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**University of Gondar College of Education Department of Educational Planning and Management   
Course: Management of trainings and Development   
( EdPM3092 ), 2 Cr. Hrs**

**Jemberu Arega (Asst.Prof)**

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**CHAPTER ONE**

1. **Overview of Training and Development**

**Learning Objectives:**

By the end of this chapter, learners will be able to:

* Define the terms training and development;
* Distinguish similarities & differences between training & development;
* Describe the aims/objectives of training and development;
* Define human resource development; and
* Discuss the history of human resource development.
  1. **Basic concepts of training and development**

Dear learner, could you try to define the terms training and development?

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There is often confusion and overlap between the terms ‘training’ and development’. The distinction between these terms is that **training is specific** and formally planned. Whereas **development is a wider** one which involves exposing people to situations and giving them responsibilities where they can develop their work skills in a much more general and often more fundamental way (Rees and Porter, 2008:253).

In simple terms, training and development refers to the imparting of specific skills, abilities and knowledge to an employee. A formal definition of training & development is any attempt to improve current or future employee performance by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge.

Training is defined as **any attempt to improve employee performance on currently held job or related to it**. This usually means changes in specific knowledge, skills, attitudes or behaviors. Ideally, training also should be designed to meet the goals of the organization simultaneously with the goals of individual employees**.**

**Development refers to learning opportunities designed to help employee grow**. Such opportunities do not have to be limited to on their current job. The focus of development is on the long term to help employee prepare for future work demands while training often focuses on the immediate period to help fix any current deficits in employees’ skills.

Training and development programs are designed to help new employees adjust themselves to the workplace successfully.

For the most part, training and development are used together to bring about the overall improvement and education of an organization’s employees. While closely related, there are important differences between the terms training and development.

**In general**, training programs have very specific and quantifiable goals, such as operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. On the other hand, developmental programs concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting. **In short**, training programs are typically tied to a particular subject matter and are applicable to that subject only, while developmental programs center on cultivating and enriching broader skills useful in numerous contexts (Bernatek, 2014).

We can make a distinction between training and development. Such distinction enables us to acquire a better perspective about the meaning of the terms.

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| **Difference Between Training and Development** | |
| **Training** | **Development** |
| * Is relatively given for a short period * Has mostly narrow/specific perspective * Given for non-executive/line workers * Conducted relatively to bring specific change on specific issues * Is the process of imparting specific skills | * Relatively long last process * More holistic, vast and multifaceted perspective * Given for executive personnel * Conducted to bring relatively an overall change in the performance capability of the person and the organization * Provides learning opportunities designed to help employees grow * Development is not primarily skill-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. |

All in all, to bring the distinction between training and development into sharp focus, it may be stated that **“training is offered to operatives’ whereas developmental programmes are meant for employees in higher positions** (Shabir, 2009).

* 1. **Aims/Objectives of Training & Development**

Dear learner, could you list down some of the objectives of training and development?

Training can be **teaching employees new skills that are relevant to their current job, position** or refreshing the skills that they already possess. A good training and development programme enable firms to develop individual employees and the organization itself as training is one of the best forms of motivation. Employees are able to broaden their knowledge and become more valued within the firm. Having a well trained workforce is generally beneficial for a company as employees are likely to be more motivated and target driven. Besides, various jobs & tasks are likely to be carried out more efficiently if the workforce is highly skilled at what they do. In short, training and development will enable a company to have a much more flexible workforce.

The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource- the people it employs. Training means investing on the people to enable them to perform better and to empower them to make the use of their natural abilities. The particular objectives of training are to:

* Develop the competences of employees and improve their performance;
* Help people to grow within the organization in order that, as far as possible, its future needs for human resources can be met from within;
* Reduce the learning time for employees starting in new jobs on appointment, transfers or promotion, and ensure that they become fully competent as quickly and economically as possible; and
* Increase the competitive advantage of the organization: It is becoming increasingly important to have a well–trained and developed workforce. The key reasons for this includes the increased pace of change and greater competition (Rees and Porter 2008:253).Companies derive competitive advantage from training and development. Training and development programmes, as was pointed out earlier, help remove performance deficiencies in employee. This is particularly true when:
* The deficiency is caused by a lack of ability rather than a lack of motivation
* The individual(s) involved have the attitude and motivation need to learn to do the job better, and
* Supervisors and peers are supportive of the desired behaviors (Shabir, 2009).

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| * Training & Development offers competitive advantage to a firm by removing performance deficiencies; making employees stay long; minimized accidents, scraps and damage; and meeting future employee needs. |

1.3 **Human Resource Development**

What is human resource development?

Human Resources Development (HRD) refers to the function (or discipline) that focuses on the people who work for a company. HRD specialists (both internal employees and external consultants) use a variety of performance assessment and management tools to help the company's workers improve their job skills, increase their job satisfaction and plan for a full and rewarding future.

Human resource development is about learning new skills. The late President John F. Kennedy once said, "Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource." With that statement, President Kennedy expressed the philosophy of many industrialists and researchers who sought to improve labor productivity and the individual potential of employees. Their methods ultimately led to a greater emphasis on developing humans as resources.

HRD is considered by scholars of Business Administration as a sub discipline of Human Resource Management (HRM), concerned with developing productive skills by imparting training. HRM scholars, Werner and DeSimone (2006 :5) defined Human Resource Development (HRD) as: *“ set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands”.*

HRD is the process of increasing the knowledge, the skills, and the capacities of all the people, in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, HRD prepares people for adult participation in the political process, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps to people lead fuller and richer lives, less bound to tradition. In short, the processes of HRD unlock the door to modernization.

Human Resources Development (HRD) as a theory is a framework for the expansion of [human capital](http://en.wikipedia.org/wiki/Human_capital) within an organization through the development of both the organization and the individual to achieve performance improvement. The capacities of individuals depend on their access to education. It is the frameworks for helping employees develop their personal and organizational skills, knowledge, and abilities. It includes such opportunities as employee training, employee career development, [performance management](http://humanresources.about.com/od/performancemanagement/a/perfmgmt.htm) and development, [coaching](http://humanresources.about.com/od/glossaryc/g/coaching.htm), [mentoring](http://humanresources.about.com/od/glossarym/g/mentoring.htm), [succession planning](http://humanresources.about.com/od/glossarys/g/successionplan.htm), key employee identification, [tuition assistance](http://humanresources.about.com/od/glossaryt/g/tuition.htm), and organization development.

* 1. **The History of Human Resource Development**

Dear learner, could you describe the history of human resource development?

A study of the history of learning reveals that training and education of all types, academic and work-related, are largely the products of social and economic conditions. Over time, the concepts of training and education have been identical, overlapping, or totally discrete depending on the prevailing social, political, and economic conditions.

Human resource development is a field with historical roots in both education and the world of work. Its broad foundations in related to social and technical fields notwithstanding, human resource development is, first and foremost, a field of education that is for, and about work. Although the human resource development field has developed significantly since the Second World War, the historical origins of human resource development cannot be separated from the histories of education and training. The history of human resource development is the history of training and education for work. The history of human resource development (HRD) has its roots in the origins of education and training. In tracing the history of HRD this section sketches man’s progress from survival-driven learning, to education shaped by the classics and Christianity, to the influences of war and military strategy on scientific and technical education, to the skills training and scientific management spawned by the industrial era, and finally, to the training of contemporary workers, technicians, and managers—the immediate predecessors of contemporary HRD.

The term "Human Resource Development" was coined by Leonard Nadler, at George Washington University and author of "The Handbook of Human Resource Development." Nadler first publicized the term at the 1969 American Society for Training and Development conference in Miami. However, the human race developed employee selection processes long before that. Even during the prehistoric period, humans carefully considered a candidate's qualification before choosing him for a leadership position. In addition, the earliest human beings placed high importance on passing down necessary knowledge. Human resource development relies on education, which involves transmitting essential materials to employees so they can do their jobs better.

As human civilization continued to develop, so did the desire to improve employee performance and knowledge. Historians have found evidence of employment screening exams dating back to 1115 B.C. in China. The ancient Greeks and Babylonians created the apprenticeship system, which trained entry level employees in a particular trade. Apprenticeships continued well into the middle Ages.

In the late 18th century, Europe and America's economies shifted from agriculture to manufacturing. Inventors developed mechanisms to speed up production. However, mechanization led to injuries, a monotonous work environment and low wages in favor of more efficient production. Some employers realized productivity correlated strongly to worker satisfaction and attempted to improve training and salary.

World War I brought about huge changes in the labor market. After World War I, the government and businesses realized that employees would no longer contribute to the economy if mistreated. In 1928, social scientist Elton Mayo began researching the effect of better working conditions on employees. Not surprisingly, workers under improved conditions produced more. Mayo discovered that under better conditions, employees worked as a team and generated a higher output. He promoted stronger human relations between subordinates and supervisors, which he called "the Human Relations movement."

By the 1960s, managers and researchers realized that just because an employee has better working conditions does not mean he will work harder. Instead, a new theory emerged. Both bosses and social scientists concluded that each worker has individual needs and requires a more personalized form of motivation in order to produce more. Businesses began treating employees as assets or resources, which needed cultivation and encouragement in order for the company to succeed.

During the last decades of the 20th century, supervisors began to focus on bringing organizational and individual employee goals closer together. To do this, managers strove to make work meaningful. Upper management gave human resources professionals the responsibility of optimizing employee skills to create a more valuable, skilled workforce. This trend has prevailed into the 21st century, with human resource departments emphasizing skill development and training for employees.

**1.5 Human Resource Development Challenges**

Although, there are a number of HDR challenges, the followings are the most major and common ones.

1. **Change in the workforce demography**

Researches which were conducted from 1988-2000G.C revealed that, from the new workers entered in to employment, 85% of them are women and minority groups. This clearly indicates that the coming of more women and minority groups in to the work force. However, the condition brings related problems to the organization and to the employees themselves. Especially, the organization is forced to consider the following issues:

* How to reconcile the work and the family issue;
* How to adjust child care program;
* How to arrange sexual harassment program and;
* How to manage cultural diversity etc.

1. **Competing in the global economy**

In order to be effective competent, organizations are forced to introduce new and high level technology. This in turn requires more advanced and trained man power that can use that technology. Here the organization faces two challenges:

* Introducing new technology asks huge cost which is more challenging.
* Training workers to have advanced **know how** on using the new technology is the other challenging issue.

1. **Eliminating the skill gap**

Unfortunately, the employed new workers may unable to meet the current job requirements. This skill gap is very serious problem that **forced the organization to retrain** the workers to fill their gap (if possible to eliminate it) without asking cost from them. Thus the retraining program with the cost of the organization is a challenging issue.

1. **The need for lifelong learning**

This will require the organization to make an **ongoing investment** on the human resource development.

1. **The employees behavior**
2. **KSA:** the workers’ knowledge, skill and attitude have also their own impact on the individuals’ performance. Especially the workers are inadequate in their KSA; the challenge for the organization is very high. Because, it requires additional training for such employees their inadequacy.
3. **Environmental influences on employees**

* **Outcome:** the outcome can be personal or organizational.
* *Personal outcome* – involves those that have value for the individuals.

**For instance**: recognition, promotion, payment, responsibility, delegation and etc. All workers need to get and develop such important outcomes. But in case if they are unable to get that, they will become disappointed and reduced their motivation which in turn affect the performance and effectiveness. Thus, this situation brings a challenge to the organization to redress the problem.

* *Organizational outcome* – involves those that have value for the organization.

**For example**: Increment in productivity, assuring quality, applying team work etc.

But, these outcomes did not achieved in an **overnight**. They need more resources, efforts, labor, time, finance etc. Thus, the expected outcome brings another challenge to the organization.

* **Supervision/supervisors:** the immediatesupervisor plays animportant role in the employees work life. Supervisors can influence workers in numerous ways. But the question here is “**how supervision is the challenge for the organization HRD**?”

There are two assumptions to answer the question.

1. Since it has been said that supervisors can influence workers in numerous ways, sometimes supervisors may take the workers in undesired direction. If this is so, the organization work is not performed in the expected manner which could be another challenge.
2. To provide successive supervision, it needs time and other related issues arrangement. Thus, doing this is another extra challenge for the organization.

* **The organization itself**: the organization affects the behavior of workers/employees through its:

1. **Reward structure:** related with the type of reward that the organization is going to give. The reward might be:

* Material reward like: cash, text books, radio, watch, TV, laptop, mobile phone etc.
* Social reward like: recognition
* Reward structure involves the criteria that are used by the organization to screen out the employee for the reward. The criteria might be either
* Behavior oriented or
* Result /performance oriented

1. **Job description:** the organization must put attractive work description that can satisfy the employees need.

* The question here must be asked is, “**how the organization itself could be the challenge of HDR?”**
* **The challenge comes from the organization’s performance and activity.**

**i.e.** Preparing rewardseitherin material or social form needs huge cost;

Selecting and preparing the reward criteria asks time and effort;

Putting attractive job description for the satisfaction of each employee is above all takes more time, careful analysis, labor and so on. Thus, the challenge is from this angle.

* **Co-workers:** colleagues can exert strong influence on the employees. The will cover them either by using the value of the employee or the norm of the informal group.
* The challenge here is, if the former workers are not in a good behavior and ethics towards the goal of the organization, they may also change the attitude of new employees into their mood.

**CHAPTER TWO**

2. **ORIENTATION AND SOCIALISATION**

**Learning Objectives:**

After the end of this chapter, students will be able to:

* Define the terms orientation and socialization;
* Describe the purpose of orientation;
* Explain the relationship between orientation and socialization;
* State the benefits of effective orientation program;
* Explain the uses of evaluating an orientation program;
* Discuss some of the problems of orientation;
* Explain the steps in the socialization process;
* Describe the different techniques of socialization, and
* Identify the different stages in the orientation process and describe each of them.

**2.1. Orientation**

What is orientation?

Orientation **is the formal process of familiarizing new employees with the organization, their jobs and their work unit**. Its purpose is to enable new employs to get ‘in sync’ so that they become productive members of the organization. Orientation, also called induction, is designed to a new employee with the information he/she needs to function comfortably and effectively in the organization. A formal definition of orientation is planned introduction of employees to their jobs, their co-workers and the organization. Typically, orientation conveys three types of information:

* general information about the daily work routine
* a review of the organization’s history ( founding fathers, objectives, operations and products or services) ; and
* a detailed presentation, perhaps in a brochure, of the organizations policies, work roles and employee benefits (Aswathappa, 2005:178).

Orientation refers to the training that provides the introductory information that a new employee needs to get started on the job. Orientation activities include an overview of the organization, a description of the policies and procedures, an outlines of the compensation and benefits program, a description of relevant safety information, and tour of the plant or offices physical facilities (Homsby and Kuratko, 2000:125).

Orientation provides new employees with the basic background information required to perform their jobs satisfactory, such as information about company rules. Orientation programs may range from brief, informal introduction to lengthy, formal courses.

The human resource specialist usually performs the first part of the orientation, by explaining basic matters like working hours and vacations. That person then introduces the new employee to his or her new supervisor. The supervisor continues the orientation by explaining the exact nature of the job, introducing the person to his or her new colleagues, familiarizing the new employee with the work place, and helping to reduce first day stress. Orientation typically includes information on employee benefits, personnel policies, the daily routine, company (organization) and operation, and safety measures and regulations, as well as a facilities tour (Dessler, 2003:185).

At a minimum, new employees usually receive either printed or internet based employee handbooks. These explain things like working hours, performance reviews, getting on the payroll and vocations (Ibid, 2003:185).

A successful orientation should accomplish four main things:

1. The new employee should feel welcome and at ease;
2. He or she should understand the organization in a broader sense (its past, present, culture and vision of the future), as well as key facts such as policies and procedures;
3. The employee should be clear about what is expected in terms of work and behavior; and
4. The person should have begun the process of becoming socialized into the firm’s ways of acting and doing things (Ibid, 2003:185).

**2.1.1. Purpose of Orientation**

The purpose of orientation is to prepare employees to perform their jobs effectively, learn about the organization and establish work relationships. Orientations are known to spend a few weeks or even months on employee orientation programs. The idea is to make the new employees feel at home in the new environment. It is a well known fact that employees feel anxious on entering an organization. They worry about how well perform on the new jobs. They feel inadequate when they compare themselves with the more experienced employees, and they are concerned about how well they will get along with their co-workers. Effective orientation programs reduce the anxiety of new employees by providing them information on the job environment and on supervisors by introducing them to co-workers and by encouraging them to ask questions (Aswathappa, 2005:179).

Employee orientation is aimed at minimizing different problems of the new employee. On the whole, a **good orientation program will create a favorable impression of the organization and its work**. Just as a favorable first impression of an individual helps to form a good relationship, so a good initial impression of a company, a co-worker, or a supervisor can help a new employee adjust better. Further, effectiveness of an orientation program can have a lasting effect on absenteeism and turnover (Ibid, 2005:179).

**2.1.2. Orientation Program**

Often orientation program involves communicating factual information about pay and benefits, reviewing company rules and policies, and completing paperwork. It may also include presenting an employee handbook to newcomers and giving a quick tour of the office. While these procedures are important in terms of providing basic information about the organization, an effective orientation program should actively involve new employees and encourage them to ask questions. Other individuals also play a role in the orientation process. Helpful managers and peers can enhance employees’ learning of the new job.

A firm needs to make four strategic choices before designing its orientation program. They are (i) formal or informal, (ii) individual or Collective, (iii) serial or disjunctive, and (iv) investiture or divestiture (Aswathappa, 2005:179).

**2.1.3. Requisites of an Effective Program**

Orientation program to be effective must be based on serious conditions to attitudes, behaviors and information that new employees need. Seldom are these observed and it is rare that the system is effective. However, the followings are some of the requisites of an effective system:

* Prepare for new employees;
* Determine Information new employees want to know;
* Determine how to present information,
* Completion of paperwork, and
* Evaluation of orientation program

New employees must, initially, feel that they belong to the organization and are important. Therefore, both the supervisor & the human resource unit should be prepared to receive the employee. It is very uncomfortable for a new employee to arrive at work and have a manager say, “Oh! I didn’t realize you were coming to work today” or “who are you?” This depersonalization, obviously, does not create an atmosphere of initial acceptance and trust (Ibid, 2005:182).

In addition, co-workers must also be aware of arrival of a new worker. This is practically true when the new employee’s entry is likely to erode the position and status enjoyed by the current employees. In this case, the management must take the present employees into confidence & convince them about the need for hiring the new employee (Ibid, 2005:182).

Often new employees receive information on issues, much of which is not immediately required. At the same time, they fail to get vital information needed during the first day of a new job (Ibid, 2005:182).

**2.1.4. Evaluation of Orientation Program**

Generally, organizations with formal orientation programs ask employees to complete a questionnaire for the evaluation of the program. It is desirable that the questionnaire is administered after some length of time, in order to enable the employee to gain some perspective about the work and the organization. In the alternative the human resource representative or the supervisor may conduct follow –up interviews to elicit the employees’ opinion (Ibid, 2005:183).

Group discussion sections can also be held with new employees who have settled comfortably into their jobs (Ibid, 2005:183).

Whatever the approach, the feedback from the employees enable an organization to adopt its orientation program to the specific suggestions of the new employees. In addition, firms should realize that the new employees will receive an orientation that could help them improve their performance. It is certainly in the best interest of the firm to have a well planned & well executed program (Ibid, 2005:183).

**2.1.5. Problems of orientation**

An orientation program can go wrong for a number of reasons. The human resource department should try to avoid such errors. Some of them are:

1. Supervisor who is entrusted with the job may not be trained or too busy.
2. Employee is overwhelmed with too much information in a short time.
3. Employee is overloaded with forms to complete.
4. Employee is given only minimal tasks that discourage job interest and company loyalty.
5. Employee is asked to perform tasks where these are high chances of failure that could needlessly discourage the employee.
6. Employee is pushed into the job with a sketchy orientation under the mistaken belief that “trial by fire” is the best orientation.
7. Employee is forced to fill in the gaps between a broad orientation by the human resource department and a narrow orientation at the department level
8. Employee is thrown into action too soon.
9. Employee may develop wrong perceptions because of short periods spent on each job (Aswathappa, 2005:183).

**2.2. Socialization**

What is socialization? How orientation is different from socialization?

Socialization is broadly defined as a process in which an individual acquires the attitudes, behaviors and knowledge needed to successfully participate as an organizational member. Socialization is an ongoing process that sometimes lasts for a year. It represents a sense-making process that helps new hires adapt and form work relationships and find their place in the organization.

Socialization is the process through which people learn the expectations of society. Roles are the expected behavior associated with a given status in society and they are learned through the socialization process. Through socialization, people absorb their culture- customs, habits, laws, practices and means of expression. Socialization is the basis for identity - how one defines oneself. Identity is both personal and social. To a great extent, it is bestowed by others since we come to see ourselves as others see us. So socialization also establishes personality, defined as the relatively consistent pattern of behavior, feelings, and beliefs in a given person (Anderson and Taylor,2000:90).

Through socialization, people internalize cultural expectations and in turn pass these expectations on to others. Internalization occurs when behaviors and assumptions are learned so thoroughly that people no longer question them, but simply accept them as correct. Through socialization, one internalizes the expectations of society; the lessons that are internalized can have a powerful influence on attitudes and behavior. Of course, people can change the cultural expectations they learn. New experiences can undermine narrow cultural expectations. For example, attending college often has a liberalizing effect, supplying old expectations with new ones generated by exposure to the diversity of college life (Ibid, 2000:90).

**2.2.1. The Socialization Process**

Within the broad socialization process, newcomer orientation refers to a training program that occurs when an employee first begins employment with an organization. A successful new-employee orientation program can help lessen the impact of reality shock on newcomers and facilitate the socialization process.

Examining the socialization process helps us see the degree to which our lives are socially constructed, meaning that the organization of society & the life outcomes of people within it are the result of social definitions & processes. For example, values and social attitudes are not inborn, but emerge through the interactions we have with others. This is what is meant by the expression that human beings are not born tabula rasa, meaning a “blank state”. It is clear that what a person becomes is more owing to his or her social experiences than his or her innate (inborn or natural) traits although innate traits are to some extent part of the picture. For example, a person may be born with a great capacity for knowledge, but if not provided with a good education, the person is unlikely to achieve his or her full potential and may not be recognized as intellectually gifted (Anderson and Tylor, 2000:90-92).

The Process of socialization of employees can take place in two ways. There are socialization by organization and personal socialization by individuals. In the first case, the organization makes efforts for the socialization of the new employees. This is done through orientation and training programs. In the second case, new employees do their best to personalize their relationship with the organization. The employees assume responsibility for changing their attitudes, behavior and values and conform to the prevailing organizational culture.

A typical socialization process includes three phases. They are Anticipatory socialization, Encounter and Settling in.

**Anticipatory socialization**: This stage occurs before new hires join the organization. Through interacting with representatives of the company (e.g., recruiters, managers), new hires develop expectations about the company and the job prior to organizational entry.

**Encounter**: When new employees begin a new job, they start to learn about job tasks and receive training. Managers can exert their influence by helping new employees understand their roles and duties. Also, by understanding the stresses and issues that newcomers experience, managers can help cultivate a high-quality work relationship with newcomers.

**Settling in**: New employees begin to feel comfortable with their job demands and social relationships. They will be interested in the company’s evaluation of their performance and in learning about potential career opportunities within the company.

Regardless of the years of work experience that new employees have, knowing the technical and social aspects specific to the job and the company is essential to function in a new environment.

Table 1 summarizes what employees should learn and develop through socialization.

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| Table 1: Socialization Content | |
| Performance proficiency | Learning and mastering the knowledge, skills and abilities to perform the required work task. |
| People | Establishing successful and satisfying work relationships with organizational members. |
| Politics | Gaining information regarding formal and informal work relationships and power structures. |
| Language | Understanding the profession’s technical language as well as acronyms, slang and jargon unique to the organization. |
| Organizational goals and values | Understanding the rules or principles that maintain the integrity of the organization. |
| History | Learning the organization’s traditions, customs, myths, personal background of other members. |
| (Chao., O’Leary-Kelly, Wolf, Klein& Gardner, 1994). | |

**2.2.2. Tactics and Values of Socialization**

Organizations employ a variety of tactics or techniques to socialize newcomers during the encounter stage. Specifically, socialization tactics help facilitates the socialization process by reducing uncertainty and anxiety associated with entry experience and helping newcomers adapt and acquire the necessary attitudes and behaviors.

The socialization methods of organizations can be classified into seven categories. These are: formal or informal, individual or collective, fixed or variable, sequential or non-sequential, serial or disjunctive, tournament-or- contest oriented, investiture or divestiture.

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| Figure 2: Socialization Tactics | |
| Collective-individual | Subject newcomers to common entry experiences with a group versus unique experiences in isolation from other new hires. |
| Formal-informal | Use specifically designed activities and materials while segregating newcomers from incumbents versus no exclusively prepared materials and immediate mixing with incumbents (e.g., learning on the job). |
| Sequential-random | Communicate the sequence of discrete and progressive learning activities versus ambiguous or unknown sequence. |
| Fixed-variable | Communicate specific time frame of completing each socialization step versus no given time frame. |
| Serial-disjunctive | Provide newcomers with access to experienced organizational members as role models or mentors versus no access to experienced models. |
| Investiture-divestiture | Provide newcomers with positive social support and affirm their personal characteristics versus provide more negative social feedback until newcomers adapt. |
| Maanen & Schein, 1979). | |

It is beneficial for both employees and organizations to be able to identify appropriate tactics for socializing new employees. For example, research suggests tactics that are more collective, formal, sequential, fixed, serial and supportive enhance newcomer loyalty and reduce turnover. As a potential result of successful socialization, employee adjustment is indicated by outcomes such as organizational attachment and commitment, job satisfaction, social integration, role clarity, task mastery and values congruence. In addition, people who are well socialized in their organizational roles tend to have higher incomes, be more satisfied, more involved with their careers and more adaptable, and have a better sense of personal identity than those who are less well socialized.

**CHAPTER THREE**

**3. The Nature and Purpose of Training**

Training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who work in organizations to become more effective and efficient in their work. Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of workers. It is necessary to help workers qualify for a job, do the job, or advance, but it is also essential for enhancing and transforming the job, so that the job actually adds value to the enterprise

**More specifically, training is very crucial to:**

* Increase productivity and quality
* Promote versatility and adaptability to new methods
* Reduce the number of accidents
* Reduce labor turnover
* Increase job satisfaction displaying itself in lower labor turn- over and less absenteeism
* Increase efficiency
  1. **The Systems Approach to Training and Development**

This approach emphasis the following **Four Phases in Training**

* + Needs assessment
  + Program design
  + Implementation
  + Evaluation

**Phase 1: Conducting the Needs Assessment**

**Training Need Assessment is Conducted at three levels:**

1. **Organization Analysis** :Is an examination of the environment, strategies, and resources of the organization, to determine where training emphasis should be placed. Here the following points should be considered.
   * What are the training needs of the organization?
   * What training will support the organization’s strategy?
   * Is the training appropriate given the strategic plan of the organization?
   * Do resources are available for training?
   * Is the training support by top management and peers?
   * Do training needs are identified based on the benchmarks of organizational health & success status? Examples for an airline: (Lost baggage rates, Employee injury rates)
2. **Job and Task Analysis:** concerns on

* The process of determining what the content of a training program should be on the basis of a study of the tasks and duties involved in the job.
* Identifying the important tasks and knowledge, skill, and behaviors that need to be emphasized in training for employees to complete their tasks.
* Here the following questions should be raised and addressed effectively.
* What are the training needs of each job in the organization?
* What tasks & duties are performed in each job?
* Do new hires already know how to perform the task or will they have to be trained? (Helps to identify training needs)
* What are the consequences of performing the task incorrectly? (Helps to set training priorities)
* Can the task be learned on the job, or should it be taught off the job? (Helps to identify training methods)

1. **Individual Analysis**

**It is a process which focuses on:**

* + Determination of the specific individuals who need training.
  + Determining whether performance deficiencies result from a lack of knowledge, skill, or ability (a training issue) or from a motivational or work design problem.
  + Determining employees’ readiness for training.
  + Examine each employee’s performance appraisal.
  + Do certain employees, or groups of employees, have job performance that might be improved by training that is cost-effective?

**Phase 2: Designing the Training Program**

It is a process of designing the training program to satisfy 2 key preconditions:

* *Trainee readiness*
* *Trainee Motivation*

***Trainee readiness:*** What do the trainees already know?

We need to start the training program at the right level.We need to find out what they already know. Example: Does our newly hired teachers know how to manage classrooms?

In short, we should design the training program to build on what the trainees already know.

***Trainee motivation:*** Are the trainees motivated to learn?

In order to find the motivation of the trainees, we should:

* + - *Involve* employees in the needs analysis
    - *Show* trainees how the training will enhance their job performance & their careers
    - Use *goal setting: i.e.* 
      * Establish specific, concrete, & measurable training goals
      * Make the goals difficult but achievable
      * Set intermediate & end goals
    - Build strong *self-efficacy expectations:* beliefs about success
      * Persuasion: “You can do it!”
      * Modeling: show trainees successful previous trainees
      * Enactive mastery*:* lead trainees to early success in training

**Issues to be considered in designing training:**

* **Practice*:*** “practice makes perfect”
* It is essential to provide the trainees with the right kinds of practice. But when the practice is given, we should consider the task complexity:
* If the task is simple, practicing the entire task is very important. But if the task is complex, the practice should follow the following steps:
  + - * + Break the complex task into simple pieces
        + Practice each of the simple pieces
        + As performance improves, combine the simple pieces and practice the entire complex task
        + Distributed practice sessions work better than a massed practice session: spread the practice sessions out over multiple days with sleep between the practice sessions
        + Over learning is good: keep practicing well beyond the point of correct performance of employee.
* **Knowledge of results**

Feedback is important. Thus, we should provide lots of feedback and encouragement, especially early in training. Because it helps to build self-efficacy expectations and it guides the trainee to correct performance. In addition, as performance improves, we should raise the performance level required for positive feedback and we have to encourage the trainee to strive for better performance. Moreover, we have to show trainees how to evaluate their own performance. This allows the trainees to determine for themselves how they’re doing. Finally, we must shift from trainer-provided feedback to the trainee’s own self-generated feedback. This enables the trainee to correctly use the training on the job without the close supervision of the trainers in the training program.

* **Overcome interferences**

Identify and resolve things that might interfere with learning such as:

* Distractions in the training environment like:
  + - Lighting problems
    - Noise problems
    - Temperature problems, etc.
* Bad habits that the trainees bring with them into training
  + - Identify the bad habits of the trainees early in training
    - Correct the bad habits early in training so that the trainees practice the correct way, and not the wrong way.
* **Transfer of training*:*** structure the training program to enhance the transfer of training from the training program back to the job. For this purpose, we should:
* Make the training setting similar to the work setting i.e. We must use the same equipment & processes in training that are used on the job.
* Teach both tasks & principles i.e. we should clearly indicate both ***how* to** do the task and ***why*** it is done that way.
* Over learning is good: provide lots of practice.
* Use a variety of job-relevant examples.
* Show the trainees the relevancy of the training to their jobs.
* Build positive self-efficacy expectations.
* Ask trainees to develop their own action plan with goals for how they will use the training on their jobs.
* Relapse prevention: ask trainees to anticipate what might cause them to relapse to their bad habits, and to develop their own plans to avoid the relapse.
* Provide pre-planned opportunities for trainees to use their new skills on their jobs.
* Supervisors and co-workers should support the new behaviors back on the job.
* Train a team together as a team.
* Give homework assignments that require trainees to apply what they are learning in training to their jobs.
* Provide reminders (job aids) for trainees to take back with them to their jobs.
* **Training Methods*:*** decide which training method to be used.
* **On-the-job training** *(OJT):* is training at the actual work site using the actual work equipment

**Advantages**:

* + - * Enhances the transfer of training: the training setting and the work setting are the same
      * May reduce costs: avoid the cost of a separate training facility
      * Enhances trainee motivation: job-relevancy of training is more obvious to the trainees

**Disadvantages:**

* + - * May be disruptive to normal operations
      * May have more distractions that interfere with learning
      * May have safety concerns
* **Off-the-job training***: is a* training that takes place off the job at a training facility designed for training.

**Advantages:**

* + - * Avoids disruptions to normal operations
      * Minimizes distractions
      * Avoids safety concerns

**Disadvantages:**

* + - * Transfer of training may be more difficult due to differences between the training setting and the work setting
      * Costs may be higher due to the cost of the training facility.
      * Trainee motivation may be reduced because the job-relevancy of the training is not as obvious.

**Off-the-job training techniques:**

* + - * Lectures
      * Discussions
      * Cases
      * Role-plays
      * Simulations

**Phase 3: Implementation**

* Here, we are going to deliver the training that was planned.

**Phase 4: Evaluation**

*There are four Levels of training Evaluation* (Kirkpatrick, 1983)

*Level 1:* ***Reaction****:*  here, we try to measure the satisfaction of the trainees with the training program.

* Satisfaction questionnaire
* Ask the trainees to complete the satisfaction questionnaire at the end of the training program

*Level 2:* ***Learning****:* here, we try to measure how much the trainees have learned

* + - Written tests
    - Performance tests
    - Simulation tests

*Level 3:* ***Behavior****:* here, we try to measure the trainees’ job performance back on their jobs.

* + - Performance appraisals

*Level 4:* ***Results****:* here, we try to measure the impact on the organization.

* + - Profits
    - Costs
    - Productivity
    - Quality
    - Injury rates, etc.

**Evaluation designs:**

1. One-shot posttest-only design
2. One-group pretest-posttest design
3. Pretest-posttest control-group design
4. **One-shot posttest-only design-**measure when training is finished.

MEASURE

TRAIN

* This makes sense for Level 1 (Reaction)
* Ask the trainees to complete the satisfaction questionnaire at the end of the training program
* But it’s a poor design for the other levels of evaluation
* There’s no comparison group
* We wouldn’t know if learning, behavior, and results have changed for the better because of the training program

1. **One-group pretest-posttest design***:* measure both before and after training:

MEASUREURE

TRAIN

MEASUREURE

* Compute the change in the measures:
  + - * Learning: Did the percentage correct on the test go up?
      * Behavior: Did the employee’s job performance improve?
      * Results: Did the company improve (profits, costs, etc.)?
* Weakness of design 2: We’re not sure if the training is the only thing that might have caused the measures to improve.
* There might be other things that happened at the same time as the training that also affects employee behavior (job performance) and corporate results.

1. **Pretest-posttest control-group design***:* compare the changes in a control group to the changes in the training group.

Controlled group: MEASURE → NOT TRAIN→ MEASURE  
Training group: MEASURE → TRAIN → MEASURE

* + - Randomly divide employees into 2 groups:
      * Control group: does not get training
      * Training group: does get training
    - **Measure learning, behavior, & results** in both groups before and after training is provided to the training group.
    - Compute the changes in the measures for both groups
      * Did the training group improve more than the control group in terms of learning (test scores), behavior (job performance), & results (profits, costs, etc.)?
    - Design iii is the strongest evaluation design.

**CHAPTER FOUR**

**Management of Development**

**Nature of Development**

**Development is:**

* The process of growth and development by which managers develop their skill and ability to manage subordinates effectively.
* It is concerned with improving the performance of managers by giving them opportunities for growth and development.
* Any planned effort that aimed to improve the current and the future performance capacities of managers. **But, who are managers?**

In short, every individual who takes the position to perform managerial activities i.e. planning, organizing, staffing, leading, controlling and etc. are taken as managers.

**Objectives of Management Development**

* Management development has the following clear objectives:
* To improve the performance capability of managers and his/her subordinates
* To identify hard workers of the organization and to prepare them for senior position
* To increase the moral of the workers
* To increase the quantity and the quality of organizational output and
* To improve human relation school of management.

**Management Development Process and Techniques**

* Management development has the following steps:
* Analyzing organizational development needs; i.e. determining the number and types management needed
* Appraisal of the present management quality
* Inventory of management man power at different levels
* Planning of individual development program
* Implementing the development program
* Evaluating the program

**Techniques of Management Development**

**On the job** and **off the job** are the two broadly used development techniques.

* **On the job Techniques-** have their own merits and demerits**.**

**Advantage:**

1. It can arise the interest of the trainee
2. Used for certain individuals like scientific and technical personnel

**Disadvantage:**

1. It needs high resource i.e. resource wastage
2. Learning in isolation may prove potential inadequacy i.e. the trainee may feel inadequacy.

**On the job techniques**

1. **Coaching**: is a consulting process of the new employee basically inside the organization for a month or a year. In coaching, the trainee is placed under a particular supervisor who acts as an instructor and teaches additional activities how the trainee can perform the work.
2. **Job rotation**: refers the transfer of one executive to another part of from one department to another department in a systematic way. Since, this practice gives high and new insight for the transferred workers; it has a benefit to reduce the monitoring system of work. It is also used to increase the relationship between inter departments. If such system is repeatedly practiced, the relationship between departments becomes strong and cohesive. Moreover, it is helpful to increase the motivation and eagerness of the workers.

E.g. Geography teacher transferred to History teacher and vice versa.

1. **Multiple management**: is the system in which permanent advisory committee of managers proposed to study problems of the company and make recommendations to the higher management. From the result of the study the idea which gets majority support is taken as a solution for the given problem. Here, it is believed that new employees can learn a lot in doing and participating under the multiple management system. In addition to this, multiple management technique has the following clear advantages:

* The members who work in multiple management can get opportunities to acquire different knowledge in various aspects of the organization. That is, they have a chance to know what is going on in the organization and in what manner the activities are done. This is very helpful for the development of new employees.
* Help to identify effective managers who have capabilities and skills as well. This again has two importance:

1. To put on the key and appropriate position those who have excellent management skills for the organization development and for the managers themselves.
2. To identify those who have capacity inadequacy so as to prepare additional training and development programs for them.

* Give opportunities for group interruptions and to get practical experiences. Under multiple management, groups are involved in the study. As the group, there might be idea/ attitude difference. Such difference leads to group interruption. Thus, they deal more on the issue to come out /bring better solution from the study. Undergoing this, the groups have a chance to know a lot and to see many practical experiences from each other.

**Off the job techniques of Development**

It is used to fill the gap between on the job techniques of development program. I.e. it is very useful to close (narrowing) the limitations of ‘’on the job’’ techniques of development. In other words, it is just like the same as informal organizations. Since the informal organizations are most of the time creating to full fill the needs that the formal ones could not see.

**Examples of the job development techniques are**:

1. **Case study:** It is based on the written document. Hence the manager can be asked questions to solve the existing problem. And most of the time, the managers are asked to study on the following determinative issues of the study.

* **Identifying the problem:** digging out the real source /causes of the problem, identifying why and how as well as where the problem is originated?
* **Analyzing the problem for their importance;** Means if there is more than one problem in the organization, the managers are going to identify critical problem. I.e. determining:
* Which problem needs priority?
* Which one is more challenging for the organization security?
* Which problem is indirectly the source for other problems?
* Which problem will come next and, etc. After they analyzed in this way, they will go to the next step.
* **Processing possible solutions:** Here they are going to put different possible options / alternatives as the solution the problem. After they put the possible alternatives, they go to the next work which is choosing the best solution among the possible alternatives. i.e. Like that of the problems analization for their significance, here the managers are also going to choosing the best solution that could solve the existing problem. After this the next work will be implementing the solutions in to real practice.
* **Evaluating the impact of implementation:** The final and the last activity will be testing or looking whether the proposed solution bring the desired change or not.

**Note that**: Involving in such type of activity i.e. in case study can have two important advantages.

1. In performing the more complex and time taking activities, the assigned managers can get different knowledge, skill& experience that help for their professional development.
2. The finding of the study may have another advantage for the organization and its workers.
3. **Business team:** here the trainees are divided into groups; each group has the responsibility to discuss and arrive at decision concerning such subjects as:

* Production
* Price
* Advertizing
* Conducting team research on expenditure etc.

This is done by assuming itself to be the management of assimilated organization. The reason behind creating business team is due to its two advantages:

* Like that of multiple management, when trainees are involved in the given issue, they inevitably learn and get a lot of experience for their capacity development.
* The issue that they involved may bring a more fruit full result for both the organization and the workers.

1. **Conference**: is a meeting with several people to discuss a subject of common interest. It is one-way discussion. The audiences are not allowed to conduct horizontal communication.
2. **Lecturing**: is the simplest from all techniques to address principles and guidelines to all target number of audiences. It is said simple because:

* It is suitable to address information for large number of people at once.
* At the same time it is possible to deliver/transfer much more information to the audience.

**CHAPTER FIVE**

**CAREER PLANNING AND DEVELOPMENT**

**Learning Objectives:**

By the end of this chapter, learners will be able to:

* Define career and career planning;
* State the objectives of career planning;
* Discuss the features of career planning;
* Explain the process of career planning;
* Explain the responsibilities of career planning;
* Explain the limitations of career planning; and
* State the measures to be taken to improve the effectiveness of career planning.

**The Concept of Career**

Career can be defined as a sequence of separate but related work activities that provides continuity, order and meaning in person’s life. Career development on the other hand broadly defined as an individually perceived sequence of attitudes and behaviors associated with work- related activities and experiences over the span of a person’s life. It is the actual process of implementing career plans. In short, the term career refers to the actual series of job positions held by the individual (Bernardin, 2004: 194).

Careers today are different what they were used to yesterday. Careers were traditionally viewed as an upward, linear progression in one or two forms or as stable employment with in a profession. Now someone’s career is more likely to be driven by the person, not the organization and reinvented by the person from time to time as the person and the environment change (Dessler, 2003:204)

However, the employee’s manager and the employer also have roles in the person’s career development. The manager should provide timely and constructive performance feedback and development assignments & support. The employer can provide career oriented training and development opportunities, offer career management programs & establish career oriented performance appraisal (Ibid, 2003:204)

**Career Planning**

**What is career planning?**

Career planning is a deliberate attempt by an individual to become more aware of his or her own skills, interests, values, opportunities, constraints, choices and consequences. It is the collective responsibility of the organization and the concerned individuals. Career planning involves identifying career-related goals and established plans for achieving these goals (Bernardin, 2004:194). Career planning is undertaken by an individual in order to become aware of opportunities that exist, or constraints on the availability of those opportunities, of the choices that need to be made, and consequences that can be anticipated. Career related goals are established and developmental experiences are identified in order to reach these goals. It is the joint effort between individual and organization. Our major concern here is how organizations foster career development and why (Miner and Crane, 1995:410).

**Objectives of Career Planning**

The primary Purpose of Career Planning by the employees is to develop their career goals strategically and then achieve success by utilization the available options. The main aim of career planning is to help employees achieve career progression within the organization. The individual employees attempt to achieve career success by employing relevant skills and Knowledge. In the case of organization, it is an opportunity to show its interest and commitment to the well- being and growth of the employees. Of course, the organization also seeks to achieve optimum employee efficiency & loyalty. The Primary responsibility for career planning lies with the employees but the supervisors, the managers and the human resource department have a collective responsibility in designing and developing realistic career Plans (Ibid,1984:258).

**Features of Career Planning**

Based on the interpretations and definitions career of planning, the following features of career planning have been established;

* Career planning is **a bottom-up approach** in which the process begins with individuals, works upwards and ends with organizational interventions.
* It is an **ongoing process** by which an employee identifies the needs and also the methods to fulfill those needs on a regular basis;
* It aims at **matching** the **individuals career goals with the opportunities** available;
* It is a **means to achieve** employees progression and organizational efficiency
* It is the **collective responsibility** of both the individual employee & the organization;

**The career Development Program**

A properly designed career development program involves three main ingredients:

1. Assisting employees in assessing their own internal career needs,
2. Developing and publicizing available career opportunities in the organization, and
3. Aligning employee needs and abilities with career opportunities (Flippo, 1984:258)

**Process of Career Planning**

The career planning process involves the assessment of the factors influencing the career options in order to make an informed choice about career goals and its execution strategy. The steps involved in career planning process are:

1. Self assessment by the individual;
2. Evaluation of career opportunities available;
3. Understanding career –oriented skill development exercises;
4. Matching and decision making; and
5. Implementation and review.

**Responsible bodies for career Planning and Development**

Though Career planning is primarily the responsibility of the individual, the organization also has a duty in developing the career of its employees. An organization normally nominates the manager or the supervisor to assist its employees in career planning activities. Sometimes, it may seek the help of external experts for providing career guidance to its employees. The following individuals are responsible for career planning and development in an organization.

* Individual Employee
* Managers and Supervisors
* Organization
* Members( external or internal)

**Merits of Career Planning**

The merits of career Planning are quite a few. Some of these have been listed as follow:

* Career Planning helps employees in developing career goals and also in accomplishing those goals in a time-bound manner;
* It facilitates employees in identifying the career opportunities available within the organization;
* It helps the employees determine their training and development requirements based on self- assessment ;
* It helps the organization in finding a fit between the job requirements and the employees’ knowledge, skills and abilities to choose the right persons for the jobs;
* It Provides an occasion for the organization to identify the strengths and weaknesses of its workforce; and
* It assists the organization inhuman resource policy formulation. For instance, it facilitates the human resource manager in deciding between external and internal sources of recruitment.

**Limitations of career Planning**

Though career planning helps an organization in numerous ways, it has a few limitations that undermine the importance and relevance of career planning. These are: time factors and unsuitable for large work force.

**Time factor**

Career Planning is usually a long term and time consuming process. It is based on the logic of suffering short term pain to get long term gains. However, organizations may not be ready to spend a lot of time & resources on a process that would prove beneficial only in the long term.

**Unsuitable for large work force**

It may not be possible for organizations with a large workforce to develop individual career plans for each and every employee of the organization. This is because the career plan process requires an in-depth analysis of each employee’s strengths and weaknesses on a sustainable basis.