

# Contents

---

*Preface* xix

## **PART 1 FOUNDATIONS OF HUMAN RESOURCE DEVELOPMENT 1**

### **1 INTRODUCTION TO HUMAN RESOURCE DEVELOPMENT 3**

INTRODUCTION 4

THE PROGRESSION TOWARD A FIELD OF HUMAN RESOURCE DEVELOPMENT 5

Early Apprenticeship Training Programs 5

Early Vocational Education Programs 6

Early Factory Schools 6

Early Training Programs for Semiskilled and Unskilled Workers 6

The Human Relations Movement 7

The Establishment of the Training Profession 7

Emergence of Human Resource Development 8

THE RELATIONSHIP BETWEEN HUMAN RESOURCE MANAGEMENT AND HRD/TRAINING 8

Line versus Staff Authority 9

HUMAN RESOURCE DEVELOPMENT FUNCTIONS 10

Training and Development (T&D) 10

Career Development 10

Organization Development 11

The ATD Learning and Performance Wheel 11

Strategic Management and HRD 11

The Supervisor's Role in HRD 13

Organizational Structure of the HRD Function 14

ROLES AND COMPETENCIES OF AN HRD PROFESSIONAL	15
The HRD Executive/Manager	15
Other HRD Roles and Outputs for HRD Professionals	16
Certification and Education for HRD Professionals	16
CHALLENGES TO ORGANIZATIONS AND TO HRD PROFESSIONALS	18
Competing in a Turbulent Global Economy	19
Addressing the Skills Gap	19
Addressing Workforce Diversity and Inclusion	19
The Need for Lifelong Learning	19
Facilitating Organizational Learning	20
Addressing Ethical Dilemmas	20
A FRAMEWORK FOR THE HRD PROCESS	21
Needs Assessment Phase	21
Design Phase	22
Implementation Phase	23
Evaluation Phase	23
ORGANIZATION OF THE TEXT	24
SUMMARY	26
QUESTIONS FOR DISCUSSION	26
EXERCISE: INTERVIEW AN HRD PROFESSIONAL	27
NOTES	27
<b>2 INFLUENCES ON EMPLOYEE BEHAVIOR</b>	<b>33</b>
INTRODUCTION	33
MODEL OF EMPLOYEE BEHAVIOR	34
Major Categories of Employee Behavior	34
EXTERNAL INFLUENCES ON EMPLOYEE BEHAVIOR	35
Factors in the External Environment	35
Factors in the Work Environment	36
MOTIVATION: A FUNDAMENTAL INTERNAL INFLUENCE ON EMPLOYEE BEHAVIOR	41
Need-Based Theories of Motivation	42
Cognitive Process Theories of Motivation	42
Reinforcement Theory: A Noncognitive Theory of Motivation	47
Summary of Motivation	48
OTHER INTERNAL FACTORS THAT INFLUENCE EMPLOYEE BEHAVIOR	50
Attitudes	51

Knowledge, Skills, and Abilities	52
SUMMARY	53
QUESTIONS FOR DISCUSSION	53
EXERCISE 1: INCREASING EMPLOYEE MOTIVATION	54
EXERCISE 2: MOTIVATION THEORIES AND YOU	55
NOTES	55

### **3 LEARNING AND HRD 65**

INTRODUCTION	66
LEARNING AND INSTRUCTION	66
In Search of Basic Learning Principles	67
Limits of Learning Principles in Improving Training Design	68
The Impact of Instructional and Cognitive Psychology on Learning Research	68
MAXIMIZING LEARNING	69
Trainee Characteristics	69
Training Design	72
Retention of What Is Learned	75
Transfer of Training	75
AN EXPANDED FOCUS ON INFORMAL LEARNING	78
INDIVIDUAL DIFFERENCES IN THE LEARNING PROCESS	79
Rate of Progress	79
Training Adult and Older Workers	80
LEARNING STYLES AND STRATEGIES	82
Kolb's Learning Styles	82
Perceptual Preferences	84
Learning Strategies	85
FURTHER CONTRIBUTIONS FROM INSTRUCTIONAL AND COGNITIVE PSYCHOLOGY	85
The ACT* Approach to Learning Procedural Skills	86
Learning to Regulate One's Own Behavior	86
Expert and Exceptional Performance	86
Gagné's Theory of Instruction	88
SUMMARY	89
QUESTIONS FOR DISCUSSION	90
EXERCISE 1: A REFLECTIVE LEARNING JOURNAL	91
EXERCISE 2: VARK QUESTIONNAIRE	91
NOTES	92

**PART 2 FRAMEWORK FOR HUMAN RESOURCE DEVELOPMENT 103****4 ASSESSING WORKPLACE LEARNING NEEDS 105**

## INTRODUCTION 106

Definition and Purposes of Needs Assessment 106

What Is a Training or Workplace Learning Need? 108

Levels of Needs Analysis 109

## STRATEGIC/ORGANIZATIONAL ANALYSIS 110

Components of a Strategic/Organizational Needs Analysis 110

Advantages of Conducting a Strategic/Organizational Analysis 111

Methods of Strategic/Organizational Analysis 112

## TASK ANALYSIS 114

The Task Analysis Process 115

A Task Analysis Example at Texas Instruments 118

Task Analysis at Boeing 119

Summary of Task Analysis 119

## PERSON ANALYSIS 120

Components of Person Analysis 122

Performance Appraisal in the Person Analysis Process 122

Developmental Needs 124

The Employee as a Source of Needs Assessment Information 125

The Benchmarks Specialized Person Analysis Instrument 125

## COMPETENCY MODELING 126

## PRIORITIZING HRD NEEDS 126

Participation in the Prioritization Process 126

The Workplace Learning Advisory Committee 126

## THE HRD PROCESS MODEL DEBATE 127

How Technology Changes Needs Assessment 128

## SUMMARY 129

## QUESTIONS FOR DISCUSSION 129

## EXERCISE: CONDUCTING A TASK ANALYSIS 130

## INTEGRATIVE CASE: CATHAY PACIFIC AIRWAYS 130

## NOTES 131

**5 DESIGNING WORKPLACE LEARNING INTERVENTIONS 139**

## INTRODUCTION 140

DEFINING THE OBJECTIVES OF THE LEARNING INTERVENTION	142
THE “MAKE-VERSUS-BUY” DECISION: CREATING OR PURCHASING WORKPLACE LEARNING PROGRAMS	146
SELECTING THE TRAINER	148
Train-the-Trainer Programs	148
Preparing a Lesson Plan	149
SELECTING LEARNING METHODS AND MEDIA	153
PREPARING LEARNING MATERIALS	155
Program Announcements	155
Program Outlines	155
Training Manuals or Books	155
SCHEDULING A WORKPLACE LEARNING PROGRAM	156
Scheduling during Work Hours	156
Scheduling after Work Hours	157
Registration and Enrollment Issues	157
SUMMARY	159
QUESTIONS FOR DISCUSSION	159
EXERCISE 1: OBJECTIVE WRITING FOR A DIVERSITY TRAINING PROGRAM	160
EXERCISE 2: OBJECTIVE WRITING AND DESIGN DECISIONS FOR A TRAINING PROGRAM OF YOUR CHOICE	160
NOTES	160
<b>6 IMPLEMENTING WORKPLACE LEARNING INTERVENTIONS</b>	<b>167</b>
INTRODUCTION	168
LEARNING DELIVERY METHODS	169
ON-THE-JOB TRAINING (OJT) METHODS	171
Job Instruction Training (JIT)	171
Job Rotation	172
Coaching and Mentoring	172
CLASSROOM (INSTRUCTOR-LED) APPROACHES	172
The Lecture Approach	173
The Discussion Method	174
Audiovisual Media	175
Experiential Methods	178
Computer-Based Training (Classroom Based)	182
PROMOTING LEARNER REFLECTION	183
SELF-PACED/TECNOLOGY-BASED TRAINING	183

Computer-Aided Instruction	183
Internet- and Intranet-Based Training	184
Adaptive Training/Intelligent Computer-Assisted Instruction	185
FINAL IMPLEMENTATION ISSUES	185
Arranging the Physical Environment	186
Getting Started	188
SUMMARY	189
QUESTIONS FOR DISCUSSION	190
EXERCISE 1: HOW TO TEACH A PRACTICAL SKILL	190
EXERCISE 2: GENERATING QUESTIONS TO USE WHEN LEADING A DISCUSSION	190
INTEGRATIVE CASE: THE KPMG LAKEHOUSE	191
NOTES	191
<b>7 EVALUATING WORKPLACE LEARNING INTERVENTIONS</b>	<b>205</b>
INTRODUCTION	206
THE WHAT AND WHY OF WORKPLACE LEARNING EVALUATION	207
HOW OFTEN ARE WORKPLACE LEARNING PROGRAMS EVALUATED?	208
THE EVALUATION OF LEARNING PROGRAMS PRIOR TO PURCHASE	209
CHANGING EVALUATION EMPHASES	209
MODELS AND FRAMEWORKS OF EVALUATION	209
Kirkpatrick's Evaluation Framework	210
Other Frameworks or Models of Evaluation	211
Comparing Evaluation Frameworks	212
A STAKEHOLDER APPROACH TO EVALUATION	214
DATA COLLECTION FOR EVALUATION	215
Data Collection Methods	215
Types of Data	217
The Use of Self-Report Data	218
RESEARCH DESIGN	218
ETHICAL ISSUES CONCERNING EVALUATION RESEARCH	220
Confidentiality	221
Informed Consent	221
Withholding Training	221
Use of Deception	222
Pressure to Produce Positive Results	222
ASSESSING THE IMPACT OF HRD PROGRAMS IN MONETARY TERMS	222

Evaluation of Training Costs and Returns	223
Utility Analysis	225
HOW TECHNOLOGY IMPACTS HRD EVALUATION	226
CLOSING COMMENTS ON EVALUATION	227
SUMMARY	229
QUESTIONS FOR DISCUSSION	229
EXERCISE: CALCULATING THE COSTS AND BENEFITS OF TRAINING	230
INTEGRATIVE CASE: WHAT WENT WRONG AT UNIVERSITY HOSPITAL?	231
<b>Appendix 7-1 More on Research Design</b>	<b>232</b>
RESEARCH DESIGN VALIDITY	232
NONEXPERIMENTAL DESIGNS	233
Case Study	233
Relational Research	233
One-Group Pretest–Post-Test Design	234
Reconsideration of Nonexperimental Research Designs	234
EXPERIMENTAL DESIGNS	235
Pretest–Post-Test with Control Design	235
Post-Test Only with Control Design	236
Solomon Four-Group Design	236
QUASI-EXPERIMENTAL DESIGNS	237
Nonequivalent Control Group Design	237
Time Series Design	237
STATISTICAL POWER: ENSURING THAT A CHANGE WILL BE DETECTED IF ONE EXISTS	238
SELECTING A RESEARCH DESIGN	240
NOTES	241

## **PART 3 HUMAN RESOURCE DEVELOPMENT APPLICATIONS 251**

### **8 ONBOARDING: EMPLOYEE SOCIALIZATION AND ORIENTATION 253**

INTRODUCTION	254
SOCIALIZATION: THE PROCESS OF BECOMING AN INSIDER	255
Fundamental Concepts of Socialization	255
VARIOUS PERSPECTIVES ON THE SOCIALIZATION PROCESS	259
Stage Models of Socialization	259
People-Processing Tactics and Strategies	260
Newcomers as Proactive Information Seekers	261
What Do Newcomers Need?	261

THE REALISTIC JOB PREVIEW	262
How Realistic Job Previews Are Used	263
Are Realistic Job Previews Effective?	264
EMPLOYEE ORIENTATION EFFORTS	265
Assessing and Determining the Content of Orientation	266
Orientation Roles	268
Problems with Orientation Programs	270
Designing and Implementing Employee Orientation	271
Evaluating the Effectiveness of Orientation	272
SUMMARY	274
QUESTIONS FOR DISCUSSION	274
EXERCISE: NEW EMPLOYEE ORIENTATION IN A GIG ECONOMY	275
NOTES	275
<b>9 SKILLS AND TECHNICAL TRAINING</b>	<b>287</b>
INTRODUCTION	288
BASIC WORKPLACE COMPETENCIES	289
BASIC SKILLS/LITERACY PROGRAMS	289
Addressing Literacy in the Workplace	290
Designing an In-House Basic Skills/Literacy Program	290
Federal Support for Basic Skills Training	291
TECHNICAL TRAINING	292
Apprenticeships	292
Computer Training	293
Technical Skills/Knowledge Training	294
Safety Training	294
Quality Training	297
INTERPERSONAL SKILLS TRAINING	300
Sales Training	300
Customer Service Training	301
Team Building/Training	302
ROLE OF LABOR UNIONS IN SKILLS AND TECHNICAL TRAINING	303
Joint Training Programs	304
PROFESSIONAL DEVELOPMENT AND EDUCATION	304
Continuing Education at Colleges and Universities	305
Continuing Education by Professional Associations	305



Company-Sponsored Continuing Education 305

HRD's Role in Continuing Education 306

SUMMARY 307

QUESTIONS FOR DISCUSSION 307

EXERCISE: EVALUATING A CLASS PROJECT TEAM 308

NOTES 308

## **10 COACHING AND PERFORMANCE MANAGEMENT 319**

INTRODUCTION 320

COACHING AND PERFORMANCE APPRAISAL 320

COACHING: A POSITIVE APPROACH TO MANAGING PERFORMANCE 321

COACHING AND PERFORMANCE MANAGEMENT 321

DEFINITION OF COACHING 323

THE MANAGER'S ROLE IN COACHING 324

THE HRD PROFESSIONAL'S ROLE IN COACHING 324

COACHING TO IMPROVE POOR PERFORMANCE 325

    Defining Poor Performance 325

    Responding to Poor Performance 326

CONDUCTING THE COACHING ANALYSIS 327

THE COACHING DISCUSSION 331

    The Kinlaw Process 331

    The Fournies Process 331

    An Analysis and Extension of the Two Approaches 332

MAINTAINING EFFECTIVE PERFORMANCE AND ENCOURAGING SUPERIOR PERFORMANCE 334

SKILLS NECESSARY FOR EFFECTIVE COACHING 335

THE EFFECTIVENESS OF COACHING 337

    Employee Participation in Discussion 338

    Being Supportive 338

    Using Constructive Feedback 339

    Setting Performance Goals during Discussion 339

    Training and the Manager's Credibility 339

    Organizational Support 339

CLOSING COMMENTS ON COACHING AND PERFORMANCE MANAGEMENT 340

    Technology, Coaching, and Performance Management 341

SUMMARY 343

QUESTIONS FOR DISCUSSION 343

EXERCISE 1: DESIGN YOUR OWN PERFORMANCE MANAGEMENT SYSTEM	344
EXERCISE 2: CONDUCT A PERFORMANCE REVIEW MEETING	345
NOTES	345
<b>11 EMPLOYEE COUNSELING, WELL-BEING, AND WELLNESS</b>	<b>359</b>
INTRODUCTION	360
Employee Counseling as an HRD Activity	361
The Link between Employee Counseling and Coaching	361
AN OVERVIEW OF EMPLOYEE COUNSELING PROGRAMS	362
Components of a Typical Program	362
Who Provides the Service?	363
Characteristics of Effective Employee Counseling Programs	364
EMPLOYEE ASSISTANCE PROGRAMS	364
Substance Abuse	365
Mental Health	365
The EAP Approach to Resolving Employee Personal Problems	366
Effectiveness of EAPs	369
STRESS MANAGEMENT INTERVENTIONS	370
Defining Stress	371
A Model of Stress Management Interventions	372
The Effectiveness of Stress Management Interventions	373
EMPLOYEE WELLNESS AND HEALTH PROMOTION PROGRAMS	374
Exercise and Fitness Interventions	376
Smoking Cessation	377
Nutrition and Weight Control Interventions	377
Control of Hypertension	378
OVERALL EFFECTIVENESS OF HEALTH AND WELLNESS PROGRAMS	379
ISSUES IN EMPLOYEE COUNSELING	380
Effectiveness of Employee Counseling Interventions	380
Legal Issues in Employee Counseling Programs	381
Whose Responsibility Is Employee Counseling?	381
Ethical Issues in Employee Counseling	382
Unintended Negative Outcomes of Employee Counseling Programs	383
CLOSING COMMENTS	383
SUMMARY	384
QUESTIONS FOR DISCUSSION	385

EXERCISE 1: HOW ARE YOU DEALING WITH STRESS?	385
EXERCISE 2: HOW HEALTHY IS THE PLACE WHERE YOU SPEND MOST OF YOUR WAKING HOURS?	386
NOTES	386

## **12 CAREER MANAGEMENT AND DEVELOPMENT 401**

INTRODUCTION	402
What Is the Nature of the Employment Relationship Today?	402
Impact of Current Employment Relationships on Career Management and Development	404
DEFINING CAREER CONCEPTS	405
What Is a Career?	405
Relationship of Career to Nonwork Activities	405
Career Development	406
Career Planning and Career Management	406
STAGES OF LIFE AND CAREER DEVELOPMENT	407
Stage Views of Adult Development	408
MODELS OF CAREER DEVELOPMENT	411
Stage Models of Career Development	411
Other Views of Career Development	412
Comparing Career Models	414
Life Stage and Career Models as the Conceptual Base for Career Development	414
THE PROCESS OF CAREER MANAGEMENT	414
An Individually Oriented Career Management Model	414
Organizationally Oriented Career Management Models	416
ROLES IN CAREER MANAGEMENT	418
The Individual's Role	418
The Manager's Responsibility	419
The HRD and Career Development Professional's Responsibility	419
CAREER DEVELOPMENT PRACTICES AND ACTIVITIES	420
Self-Assessment Tools and Activities	421
Individual Counseling or Career Discussions	422
Internal Labor Market Information Exchanges and Job Matching Systems	423
Organization Potential Assessment Processes	425
Developmental Programs	426
ISSUES IN CAREER DEVELOPMENT	428
Developing Career Motivation	428
The Career Plateau	429

Career Development for Nonexempt Employees	430
Enrichment: Career Development without Advancement	431
DELIVERING EFFECTIVE CAREER DEVELOPMENT SYSTEMS	432
SUMMARY	434
QUESTIONS FOR DISCUSSION	435
EXERCISE 1: WHAT ARE YOUR CAREER VALUES?	436
EXERCISE 2: THE FIVE-YEAR RESUME	436
NOTES	437
<b>13 MANAGEMENT DEVELOPMENT</b>	<b>455</b>
INTRODUCTION	456
Extent of Management Development Activities	457
Organization of the Chapter	457
DESCRIBING THE MANAGER'S JOB: ROLES AND COMPETENCIES	458
APPROACHES TO UNDERSTANDING THE JOB OF MANAGING	458
Managers as Persons: A Holistic View of the Manager's Job	460
Importance of Needs Assessment in Determining Managerial Competencies	462
The Globally Competent Manager	463
What Competencies Will Future Managers Need?	464
MAKING MANAGEMENT DEVELOPMENT STRATEGIC	465
MANAGEMENT EDUCATION	466
Bachelor's and Master's Degree Programs in Business Administration	466
Executive Education Programs	468
MANAGEMENT TRAINING AND EXPERIENCES	470
Company-Designed Courses	470
Corporate Universities	470
On-the-Job Experiences	471
EXAMPLES OF APPROACHES USED TO DEVELOP MANAGERS	473
Leadership Training	473
Behavior Modeling Training	476
DESIGNING EFFECTIVE MANAGEMENT DEVELOPMENT PROGRAMS	477
SUMMARY	478
QUESTIONS FOR DISCUSSION	479
EXERCISE: PROFILING AN EFFECTIVE LEADER	479
INTEGRATIVE CASE: TRAINING GENERAL MANAGERS AT BRISTOL-MYERS-SQUIBB	480
NOTES	480

<b>14 ORGANIZATION DEVELOPMENT AND CHANGE</b>	<b>497</b>
INTRODUCTION	498
Organization Development Defined	498
Plan of the Chapter	498
ORGANIZATION DEVELOPMENT THEORIES AND CONCEPTS	499
Change Process Theory	499
Implementation Theory	500
Limitations of Research Supporting OD Theories	502
MODEL OF PLANNED CHANGE	503
DESIGNING AN INTERVENTION STRATEGY	505
Specific Roles	505
Steps for Designing an Intervention Strategy	507
Role of HRD Professionals in the Design of OD Interventions	509
The Role of Labor Unions in OD Interventions	509
TYPES OF INTERVENTIONS: HUMAN PROCESS–BASED	510
Survey Feedback	510
Team Building	511
Effectiveness of Human Process–Based Interventions	512
TYPES OF INTERVENTIONS: TECHNO-STRUCTURAL	512
Job Enlargement	512
Job Enrichment	512
Alternative Work Schedules	513
Effectiveness of Techno-Structural Interventions	514
TYPES OF INTERVENTIONS: SOCIOTECHNICAL SYSTEMS	514
Total Quality Management	514
Self-Managing Teams	516
HRD Programs as Sociotechnical Intervention Techniques	517
TYPES OF INTERVENTIONS: ORGANIZATIONAL TRANSFORMATION	517
Cultural Changes	517
Strategic Changes	518
Organizational Learning	519
High-Performance Work Systems	521
Effectiveness of Organizational Transformation Change Strategies	522
Role of HRD Professionals in Organizational Transformation	522
WHITHER ORGANIZATION DEVELOPMENT?	523
SUMMARY	524

QUESTIONS FOR DISCUSSION	525
EXERCISE: FORCE FIELD ANALYSIS AND YOU	526
INTEGRATIVE CASE: A PROBLEM AT METRO TRANSIT	526
NOTES	527

## **15 HRD, DIVERSITY AND INCLUSION: BEYOND DIVERSITY TRAINING 543**

INTRODUCTION	544
ORGANIZATIONAL CULTURE	544
LABOR-MARKET CHANGES AND DISCRIMINATION	545
Discrimination	546
Equal Employment Opportunity	549
The Glass Ceiling	549
Impact of Immigration Patterns	550
ADAPTING TO DEMOGRAPHIC CHANGES	550
Affirmative Action Programs	550
Valuing Differences and Using Awareness-Based Diversity Training	552
Effectiveness of Awareness-Based Diversity Training Programs	552
Managing Diversity	552
CROSS-CULTURAL TRAINING AND EDUCATION PROGRAMS	555
HUMAN RESOURCE DEVELOPMENT PROGRAMS FOR CULTURALLY DIVERSE EMPLOYEES	558
Socialization and Orientation	558
Career Development	559
Mentoring to Promote Diversity and Inclusion	559
Anti-Harassment Training	560
OTHER HUMAN RESOURCE MANAGEMENT PROGRAMS AND PROCESSES	561
CLOSING COMMENTS	561
SUMMARY	562
QUESTIONS FOR DISCUSSION	563
EXERCISE 1: VIEWS ON DIVERSITY	563
EXERCISE 2: IBM AND DIVERSITY & INCLUSION	564
NOTES	564
<i>Glossary</i>	578
<i>Index</i>	594