

# 9. EMPLOYEE DEVELOPMENT (Noe, R.A., 2005)

## Introduction

- Comparison between training and development
- Approaches to employee development
  - Examples of development programmes at General Electric
  - Assessment - Myers-Briggs Type Indicator
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  - Skills measured by assessment centre exercises
  - 360-degree feedback systems
  - Job experiences
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  - Interpersonal relationships
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- The development planning process
  - Responsibilities in the development planning process

# COMPARISON BETWEEN TRAINING AND DEVELOPMENT

**Development** relates to formal education, job experiences, relationships, and assessment of personality and abilities that assist employees to perform optimally in their present and future job and company.

Development assists companies to cut turnover in two ways, by:

- (i) showing employees that the company is investing in their skills development, and
- (ii) developing managers who create a conducive workplace that makes employees want to come to work and contribute to the company's goals.

	Training	Development
Focus	Present	Future
Use of work experiences	Low	High
Goal	Preparation for present job	Preparation for changes
Participation	Required	Voluntary

# APPROACHES TO EMPLOYEE DEVELOPMENT

Four approaches:

1. **Formal education** – covers off-site and on-site programmes designed specially for the company's employees, and short courses, under-graduate and post-graduate courses offered by local and foreign universities.
2. **Assessment** covers the gathering of information and giving feedback to employees on their behaviour, communication styles, or skills, by their peers, managers, and customers.
3. **Job experiences** relate to relationships, problems, demands, tasks, or other aspects that employees face in their jobs, to enable them to stretch and increase their skills.
4. **Interpersonal relationships** are designed to permit a novice employee to interact with a more experienced organisational member or members, to develop skills and increase knowledge about the company and its customers.

# EXAMPLES OF DEVELOPMENT PROGRAMMES AT GENERAL ELECTRIC

Programme	Description	Target Audience	Courses
Executive Development Sequence	Courses emphasise strategic thinking, leadership, cross-functional integration, competing globally, customer satisfaction	Senior professionals and executives identified as having high-potential	<ul style="list-style-type: none"> <li>• Manager Development Course</li> <li>• Global Business Management Course</li> <li>• Executive Development Course</li> </ul>
Core Leadership Programme	Courses develop functional expertise, business excellence, management of change	Managers	<ul style="list-style-type: none"> <li>• Corporate Entity Leadership Conference</li> <li>• Professional Development Course</li> <li>• New Manager Development Course</li> <li>• Experienced Manager Course</li> </ul>
Professional Development Programme	Courses emphasise preparation for specific career path	New employees	<ul style="list-style-type: none"> <li>• Audit Staff Course</li> <li>• Financial Management Programme</li> <li>• Human Resources Programme</li> <li>• Technical Leadership Programme</li> </ul>

# ASSESSMENT –MYERS-BRIGGS TYPE INDICATOR

## Four Personality Dimensions

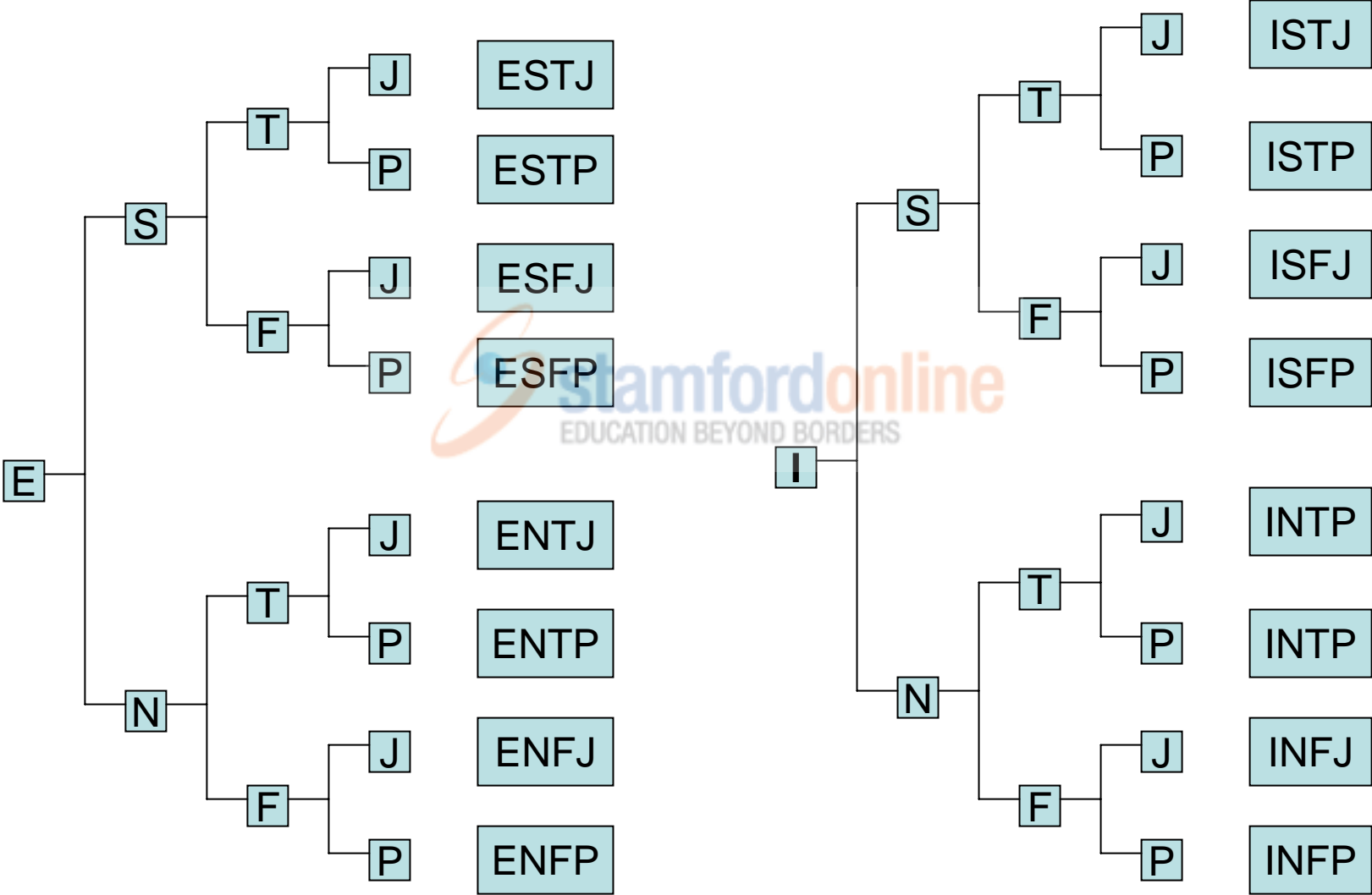
**E** = Extroverts (externally directed) *versus* **I** = Introverts (introspective and contemplative)

**S** = Sensing (relies on facts) *versus* **N** = Intuitive (explores possibilities)

**T** = Thinking (logical and analytical) *versus* **F** = Feeling (emotional and sympathetic)

**J** = Judgement (structured and organised) *versus* **P** = Perception (adaptable)

# MYERS-BRIGGS TYPE INDICATOR (continuation)



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# MYERS-BRIGGS TYPE INDICATOR (continuation)

(Cherrington, D.J., 1994, pg. 75)

<b>ESTJ</b>	Opinionated, traditional, results-driven
<b>ESTP</b>	Unconventional, gregarious, spontaneous
<b>ESFJ</b>	Gracious, thoughtful, harmonising
<b>ESFP</b>	Sociable, spontaneous, generous
<b>ENTJ</b>	Visionary, argumentative, commanding
<b>ENTP</b>	Enthusiastic, tests the limits, inventive
<b>ENFJ</b>	Charismatic, compassionate, persuasive
<b>ENFP</b>	People-oriented, creative, optimistic

<b>ISTJ</b>	Practical, compulsive, responsible
<b>ISTP</b>	Observant, unpretentious, pragmatic
<b>ISFJ</b>	Amiable, accountable, loyal
<b>ISFP</b>	Warm, sensitive, unassuming, artistic
<b>INTJ</b>	Theory-based, skeptical, independent
<b>INTP</b>	Problem solver, absent-minded, conceptual
<b>INFJ</b>	Reflective, creative, contemplative
<b>INFP</b>	Strict values, seeks order and peace, idealistic

# ASSESSMENT CENTRE

This is a process where many raters or evaluators (assessors) evaluate employees' performance on a number of exercises. It is often applied off work-site, like a conference centre, where 6 to 12 employees usually take part at any one time.

The types of exercises used include leaderless group discussions, interviews, in-baskets, and role plays.

**Leaderless group discussion** – a team of 5 to 7 employees must work together to solve an assigned problem within a given time period.

**In-basket** – a simulation of the administrative tasks of the manager's job.

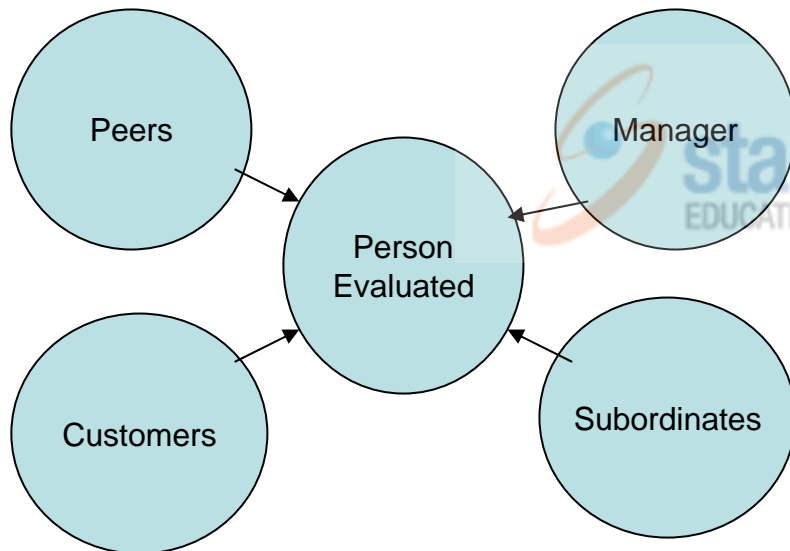
**Role plays** – employees assume the part of role of a manager or other employee.

# SKILLS MEASURED BY ASSESSMENT CENTRE EXERCISES

Skills	In-Basket	Scheduling Exercise	Leaderless Group Discussion	Personality Test	Role Play
Leadership (Dominance, coaching, influence, resourcefulness)	X		X	X	X
Problem solving (Judgement)	X	X	X		X
Interpersonal (Sensitivity, conflict resolution, cooperation, oral communication)			X	X	X
Administrative (Organising, planning, written communication)	X	X	X		
Personal (Stress tolerance, confidence)			X	X	X

# 360-DEGREE FEEDBACK SYSTEMS

In these systems, employees' behaviours and skills are assessed not only by subordinates, but also by peers, customers, their boss, and themselves.



## COMPETENCY AND ITEMS FROM A 360-DEGREE FEEDBACK INSTRUMENT

### Decision Making

- Shows the key decisions that have the greatest effect on business goals.
- Understands and links conflicting or contrary information.
- Assesses various facets of business sense with data and logic to make sound decisions.
- Assumes responsibility for outcomes of individual and group decisions.
- Adopts suitable trade-offs between full analysis and speed while making decisions.

# JOB EXPERIENCES

These experiences relate to relationships, problems, demands, tasks, or other elements that are experienced by employees in their jobs. They involve job enlargement, job rotation, transfers, promotions, downward moves, and temporary assignments with other organisations.

**Job enlargement** relates to adding challenges or new responsibilities to an employees' present job.

**Job rotation** is implemented by giving to employees a series of job assignments in different functional areas of a company or movement among jobs in a single function or department.

A **transfer** takes place when an employee is given a different job assignment in a different area of the company.

**Promotions** are upward movements into positions with additional challenges, more responsibility, and more authority than in the previous job.

A **downward move** takes place when an employee is given a lower level of responsibility and authority.

**Externships** allow employees to assume full-time, temporary operational roles at another company.

An **employee exchange** programme may be a temporary one-to-one employee change arrangement between two companies.

# CHARACTERISTICS OF SUCCESSFUL JOB ROTATION SYSTEMS

1. Job rotation is applied to enhance skills including increasing employee experience required for managerial positions.
2. Employees acquire specific skills that will be achieved by job rotation.
3. Job rotation is applied to all layers and types of employees.
4. Job rotation is connected with the career management process so that employees know the development needs addressed by each job assignment.
5. Benefits of job rotation are maximised and costs are minimised by timing the rotations to decrease work load costs and assist employees to understand the job rotation's role in their development plans.
6. Equal opportunities are given to employees for job rotation assignments without regard to which category of diverse groups they come from.

# INTERPERSONAL RELATIONSHIPS

These relationships are arranged to enable a novice employee to interact with a more experienced organisational member to enhance skills and increase knowledge about the company and its members. Two types of interpersonal relationships are mentoring and coaching.

A **mentor** refers to an experienced, productive employee who helps to develop a less experienced employee (the protégé).

A **coach** can be a peer or manager who works with employees to motivate them, helps them to develop skills, and provide reinforcement and feedback. Three roles assumed by a coach are:

- (i) Have a one-on-one relationship with an employee, giving feedback from psychological tests, 360- degree assessment feedback, or interviews with superiors, peers, and subordinates.
- (ii) Assist employees learn for themselves by connecting them with experts who can help them with their problems and by instructing them how to receive feedback from others.
- (iii) Provide guidance to resources like suitable mentors, courses, or job experiences that the employee may not get access to.

# CHARACTERISTICS OF SUCCESSFUL MENTORING PROGRAMMES

1. Participation is voluntary between mentor and protégé. Relationships can be terminated at any time without incurring any penalty by either party.
2. Mentor-protégé matching process is not restricted by the ability of the informal relationships to evolve. E.g. a mentor pool can be set-up to enable protégés to choose from a list of qualified mentors.
3. Mentors are selected on the basis of their past performance in developing employees, willingness to serve as a mentor, an evidence of positive coaching, communication, and listening skills.
4. The objective of the programme is clearly understood. Projects and activities that the mentor and protégé are expected to accomplish are specified.
5. The extent of the programme is specified. Mentor and protégé are advised to extend the relationship beyond the formal time period.
6. A minimum level of contact between the mentor and the protégé is laid down beforehand.
7. Protégés are advised to communicate with each other to talk about problems and share successes.
8. The mentor programme is evaluated through the use of interviews and surveys.
9. Successful employee development is rewarded, showing managers that mentoring and other development activities are worthy of their time and effort.

# WHY MANAGERS MAY BE RELUCTANT TO SERVE AS COACHES

- (i) Managers may be uncomfortable with discussing performance issues with a competent employee since they wish to avoid confrontation.
- (ii) Managers may be more proficient in identifying problems than to help employees to solve them.
- (iii) Managers may feel that the employee might interpret coaching as criticism.
- (iv) When companies downsize and operate with a lean workforce, managers may feel that there is inadequate time for coaching.



# RESPONSIBILITIES IN THE DEVELOPMENT PLANNING PROCESS

<b>Development Planning Process</b>	<b>Employee Responsibility</b>	<b>Company Responsibility</b>
Opportunity	In what ways does the employee need to improve?	Company supplies assessment information to highlight strengths, weaknesses, interests, and values.
Motivation	Is the employee willing to invest the time and energy to develop?	Company helps in highlighting personal and company reasons for change. Manager discusses steps for dealing with barriers and challenges to development.
Goal Identification	What areas does the employee want to develop?	Company prepares development planning guide. Manager has development discussion with employee.
Criteria Actions	How will the employee know that he/she is making progress? What will the employee do to attain his/her development goal?	Company supplies feedback on criteria. Company supplies assessment, courses, job experiences, and relationships.
Accountability	What is the employee's timetable?. How can the employee ask others for feedback on progress toward his/her goal?	Manager follows through on progress toward development goal and assists employee set a realistic timetable for goal achievement.

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