Career Development for Exempt Level Employees in a Manufacturing Environment

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LOYOLA UNIVERSITY OF CHICAGO

CAREER DEVELOPMENT FOR EXEMPT LEVEL EMPLOYEES
IN A MANUFACTURING ENVIRONMENT

A THESIS SUBMITTED TO
THE FACULTY OF THE INSTITUTE OF HUMAN RESOURCES
AND INDUSTRIAL RELATIONS
IN CANDIDACY FOR THE DEGREE OF MASTER OF SCIENCE
IN INDUSTRIAL RELATIONS

BY
DARRYL L. ENGLISH

CHICAGO, ILLINOIS
JANUARY 1996
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CHAPTER I

INTRODUCTION

Career development is a term that is used commonly by both organizations that are trying to tap their employees' talent, and employees who are trying to develop their own skills and advance their careers. This thesis concerns itself with an organizational perspective on career development. In present times, career development is becoming an exciting topic, and many organizations are investing time and money into what they now realize is their most valuable asset; human resources. There is little research data available on this subject however, the business press has been focusing on this area in more of its writings.

There are many reasons for this new awareness. American companies witnessed a steady decline in their competitiveness over the last two decades because of the globalization of the world economy. Now, many companies are reducing the size of their labor forces and flattening bureaucratic structures to make their companies recognize and react to growth trends at a faster pace. These actions will also cut operating costs and allow the companies to compete more effectively in what is now the "global marketplace." Furthermore, these flatter structures, which
have less layers of management are driving decision making, responsibility, and accountability down to lower levels. Companies must now make sure that these employees are not left out when it comes to understanding many aspects of the business so that they have the ability to make wise decisions. These companies are now challenged to retain their employees and develop their potential fully. There are many different models of career development programs in use now, which will be explored.

Since most companies now have fewer people working for them, there needs to be a program that will assess the strengths and weaknesses of each individual. This will help an organization decide who to promote to achieve optimum performance as an organization. Furthermore, since there are fewer positions at the top, a company must keep their employees interested and motivated with their work. This is an important point because it is generally accepted that the people in a company who are not advancing are not useful to the company. According to Hall and Rabinowitz, these people can be:

. . . excellent performers but who, for a variety of reasons (organizational bottlenecks, delayering, strong competition, lack of fit for a higher level job) are seen as plateaued. These are the solid citizens. Solid citizens are the backbone of any organization. They may represent 80 percent of the company's work force, and they are the reliable, everyday performers who enable the organization to get its goods and
services out to the customer.¹

The company must ensure that these employees, as well as the employees that are advancing, remain interested in their jobs and wanting to improve their skills. How does an organization make sure that this is done? Career development programs can accomplish this task.

The large shift in the age of the workforce in the past two decades is also a signal for the need to develop career development programs. As the "baby boom" generation ages; it is clear that the majority of these individuals will not have a chance to keep moving up. According to Martin O'Connell, chief of the Census Bureau's Fertility Branch, states:

The effect that the baby boom has had and will continue to have on the U.S. demographic is exaggerated. The combination of the extraordinary number of births between 1946 and 1964 and the dramatic drop in birth rate since then has created a bulge in the demographic picture of the United States.²

These changes do not mean that the aging workers are incapable of such progression, only that the sheer numbers of people available for the "top" jobs will prevent it. The census data also indicates, "that total U.S. population is expected to increase by 33 percent from 1982 to 2050, while


²Bureau National Affairs, Older Americans in the Workforce: Challenges and Solutions (Rockville, MD: 1987), 15-16.
the number of people age 55 and over is expected to grow by 113 percent."³ A career development program will help these people cope and seek new ways of satisfying their careers.

Another shift in the way America works is related to the previous one. The trend of early retirement is clearly over for many reasons such as lack of faith in the social security system and longer life expectancies. This has an impact on the "baby boomers" because not only are there too many people for too few positions, but now the people at the higher levels are not leaving their jobs.

Employees have also become aware of their own need for satisfaction in their careers. Organizations are the cause of the "new" thinking because they began laying off employees in large numbers, many of whom never believed that they would need to look for another job, or even worry about their security. Organizations, in effect made the once loyal "company man", a myth.

According to Leibowitz, Farren and Kaye, there are two other reasons that career development programs are needed. The first is new technology, the rapid advances in technology have created a need for programs to help employees assess their technical skills and learn how to improve them. The second is a need for "high touch" work relationships to offset "high tech" work environments.

³Ibid., 15.
Simply stated, employees may feel forgotten because of the advent of computers and robots into the workplace. Career development programs tell employees that organizations care about them.⁴

This trend can be seen in the proliferation of Total Quality Management in corporate America. TQM is a method that is used to continually assess organizational processes and procedures and looks for ways to improve them. This process promotes a more efficient organization and one that focuses on a customer's needs. This method of thinking has transcended the traditional view of the customer as external to the organization. Now, every function within an organization is seen as serving a customer's needs, even if those customers are within the organization.

In this context, an employee is seen as a customer to the organization because the employee has certain needs that should be met. If the company responds effectively to the employee in meeting his/her needs, then that employee will have more time to devote to meeting the needs of his/her customer. This, in turn, makes a company more responsive and customer focused which will make it more competitive in the marketplace.

Companies have begun to focus on their own culture and that of their customers to find out how they can better

serve both groups. A career development program could easily be a response to a need of the employees, especially the older workers. In fact, in a poll by the Gallup organization for AARP, "47 percent of people over the age of 40 said that if they had to look for a new job, they would look for one that gave them the 'chance to learn a skill'". A career development program could answer this wish by employees by directing them into different areas of interest, while they still are employed in their current position.

Career development programs need to be sensitive to issues in the organization. For example, a program must incorporate the culture of the organization and should follow the basics of how the company deals with people, unless there the program is there to facilitate cultural change. A successful program should also take into account the individual in the organization, as well as the different departments and the organizational needs as a whole. Individuals should be judged not only on the position that is currently held in the company, but attention needs to be paid to the life stage that the incumbent is currently going through.

With the changing demographics of the U.S., this thesis assumes that a person that is older should be treated differently than a person who is just beginning his/her

\[5\text{Ibid., 13.}\]
career. One reason for this attitude is that there are more older workers in our society, and this segment will continue to grow, so they will naturally demand more attention from corporate America, as well as the government.

Organizations need to realize that as a person ages, they will be going through different life stages which will affect an employee's performance on the job. Employees bring personal problems, that are currently being dealt with in the home, to the office. According to Jelinek, "awareness of developmental needs . . . can foster increased effectiveness on the job and a greater coincidence of individual and organizational interests." Career development programs can be used to try to keep employees interested in the organization and show that the organization cares about them.

Departments need to be studied in detail to determine patterns of movement into and out of the positions there. Careful attention needs to be paid to those departments which are organizationally and geographically isolated from the rest of the company. These will probably be problem areas within the company.

The needs of the organization must also be thoroughly studied to determine what kinds of skills and people the company will need in the future. Without this kind of

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foresight, a career development program will not be an effective tool for an organization.

Current Uses

It is important to realize that the basics of a career development program seem fairly easy to understand and consequently would seem rather easy to implement into an organization. Basically, there are several aspects that a program should include, "accurate, timely feedback; challenging work assignments, and a degree of autonomy are all important. The benefits for the organization include lower turnover costs and a more productive retention of new employees."\(^7\)

Career development programs can be used in an organization for many other reasons. One of them is succession planning. By continually assessing, training and tracking the progress of employees, an organization can be assured of having the best person available for a position already in-house. According to Jelinek, a company will be mainly interested in career planning to assure "an adequate supply of people with the right sort of training and experience to fill positions at any given time."\(^8\) This type of career development makes sense for many reasons. The fact that the company is promoting from within is encouraging to other employees and helps keep morale high

\(^{7}\)Ibid.
\(^{8}\)Ibid., 314.
throughout the organization. Another reason is that this greatly reduces turnover which will lower all costs that are associated with it. It also means that most of the positions that are filled within the organization are entry level which in turn means that recruiting costs will be greatly lowered since it is much less expensive to find staff at the lowest levels than it is to conduct a search for the right candidate at the higher levels of an organization.

Another place that career development programs are effective is in the solid training of an organization's employees. The training is almost a by-product of a serious career development program. That is to say, if an organization is concerned about developing its human resource and making sure that they stay loyal and excited about the organization, a training program will likely be a part of that commitment. The more a company trains and retracts its employees, the more valuable the employees will become to the organization. The organization, in turn, will also benefit from its investment because it will have a higher caliber of employees, and this will eventually show up on the bottom line.
CHAPTER II
RESEARCH SUMMARY

Current Models

This section provides an overview of career development programs that are currently in use in three organizations. The success of these models highlight the benefits of organization designed career development programs. The first program this paper will discuss was implemented by Corning Ware, Inc. This program was implemented because the organization became interested in the retention and development of their employees. British Petroleum Exploration implemented their career development program because the corporate culture had become too bureaucratic and employees felt unable to get things done. The program helped induce and facilitate cultural change within the company. The last model this paper investigates is one that was implemented by Disneyland. Disney implemented their program because of their unique staffing requirements. This program is designed to help part time employees assess what their realistic full time employment opportunities are with the company.

Research papers look at existing models for several reasons. The first is to avoid the possibility of
reinventing the wheel. By investigating operational models, an author can avoid making assumptions and drawing conclusions that have already been made. The second reason is that differences between plans can be analyzed and conclusions can be drawn as to which components might work best for an intended application. Third, the reader sees different reasons for implementing a program as well as the different results expected from the implementation of these programs. Most importantly though, by reviewing models, a much more thorough exploration is given about the subject matter itself. The models give real world examples of career development programs which in turn establishes their credibility as a tool for organizations to use.

By understanding current career development models, key components can be integrated into the general findings of this paper's research where it could fit. In many cases, the models may serve to validate the findings and assumptions made by the paper. Finally, the existing models may be used to enhance the model being developed by this paper.

The first was developed by Corning Ware Inc. Corning Ware Inc. specializes in ceramic products that are sold to the aerospace, military, electronics and consumer markets. The company became interested in retaining and developing their talent, so they chose to ask their employees what they felt they needed from Corning. This approach can be very
dangerous for a company because it may raise the expectations of the employees that company is going to act. If the company does not act then the employee morale can be seriously damaged.

The process began in 1984 with an attitude survey, "the nonexempt employees' responses indicated that they felt underutilized and overlooked [employees felt the company did not pay attention to their needs]. Employees felt that the company provided little information and support to help them plan their careers." With this information, Corning decided to implement a career development program; they called it the Career Planning and Information System. They began the program by targeting nonexempt employees in the Administrative and Technical (A&T) category located in the Corning, New York area.

According to Leibowitz, the fact that management became interested in developing a program, "sent the important message to these employees that they were valued." They decided to link the program to their performance appraisal system, which had been in effect for many years, but was suffering from problems such as: lack of interest and not enough time to perform the appraisals. The program allowed the performance appraisal system to become revitalized.

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10Ibid., 38.
It was decided that the employees must be the main thrust behind the plan. Therefore, the components of the system were set so the employees could work through the steps at their own pace. These components included, "a computer software package, three videotapes, information books, and one day for supervisory training."^{11}

The computer programs help the employees answer questions about themselves and the organization. These questions are grouped into four categories: who am I, how am I seen, what are my goals and alternatives, and how can I achieve my goals.

These programs aid the employee in focusing their thoughts on what it really is that they want out of their career, as well as their personal life. An advantage to this system is that an employee who is pondering these issues, is going to be more aware of growth opportunities around them. In many cases, it might help the employee recognize when opportunities arise, whereas it may have gone unnoticed before. Another advantage to this system is its flexibility, an individual can assess themselves according to all four categories, or they can focus on a particular subject that is of current importance.

A possible disadvantage to the system, and it may be a criticism of all career development programs, is that it is entirely up to the employee to participate. Without a

^{11}Ibid., 43.
structured environment to encourage and train in the use of the computer programs, many employees who could have benefited by using it may not take advantage of the resource. Once the employees have spent some time in self analysis in regards to these issues, they are in a better position to consider future possibilities within the company.

The videotapes were made to complement the software and to further the employee's understanding of the career planning and information system. One video also, "highlights the career opportunities that exist in the five functional areas that are open to nonexempt employees." 12

Information books were compiled for the system. These books provide employees with valuable information about the opportunities in the company such as: skills inventories, model job descriptions, salary grades, demographics, historical trends, and sample career paths. These books are not only helpful for employees trying to plan their own careers, but they can prove to be very useful to human resource representatives in regards to planning, recruitment and compensation histories to name a few.

Supervisory training was the fourth component of the plan. Supervisors were trained in, "four key managerial roles and their related skills: coach, appraiser, advisor,

12 Ibid., 43.
and developer. This training ensured that the process would be taken seriously by managers so, in turn, it would be taken seriously by employees.

The Career Planning and Information System was put into place in fourteen (14) different locations. This was done to be sure that all participants would have easy access to a station. Each station was staffed by an employee who could help explain the system when technical difficulties arose, and were also, "trained to spot problems in the process and to notify the appropriate human resources representative of these problems." The results of the system were very positive, in a follow-up survey, Corning employees said that the system was the most improved aspect of the work life at the company. Since these successes, Corning has continued to expand the program to encompass employees in other areas of the country, as well as employees in different areas of the company, outside of the administrative and technical areas.

British Petroleum Exploration (BPX) had found, also because of an attitude survey, that while they were still in a growth pattern, "the employees were being stifled by paperwork and inability to get things done. Although successful so far, BPX was a slow-moving organization where employees, because they felt they had no real influence,

\[^{13}\text{Ibid.}, 44.\]

\[^{14}\text{Ibid.}\]
were reluctant to assume responsibility or disturb the status quo." The new CEO of BPX decided that a fundamental change in the company’s culture was needed. According to Moravec, BPX decided that the only way to change the company’s culture was to induce change on as many fronts as possible. Otherwise, if a slow and gradual approach to change from the top down was tried; inertia from the old ways would eventually stifle the new approach.  

BPX decided to implement a career development program to help with the cultural change. Their program consists of a skill matrices, developed by employees, on a dual career track; and a personal development planning system. Both are designed with the assumption that the employee will be the energy behind the systems. The program was also linked to a new performance appraisal system. These changes, that were designed to work together, are unique in their approach. This is especially true in that they were used as an instrument for change in a large bureaucratic organization which would be inherently slow to change.

The dual career track and skill matrices are unique in BPX. The skill matrix describes the positions in the hierarchy (career ladder) along the vertical axis, and then outlines the skills and competencies needed for each level.

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15 Milan Moravec, and Robert Tucker, "Transforming Organizations for Good," HR Magazine (October 1991); 74.
16 Ibid.
along the horizontal axis. For BPX, "there are two skills matrices for each job family - one matrix for people who want to go into management and another for people who prefer to stay on the individual contributor track."\textsuperscript{17} According to BPX, the only way to assume the top positions, with the top pay, was to assume managerial roles. Individuals such as engineers could not help to achieve these positions unless they went into a management position. "The company decided to develop a dual-career path system—one path for would-be managers and another, truly comparable in terms of responsibility, influence and reward, for individual contributors."\textsuperscript{18}

An employee is allowed to shift back and forth between the tracks as they wish, or as business cycles allow or necessitate. The skill matrices themselves, were designed by the employees and were so comprehensive that all employees knew exactly what was required of them to achieve the next level on the career ladder. The personal development planner and performance appraisal system helped them assess their willingness and their chances for achieving the next step.

The program at BPX has been called a success. One big reason for that verdict is the fact that management wanted to change the culture of the organization and revitalize its

\textsuperscript{17}Ibid., 75.

\textsuperscript{18}Ibid.
employees. The career development program achieved this goal.

The last model that will be discussed is a career development program that was implemented by Disneyland in 1976. Disney has enjoyed a reputation for many years as being a very positive place to work. For many, it is like making a childhood dream come true. Therefore, employees and applicants hold great expectations when they go to work for the company. Disneyland employs large numbers of well educated part-time individuals, so they have a seemingly endless supply of creative and talented applicants. Furthermore, these applicants are enthusiastically seeking full-time employment with the Company.

The program was created in response, in part, to their part-time employees penchant for applying to any salaried position that was posted. The reason behind this is that Disneyland employs many part-time employees, who are also full-time college students. According to Hall, these employees felt overqualified and underutilized. The career program is viewed as a means of providing employees an opportunity to realistically assess their potential in terms of the match with Disneyland requirements.¹⁹

The program at Disneyland is staffed by a counselor, two career representatives, and two clerical personnel. In

establishing the program, the company outlined four primary objectives, aside from the reason previously mentioned. These are:

- Develop a reservoir of human resource talent to staff anticipated future expansion and offset attrition.
- Help minimize mismatches between what the employee wants and what the company needs and offers in terms of employment opportunities.
- Assist individuals in their future career development, including better preparing them for promotion and increased responsibility.
- Help employees develop and increase their self-awareness and to better understand their own personal abilities and limitations.

It was felt that the program would eventually be expanded to facilities in other locations, and other companies that Disney owns. In this way, the company can make the best use of its human resource.

The program itself consists of seven services. The first has been in existence since 1968. This is the Disneyland intern program, and it acts very much like an assessment center, which will be discussed later in this chapter. The intern program lasts for six months and its purpose is to develop a group of high potential management personnel. It is offered twice a year and is open to 30 employees who have worked with the company for at least one year, and have been recommended to the program by a supervisor. It includes weekly classes, as well as on-the-

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Ibid., 82-83.
job training.\textsuperscript{21}

The program also offers employee career counseling. The company hired a full-time career counselor and the service is usually received by the request of an employee. Employees may return for additional sessions as often as they wish. The only restriction is that they must have been in employment for at least 520 hours or three full-time months.\textsuperscript{22} This service is offered in conjunction with career planning workshops. The company offers these, "to help employees determine their career objectives through the development of an individual career plan."\textsuperscript{23} Subjects that are covered in the workshops are: career planning process, goal setting, decision making, job satisfaction, worker effectiveness, resume preparation and interviewing techniques. These classes are held very two months, and again, attendance is voluntary.

The career resource library was established for this program. The library, "includes functional organizational charts, job descriptions for all salary positions, descriptions of training programs, college catalogs, and the Occupational Outlook Handbook, as well as books on occupational trends, career planning, retirement planning,

\textsuperscript{21}Ibid., 83.
\textsuperscript{22}Ibid.
\textsuperscript{23}Ibid.
and so." This type of resource is essential for a career development program. Since career development programs are used voluntarily by employees, it is important that the employees have access to this information so they can make reasonable assumptions and goals about what they can hope to achieve in the future. It also lends the program some credibility because the employees don't feel like the organization is hiding something from them.

Disney has a policy of promoting from within whenever possible, and has achieved an 85 percent rate of hiring for open positions from within their own ranks. When positions become available they are distributed by flyers, and then a weekly listing is included in the employee newsletter.

The company also offers a computerized skills inventory system. This system acts as a database of employees who have used the career development program. It contains, "the employee's educational level, work experience, EEO category, current work classification and experience factors, desired career interests, relocation preferences, and job classifications. This system is updated annually, and it is the first place researched when a salaried opening occurs." The computer will identify possible matches for the open position, and then those employees are called for interviews.

24 Ibid., 85.

25 Ibid.
The last service offered by Disney's career development program is a career forum. These forums are held monthly and feature company representatives that speak about career opportunities for their particular area.\(^{26}\)

This program is very well thought out and in-depth. Disney has gone to great expense to offer its employees a service that is useful, and in many ways pro-active. Most companies will not go to such an extreme. An effective program can be implemented that does not involve the amount of services provided by Disney. A program, to be successful, does require that employees are given enough information, and that the organization is committed to it.

**Analysis of Strengths**

This section will analyze the strength of each model that has been presented. All the programs outlined on the preceding pages have been considered successes, but they all have different approaches to the same fundamental problems. How do you exploit the talent that your company already employs, and lead your employees into a more satisfying career and personal life.

Corning Ware Inc. was unique because of the video tapes that they had especially for the program. These tapes communicated to the employees in a medium that they were all familiar with. Watching videos is probably easier for the employees to learn about the career development program

\(^{26}\)Ibid.
subject because the employee's are able to do so more quickly than if they were to read it out of a manual. It also has the effect of showing the employees that the company is serious about the program because they are able to hear someone speak to them about the program's value. Another aspect of the video tape that is positive, is one video tape that chronicles the opportunities at Corning. This tape chronicles the 500 functional areas that exist in the organization for non-exempt employees. This information is valuable to the employee because it may help them find something that interests them. Once an interest is found, the employee may be motivated to pursue that option further.

The key component to the program at BPX is the dual track. The dual track, which was previously explained, allows the employee to switch between tracks depending on their individual preferences, and even during different business cycles. BPX is a cyclical business dependent on the price of oil, because of this the employee may find one track more fulfilling during different business climates.

An employee who wishes to move around in an organization, but does not necessarily want to be a manager, has the option to stay in the individual contributor track within the career development program. This program works especially well for engineers. It allows the employee to have goals within the organization even after they may be no longer moving upward. Another plus of this track is it
allows the employee to move around in the organization when the business cycle is on a downward turn and there is no room to move up. The employee may move around and learn more about different parts of the company, and hopefully, in the future, be a more effective manager.

The management track is the only way for an individual to reach the very top positions within BPX. This track shows all the employees in the organization the skills and competencies that would have to be acquired in order to reach the executive offices.

Disney's key component in their career development system is the staff that they have hired to administrate the plan. As previously mentioned, Disney employs a counselor, two career representatives, and two clerical personnel. This represents a very large commitment to career development by Disney. It also allows their career development program to change in many ways.

With full-time professional staff in control of the career development at Disney, the program itself will probably be able to stay more up-to-date than a program that is written and implemented as a project by the human resources staff of an organization.

This approach also allows the program to be much more pro-active in serving its customers, and then understanding their career development needs. Another plus is that the career counselors can act as an ombudsman within the
corporate recruiter and become a reference for the employees who are using the program.

This section represents what the author believes to be the strongest components in the three career development programs studied. These components are unique, and they could be responsible for making the particular programs standout above the rest.

**Common Components**

This section details the common components that make up most successful career development programs. This does not suggest that there are no other mechanisms that could have a positive impact on development programs. Many different mechanisms could be used depending on how creative the organization is willing to become. However, these are the most common elements involved in implementing and maintaining career development programs.

**Performance Appraisal**

In two of the previous models, Corning and British Petroleum Exploration, the companies relied heavily on their existing performance appraisal systems to be a key component to their new career development program.

A performance appraisal documents past performance and maps out future expectations for an employee. This document is closely associated with the Compensation Departments of most organizations and is generally used to determine the amount of a merit increase that an employee is able to
receive for a review period.

The performance appraisal uses the job description to determine the duties and responsibilities that the employee is supposed to perform during the review period. However, where the job description is general, or generic, the performance appraisal outlines specific goals for the employee that are related to the job description. It is this relationship that makes performance appraisal very useful to career development. The appraisal is used as a tool to focus on an employee's strengths and weaknesses as they relate to the job.

The focus on the employee is in three different areas: past performance, future performance, and employee goals. By assessing the employee's past performance, an organization can determine the types of skills that the employee needs to work on for the future. By assessing the employee's goals for the future, the organization is better able to determine what types of skills that the employee needs to acquire and if the company can assist in the acquisition of those skills.

The determination of an employee's goals serves as an important tool for the organization in developing an employee's career. The performance appraisal can act as a referral source for the career development program. The information gained from the performance appraisal can help refer the employee to specific components of a career
development program that may be best suited for a particular goal. For example, if an employee has a goal of strengthening his/her writing skills, then it may be appropriate to recommend going back to school and using the tuition assistance component of the career development program. Conversely, the company can also use performance appraisals as an ongoing needs assessment of employee's opinions about the organization and their careers. This information can help determine whether the career development program is worthwhile or in need of further refinement to better suit the needs of the employees' and ultimately, the company.

A performance appraisal system offers many different benefits to an organization in addition to career development as discussed in this document. This is one reason that in the case of both British Petroleum and Corning, the appraisal systems were developed before the career development program was conceived. In many ways, performance appraisal lends itself to career development which allows great flexibility in terms of the design of the system. This way, the two programs can be developed separately, but with little modification, an existing appraisal system should be easily integrated into a career development program. This paper recognizes the importance of performance appraisal to career development programs but does make any recommendations on how a company should design
their own appraisal systems.

Mentoring

Mentoring has become a very popular method of career development within organizations. In fact, the concept is very closely allied with behavioral science giving it credibility, structure and some degree of measurability. A definition of mentoring was set forth by Kram in 1985, "Mentoring can be defined generally as relationships between junior and senior colleagues, or better peers, that provide a variety of developmental functions."27

Mentoring will take place in an organization. People form relationships and learn a variety of things. Attempting to manage these relationships is what an organization must do to make this an effective and positive tool for career development.

The concept of mentoring is not really a new one. It was prevalent in the late 17th and 18th centuries, and it could be expected that all new entrants into the work force, and more specifically, a career field could expect to have a mentor, patron, master or sponsor. In fact, according to Kaye, "this type of support system was the mainstay of the early guild and craft union apprentice programs. The industrial revolution more or less ended the concept of mentors for those in the so-called labor force, though it has continued, mostly informally, at the managerial and

27Hall, 161.
junior executive level."\(^{28}\)

The reason that mentoring is so effective is that there is no substitute for personal advice, assistance and support from somebody that knows the ropes and is in a position to help others up the organizational ladder. One way of viewing a mentor-protege relationship is that even though no direct reporting relationship exists between the two; the mentor can actually act as a very effective enabler for the protege. The mentor will have much more knowledge of the organization, its people and generally how work flows within the company, because of the senior person's experience, organizational rank, and influence in the organizational context.

The mentoring relationship can be broken down into several different models. Dram suggests that a mentor functions across two broad categories; career functions and psychological functions. The category of career functions will include several different roles such as: sponsorship which will open doors, coaching which teaches the junior "the ropes", protection from uncontrollable mistakes, exposure to new opportunities and challenging work to stimulate the junior's growth and confidence.\(^{29}\) It is this category that is most often thought of in terms of career


\(^{29}\)Hall, 162.
development and would be the easiest to track and measure in terms of a formal career development program.

The second function of a mentor may not be quite as easy to measure and may not be seen as important to the career development process. However, without this process of continually happening there would probably not be a chance of the first function working at all. This is the psychosocial function and it will provide to the junior such services as role modeling to learn behavior valued by the organization, counseling to explore personal and professional problems, acceptance and confirmation to provide support and build self confidence, and finally friendship for mutual caring and intimacy that extends beyond work requirements.\(^{30}\)

The reason that this function is so important is that if a new junior does not pass the joining-up process in a firm relatively quickly then he will probably not be a long lasting contributing member of the firm. This can be even more disastrous if the individual could have made a significant contribution but was never comfortable enough to become a part of the "team"; or if the "team" was never willing to give the individual a chance. A mentor may have been able to break down those barriers, both within the individual and within the organization.

Another model developed by Phillips-Jones builds on the one just discussed. In this model, a distinction is made

\(^{30}\)Ibid.
within mentors. They are primary and secondary mentors. A primary mentor is perceived as the most desirable kind and is characterized by the individual being more altruistic, unselfish and caring. The secondary mentor will view the mentoring relationship with a more business like approach; using the contact to meet organizational ends and benefit both individual's career advancement.\footnote{Ibid., 163.}

Why would an organization want to have a mentoring program? An organization would want to have a formal mentoring program because in many respects, one already exists within the organization. If your organization employs more than one person, then an informal mentoring process exists. Therefore, to institute a formal program is relatively easy and very cost effective since the major components to the program are already in place. The fact that an informal process already exists is one of the most important reasons for instituting a formal program. The reasoning for this is simple. In our society, people were raised being negatively reinforced and being human; we learn to very quickly apprise a situation and then begin to focus on the negative. It does not mean that the "state" of things is all that bad, it just happens. In the 1920s, at the Western Electric plant in Chicago, a group of researchers discovered that by varying the brightness of the lights in the plant; the workers productivity improved.
turned out that the workers appreciated the attention and in turn, worked harder. The implementation and maintenance of a formal mentoring program will have the same effect for both senior and junior employees.

It should not be very difficult to attract volunteers to a program. Mainly for the reason previously mentioned, and also because people have a need to be social and feel that they are a part of something. A senior employee may want to participate because it is a way to repay help he or she may have received, or as a way to gain a higher profile within the organization and possibly keep moving up the ladder.

Mentoring can only be measured subjectively. That is not to say that it cannot be quantified, only that its results may or may not stand out. Probably the most effective way of measurement is an attitude survey of the employees involved and then tracking their programs and performance in the organization over time.

There are negative sides to mentoring that are usually associated with improper placement of the senior and junior together. An assessment should be made regarding each relationship after it has been established to be assured that the participants are compatible. Another reason that a relationship may not be productive is that employees bring

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their life stage "baggage" to work with them each day. According to Kram, "mentoring relationships can become destructive if during the middle career period the senior colleague enters a mid-life transition in which self-esteem and identity are called into question . . . the mentor becomes too self-absorbed to continue to provide mentoring functions and/or the junior becomes a threat rather than an asset during a period of personal upheaval." With attention paid to maintenance of a formal mentoring program, these issues can be avoided in many instances and incompatibilities can be discontinued quickly. Finally, Leibowitz, Farren and Kaye outline principles needed to ensure an effective mentoring program:

- Assure that participation of mentors is strictly voluntary.
- Allow mentors freedom to work with employee proteges in ways that best suit their own styles and time constraints.
- Develop through mentor-protege assignments, arrangement that maximize networking possibilities for the employee protege.
- Assure that mentors and employee proteges share their expectations in order to reduce problems of overly high expectations.
- Develop rewards, especially through feedback and visibility, for mentors.
- Keep the manager of the employee protege closely informed about program activities and individual

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33 Hall, 163.
Following these steps will enable the human resources practitioner to develop an effective mentoring program in their company.

**Assessment Centers**

Assessment centers are another component that can be used as a part of a career development program. According to Peter Cairo and Karen S. Lyness, "because assessment centers focus on observed behaviors, job related performance dimensions, and detailed feedback, they provide invaluable input for participants to use in charting their careers."

Another focus of assessment centers is that they are used to mainly assess an employee's potential for further advancement. The center does not focus on performance. An individual may be performing at an exceptional level in a position and would of course be a candidate for promotion. However, there is no law that states that he will be able to function effectively in a position with more responsibility, or even different responsibilities. The employee may be at his own personal capacity and a promotion may destroy the person's career. In this scenario, an assessment center

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would spot the problem before a promotion was made.

Generally, an assessment center will be at an off-site location, and participants will attend exercises there for one to three days. These exercises will include psychological testing, so the assessors may judge personality and motivation; and behavioral exercises so actual reactions to situations can be judged. The behavioral exercises simulate higher level job requirements and consist of tests like the "in basket", in which the participant is required to sort through a list of problems and then prioritize them. The individuals are judged by the team on how well they solved the problems in the "in basket". Other exercises put a group of people together and assign a problem to them. The judges observe how the group interacts together, and who becomes the leader or facilitator of that group. At the end of the session, "the assessors hear the reports and together make judgments about the participants' skills and abilities."  

In most situations, the participants are aware of the results of the assessment. According to Beverly L. Kaye, "when individual results are provided to employees at the end of an assessment center session, participants are exposed to vital information they can readily apply to their

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These self profiles contribute to their self awareness which, in turn, helps the individuals make better decisions in regards to their careers and what they hope to achieve.

**Computers**

Many companies have recognized a need for computers to be an integral part of their career planning model. With organizations changing at an increasingly faster pace, and the demands that are already on the Human Resources departments, the technology has become a popular tool for career development programs.

The computer is mainly used for two purposes: (1) self analysis and career interests, and (2) a database for employees to view job descriptions, career paths, and current openings.

Computer systems for career planning had their start in high schools and colleges, and were mainly designed for use by students. According to Minor, "these early systems were designed primarily to retrieve and summarize occupational and educational information based on comparisons of students' profiles." After they had been evaluated, the military and private organizations began to seriously develop comparable programs. Most of these systems were being written in the late 1960s.

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37 Kaye, 93.

38 Hall, 207.
The computer is an excellent tool for use in career development programs because it, "serves as an information management tool because of its ability to compare and summarize the numerous complex categories of information involved in the process." It can easily be used for self analysis, in fact, any psychological profile that is currently in paper form could be put on computer so that an employee could quickly and easily receive a personality, interest, and skills assessment profile that is as good as the paper and pencil tests that are currently available. For example, a Myers-Briggs personality indicator could easily be adapted to a computer application. An organization using these types of tests in the form of a computer application would be giving a powerful tool to their employees. Tests such as these are generally very popular with individuals and serve as a motivator to employers who will want to use their self knowledge to actively improve their skills.

The computer is useful to a career development program in terms of being used as a database. It is the perfect instrument for organizing company-wide job descriptions, organization charts, and proposed career paths. This database can search for matches between an employee's self assessment profile and the requirements of all the other positions in the organization. If the company is constantly

39 Ibid., 208.
updating the database, the computer could easily identify possible candidates for open positions provided they were participating in the program.

The computer applications can also direct the employees through the entire career development program. In fact, The Cleveland Clinic Foundation requires employees, "to use the system on their own time as a way of reinforcing the principle that one should take personal responsibility for one's career." However, the CCF has, "also concluded that a computer-assisted system . . . cannot function effectively as an independent service. Though one of CCF's objectives is to reduce the amount of time spent by human resource professionals in responding to individual career issues, it seems that employees will still require mentors or sponsors to provide individual support."

Unfortunately, a career development program must still require the human touch which will cost the organization the time of their human resource professionals, but the benefits of a computerized approach should greatly reduce the time needed.

Training

The last component focuses on training. This does not mean that there are no other components that go into career development programs; only that most career development

40 Ibid., 215.
41 Ibid., 216.
programs include some aspect of the key components that were outlined in this chapter.

Training, when used in the content of a career development program can take on many different forms. The biggest use is probably training employees on how to use the career development program itself. For example, 3M's program offers, "management training on career counseling . . . and career growth workshops that offer four sessions over four weeks to aid in assessing oneself and one's current job as a base for growth, making action plans, and holding discussions with one's supervisor." The latter type of training will sometimes be held in conjunction with, or in replacement of a computerized skills assessment.

An organization must decide if they want to teach their employees the skills necessary to change jobs. This can become very expensive and will usually be done only in areas where shortages exist. It would also be unlikely that an organization would invest in job specific skills for professional levels of an organization.

The use of training, in conjunction with a career development program is probably used to teach the employees how to use the program effectively. The employees need to be taught how to use the system and not be afraid of it. For many individuals, computers remain a mystery, and

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relying on the computer for the career development program, may alienate some employees. This might be one area where a computer could fall short. If a program is to be done by the employees, then it should be worthwhile to the organization to make sure that they are able to use the system to their fullest potential.

Another use of training could be to help an employee answer the hardest question of any career development program, "Who am I?" An employee should begin a career development search with this question because learning about oneself will help define the types of occupations that the employee could be interested in, but, more importantly, a position in which the employee could succeed. With these skills, an employee would be able to then use a computer solely for a database on career paths.

The last type of training that would probably be effective in conjunction with a career development program is basic communication techniques. In fact, this would also help the organization as a whole on many levels. If employees are given the skills to communicate more clearly and resolve conflicts more effectively, it will help them communicate across organizational lines more freely and give them confidence to express interest positions that are becoming available.

As with anything, the opportunities, as well as the costs in designing training programs can be substantial.
The key in the design and implementation of an effective program is to perform a needs assessment on the program and decide where the employee's lock skill, or where the program lacks clear explanation. Furthermore, an assessment of this type should be done periodically so that the organization is alerted to any changes in the perception of the career development program, or if there are any changes in the way that the employees view the organization which may impact the program.

**Conclusion**

The models discussed in this chapter exposed common components that many career development programs contain. These tools are performance appraisal, mentoring, assessment centers, computers, and training. This does not mean that all of these components need to be present for a career development program to work, only that these seem to be used quite often with an apparently high degree of success.

Probably the most important finding in this comparison is how career development programs are used by an organization. On the surface, programs all have the same goal, to develop an employee's potential for success within the organization. However, organizations are using programs for many reasons. They can be used to strengthen employee morale, to facilitate change within an organization, and to help employees assess their strengths and interests. This review shows that career development programs are a powerful
tool that can be used with many different organizational goals in mind, and that a program can have a profound affect on employee morale. This means that a program should be constructed so as to not send the wrong message to employees.
CHAPTER III
DATA ANALYSIS

Introduction

The research for this paper was conducted for the office products group at one of the world's largest stationery manufacturers. Revenues for 1992 were 2.62 billion dollars. The company has recently gone through a merger which blended product lines but has not necessarily blended cultures. The company commissioned the survey because of concern over the exempt level employees in 12 of their manufacturing plants in the United States. In these plants, turnover was running at approximately 27%. The employees at these plants did not feel that there was any chance at promotion within the company because they were too isolated from headquarters. The intent of the survey was to find out what types of programs and tools that employees would be interested in regarding career development, and what they knew was currently available to them. A general finding of the data is that the survey participants do indeed feel isolated and that any program that the company might implement would probably be viewed positively in the beginning.

The method that the company used to assess the
employees' attitudes was similar to the method used by Corning. Instead of implementing a program that managers considered to be useful to employees, they surveyed the employees to find out what they actually wanted in regards to a career development program.

This is a valuable first step because it shows that management wants to understand the issues in the workplace so that a place can be developed that specifically targets those issues. The only danger with this method rests with the possibility of inaction. If the company asks for employee's opinions, then expectations are going to be raised, the company must act on those opinions to show the employees that they are serious about change in the workplace.

The data from the survey that was mailed to the manufacturing plants was quantified in many different ways. Our database consists of the responses of the 231 surveys that were received back from the mailing. The questions were then asked in many forms: simple yes and no, questions that used a standard likert scale, demographic questions, and finally short answer/comment questions.

The responses were averaged, and then broken into several cross tabs, usually demographic, to look for trends. This paper concentrates on the section of the survey that lists different career development program components and asks which ones are available to the employee currently.
This section also provides the person responding the opportunity to answer whether or not they would be interested in seeing each particular program component implemented at their facility.

Information on the standard deviation and standard error are based off of the responses to the currently available category. This is done because almost universally, the responses to whether employees would like to see the career development tools listed were almost always over 90%. This response rate occurred because employees would appreciate the extra attention given to them in regards to their careers. Therefore, at this stage, any program or tool having to do with career development would be considered a positive.

The data from this section was then broken into two divisions: male and female. This provides us with two pieces of information. First, we see the differences in perception between the two genders as to what is really available to them, and then we find out what they would like to see implemented in the future. It is fascinating to see that there are differences in perceptions, in what should be a subject that is clear cut and available to everybody.

This chapter breaks down the data collected into four different areas: personal, organizational, general, and specific career development areas.

The data was quantified using Lotus 1-2-3 and SPSS/PC+.
These questions represent the employee on an individual basis. They are specifically asking if the company is presently meeting some of the personal/psychological needs that the individual has, to keep growing professionally. If the respondent does not believe a program is available, they are asked if they would like to see the company implement a program to try and meet those needs.

The questions that represent the personal needs of the employee follow:

**TABLE 1**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>13.7%</td>
<td>93.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>14.8%</td>
<td>92.9%</td>
<td>.357</td>
<td>.058</td>
</tr>
<tr>
<td>Female</td>
<td>10.3%</td>
<td>100.0%</td>
<td>.310</td>
<td>.029</td>
</tr>
</tbody>
</table>

This question is asking the employee if they have taken the time to think out a personal career development plan, not if they have access to one. A very low percentage of the respondents say that they have one currently available. All of the female respondents said that they would like to see one available to them. Both the standard deviation and the standard error for this finding are large, but that is
due to the relatively small sample size.

### TABLE 2

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>6.8%</td>
<td>87.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5.0%</td>
<td>88.5%</td>
<td>.220</td>
<td>.189</td>
</tr>
<tr>
<td>Female</td>
<td>3.5%</td>
<td>80.7%</td>
<td>.019</td>
<td>.036</td>
</tr>
</tbody>
</table>

Interestingly, this component was not seen, relative to responses to other questions, as important to a career development program. As double income households have become increasingly common, more issues arise when one spouse is offered a position in another geographic area. However, that does not seem to be seen as a key component to a career development program. The findings still indicate overwhelmingly for such a service, but they are not as strong as the findings in most of the other questions. It may be that the respondents do not feel that this type of service is considered a part of career development, but should be offered separately. Again, both the standard deviation and the standard error are large due to the small size of the sample.
<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>24.7%</td>
<td>94.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>26.0%</td>
<td>94.8%</td>
<td>.440</td>
<td>.037</td>
</tr>
<tr>
<td>Female</td>
<td>21.4%</td>
<td>100.0%</td>
<td>.418</td>
<td>.079</td>
</tr>
</tbody>
</table>

This response shows that our survey sample would, on the whole, want to see some sort of annual community/counseling that focused on their development. The percentage of respondents that say that this is currently available to them, probably receive feedback from their managers on a regular basis. The female respondents all say that they would like to see this service as a part of the career development program.

This finding is consistent with the three career development plans outlined in the previous chapter. All of those plans consider communication with the employee important to both the program, and the employee’s success.
TABLE 4

SKILL ASSESSMENT AND PERSONAL EVALUATION TOOLS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>18.7%</td>
<td>93.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19.8%</td>
<td>93.3%</td>
<td>.400</td>
<td>.034</td>
</tr>
<tr>
<td>Female</td>
<td>14.2%</td>
<td>93.3%</td>
<td>.356</td>
<td>.067</td>
</tr>
</tbody>
</table>

A relatively high percentage of the respondents say that they have evaluation tools available to them, but the respondents also say that they would like to see them available. This could mean that they currently have these tools available to them, but they would like to see more, or that the tools are available to only a select group.

Summary

The response to these questions, as with all the others, show a very large standard deviation and standard error. This is in part due to the small sample taken in this survey. The 2-tailed probability in the pooled variance estimate also confirms that our sample is probably too small to reject a null hypothesis.

In the above questions, a range of five to twenty-five percent of the survey participants currently have personal components of a career development plan. The percentages between genders are stable with more males responding that
personal programs are available to them. On the average, there is a four percentage point difference between male and female responses to this group of questions.

An explanation to this difference might be found in adult development theory. Most developmental theories have traditionally focused on men, making it difficult to predict what women's needs are during different stages of their career. Erikson's development theory is considered to be a male-centered theory, and he assumed that females would follow the same stages as males, but, "notes that male and female development is similar in many ways, he does indicate that the unique experience associated with gender must be taken into account." \(^43\)

Theories now suggest that differences lie more in process. Roberts and Newton, focusing on the age thirty transition for women, "reported that the women progressed through the same age-linked sequence of stable structure-building and transitional periods as Levinson's male subjects. The timing and nature of the developmental tasks were similar for men and women." \(^44\) This suggests that a program needs to be aware of gender differences to be effective throughout the entire organization. Reinke states that, "it is reasonable to conclude that efforts to transfer


\(^{44}\)Ibid., 80.
directly findings based on the study of men to the life course of women may lead to oversimplified or erroneous conclusions. "^45

The recognition of gender differences is an important point. On average, more men (about 5%) believed they had personal career development options open to them, than women did. Programs like job-finding for spouses and skill assessment tools could easily be gender based because they do not take into account the differences between them.

An interesting note in this section is that a spouse job-finding program after relocation is not seen as important by females as it is by the males. However, all the other questions regarding personal programs showed the women more interested than the men in the implementation of these types of plans.

**Organizational**

The next group of questions focus on organizational need issues. The issues concern themselves with the staffing of the organization, succession planning, and what skills the organization is currently in need of. These are generally programs and policies that are put into place by an organization for their benefit and the benefit of their employees.

The organizational questions follow:

^45Ibid., 81.
This refers to an organization publishing career paths from the bottom to the top in an organization. It would allow the employees to know what is possible for them from their present position within the organization, and it helps them see what other occupations can do within the organization.

It is apparent from the table, that the survey respondents are overwhelmingly in favor of information like this being made available to them.
TABLE 6
EXPANDED LISTING OF JOB OPPORTUNITIES FOR EXEMPT POSITIONS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>20.5%</td>
<td>97.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18.2%</td>
<td>97.2%</td>
<td>.388</td>
<td>.032</td>
</tr>
<tr>
<td>Female</td>
<td>31.0%</td>
<td>96.6%</td>
<td>.471</td>
<td>.087</td>
</tr>
</tbody>
</table>

An expanded listing of opportunities, in this case, means that the company makes known to all employees all the jobs available throughout the nation, instead of just one geographic area, or facility.

The survey respondents see this program as something well within reach at their company, and said that they would like to see this program, with a response rate of 97%.

TABLE 7
FORMAL MENTORING PROGRAM

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>5.5%</td>
<td>85.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5.5%</td>
<td>85.6%</td>
<td>.231</td>
<td>.019</td>
</tr>
<tr>
<td>Female</td>
<td>0.0%</td>
<td>92.3%</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>
A formal mentoring program refers to the establishment of company volunteers to help new and young employees in learning a company's culture, norms and values. The mentors help the employee learn their way around the company and can even act as a link to a higher level within the organization.

The participants in this survey were not as excited about this program overall. However, female respondents felt that this would be more helpful than the male respondents did. The organization may be "top-heavy" with men causing the women to feel shut out of the organization. If this were true, a formal mentoring program might be seen as a way to be noticed in the organization.

**TABLE 8**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>8.3%</td>
<td>92.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>9.5%</td>
<td>92.4%</td>
<td>.295</td>
<td>.024</td>
</tr>
<tr>
<td>Female</td>
<td>3.4%</td>
<td>92.5%</td>
<td>.186</td>
<td>.034</td>
</tr>
</tbody>
</table>

This type of program refers to a company employing career counselors that help the employees assess their skills and interests in regards to determining a career path. Of course this can be a very expensive proposal, but
one that could be worth it if there is heavy turnover because of a perceived lack of opportunity within the organization.

This is a popular choice with the participants. This might be saying that the organization is confusing to them, and that they would benefit by seeing a person whose function it was to help them define their careers in the organization.

TABLE 9
INCREASED USE OF LATERAL TRANSFERS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>16.8%</td>
<td>82.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18.0%</td>
<td>81.9%</td>
<td>.386</td>
<td>.033</td>
</tr>
<tr>
<td>Female</td>
<td>14.2%</td>
<td>83.3%</td>
<td>.356</td>
<td>.067</td>
</tr>
</tbody>
</table>

Lateral transfers allow employees in companies with flat hierarchies the mobility to move around the company and become trained in different fields. It is one way a company can keep people from leaving, and eventually the company will benefit from a more highly trained workforce.

While a large percentage of the respondents were in favor of lateral transfers, they did not think it as important as some of the other programs that could be
offered.

TABLE 10

COMPREHENSIVE LISTING OF POSITION SKILL AND LEADERSHIP REQUIREMENTS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>11.6%</td>
<td>95.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>10.5%</td>
<td>94.1%</td>
<td>.308</td>
<td>.026</td>
</tr>
<tr>
<td>Female</td>
<td>00.0%</td>
<td>100.0%</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>

In some organizations, skill and leadership requirements are known as the core competencies. These competencies are skills the individuals must have to be a success in the organization. These competencies are either universal, or found in a certain group of jobs within the organization. The female respondents to the survey indicate that they do not have such a listing available and would like to see one, while some of the male respondents say that they currently have such a listing.
### TABLE 11
TUITION REIMBURSEMENT FOR FORMAL HIGHER EDUCATION

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>89.9%</td>
<td>98.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>90.0%</td>
<td>99.2%</td>
<td>.301</td>
<td>.025</td>
</tr>
<tr>
<td>Female</td>
<td>90.6%</td>
<td>96.6%</td>
<td>.296</td>
<td>.052</td>
</tr>
</tbody>
</table>

This is quite possibly one of the most common benefits offered by companies. Most of the participants in the survey say that tuition reimbursement is available to them. The responses in the "would like to see" column suggest that they might want to see some changes in the benefits of the program.

Many companies have tuition reimbursement as a benefit even when they don’t have a formal career development plan. This is a very simple way for a company to provide a means to an employee for personal development, without the organization having to devote too many resources. However, even when a company has a formal plan, tuition reimbursement is a very key component to career development.
A large percentage of our respondents indicated that lateral transfers are currently available. Lateral transfers can be an effective development tool because it allows an organization to continue to develop an employee without having to promote them, and thereby increasing labor costs. This tool is also effective for an employee because it increases their marketable skills. Furthermore, lateral transfers help keep work interesting and rewarding, especially in the case of the plateaued employee.

### TABLE 12

**LATERAL TRANSFERS**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>38.5%</td>
<td>86.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>41.4%</td>
<td>88.2%</td>
<td>.495</td>
<td>.043</td>
</tr>
<tr>
<td>Female</td>
<td>28.5%</td>
<td>88.8%</td>
<td>.460</td>
<td>.087</td>
</tr>
</tbody>
</table>


This tool is apparently available to only a very few of the sample population. In fact, only 6.3% of the males said it was currently available, and none of the females responded that it was available.

An internship in a position outside of an employee’s current position is helpful to both the employee and the organization. The employee expands valuable skills that could lead to greater marketability while the organization gains an employee with a better understanding of how different departments work together to provide a good or service.

Summary

In many cases, the respondents of the survey do not believe that they have the opportunity of the programs that were asked about, with the exception of tuition reimbursement for formal higher education. A total of 89.9% of the participants said that it was currently available,
giving this question the highest response in the group. There is a trend in this group that seems to be in contradiction with the group of questions regarding personal issues. Females tend to be markedly different in their responses to the currently available section. For example, when asked about a comprehensive listing of position skill and leadership requirements, 10.5% of the men said that such a list was currently available. However, none (0%) of the responding females said that it was available; and 100% said that they would like to see it.

In a reversal of this trend, the females outnumbered the men when responding to the question about expanded listing of job opportunities for exempt positions. The females responded with a rate of 31% that an expanded listing was currently available, while only 18.2% of the males believed that it was.

In a broader sense, it seems that questions that relate to programs/topics which require manager or superior involvement do not get used by the women. Some of the areas where this holds true, besides the personal section (the first group of questions) are: formal mentoring program, formal career consulting, increased use of lateral transfers, comprehensive listing of position skill and leadership requirements, lateral transfers, and internship in position outside current experience.

This trend raises several questions that cannot be
answered within this context. It may be that the opportunities are not communicated well through the organization. It's possible that the organization discriminates against women by withholding these career development tools. Last, perceptions may play a part in the difference of opinion. What a male sees as a formal mentoring program may not elicit the same reaction in a female. Whatever the reasons, the differences highlight the need for clear and concise communication of the organization's career development program.

As in the last section, both males and females responded positively that they would like to see these programs implemented at this organization.

Training

This group of questions focuses on training opportunities for upgrading an organization's workforce as well as training employees on how to manage their own careers and work within the framework of the career development program that currently exists within the organization.

The training questions follow:
## TABLE 14
**CROSS TRAINING OPPORTUNITIES**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>28.4%</td>
<td>95.5%</td>
<td>.456</td>
<td>.038</td>
</tr>
<tr>
<td>Male</td>
<td>29.1%</td>
<td>96.5%</td>
<td>.456</td>
<td>.038</td>
</tr>
<tr>
<td>Female</td>
<td>27.5%</td>
<td>100.0%</td>
<td>.455</td>
<td>.084</td>
</tr>
</tbody>
</table>

Twenty-eight percent of our participants said that cross training opportunities are currently available. This average is in keeping with the responses to the questions about lateral transfers. In both cases, respondents would like to see more availability of these opportunities.

## TABLE 15
**SUPERVISOR TRAINING IN CAREER PLANNING AND DEVELOPMENT**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>15.8%</td>
<td>92.3%</td>
<td>.361</td>
<td>.030</td>
</tr>
<tr>
<td>Male</td>
<td>15.2%</td>
<td>91.4%</td>
<td>.361</td>
<td>.030</td>
</tr>
<tr>
<td>Female</td>
<td>26.6%</td>
<td>100.0%</td>
<td>.450</td>
<td>.082</td>
</tr>
</tbody>
</table>

All of the female respondents would like to see supervisors given training in career planning and development. This type of training is key to many programs,
such as Disney, and it enables supervisors to take a more proactive role in the development of their employees.

TABLE 16

FORMAL LEADERSHIP TRAINING

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>30.7%</td>
<td>96.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>29.9%</td>
<td>98.6%</td>
<td>.460</td>
<td>.038</td>
</tr>
<tr>
<td>Female</td>
<td>27.5%</td>
<td>96.5%</td>
<td>.455</td>
<td>.084</td>
</tr>
</tbody>
</table>

Many of our participants wrote that they had attended leadership seminars which account for the 30% average response that this training opportunity was currently available. However, an average response of 96% said that they would like to see the training to be offered in the future.
An average of 85% of the respondents said that their company currently used a performance appraisal system. These systems are valuable because they set up regular meetings between employees so they can talk about past performance issues, and future performance expectations. These meetings also allow for dialogue on training desires and goals, and since they are regularly scheduled, allow an employee to track progress over time.

### TABLE 17
PERFORMANCE APPRAISAL SYSTEM

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>85.1%</td>
<td>90.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>84.1%</td>
<td>90.0%</td>
<td>.367</td>
<td>.030</td>
</tr>
<tr>
<td>Female</td>
<td>93.3%</td>
<td>92.8%</td>
<td>.254</td>
<td>.046</td>
</tr>
</tbody>
</table>

### TABLE 18
EXTERNAL WORKSHOPS FOR PERSONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>60.6%</td>
<td>96.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>61.7%</td>
<td>97.1%</td>
<td>.488</td>
<td>.041</td>
</tr>
<tr>
<td>Female</td>
<td>61.2%</td>
<td>100.0%</td>
<td>.495</td>
<td>.089</td>
</tr>
</tbody>
</table>
An average of 60% of the survey participants said that they are currently able to attend external workshops. Workshops are often used to keep a professional's skills up to date and allow for the free exchange of ideas among individuals with the same backgrounds. The respondents replied, at a rate of 96.9%, that they would like to see this practice continued.

**Summary**

This section yielded the highest responses in the currently available category of all the groups of questions. The response rates range for 15% on the low end and reach 93.3% at the top, which says that their organization is currently training their employees in different areas as well as in leadership and management.

In answer to the question about supervisor training in career planning and development, females responded at a rate of 26.6% while the males responded at only 15.2%. That is the only significant difference in this question group between genders. This may say that the organization has made available training to everyone, or their might not be as many ways to interpret formal training programs.

This section also says that the employer has a vested interest in its employees because of the money that is being spent on them. It does seem, however, that they may lack an effective communication plan that really lets the employees know what they are getting and what is really available to
them.

**Career Counselors**

This last question deals with whether or not a career counselor would be a helpful presence in the human resources department. A position of this nature can be very effective in getting people involved in the career development process.

**TABLE 19**

HUMAN RESOURCE DEPARTMENT CAREER COUNSELORS

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Currently Available</th>
<th>Would like To See</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>7.0%</td>
<td>73.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>7.0%</td>
<td>71.7%</td>
<td>.257</td>
<td>.022</td>
</tr>
<tr>
<td>Female</td>
<td>0.0%</td>
<td>80.7%</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>

Only 7% of the males said that they currently had a human resource career counselor, and none (0%) of the females said that one was available to them. Another point of interest in this question is that the participants did not respond at a high rate when asked if they would like to see a career counselor. Although the percentages are overwhelmingly positive, they do not match the response rates that questions in the other three sections routinely received.

Many times, a career counselor in the human resource department is a valuable tool. This position can act as an
ombudsman providing training in how to use the career
development program at the organization, and communicating
its existence to the employees so that they might be
encouraged to use it.

A career counselor can also be good for the
organization itself. This position can act as an internal
recruiter and help plan for succession in all parts of the
company. This position would know the people that were
involved with the career development program, and would be
able to recommend, and even interview candidates for open
positions.

**Conclusions**

The questions from the survey really point out two
things in regards to career development programs. First,
there is really no component of a program that an employee
would not want to see implemented. Second, gender seems to
play a role in perception as to what is available in an
organization.

The fact that employees responded positively to every
question in the "would like to see" category says that
employees are interested in career planning, and see it as a
positive addition to the organizational structure.

Participants did not respond so convincingly in the
"currently available" category. It seems as though many
people were not sure if certain programs were available to
them, or they did not know the programs existed at all.
These responses point out the need for a well designed communications program so that every employee clearly knows that the program exists, and what it can do for them if they choose to use it. It might be that the respondents believed that some of these components were currently available to them. However, it might only be available to them on a personal basis. For example, because of a caring manager or an employee’s own commitment to career development.

The data does suggest that employees would welcome any step toward the implementation of a career development program, which gives management a more flexible hand in designing a plan.

The model that will be built in the next chapter will add to the component of tuition reimbursement programs as well as maintaining the continued possibility of lateral transfers within the organization to broaden the employee’s skill base.
CHAPTER IV

PROPOSED MODEL

Introduction

In the past chapters, this paper has focused on the common components of career development programs; and the results of a survey inquiring about the kinds of components employees in a manufacturing organization would like to see implemented. This chapter will focus on a model of a career development program that will take into account, what the research has revealed as the best components as well as what the survey participants have said they want.

This paper will build the best program possible, and it will be assumed that this model would work best for a large corporation with a genuine commitment to career development. This model will attempt to address possible problems but it cannot hope to understand every one that may arise.

This model also takes into account the existence of the tuition reimbursement program already in place at the company. The plan will expand the scope of career development at the target company with new tools that the employees have said they would like to see, but it will also keep in mind the existing programs at companies described in chapter two.
A career development program of this size and magnitude cannot be implemented quickly. It will be costly, from the standpoint of labor, and it will cost in technology also. The "roll out" of a program needs to be carefully thought out and planned for. Essentially, planning is the first step. The plan is developed so that the persons in charge can understand each phase of the implementation. This model assumes that the company already has a performance appraisal system in place and that the career development program will take that into account by designing the program to use the appraisal system with little or no modification. However, as will be discussed, the performance appraisal will be modified to become the trigger for the employee to begin the career development process. Performance appraisal has too many other uses in an organization, and designing both programs simultaneously would be too big of a job. It is an easier task to modify the future goals section of the current appraisal program to fit the new career development plan, than to wholly redesign the appraisal. The following figure shows each step in the process for implementing our career development program:
Planning

Develop "Costing" Strategies

Needs Assessment

Job Analysis

Hire Internal Recruiter

Establish Mentoring Program

Database for Employee Skills and Job Requirements

Begin Training Programs on Needed Skills

Figure 1. Implementation Model

Using a strategic plan will also aid in the development of a budget. A budget is necessary because the human resource department needs to prove how valuable the program is to the organization. This is done by treating the career development program as an operating unit of the company and making it accountable to a "bottom line." This is done by simply calculating turnover costs, training costs, and any other cost associated with employee's tenure at the company that can be attributed to career development. According to Manzini and Gridley, "Today, human resources planning is recognized as including programmatic interventions that 'proactively' shape availability--such as career development, succession planning, and appraisal systems for
performance and potential.\textsuperscript{46} This plan will be the career development program's reason for existence.

To lend more credibility to the career development program, the planning process should also take into consideration the companies' mission statement and try to align the goals of the career development plan with that statement. This alignment will ensure a consistent corporate vision.

When the plan model has been put into place, the implementation of the program should follow in phases. These phases will act as building blocks for the plan. Each component needs to be in working order and in place before the next component can be added to it. This is much like building a house where foundation has to be made first before the framing can be put on it. Also, by implementing in phases, the committee (or person) in charge of the program can gauge organizational reaction to each component and make continual changes in both the currently implemented components as well as future ones.

Flexibility should be a top priority of the career development program. As stated earlier, organizations are changing at a rapid pace in response to foreign competition and new technologies. A career development program will have to plan for, "the need for people with increasingly

\textsuperscript{46}Andrew O. Manzini and John D. Gridley, Integrating Human Resources and Strategic Business Planning (New York: AMACOM, 1986), 19.
specialized skills, higher managerial competencies, and commitment to new levels of excellence, with professional qualifications in disciplines that did not exist a few decades ago." 47 This sounds like a tall order, but it does highlight the need for the program to be flexible. Flexibility is really more of an attitude towards the program. All that really has to be done is to be committed to change, and stay aware of the market place so that the program can always meet its demands.

**Phase One**

The career development program needs to be shaped by two different groups. First, the employees who will use it. Second, the organization which will implement and pay for the program. To be certain that the program will serve both of these "customers", a needs assessment must first be performed with both of these groups.

An assessment will essentially take the idea of career development and let it be molded by those who will use it. This approach is a good way to get both groups to buy into the concept because it allows them to say what they would want to use such a program for, and how they would want to use it.

A description of career development programs, along with its uses should be effectively distributed or communicated to all individuals who will be involved in the

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47 Ibid., 3.
assessment. If the individuals have been given advance notice they will be better equipped to respond with helpful suggestions than if they were given no warning or knowledge of the subject.

The assessment itself should take place using three different methods: individual interviews, focus groups, and survey research. Each method will be broadcast to an increasingly larger audience, with the goal that the most amount of people in the organization possible had a hand in the program's development.

Individual interviews should be held with the top management of the organization for three reasons. First, they have the most responsibility in the company and will have a broader perspective of the present and future needs in regards to staffing. Second, since they have the most responsibility, they will not typically respond to surveys. Third, there are not large numbers of executives in organizations which make it easier to meet with this group on an individual basis.

Focus groups should be held with samples of middle managers and lower level employees. These groups will be run by a facilitator who will ensure that discussion stays focused on the task, and will also capture the contents of that discussion. This approach yields the opinions of a cross-section of employees in an environment that allows for the free exchange of ideas which can be very valuable
because it generally has a brainstorming effect. This effect commonly finds new and better ideas being borne out of old ones. One drawback of this method is that it can be very expensive in terms of labor cost and loss of productivity for the one to two hours that the group is "captive."

The last data gathering technique which will be used for the assessment is survey research. This method is important for two reasons. First, it allows every employee/participant in the organization to react to the development of the program, in the most cost effective manner. This, in turn, promotes the "buy in" by the employee to the career development program. Second, a survey gives the assessors a chance to quantify the information received. This will allow for more effective planning of the career development program.

The second part of phase one which should be in process concurrently with the assessment is job analysis. In the beginning, the job analysis process will not have much effect on the other aspects of the development of the program. In fact, if the organization is on top of things, more specifically the compensation department, an up-to-date analysis of all the jobs in the organization will exist. Otherwise, it is important to begin as soon as possible because it can be a long and arduous process.

Job analysis will bring a catalog of every position in
the organization to the career development program. This catalog will contain a position's place in the organization, its major duties, the skills and education required, what positions report to it, what position it reports to, and sometimes salary ranges. This information is the beginning of the database that will eventually be used by the employees when they are planning their career paths. Furthermore, this information can be invaluable as a management planning tool in regards to succession and current staffing needs. The compensation department should be responsible for the initial gathering of the data, but the format in which it is presented to the customers is the responsibility of the person/committee that is in charge of the career development program.

After job analysis has been performed, the position needs to be grouped in such a way that possible career paths for an employee become apparent. When this system is up and running, an employee should be able to browse through the database using search keys that establish parameters. For example, a parameter can be established that brings into a file, all positions within the organization that require a bachelor's degree in business. The customer can then get ideas and plan for opportunities that may become available in the future.

An open system can also effect morale. Employees may learn to trust an organization more that is not afraid to
open itself up to its employees. A result of this will be employees who are motivated to move around in the organization which will ultimately leave the organization with a more flexible and well trained work force. From a strategic point of view, this is the type of work force that organizations will need in the future to compete more effectively.

**Phase Two**

With the assessment finished, and job analysis underway. It is time for phase two to begin. At this step, a departure from a normal career development program will take place. Many companies, such as Disney, have hired individuals to be career counselors within their organizations. This is an excellent practice because it gives employees a point of reference when they have questions.

This model creates a position within the organization that will act very much like a career counselor, but will have two added responsibilities and a different title. On average, 73.7% of our survey respondents stated that they would like to see a career counselor at their company. This position will be called an internal recruiter, and it will actively recruit existing employees into other areas; and serve as the career development program promoter and trainer. Another responsibility of the internal recruiter will be to formalize the career development program. On
average, 93.9% of the respondents said that they would like to have a personal career development plan. One of the responsibilities of the recruiter will be a post appraisal meeting with the employee to follow up the discussion about the future goals that the manager and the employee had in their appraisal meeting. In this meeting the counselor will refer the employee to appropriate components of the career development plan as well as discuss any current or future needs that the company has for its employees. The figure below shows the path that an employee will take throughout the review period.

Figure 2. Employee Path

An employee's official entrance into the career development plan is triggered by the performance appraisal meeting. Once this has been completed, the next step is the meeting internal recruiter who will refer the employee to an appropriate component of the overall career development program.
Acting as a career counselor, the internal recruiter will help employees with decisions about their career goals and kind of work that interests them. They will have many tools available to them and they will be charged with the responsibility to create more programs. They will have access to the database of positions as well as the opportunity to use assessment profiles of skills and interests. It also allows the recruiter to gain a better understanding of the quality of the individuals with the organization.

This position will also act as a regular recruiter, all job openings will be posted by this recruiter and applications to those positions will be accepted by the office. The recruiter will then screen and interview internal candidates to find if any one of them would be qualified. The recruiter will also have the benefit of knowing many of the employees and their interests, so this person would be able to actively search for and then recruit a certain individual anywhere in the organization.

The last area of responsibility for this position would be in internal public relations. The recruiter would need to actively promote the career development program to the employees of the organization. Doing so would help to ensure that the program would be used by the employees. The promotion would be done by seminars given by the recruiter, and also in pamphlets or newsletters. Training is another
aspect of this area of responsibility. The recruiter not only has to communicate the program’s existence to the organization, the individual must train the employees how to use it as an effective tool. If none of this is done properly, there will be a functional structure within the organization that is underutilized. This, in turn, will make the program a waste of time and money.

The reasoning behind the title change is simple. A position named a career counselor does not sound like it has much, if any, authority or control. Employees aren’t going to be as excited about seeing this person because there is really no power. On the other hand, a title of internal recruiter denotes both power and action. An employee is more likely to see this person because the recruiter has power to change things.

**Phase Three**

Based upon the research, any career development program component that is put into place will be seen positively by the employees. This means that various components can be instituted that will have a positive effect even if no one uses it. It is this reason that doing an assessment is critical to the development and implementation of a career development program. This is the only way to ensure that the program will be used by the employees and be effective for the organization. It is with this attitude that we move towards phase three.
Phase three consists of the different key components of a career development program. Our model will implement four of the commonly found key components of the other career development programs reviewed in Chapter II. These components are: computer databases, mentoring, training programs, and assessment centers.

The computer component should be put on-line as quickly as possible. This should be accomplished by both the internal recruiter and members of the compensation staff. The data bases will serve two purposes. First, it will serve as a filing system for the updated job descriptions so that employees can browse the different jobs the organization has to offer. Second, it will provide the employee with different tests to determine interests and skill levels. The database will be relational, so that it can match jobs with the employee's interests and skills. The computers will be set up in a place that has easy access to all employees. Ninety-three (93.1%) percent of the survey respondents voted in favor of having access to skill assessment and personal evaluation tools.

A mentoring program will also be established. This mentoring program will be "staffed" by volunteers and will be used to help new employees understand their position as well as their way around the organization. As stated in Chapter II, a mentor-protege relationship will probably be established informally anyway so it is probably a good idea
to try and establish one formally to have some control over the relationship. Furthermore, 85.3% of the participants would like to see a formal mentoring program.

Training programs should begin as soon as possible. The programs should focus on interviewing skills and resume writing so that the employees can learn how to search for a job within the organization more effectively. The training programs should also focus on basic skills, or the core competencies of the jobs within the organization. Topics for basic skills can be found in the job specifications of the job descriptions, and their respective job families.

Assessment centers, also described in Chapter II will be used to identify high potential employees for moving up the corporate ladder. This will be the last component set up and offered. This will also be the most expensive. The center will be conducted offsite and will be set up like the ones described in the second chapter. This component has been added to the model because it is a very valuable tool in helping decide which employees have the potential to eventually be at high levels within the organization. This knowledge can then be used in succession planning and also having a realistic inventory of the skills of the company's employees.

For further explanation of the last four components of this model, refer to Chapter II where they are explained in greater detail. A plan could be more complicated and offer
more services, such as Disney’s plan, however it is felt that an organization does not need to go to such an extent to offer a valuable service to their employees. An advantage of not trying to build a plan as complicated as Disney’s immediately is that it allows the company and the employees time to adjust to the new programs. It also allows the company to assess the effectiveness of each component as it is being implemented. The following figure shows the employee and the different components available to them:

![Career Development Program Diagram](image)

Figure 3. Career Development Program

This program offers eight main components to the employee. All of these components, with the exception of performance appraisal and tuition reimbursement would be new to the company. Each component could be used to positive
effect in an organization separately. However, together, the components offer an employee clear ways to identify and improve needed skills for personal and career development.

Once the program has been built completely, the company needs to formalize it in the minds of its employees. The organization should do this by advertising the benefits and opportunities that the plan affords them. There should be detailed explanations of each component in the plan as well as an overview on how the components of the plan work together. Another reason for continually advertising the plan is that it would keep attention focused on the issues of career development within the organization and enable easier assessment of whether or not the current plan is working well within the company.
CHAPTER V
CONCLUSION

The study that was done at our target company related only three components of a career development program currently available: lateral transfers, performance appraisal, and tuition reimbursement. Two have important roles to play within our career development model. These are tuition reimbursement and lateral transfers.

The third, performance appraisal has been only briefly discussed. The author believes that a good performance appraisal system is a powerful tool in career development, however, it should not be developed solely for the use of the career development program. Career development is for helping the employee plan for their future by helping them build valuable skills. While a performance appraisal system addresses the need for the acquisition of skills and talks about future goals, it is primarily a tool for compensation in determining a merit increase for the individual employee. In this respect, the compensation department should manage the performance appraisal system. This does not mean that parts of the system cannot be used in conjunction with the career development plan. In the proposed model, the appraisal is used as a trigger to formally introduce the
employee to the career development program. It might be that the internal recruiter should use the appraisal to summarize the employee's career development activity. This method would give a human resources department a viable way to track an employee's progress and also afford the employee some legal protection against a manager who may not want to see an employee move on or advance. In short, performance appraisal has not been incorporated into this model of career development because the management of the tool, and its main purpose lie in compensation.

Tuition reimbursement and lateral transfers have been incorporated into our model because they directly relate to increasing an employee's personal skills as well as expanding their marketable skills.

The paper also found that, at least in the target company, if no formal program were in place; employees were interested in almost anything that could be offered. It is probable that their opinions would change once some sort of plan were implemented and they had a chance to find out how well it worked and fit their needs. However, in the near term, it would probably be rather difficult for the company to make a misstep unless they did nothing at all.

The company benefited by doing the study because they gained a lot of information on the attitudes and opinions from the employees. This type of information can be very difficult to obtain by any other means because employees may
not relate their true feelings. This is especially true if they feel that their identity may be known and there could be some means of recourse. However, as has been stated many times, the company must make some kind of move in the direction of career development quickly or they risk losing the trust of the employees because of the expectations that the employees will have.

The study also helped build the model since it allowed us to list any type of program that could be a component of a career development plan. These components read like a shopping list and the participants were asked if the program were currently available or if they would like to see it in the future. On average, the responses were over 80% in the "would like to see" category, even if it were clear that the program were currently available in the company.

This response suggests that the employees are much more interested in the added attention from the company, than how it is given. It could also suggest that there are problems with the programs that are currently available and the company should begin the implementation of a more formal career development plan by taking a serious look at those programs.

It is important to remember that career development plans can be used to help change a company’s culture. British Petroleum, as described in Chapter II, used a career development program to change their culture. Our target
company also has those same thoughts in mind. Even though the two companies have merged, the employees still see the company as split along the old company lines. This survey asked the opinions of employees from "both companies" so that the effort is already seen as company wide. This is a valuable perception because it is a chance for the organization to implement a program that could be used to join the company culture into one.

Our survey also pointed out the need for a concerted communication effort. Especially because of the "two company" mentality. If the company begins telling the employees every step of the implementation process, they will have a program that they will understand; and more importantly, they will have a program that they know was built for them. This communication, and the concurrent implementation, will begin to blur the lines of the two different cultures. The author does not believe that this program alone will be able to join the two cultures. Changing cultures can take years, but if the employees begin to see programs that are built for them, and the programs treat them equitably, than the walls between the two cultures will begin to break down.

As stated in Chapter IV, the implementation process for the program should be done in stages. The reason for doing it is so that each component of the program can be put into place in an organized way and then fully explained to the
company employees to promote buy-in for the entire plan.

One of the most important aspects of the implementation process will be determining the cost/benefit formulas. It will be easy to track the costs of the plan from a payroll and resources perspective. The more difficult part of the plan will be measuring the benefits. The company must decide in the beginning why a career development program is important and what they expect to gain from it. These expectations should be clearly defined before the implementation and then communicated to the employee.

It is a good idea to align the goals of the career development plan with the company's value or mission statement. The target company considers customers as a top priority, and is also active in continuous quality improvement. A goal of the career development program could be to develop the skills of the employees so that they will be better at improving processes and be better equipped to deliver a higher level of service to both their internal and external customers. Whatever the statement, it should be easy for the employees to understand and it should give the program a definitive direction.

Once the mission statement has been published and the implementation of the program has begun, the most important component in the model will be the placement of the internal recruiter. This model considers the position to be very different from positions created for career development in
other companies. The difference lies mainly in the activity of the position. At most companies, the position will help an employee determine skills and interests, and maybe provide guidance. The programs at these companies are passive. This model assumes an active/passive role within the organization. The employee must take the first step to enter the program; but once that has been done, the internal recruiter makes the program proactive in terms of the employee.

The recruiter will act as an employee advocate and actually search for qualified/interested candidates for upcoming positions. This position will maintain files on the career development efforts of employees, which will enable it to find qualified internal candidates more easily.

Eventually, this position could become a powerful staffing position because of the internal focus. The position would maintain an up-to-date skills inventory which would aid strategic planning in regards to staffing needs, and perhaps more importantly, could become directly responsible for succession planning at all levels of the organization.

The position will also be important to the training aspects of this career development model. Since the internal recruiter will be on the "front lines" of the organization and be responsible for maintaining a skills inventory; the position will be a valuable resource in
suggesting possible training topics across the organization. This will free up the training department from having as much needs assessment, and allow them to focus on more direct skills training, which could increase the efficiency and productivity of the department.

In total the model that was developed in Chapter IV is similar to many other programs currently in use, with some distinct differences as outlined above. The components that have been added to the model were viewed favorably by the survey participants who would be the primary benefactors of the plan, and the plan would also help change the current culture of the organization by blending it into one.
WORKS CITED

Books


**Journals**


VITA

Darryl L. English attended Governors State University where he received the degree of Bachelor of Arts in 1988. In 1990, he entered the masters program in the Institute of Human Resources and Industrial Relations at Loyola University.

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The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the committee with reference to content and form.

The thesis is, therefore, accepted in partial fulfillment of the requirements for the degree of Master of Science in Industrial Relations.

October 20, 1995
Date

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