, regularly moves employees across functions—for example, from marketing to information technology, from field-office work to corporate-office work, from regional sales offices to distribution centers—to help employees think strategically about different parts of the business. Each employee has a customized development plan, and employees are assigned new positions based on the skills they need. The length of time in each position depends on the skills and experience the employee needs. Some employees return to their original jobs, while others may move to another department.[29]

Job rotation helps employees gain an appreciation for the company's goals, increases their understanding of different company functions, develops a network of contacts, and improves problem-solving and decision-making skills.[30] Job rotation also helps employees increase their salary and earn promotions faster. However, job rotation poses some problems for employees and the organization. Knowing they will be rotated to another job may give the employees a short-term perspective on problems and their solutions. Employees may feel less satisfied and motivated because they have difficulty developing specialized skills and leave the position too soon to fulfill any challenging assignments. The rotation of employees through a department may hurt productivity and increase the workload of those who remain after employees are rotated out. Job rotation is most likely to succeed when it meets certain conditions:[31]

- Job rotation is used for developing skills as well as gaining experience for management careers.
- Employees understand specifically what skills rotation is to develop.
- The organization uses job rotation for all levels and types of employees.
- Job rotation is linked with the career management process so employees know what development needs each assignment addresses.
- The organization manages the timing of rotations to maximize their benefits and minimize their costs.
- All employees have equal opportunities for job rotation, regardless of their demographic group.

**transfer**
Assignment of an employee to a position in a different area of the company, usually in a lateral move.

## Transfers, Promotions, and Downward Moves

Most companies use upward, downward, and lateral moves as an option for employee development. In a **transfer,** the organization assigns an employee to a position in a different area of the company. Transfers do not necessarily increase job responsibili-

ties or compensation. They are usually lateral moves, that is, moves to a job with a similar level of responsibility. They may involve relocation to another part of the country or even to another country.

Relocation can be stressful because of the demands of moving, especially when family members are affected. People have to find new housing, shopping, health care, and leisure facilities, and they often lack the support of nearby friends and family. These stresses come at the same time the employee must learn the expectations and responsibilities associated with the new position. Because transfers can provoke anxiety, many companies have difficulty getting employees to accept them. Employees most willing to accept transfers tend to be those with high career ambitions, a belief that the organization offers a promising future, and a belief that accepting the transfer will help the company succeed.[32]

A **downward move** occurs when an employee is given less responsibility and authority. The organization may demote an employee because of poor performance or move the employee to a lower-level position in another function so that the employee can develop different skills. The temporary cross-functional move is the most common way to use downward moves for employee development. For example, engineers who want to move into management often take lower-level positions, such as shift supervisor, to develop their management skills.

Many employees have difficulty associating transfers and downward moves with development; these changes may feel more like forms of punishment. Employees often decide to leave an organization rather than accept such a change, and then the organization must bear the costs of replacing those employees. Employees will be more likely to accept transfers and downward moves as development opportunities if the organization provides information about the change and its possible benefits and involves the employee in planning the change. Employees are also more likely to be positive about such a recommendation if the organization provides clear performance objectives and frequent feedback. Employers can encourage an employee to relocate by providing financial assistance with the move, information about the new location and job, and help for family members, such as identifying schools, child care and elder care options, and job search assistance for the employee's spouse.[33]

A **promotion** involves moving an employee into a position with greater challenges, more responsibility, and more authority than in the previous job. Usually promotions include pay increases. Because promotions improve the person's pay, status, and feelings of accomplishment, employees are more willing to accept promotions than lateral or downward moves. Even so, employers can increase the likelihood that employees will accept promotions by providing the same kind of information and assistance that are used to support transfers and downward moves. Organizations can more easily offer promotions if they are profitable and growing. In other conditions, opportunities for promoting employees may be limited.

## Temporary Assignments with Other Organizations

In some cases, an employer may benefit from the skills an employee can learn at another organization. The employer may encourage the employee to participate in an **externship**—a full-time temporary position at another organization. Mercer Management, a consulting firm, uses externships to develop employees who want experience in a specific industry.[34] Mercer Management promises to employ the externs after their assignments end. One employee with several years' experience as a Mercer consultant became vice president of Internet services for Binney and Smith, the

**downward move** Assignment of an employee to a position with less responsibility and authority.

**promotion** Assignment of an employee to a position with greater challenges, more responsibility, and more authority than in the previous job, usually accompanied by a pay increase.

**externship** Employee development through a full-time temporary position at another organization.

## BEST PRACTICES

### SABBATICALS FOSTER DEVELOPMENT AT INTEL AND XEROX

Sabbaticals are a part of the development opportunities available to all Intel employees after seven years with the company. Employees may take up to eight weeks off, and some add sabbaticals and vacation time together for a three-month break. But the time off presents a scheduling challenge for those who remain on the job. In 2004, over 4,000 Intel workers were gone at some point for their sabbaticals. So, managers and employees must work closely to schedule the time away and plan who will cover the work.

The effort is worth it for participants and the company, however. Employees like Clifton Corpus find that the time off changes their perspective for the better. Says Corpus, "Before my sabbatical, I wasn't proactive. I just wanted to do a good job. Now I want to take more responsibility in order to advance." Not only does the employee on sabbatical receive the benefits of this program, but the employees who handle that person's work receive experience that Intel managers consider valuable cross-training.

Xerox spreads the benefits even further with Social Service Leave, a sabbatical program that encourages community service. Employees must apply to be selected for the program, in which they can serve a non-profit organization for up to a year. One employee chosen, Steven Mueller, worked with Green Chimneys Children's Services in Brewster, New York, a residential program for troubled children. Mueller, a Xerox sales manager, worked with a group of boys on the facility's farm. Projects included restoring a worn-out old tractor— a goal that took three months. Recalling the glee of the boys when the tractor finally started, Mueller says, "I gained a tremendous sense of satisfaction and purpose."

The boys weren't the only people who were pleased. Joseph Cahalan, Xerox's vice president of communications and social responsibility, sees the program as a way for employees to develop leadership skills. Because employees go to the nonprofit organizations as volunteers, not managers, they have to accomplish goals through interpersonal skills rather than management authority. Says Cahalan, "It makes them more effective managers when they get back."

SOURCE: Based on Christine Larson, "Time Out," *U.S. News & World Report,* February 28, 2005, pp. EE2–EE8.

maker of Crayola crayons. He had been consulting on an Internet project for Binney and Smith and wanted to implement his recommendations, rather than just give them to the client and move on to another project. He started working at Binney and Smith while remaining employed by Mercer Management, though his pay comes from Binney and Smith. Mercer believes that employees who participate in its externship program will remain committed to the consulting firm because they have a chance to learn and grow professionally without the demands of a job search.

Temporary assignments can include a **sabbatical**—a leave of absence from an organization to renew or develop skills. Employees on sabbatical often receive full pay and benefits. Sabbaticals let employees get away from the day-to-day stresses of their jobs and acquire new skills and perspectives. Sabbaticals also allow employees more time for personal pursuits such as writing a book or spending more time with family members. Fallon Worldwide, an advertising agency, offers a sabbatical program called Dreamcatchers to staff members who want to work on a project or travel. Dreamcatchers was developed to help the agency avoid employee burnout and loss of

**sabbatical**
A leave of absence from an organization to renew or develop skills.

Noe–Hollenbeck–Gerhart–Wright:
Fundamentals of Human
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III. Assessing Performance
and Developing Employees

9. Developing Employees
for Future Success

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creative edge. Employees have taken time off to write novels, to kayak, and to motorcycle through the Alps. Fallon matches employee contributions of up to $1,000 annually for two years and offers up to two extra weeks of paid vacation. The agency's partners believe the program has helped them retain key employees and recruit new ones, as well as meet the goal of recharging creativity.[35] How employees spend their sabbaticals varies from company to company. Some employees may work for a non-profit service agency; others may study at a college or university or travel and work on special projects in non-U.S. subsidiaries of the company. The "Best Practices" box describes how sabbaticals work at Intel and Xerox.

## Interpersonal Relationships

Employees can also develop skills and increase their knowledge about the organization and its customers by interacting with a more experienced organization member. Two types of relationships used for employee development are mentoring and coaching.

## Mentors

A **mentor** is an experienced, productive senior employee who helps develop a less experienced employee, called the *protégé*. Most mentoring relationships develop informally as a result of interests or values shared by the mentor and protégé. According to research, the employees most likely to seek and attract a mentor have certain personality characteristics: emotional stability, ability to adapt their behavior to the situation, and high needs for power and achievement.[36] Mentoring relationships also can develop as part of the organization's planned effort to bring together successful senior employees with less experienced employees.

One major advantage of formal mentoring programs is that they ensure access to mentors for all employees, regardless of gender or race. Another advantage is that participants in a company-sponsored mentoring program know what is expected of them.[37] However, in an artificially created relationship, mentors may have difficulty providing counseling and coaching.[38] Mentoring programs tend to be most successful when they are voluntary and participants understand the details of the program. Rewarding managers for employee development is also important, because it signals that mentoring and other development activities are worthwhile. In addition, the organization should carefully select mentors based on their interpersonal and technical skills, train them for the role, and evaluate whether the program has met its objectives. Information technology can help organizations meet some of these guidelines. The "e-HRM" box describes how computer software by Triple Creek Associates helps employees find and select their mentors and stay on track to meeting their development goals.

New York Hospital–Cornell Medical Center developed a well-planned mentoring program for its housekeeping employees. Each mentor has between 5 and 10 protégés to meet with once each quarter. To qualify as mentors, employees must receive outstanding performance evaluations, demonstrate strong interpersonal skills, and be able to perform basic cleaning tasks and essential duties of all housekeeping positions, including safety procedures. The mentors undergo a two-day training program that emphasizes communication skills. They also learn how to convey information about the job and give directions effectively without criticizing employees. The program helps new employees learn their duties more quickly, and it gives the mentors a chance to quickly identify and correct problems.[39]

**LO5**
Summarize principles of successful mentoring programs.

**mentor**
An experienced, productive senior employee who helps develop a less experienced employee (a protégé).

## €-HRM

## TRIPLE CREEK ASSOCIATES PUTS MENTORING ONLINE

One of the big challenges of mentoring is finding the right matches between employees with development needs and people with experience in the areas requiring development. If finding a match sounds a lot like a dating service, then the service offered by Triple Creek Associates is not surprising: an electronic matchmaking service for mentoring. In a typical arrangement, a Triple Creek client recruits people willing to serve as mentors, builds up a database in which these people provide information about their skills and work experience, and then begins offering the mentoring program to its employees. Triple Creek hosts the software for the process and usually tailors it to the company's human resource requirements.

To use the system, an employee completes a self-profile that indicates that employee's areas of development need. The system then searches the database, looking for potential mentors and rating them according to how well their strengths match the person's development needs. The employee can see which of these potential mentors rank as the closest matches and can select one or more to interview in person, over the phone, or online. When the employee has found a good match, the mentoring relationship begins, proceeding along the terms of a formal mentoring agreement established by the pair. During the process, the Triple Creek system provides meeting reminders and evaluation forms so that the participants can track their progress.

One of the companies that uses the Triple Creek system is Dow Chemical, which has 1,500 mentoring pairs enrolled in the system. With offices in 167 countries, the company's management knew it couldn't rely on employees to physically find the mentors with the necessary background—the best match for an employee in Midland, Texas, could be a manager in Germany.

When Dow employee Michael Witt wanted to deepen his management ability and knowledge of the corporation, he found a mentor through this system. Witt, whose title was products stewardship specialist, was surprised to find that the closest match was the company's chief information officer, David Kepler. Though Witt, in his words, "hadn't even been to the executive offices," he contacted Kepler, and they began meeting periodically to discuss Witt's career and the company's products. The mentoring relationship helped Witt serve on a team that oversees product development, and Witt is optimistic about his career prospects at Dow. Kepler, too, is pleased with the mentoring system. He praises the requirement that protégés do the work of establishing goals, choosing a mentor, and evaluating progress. Says Kepler, "That forces them to think about what they want out of the relationship."

SOURCE: Based on Eve Tahmincioglu, "Looking for a Mentor? Technology Can Help Make the Right Match," *Workforce Management,* December 2004, pp. 63–65; and Triple Creek Associates, "Tour," www.3creek.com, accessed May 12, 2005.

Mentors and protégés can both benefit from a mentoring relationship. Protégés receive career support, including coaching, protection, sponsorship, challenging assignments, and visibility among the organization's managers. They also receive benefits of a positive relationship—a friend and role model who accepts them, has a positive opinion toward them, and gives them a chance to talk about their worries. Employees with mentors are also more likely to be promoted, earn higher salaries, and have more influence within their organization.[40] Acting as a mentor gives managers a chance to develop their interpersonal skills and increase their feelings that they are

# HR HOW TO

## GUIDELINES FOR COACHING

Because employees are an essential, valuable resource, managers should be as involved in employee development as they are in other decisions about resources such as setting budgets, schedules, and sales targets. Managers often have not been formally trained in coaching and other development methods, however. A good starting point for managers is to meet the guidelines for coaching below. In addition, managers' own development plans probably should include some training in coaching and other aspects of employee development. By helping employees achieve more and be more effective, good manager-coaches help their entire team achieve.

- *The coach holds every team member accountable for development.* Managers should meet with each employee at least once a year to review the employee's career development. The employee should have specific goals and action plans to discuss at these meetings.
- *The coach inspires each team member to improve.* Each employee should prepare a written development plan. Some employees may be reluctant to prepare a plan because they are comfortable maintaining their current position in the organization, doing familiar tasks each day. However, the rate of change in today's business environment simply does not permit this view of work. Even staying in the same position requires continuous learning.
- *The coach uses experiences as teaching opportunities.* Managers should look beyond formal reviews to see day-to-day opportunities for coaching. How could the employee have handled the difficult customer or the flood of phone calls? What did someone do well that can be shared with the rest of the team?
- *The coach is committed to coaching.* Managers should support employees when they pursue development programs. If the employee will attend a workshop, the manager should support the effort to learn, not undermine it with comments such as, "The work will be piling up while you're gone."
- *The coach strengthens the whole team.* Managers should identify opportunities for job rotation. Part of coaching is noticing when employees might benefit the organization by trying new activities and learning new skills.

SOURCE: Based on Cliff F. Grimes, "Coaching Employees," Accel-Team, www.accel-team.com, accessed April 15, 2005.

contributing something important to the organization. Working with the protégé on technical matters such as new research in the field may also increase the mentor's technical knowledge. When General Electric became involved in e-commerce, it used younger employees with Web expertise to mentor older managers. As the veterans became more familiar with the Internet, their young mentors became more comfortable working with senior managers and developed their business expertise.[41]

So that more employees can benefit from mentoring, some organizations use *group mentoring programs*, which assign four to six protégés to a successful senior employee. A potential advantage of group mentoring is that protégés can learn from each other as well as from the mentor. The leader helps protégés understand the organization, guides them in analyzing their experiences, and helps them clarify career directions. Each member of the group may complete specific assignments, or the group may work together on a problem or issue.

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## Coaching

A **coach** is a peer or manager who works with an employee to motivate the employee, help him or her develop skills, and provide reinforcement and feedback. Coaches may play one or more of three roles:[42]

1. Working one-on-one with an employee, as when giving feedback.
2. Helping employees learn for themselves—for example, helping them find experts and teaching them to obtain feedback from others.
3. Providing resources such as mentors, courses, or job experiences.

The "HR How To" box on page 303 offers guidelines for effective coaching.

Best Buy, a consumer-electronics retailer, has invested nearly $10 million on coaches for all top managers.[43] Once a month, top executives spend a few hours with an industrial psychologist who helps them work through leadership issues. One manager discussed with his coach how to balance the needs of some of the managers who worked for him with the company's business needs. His managers were more comfortable focusing on traditional store retailing at a time when the company needed a focus on competition on the Internet. The manager being coached needed to learn how to lead his team and push new ideas without squelching team members.

## ❖ SYSTEMS FOR CAREER MANAGEMENT

Employee development is most likely to meet the organization's needs if it is part of a human resource system of career management. In practice, organizations' career management systems vary. Some rely heavily on informal relationships, while others are sophisticated programs. As shown in Figure 9.3, a basic career management system involves four steps: self-assessment, reality check, goal setting, and action planning. At each step, both the employee and the organization have responsibilities. The system is most likely to be beneficial if it is linked to the organization's objectives and needs, has support from top management, and is created with employee participation.[44] Human resource professionals can also contribute to the system's success by ensuring that it is linked to other HR practices such as performance management, training, and recruiting.

### Figure 9.3

Steps and Responsibilities in the Career Management Process

| | Self-assessment | Reality check | Goal setting | Action planning |
|---|---|---|---|---|
| **Employee responsibility** | Identify opportunities and needs to improve. | Identify what needs are realistic to develop. | Identify goal and method to determine goal progress. | Identify steps and timetable to reach goal. |
| **Company responsibility** | Provide assessment information to identify strengths, weaknesses, interests, and values. | Communicate performance evaluation, where employee fits in long-range plans of the company. | Ensure that goal is specific, challenging, and attainable; commit to help employee reach the goal. | Identify resources employee needs to reach goal, including courses, work experiences, relationships. |

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## Self-Assessment

In discussing the methods of employee development, we highlighted several assessment tools. Such tools may be applied to the first stage of career development, **self-assessment.** This is the use of information by employees to determine their career interests, values, aptitudes, and behavioral tendencies. The employee's responsibility is to identify opportunities and personal areas needing improvement. The organization's responsibility is to provide assessment information for identifying strengths, weaknesses, interests, and values.

Self-assessment tools often include psychological tests such as the Myers-Briggs Type Inventory (described earlier in the chapter), the Strong-Campbell Interest Inventory, and the Self-Directed Search. The Strong-Campbell inventory helps employees identify their occupational and job interests. The Self-Directed Search identifies employees' preferences for working in different kinds of environments—sales, counseling, and so on. Tests may also help employees identify the relative values they place on work and leisure activities. Self-assessment tools can include exercises such as the one in Figure 9.4. This type of exercise helps an employee consider his or her current career status, future plans, and the fit between the career and the employee's current situation and resources. Some organizations provide counselors to help employees in the self-assessment process and to interpret the results of psychological tests. Completing the self-assessment can help employees identify a development need. Such a need can result from gaps between current skills or interests and the type of work or position the employee has or wants.

These benefits are realized by the Opportunity Knocks development program established by First USA.[45] Following the bank's merger with Bank One, the company found that employees felt dissatisfied with the opportunities they perceived for professional growth, so First USA set up Opportunity Knocks to help employees take charge of their careers. The program's philosophy is what it calls the "five Ps": person, perspective, place, possibility, and plan. The first of these goals is related to self-assessment and the others relate to other steps in the career management process. The person (individual employee) is supposed to understand his or her own skills, values, and interests and communicate them. To help the employee do this, the company provides self-assessment tools.

**self-assessment**
The use of information by employees to determine their career interests, values, aptitudes, behavioral tendencies, and development needs.

## Reality Check

In the next step of career management, the **reality check,** employees receive information about their skills and knowledge and where these assets fit into the organization's plans. The employee's responsibility is to identify what skills she or he could realistically develop in light of the opportunities available. The organization's responsibility is to communicate the performance evaluation and the opportunities available to the employee, given the organization's long-range plans. Opportunities might include promotions and transfers.

Usually the employer conducts the reality check as part of a performance appraisal or as the feedback stage of performance management. In well-developed career management systems, the manager may hold separate discussions for performance feedback and career development. In the philosophy of First USA's Opportunity Knocks program, the "perspective" aspect corresponds to the reality check. After completing the self-assessment, the First USA employee is expected to seek feedback (perspective) from his or her peers and manager. Along with this step, employees are supposed not only to understand their own jobs but also to develop a sense of First USA's goals and the developments in the industry, profession, and workplace that require new skills. This understanding is represented as "place" in the program's philosophy.

**reality check**
Information employers give employees about their skills and knowledge and where these assets fit into the organization's plans.

## Figure 9.4
Sample Self-Assessment Exercise

**Step 1: Where am I?**
*Examine current position of life and career.*
Think about your life from past and present to the future. Draw a time line to represent important events.

**Step 2: Who am I?**
*Examine different roles.*
Using 3" × 5" cards, write down one answer per card to the question "Who am I?"

**Step 3: Where would I like to be, and what would I like to happen?**
*Begin setting goals.*
Consider your life from present to future. Write an autobiography answering these questions:
• What do you want to have accomplished?
• What milestones do you want to achieve?
• What do you want to be remembered for?

**Step 4: An ideal year in the future**
*Identify resources needed.*
Consider a one-year period in the future.
Answer these questions:
• If you had unlimited resources, what would you do?
• What would the ideal environment look like?
• Does the ideal environment match Step 3?

**Step 5: An ideal job**
*Create current goal.*
In the present, think about an ideal job for you with your available resources. Describe your role, resources, and type of training or education needed.

**Step 6: Career by objective inventory**
*Summarize current situation.*
• What gets you excited each day?
• What do you do well? What are you known for?
• What do you need to achieve your goals?
• What could interfere with reaching your goals?
• What should you do now to move toward reaching your goals?
• What is your long-term career objective?

SOURCE: Based on J. E. McMahon and S. K. Merman, "Career Development," in *The ASTD Training and Development Handbook,* 4th ed., ed. R. L. Craig (New York:McGraw-Hill, 1996), pp. 679–97. Reproduced with permission.

### Goal Setting

Based on the information from the self-assessment and reality check, the employee sets short- and long-term career objectives. These goals usually involve one or more of the following categories:

• Desired positions, such as becoming sales manager within three years.
• Level of skill to apply—for example, to use one's budgeting skills to improve the unit's cash flow problems.
• Work setting—for example, to move to corporate marketing within two years.

- Skill acquisition, such as learning how to use the company's human resource information system.

As in these examples, the goals should be specific, and they should include a date by which the goal is to be achieved. It is the employee's responsibility to identify the goal and the method of determining her or his progress toward that goal.

Usually the employee discusses the goals with his or her manager. The organization's responsibilities are to ensure that the goal is specific, challenging, and attainable and to help the employee reach the goal. At First USA, goal setting is the "possibility" part of the Opportunity Knocks philosophy. Employees are encouraged to consider a variety of possibilities: moving laterally or vertically or enriching their current job.

## Action Planning

During the final step, employees prepare an action plan for how they will achieve their short- and long-term career goals. The employee is responsible for identifying the steps and timetable to reach the goals. The employer should identify resources needed, including courses, work experiences, and relationships.

Action plans may involve any one or a combination of the development methods discussed earlier in the chapter—training, assessment, job experiences, or the help of a mentor or coach. The approach used depends on the particular developmental needs and career objectives. For example, suppose the program manager in an information systems department uses feedback from performance appraisals to determine that he needs greater knowledge of project management software. The manager plans to increase that knowledge by reading articles (formal education), meeting with software vendors, and contacting the vendors' customers to ask them about the software they have used (job experiences). The manager and his supervisor agree that six months will be the target date for achieving the higher level of knowledge through these activities.

The outcome of action planning often takes the form of a career development plan. Figure 9.5 is an example of a development plan for a product manager. Development plans usually include descriptions of strengths and weaknesses, career goals, and development activities for reaching each goal. Action planning at First USA embodies the "plan" phase. Employees decide to develop particular skills and competencies that will help them reach specific career goals. To support this process, the company provides workshops and career resource centers offering business publications, career management literature, and computers. Employment development advisers are also available to counsel employees.

## ✎ DEVELOPMENT-RELATED CHALLENGES

A well-designed system for employee development can help organizations face three widespread challenges: the glass ceiling, succession planning, and dysfunctional behavior by managers.

## The Glass Ceiling

As we mentioned in Chapter 1, women and minorities are rare in the top level of U.S. corporations. Observers of this situation have noted that it looks as if an invisible barrier is keeping women and minorities from reaching the top jobs, a barrier that has come to be known as the **glass ceiling.** The "Did You Know . . . ?" box shows recent

**LO8**
Discuss how organizations are meeting the challenges of the "glass ceiling," succession planning, and dysfunctional managers.

**glass ceiling**
Circumstances resembling an invisible barrier that keep most women and minorities from attaining the top jobs in organizations.

## Figure 9.5

Career Development Plan

<div style="border:1px solid #000; padding:10px;">

**Name:** _____   **Title:** Project Manager   **Immediate Manager:** _____

**Competencies**
*Please identify your three greatest strengths and areas for improvement.*
**Strengths**
• Strategic thinking and execution (confidence, command skills, action orientation)
• Results orientation (competence, motivating others, perseverance)
• Spirit for winning (building team spirit, customer focus, respect colleagues)

**Areas for Improvement**
• Patience (tolerance of people or processes and sensitivity to pacing)
• Written communications (ability to write clearly and succinctly)
• Overly ambitious (too much focus on successful completion of projects rather than developing relationships with individuals involved in the projects)

**Career Goals**
*Please describe your overall career goals.*
• **Long-term:** Accept positions of increased responsibility to a level of general manager (or beyond). The areas of specific interest include but are not limited to product and brand management, technology and development, strategic planning, and marketing.
• **Short-term:** Continue to improve my skills in marketing and brand management while utilizing my skills in product management, strategic planning, and global relations.

**Next Assignments**
*Identify potential next assignments (including timing) that would help you develop toward your career goals.*
• Manager or director level in planning, development, product, or brand management. Timing estimated to be Spring 2007.

**Training and Development Needs**
*List both training and development activities that will either help you develop in your current assignment or provide overall career development.*
• Master's degree classes will allow me to practice and improve my written communications skills. The dynamics of my current position, teamwork, and reliance on other individuals allow me to practice patience and to focus on individual team members' needs along with the success of the project.

**Employee** _____   **Date** _____
**Immediate Manager** _____   **Date** _____
**Mentor** _____   **Date** _____

</div>

statistics indicating the low representation of women in the leadership of the largest U.S. corporations.

The glass ceiling is likely caused by a lack of access to training programs, appropriate developmental job experiences, and developmental relationships such as mentoring.[46] According to research, women and men have equal access to job experiences involving transitions or creating change.[47] But male managers receive significantly more assignments involving great responsibility (high stakes, managing business diversity, handling external pressure) than female managers of similar ability and man-

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## ❓ DID YOU KNOW?

### WOMEN ARE FAR OUTNUMBERED AT THE TOP

Although women are about half of the U.S. labor force and hold about half of management and professional jobs, their numbers remain small in the upper levels of corporate management. Less than 2 percent of Fortune 500 chief executive officers are females, and as shown, roughly 16 percent of corporate officers are female. When the highest-paid officers are counted, their representation shrinks. The reasons for the low numbers aren't always obvious. Company surveys have found that many high-contributing employees leave because they feel they aren't valued, lack opportunities for advancement, or struggle to develop a leadership style that subordinates are comfortable with (not weak but not bossy). These problems could all be addressed through more effective employee development.

SOURCE: Catalyst, "Women in the Fortune 500," news release, February 10, 2005, www.catalystwomen.org; Claudia H. Deutsch, "It's Boring at the Top for Female Executives," *International Herald Tribune,* May 3, 2005, www.iht.com; and Carol Hymowitz, "Carly Fiorina's Lesson in Equality," *The Wall Street Journal,* February 10, 2005, http://online.wsj.com.

**Corporate Officers in the Fortune 500**

Women (15.7%)
Men (84.3%)
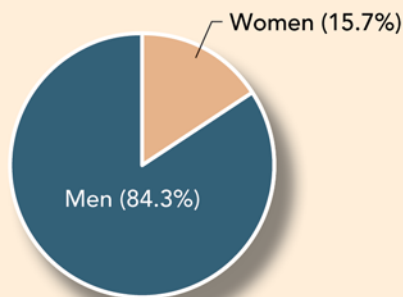
**Top-Earning Corporate Officers in the Fortune 500**

Women (5.2%)
Men (94.8%)
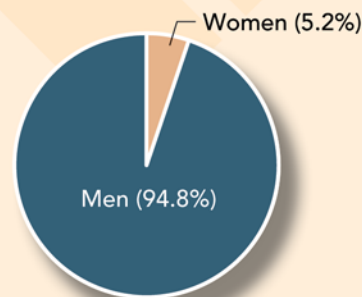
agerial level. Also, female managers report experiencing more challenge due to lack of personal support (which, as we saw earlier in the chapter, is related to harmful stress). With regard to developmental relationships, women and minorities often have trouble finding mentors. They may not participate in the organization's, profession's, or community's "old boys' network." Also, managers in the organization may prefer to interact with people who have similar status or may avoid interacting with certain people because of discomfort or negative stereotypes.[48]

Organizations can use development systems to help break through the glass ceiling. Managers making developmental assignments need to carefully consider whether stereotypes are influencing the types of assignments men and women receive. A formal process for regularly identifying development needs and creating action plans can make these decisions more objective.

An organization that is actively working to eliminate the glass ceiling is Deloitte & Touche, an accounting, tax, and consulting firm with offices throughout the United States.[49] Deloitte & Touche had been experiencing high turnover of talented women, so it set up a task force chaired by the company's chief executive officer to analyze the

problem and develop recommendations. The task force gathered data by having every management professional in the company attend a workshop designed to explore how attitudes about gender affected the work environment. The workshops included discussions, videos, and case studies, such as one case in which two promising candidates, one male and one female, with identical skills were evaluated. The workshops also focused on how work assignments were allocated. The workshops found differences in the ways men and women were evaluated and in the kinds of assignments they were given, based on managers' assumptions about men and women. As a result, Deloitte & Touche began to rethink how assignments were given, to make sure women had opportunities for highly visible assignments. The company started a formal process for career planning for women and men and began offering networking events at which women could meet successful female partners and high-level managers. Deloitte & Touche began measuring turnover and promotion rates and linking rewards to meeting career development objectives. Through these changes, the company improved its retention of women, and reducing turnover has saved $250 million in hiring and training costs.

## Succession Planning

Organizations have always had to prepare for the retirement of their leaders, but the need is more intense than ever. The aging of the workforce means that a greater share of employees are reaching retirement age. Many organizations are fueling the trend by downsizing through early-retirement programs. As positions at the top of organizations become vacant, many organizations have determined that their middle managers are fewer and often unprepared for top-level responsibility. This situation has raised awareness of the need for **succession planning**—the process of identifying and tracking high-potential employees who will be able to fill top management positions when they become vacant.

**succession planning**
The process of identifying and tracking high-potential employees who will be able to fill top management positions when they become vacant.

Succession planning offers several benefits.[50] It forces senior management to regularly and thoughtfully review the company's leadership talent. It assures that top-level management talent is available. It provides a set of development experiences that managers must complete to be considered for top management positions, so the organization does not promote managers before they are ready. Succession planning systems also help attract and retain ambitious managerial employees by providing development opportunities.

Succession planning focuses on *high-potential employees*, that is, employees the organization believes can succeed in higher-level business positions such as general manager of a business unit, director of a function (such as marketing or finance), or chief executive officer.[51] A typical approach to development of high-potential employees is to have them complete an individual development program including education, executive mentoring and coaching, and rotation through job assignments. Job assignments are based on the successful career paths of the managers whom the high-potential employees are preparing to replace. High-potential employees may also receive special assignments, such as making presentations and serving on committees and task forces.

Research shows that an effective program for developing high-potential employees has three stages:[52]

1. *Selection of high-potential employees*—Organizations may select outstanding performers and employees who have completed elite academic programs, such as earning a master's degree in business administration from a prestigious university. They may also use the results of psychological tests such as assessment centers.

GE knew that Jack Welch would be retiring, so the company planned for the succession. Welch is shown here with Jeffrey Immelt, the new CEO. What are the benefits of succession planning?

2. *Developmental experiences*—As employees participate in developmental experiences, the organization identifies those who succeed in the experiences. The organization looks for employees who continue to show qualities associated with success in top jobs, such as communication skills, leadership talent, and willingness to make sacrifices for the organization. Employees who display these qualities continue to be considered high-potential employees.
3. *Active involvement with the CEO*—High-potential employees seen by top management as fitting into the organization's culture and having personality characteristics necessary for representing the company become actively involved with the chief executive officer. The CEO exposes these employees to the organization's key people and gives them a greater understanding of the organization's culture. The development of high-potential employees is a slow process. Reaching stage 3 may take 15 to 20 years.

Figure 9.6 breaks this process into seven steps. It begins with identifying the positions to be planned for and the employees to be included in the plan. Planning should also include establishing position requirements and deciding how to measure employees' potential for being able to fill those requirements. The organization also needs to develop a process for reviewing the existing talent. The next step is to link succession planning with other human resource systems. Finally, the organization needs a way to provide employees with feedback about career paths available to them and how well they are progressing toward their goals.

A good example of succession planning is the system at WellPoint, a health care company headquartered in Thousand Oaks, California, with operations across the United States. WellPoint has a Web-based corporate database that identifies employees for management jobs throughout the company and tracks the development of employee talent. The succession-planning system includes 600 managers and executives, with detailed information on possible candidates, including performance evaluations, summaries of accomplishments at the company, self-evaluations and career goals, and personal information such as willingness to relocate. Standards are used to identify each candidate's strengths and identify the best candidates for promotion. Managers and the human resource team can use the system to identify and evaluate candidates for every management position in the company. They can also track the development of promising candidates and identify areas where further development is needed. In areas where development needs exceed management talent, WellPoint sets up additional training programs.[53]

At some organizations, succession planning systems identify a few potential managers for each position. This limited approach allows the organization to target development activities to the most talented managers, but it may not prepare enough

**figure 9.6**

Process for Developing a Succession Plan

Identify Positions to Plan For

↓

Identify Employees to Include

↓

Define Job Requirements

↓

Measure Employee Potential

↓

Review and Plan to Meet Development Needs

↓

Link Succession Planning with Other HR Systems
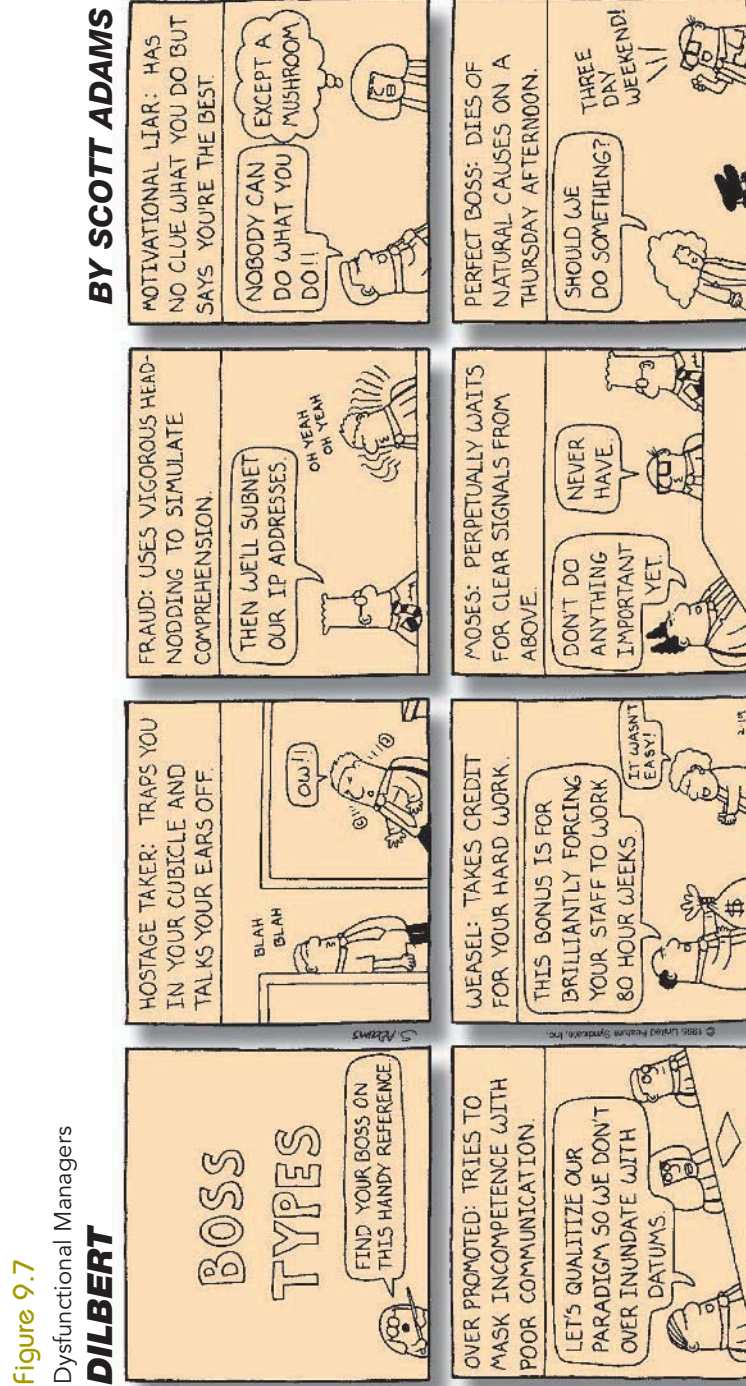
↓

Provide Feedback to Employees

SOURCE: Based on B. Dowell, "Succession Planning," in *Implementing Organizational Interventions,* ed. J. Hedge and E. Pulaskos (San Francisco: Jossey-Bass, 2002), pp. 78–109.

managers to fill vacant positions. High-potential employees who are not on the short list for managerial jobs may leave. American Express's approach avoids this problem by identifying many qualified leaders, which builds commitment to the company.

## Dysfunctional Managers

A manager who is otherwise competent may engage in some behaviors that make him or her ineffective or even "toxic"—someone who stifles good ideas and drives away employees. These dysfunctional behaviors include insensitivity to others, inability to be a team player, arrogance, poor conflict management skills, inability to meet business objectives, and inability to adapt to change.[54] For example, suppose a manager has great depth of technical knowledge and has excellent ability in keeping two steps ahead of competitors. But the manager is abrasive and aggressive with employees and peers and

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Figure 9.7
Dysfunctional Managers



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has a leadership style that discourages employees from contributing their ideas. This manager is likely to have difficulty motivating employees and may alienate people inside and outside the organization. Some of these dysfunctional manager behaviors are illustrated humorously in the popular "Dilbert" comic strip, shown in Figure 9.7.

When a manager is an otherwise valuable employee and is willing to improve, the organization may try to help him or her change the dysfunctional behavior. The usual ways to provide this type of development include assessment, training, and counseling. The organization may enroll the manager in a program designed specifically to help managers with dysfunctional behavior, such as the Individual Coaching for Effectiveness (ICE) program. The ICE program includes diagnosis, coaching, and support activities, which are tailored to each manager's needs.[55] Psychologists conduct the diagnosis, coach and counsel the manager, and develop action plans for implementing new skills on the job.

During diagnosis, the psychologist collects information about the manager's personality, skills, and interests. The information comes from psychological tests and interviews with the manager, his or her supervisor, and colleagues. The psychological tests help the psychologist determine whether the manager will be able to change the dysfunctional behavior. For example, change will be difficult if the manager is extremely defensive. If the diagnosis indicates the manager can benefit from the program, the manager and supervisor work with the psychologist to set specific developmental objectives.

During the coaching phase of the program, the manager receives information about the target skills or behavior. This may include principles of effective communication or teamwork, tolerance of individual differences in the workplace, or conducting effective meetings. Next, the manager participates in behavior modeling training, described in Chapter 7. The manager also receives psychological counseling to overcome beliefs that may interfere with learning the desired behavior.

The support phase of the ICE program creates conditions to ensure that the manager can use the new behaviors and skills on the job. The manager's supervisor gives the manager and psychologist feedback about the manager's progress in using the new skills and behaviors. The psychologist and manager identify situations in which the manager may tend to rely on dysfunctional behavior. The coach and manager also develop action plans that outline how the manager should try to use new behaviors in daily work activities.

The effectiveness of this kind of program has not yet been thoroughly studied. Still, research suggests that managers who participate in programs like ICE improve their skills and are less likely to be terminated.[56] This suggests that organizations can benefit from offering development opportunities to valuable employees with performance problems, not just to star performers.

## thinking ETHICALLY

### Whom Do You Serve?

For some ambitious employees, the career path leads to their organization's top jobs. And as we saw in Chapter 1, those employees increasingly include HR professionals who identify ways they can contribute value to the organization. They learn to speak the numbers- and performance-oriented language of business, and they show they perform well when given top leadership roles. One example is Chuck Nielson, who until recently held the top HR job at Texas Instruments. Nielson, now a consultant, ensured his own career development by seeking out

challenging assignments and demonstrating his success. He recalls a time when he felt excluded from the company's key decisions; he told his boss, "Play me or trade me." From then on, he was invited to participate in meetings where executives made decisions about strategy; he prepared himself to contribute and in that way established credibility.

But just as HR professionals are gaining this type of leadership role, they are encountering some role conflicts. On the one hand, especially at the level of a corporate officer, a manager is expected to serve the corporation's interests. On the other hand, HR professionals may have responsibilities to watch out for employees' interests, such as employee benefits. Ideally, the benefits plans would align with company goals, but occasionally interests collide.

Consider the situation faced by Cindy Olson, who was the executive vice president of human resources and community relations for Enron Corporation during the time that financial misdeeds caused the company to collapse. The benefits for Enron employees included 401(k) retirement savings plans, which were heavily invested in Enron stock. As the value of that stock plunged, the employees lost their retirement savings. Was Olson's responsibility to protect the employees who were supposed to benefit from the plan she administered, or was it to protect the corporation by maintaining the employees' investments in Enron stock? In court documents, Olson has said her role as a corporate officer was primary. The U.S. Labor Department has argued that her corporate responsibility was secondary to her role as plan fiduciary (a person legally required to act in the interests of another, in this case, the employees). The issue has not yet been resolved in the courts, but the ethical dimension is worth considering now, whatever the legal outcome.

SOURCE: Based on Richard F. Stolz, "What HR Will Stand For," *Human Resource Executive,* January 2003, pp. 1, 21–28.

### Questions

1. Should Cindy Olson have made her first priority Enron or its employees? Explain your reasoning.
2. Does this sort of potential conflict make it impossible for HR professionals to serve as corporate officers? Explain.
3. How could employee development programs help address this type of ethical conflict before problems arise?

## SUMMARY

1. Discuss how development is related to training and careers.
   Employee development is the combination of formal education, job experiences, relationships, and assessment of personality and abilities to help employees prepare for the future of their careers. Training is more focused on improving performance in the current job, but training programs may support employee development. In modern organizations, the concept of a career is fluid—a protean career that changes along with changes in a person's interests, abilities, and values and changes in the work environment. To plan and prepare for a protean career requires active career management, which includes planning for employee development.

2. Identify the methods organizations use for employee development.
   Organizations may use formal educational programs at the workplace or off-site, such as workshops, university courses and degree programs, company-sponsored training, or programs offered by independent institutions. Organizations may use the assessment process to

help employees identify strengths and areas requiring further development. Assessment can help the organization identify employees with managerial potential or identify areas in which teams need to develop. Job experiences help employees develop by stretching their skills as they meet new challenges. Interpersonal relationships with a more experienced member of the organization—often in the role of mentor or coach—can help employees develop their understanding of the organization and its customers.

3. Describe how organizations use assessment of personality type, work behaviors, and job performance to plan employee development.
   Organizations collect information and provide feedback to employees about their behavior, communication style, and skills. The information may come from the employees, their peers, managers, and customers. Many organizations use performance appraisals as a source of assessment information. Appraisals may take the form of 360-degree feedback. Some organizations use psychological tests designed for this purpose, including the Myers-Briggs Type Indicator and the Benchmarks assessment. Assessment centers combine a variety of methods to provide assessment information. Managers must share the assessments, along with suggestions for improvement.

4. Explain how job experiences can be used for developing skills.
   Job experiences contribute to development through a combination of relationships, problems, demands, tasks, and other features of an employee's jobs. The assumption is that development is most likely to occur when the employee's skills and experiences do not entirely match the skills required for the employee's current job, so employees must stretch to meet the demands of the new assignment. The impact varies according to whether the employee views the experience as a positive or negative source of stress. Job experiences that support employee development may include job enlargement, job rotations, transfers, promotions, downward moves, and temporary assignments with other organizations.

5. Summarize principles of successful mentoring programs.
   A mentor is an experienced, productive senior employee who helps develop a less experienced employee. Although most mentoring relationships develop informally, organizations can link mentoring to development goals by establishing a formal mentoring program. A formal program also provides a basis for ensuring that all eligible employees are included. Mentoring programs tend to be most successful when they are voluntary and participants understand the details of the program. The organization should reward managers for employee de-

velopment, carefully select mentors based on interpersonal and technical skills, train them for the role, and evaluate whether the program has met its objectives.

6. Tell how managers and peers develop employees through coaching.
   A coach is a peer or manager who works with an employee to motivate the employee, help him or her develop skills, and provide reinforcement and feedback. Coaches should be prepared to take on one or more of three roles: working one-on-one with an employee, helping employees learn for themselves, and providing resources, such as mentors, courses, or job experiences.

7. Identify the steps in the process of career management.
   First, during self-assessment, employees use information to determine their career interests, values, aptitudes, and behavioral tendencies, looking for opportunities and areas needing improvement. Self-assessment tools often include psychological tests or exercises that ask about career status and plans. The second step is the reality check, during which the organization communicates information about the employee's skills and knowledge and how these fit into the organization's plan. The employee then sets goals and discusses them with his or her manager, who ensures that the goals are specific, challenging, and attainable. Finally, the employee works with his or her manager to create an action plan for development activities that will help the employee achieve the goals.

8. Discuss how organizations are meeting the challenges of the "glass ceiling," succession planning, and dysfunctional managers.
   The glass ceiling is a barrier that has been observed preventing women and minorities from achieving top jobs in an organization. Development programs can ensure that these employees receive access to development resources such as coaches, mentors, and developmental job assignments. Succession planning ensures that the organization prepares qualified employees to fill management jobs as managers retire. It focuses on applying employee development to high-potential employees. Effective succession planning includes methods for selecting these employees, providing them with developmental experiences, and getting the CEO actively involved with employees who display qualities associated with success as they participate in the developmental activities. For dysfunctional managers who have the potential to contribute to the organization, the organization may offer development targeted at correcting the areas of dysfunction. Typically, the process includes collecting information about the manager's personality, skills, and interests; providing feedback, training, and counseling; and ensuring that the manager can apply new, functional behaviors on the job.

## REVIEW AND DISCUSSION QUESTIONS

1. How does development differ from training? How does development support career management in modern organizations?
2. What are the four broad categories of development methods? Why might it be beneficial to combine all of these methods into a formal development program?
3. Recommend a development method for each of the following situations, and explain why you chose that method.
   a. An employee recently promoted to the job of plant supervisor is having difficulty motivating employees to meet quality standards.
   b. A sales manager annoys salespeople by dictating every detail of their work.
   c. An employee has excellent leadership skills but lacks knowledge of the financial side of business.
   d. An organization is planning to organize its production workers into teams for the first time.
4. A company that markets sophisticated business management software systems uses sales teams to help customers define needs and to create systems that meet those needs. The teams include programmers, salespeople who specialize in client industries, and software designers. Occasionally sales are lost as a result of conflict or communication problems among team members. The company wants to improve the effectiveness of these teams, and it wants to begin with assessment. How can the teams use 360-degree feedback and psychological tests to develop?
5. In an organization that wants to use work experiences as a method of employee development, what basic options are available? Which of these options would be most attractive to you as an employee? Why?
6. Many employees are unwilling to relocate because they like their current community and family members prefer not to move. Yet preparation for management requires that employees develop new skills, strengthen areas of weakness, and be exposed to new aspects of the organization's business. How can an organization change an employee's current job to develop management skills?
7. Many people feel that mentoring relationships should occur naturally, in situations where senior managers feel inclined to play that role. What are some advantages of setting up a formal mentoring program, rather than letting senior managers decide how and whom to help?
8. What are the three roles of a coach? How is a coach different from a mentor? What are some advantages of using someone outside the organization as a coach? Some disadvantages?
9. Why should organizations be interested in helping employees plan their careers? What benefits can companies gain? What are the risks?
10. What are the manager's roles in a career management system? Which role do you think is most difficult for the typical manager? Which is the easiest role? List reasons why managers might resist becoming involved in career management.
11. What is the glass ceiling? What are the possible consequences to an organization that has a glass ceiling? How can employee development break the glass ceiling? Can succession planning help? Explain.
12. Why might an organization benefit from giving employee development opportunities to a dysfunctional manager, rather than simply dismissing the manager? Do these reasons apply to nonmanagement employees as well?

## WHAT'S YOUR HR IQ?

The text Web site offers two more ways to check what you've learned so far. Use the Self-Assessment exercise to test your knowledge of employee development. Go online with the Web Exercise to see how leadership programs at GE are structured.

## BusinessWeek CASE

## BusinessWeek Grooming the Next Boss for Quest

Of all the challenges confronting managers and directors, few are as difficult or as critical as finding and training a chief executive-in-waiting. But Kenneth W. Freeman, CEO of Quest Diagnostics, was determined not to leave his company in the lurch. He started grooming his hand-picked successor five years before he left. When he transferred management of the $4.7 billion medical-testing company to Surya N. Mohapatra at the annual meeting in

2004, it was the culmination of a meticulous succession process that experts say is a case study in how to choose a future CEO and prepare him or her for the job.

Freeman's search for a successor started in 1999. He was on the brink of an acquisition spree that would triple Quest's revenues in five years. But he knew the buying binge couldn't last and that Quest's next CEO would need a science background to exploit advances in medicine and technology to generate internal growth. To identify candidates, he put 200 executives from Quest and a recently acquired rival through an *Apprentice*-like challenge: day-long case assignments that allowed him to see their leadership skills in action. "This was his legacy," says Audrey B. Smith, a consultant with Development Dimensions International who worked with Freeman. "He felt huge pressure to make the right decision."

Of all the executives, one stood out: his new chief operating officer. Mohapatra came to Quest in February 1999 from Picker International, a maker of medical imaging systems. He had extensive experience in cardiovascular disease and information technology—areas that would be crucial to Quest's future. What's more, he was CEO material. Says Freeman: "Here was a guy who was incredibly smart, who could balance a whole bunch of priorities at the same time, who could be incredibly focused, and who did not know the meaning of failure."

Four months after Mohapatra's arrival, Freeman named him president, giving him a clear—but by no means guaranteed—shot at the top job. The two men could not be more different. Mohapatra, a scientist with several patents to his name, grew up in India. Freeman, a New Yorker, had a long finance career at Corning. When Corning Clinical Laboratories was spun off as Quest in 1996, Freeman became CEO, a position he says he had no intention of occupying for more than 10 years.

Front-runner or not, it quickly became clear that if Mohapatra was to be CEO, he would need basic leadership skills. During his first week, one of the most glaring deficiencies, poor public speaking skills, became apparent. At a "town meeting" with employees in Baltimore, Mohapatra told the crowd of 800 that he was glad to be there—then clammed up. Freeman decided the best way to coax Mohapatra out of his shell was trial by fire. In the months that followed, he had Mohapatra make unscripted comments to employees, meet with shareholders, and field questions from analysts on conference calls. He is now a more polished, confident speaker.

As a scientist, Mohapatra had come to Quest with habits that Freeman thought could undermine him as

CEO. A deep thinker, he took weeks to make decisions that should take only days. And he was far more "hands-on" than he needed to be, sometimes reopening interviews for jobs that his subordinates were ready to fill. Freeman challenged Mohapatra to make faster decisions and give his executive team more authority. Every Sunday afternoon for five years, the two engaged in lengthy telephone conversations during which Freeman would analyze Mohapatra's evolving management style and suggest further improvements. It was, Freeman now concedes, "pure browbeating." Perhaps, but it worked. "Am I more ready now than I was four years ago? Absolutely," says Mohapatra.

Fine-tuning Mohapatra's management skills was only part of the challenge. Making him an active board participant was equally important. When he arrived, Mohapatra deferred to Freeman in board debates, contributing little. Freeman forced him to be more assertive—at first surreptitiously, by leaving the room during discussions, and later by asking him to conduct formal board presentations. Even after joining the board in 2002, Mohapatra continued to strike some directors as aloof. By changing the seating chart, Freeman was able to increase Mohapatra's face time with other directors. "You want someone to be able to speak their mind and participate," says Gail R. Wilensky, an independent director. "It helped."

When his long incubation ends, Mohapatra's success will be far from assured. Maintaining double-digit growth won't be easy as takeover targets become scarce. That's the way it is in business; the future is never assured. But Freeman has done about as much to increase the odds as a CEO can.

SOURCE: L. Lavelle, "How to Groom the Next Boss," *BusinessWeek,* May 10, 2004, pp. 93–94.

### Questions
1. What development activities did Kenneth Freeman use to prepare Surya Mohapatra for the position of CEO? What other development activities could he have used?
2. Would an outside coach have provided coaching as effective as the coaching Mohapatra received from Freeman? Explain.
3. Imagine you are an HR manager at Quest and the new CEO has asked you to set up systems that apply some of the development activities that prepared him for leadership. Mohapatra wants to prepare all of Quest's management team in similar ways. Suggest a few ways the company could develop its other managers along the lines Freeman used with Mohapatra.

## CASE:  Developing Employees at Booz Allen Hamilton

Booz Allen Hamilton, a consulting firm headquartered in McLean, Virginia, uses a program it calls the Development Framework to help managers and employees choose the

right combination of development activities to strengthen skills and manage careers. Employee development is especially important at an organization like Booz Allen, whose

business success is based on its people's ability to sell and deliver consulting and technology solutions. These solutions are only as good as the intellectual capital—knowledge, skills, competencies, and abilities—of the employees who create them.

The Development Framework consists of four sections:
1. *Development roles:* Managers, mentors, development staff, and other roles in the development process.
2. *Performance expectations:* A description of competencies, performance results, and major job experiences required to succeed at each level of the company.
3. *Development needs:* Needs that frequently occur at each career level, those that vary by individual, and the "derailers" that can stall career progress and hurt performance.
4. *Development road map:* Descriptions of development activities that should occur at each career level and that support development needs and prevent derailers.

The company provides ways to prevent or deal with derailers and support development needs. Activities include job experiences, training and education, coaching and mentoring, and self-directed experiences.

Employees can access the Development Framework online via the company's virtual campus and Web site. Managers can use the tool to discuss development needs in their departments.

The framework includes the competencies for each staff level and for each employee. This list allows employees to view their personal development needs online. For each of the competencies that employees want to strengthen, the framework provides a list of activities employees can use to develop those competencies. So, employees can use the Development Framework to take charge of their own careers. For example, employees can ask, "I'm at this level, and this person is above me; how can I get there?"

Booz Allen provides the Development Framework to help employees better understand how to develop themselves. The firm views development as a shared responsibility between employees and the company. The framework helps employees realize that development can occur through activities other than training classes.

The Development Framework makes good business sense for Booz Allen. It ties employee development to the company's strategy and associates it with different levels of the organization. While it is helping employees build successful careers, it is also helping the company increase its intellectual capital. In addition, it guides the firm in preparing potential leaders. That challenge is significant, because Booz Allen is growing at a rate of 20 percent per year.

SOURCE: Based on G. Johnson, "The Development Framework," *Training,* February 2003, pp. 32–36.

## Questions
1. How well does this description of employee development at Booz Allen Hamilton fit the model of career management in Figure 9.3?
2. What additional principles from the model of career management would you advise Booz Allen to add to its Development Framework?
3. If you were an employee of Booz Allen, what information and tools would you hope to find at the Development Framework page of the company's Web site?

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