

PHRi Functional Area 03

LEARNING AND DEVELOPMENT

International Human Resource Certification Institute

IHRCI® www.ihrci.org

Professional in Human Resources – International (PHRi) Workbook

Module Three: Learning and Development

2024 Edition

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Introduction

As a subscriber of the PHRi certification workbook series, you have access to the www.ihrci.org learning system. The system includes a Glossary that provides a search box and descriptions of key HR terms. Additionally, the system consists of over 900 practice exam questions and answers with explanations in our database, including pre-tests, review tests, and post-tests:

Pre-test: It contains the same percentage of questions from each content area. Participants can take a pre-test of that module to assess their conceptual understanding of that specific area of the PHRi exam content outline. When the pre-test is completed, an overall correct percentage and the number and percentage of questions answered correctly are provided. Answers with explanations for individual questions are also provided. Our system allows users to save the pre-test results for later improvement.

Review test: Every review test contains questions with explanations that help you understand the concepts of that particular knowledge area for each study workbook section. Once you finish reviewing one section of the workbook text, you naturally gain access to the next section. Each new section builds on the concepts learned in the previous knowledge areas. Please follow a step-wise study approach for all the knowledge areas.

Post-test: Once you complete all the knowledge areas, take a post-test that simulates the final PHRi Exam under the same testing conditions as the actual exam. It consists of 115 questions to be answered in 2.75 hours. These tests are designed to give you a feel for the actual PHRi Exam, with a similar format and question types. Practice until you achieve near 80% correct answers in the post-test. This will help you understand areas where you have improved since the last test and identify topics that require further revision.

Access to the learning system is valid for twelve (12) months from the date of purchase, covering two test windows. Take the pre-test, review, and post-test as many times as possible within 12 months. Access to these practice exams is for your use, and your account should not be shared with others. Your use of the online practice exams indicates your agreement with these terms.

Please note that this workbook is not a textbook. The materials, including workbooks and practice exams, are intended for use as aids in preparing for the PHRi Certification Exam conducted by the HR Certification Institute. While studying these materials will enhance your understanding of the key functional areas that comprise the HR Certification Institute PHRi exam content outline, these workbooks should not be considered legal or professional advice.

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Part One: Employee Training

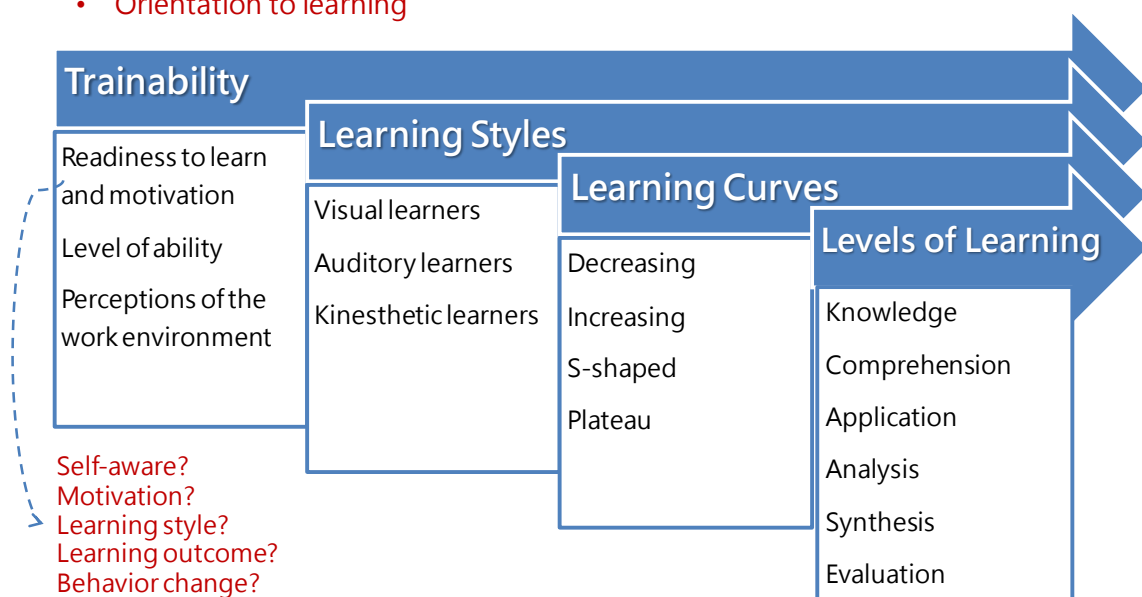
1. Adult Learning

Learning is a relatively permanent change in behavior based on an individual's interactional experience with its environment.

Malcolm Knowles developed a new theory - which he called "Andragogy" - in the context of adult learners. This is often contrasted with the child's learning methods - pedagogical learning. The central idea in the context of adult learning is that it is only after convincing him- or herself of the rationale of learning that an adult will decide to learn. Hence, adults cannot be treated like children. Therefore it is assumed that workshops and seminars organized by the students themselves create a better learning environment than those organized externally. There are five assumptions about adult learning:

- The need to know
- Learner self-concept
- learners' experience
- Readiness to learn
- Orientation to learning

Andragogy vs. Pedagogy



- The need to know: adult learners need to know why they need to learn something before undertaking to learn it.
- Learner self-concept: adults need to be responsible for their own decisions and to be treated as capable of self-direction
- Role of learners' experience: adult learners have a variety of experiences of life which

represent the richest resource for learning. These experiences are however imbued with bias and presupposition.

- Readiness to learn: adults are ready to learn those things they need to know in order to cope effectively with life situations.
- Orientation to learning: adults are motivated to learn to the extent that they perceive that it will help them perform tasks they confront in their life situations.

1.1. Trainability

The principles of adult learning clearly illustrate that how people learn is a direct result of an interaction between forces within the individual and the environment. This interaction can be summarized in one concept trainability, which concerned with these factors:

1.1.1. Readiness to learn and motivation

1.1.2. Level of ability

1.1.3. Perceptions of the work environment

1.2. Learning Styles

Learning styles describe the ways individuals learn and how they process ideas. An awareness of these styles allows HR professionals to interpret and reflect upon ways to accommodate each style in learning situations. There are three distinct learning styles:

1.2.1. Visual learners remember best what they see pictures, diagrams, flow charts, time lines, films, and demonstrations.

1.2.2. Auditory learners, called verbal learners; it's a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning.

1.2.3. Kinesthetic learners, also known as tactile learners, learn best through a hands-on approach. They prefer to actively explore the physical world around them.

1.3. Learning Curves

Learning curves graphically depict individual rates of learning over time, with learning proficiency indicated vertically and elapsed time indicated horizontally.

1.3.1. Decreasing returns occur when the amount of learning or skill level increases rapidly at first and then the rate of improvement slow. The beginning of the curve is slow while the basics are being learned; then performance takes off as

skills and knowledge are acquired.

1.3.2. Increasing returns pattern is most common when a person is learning something completely new.

1.3.3. S-shaped curve is a combination of increasing and decreasing returns. There is a presupposition that the individual is learning a difficult task that also requires specific insight.

1.3.4. Plateau curve refers the learning is fast at first, but it then flattens out and there is no apparent progress.

1.4. Levels of Learning

1.4.1. Knowledge simply means that the learner can recall specific facts.

1.4.2. Comprehension allows the learner to translate or interpret information.

1.4.3. Application is the ability to use learned information in a new situation.

1.4.4. Analysis means understanding information to the level of being able to break it down and explain how it fits together.

1.4.5. Synthesis is the level at which the learner would be able to respond to new situations and determine trouble-shooting techniques and solutions.

1.4.6. Evaluation is the highest level of learning because it allows one to make judgments.

Some people resist change because they fear they will not be able to develop the new competencies that will be required. Accepting change is more difficult for some than for others, even when they realize it is a good one.

If employees do not trust that training is worthwhile or have had negative experiences in the past, they will not commit the attention and energy to make it worthwhile.

Many employees are influenced by their coworkers' perceptions. If employees perceive that an HRD program is inconsequential, those perceptions may transfer to others in the department.

2. Training Plan

2.1. Definition

Training is the process through which knowledge and skills are developed, information is provided, and attributes are nurtured, in order to help individuals who work in

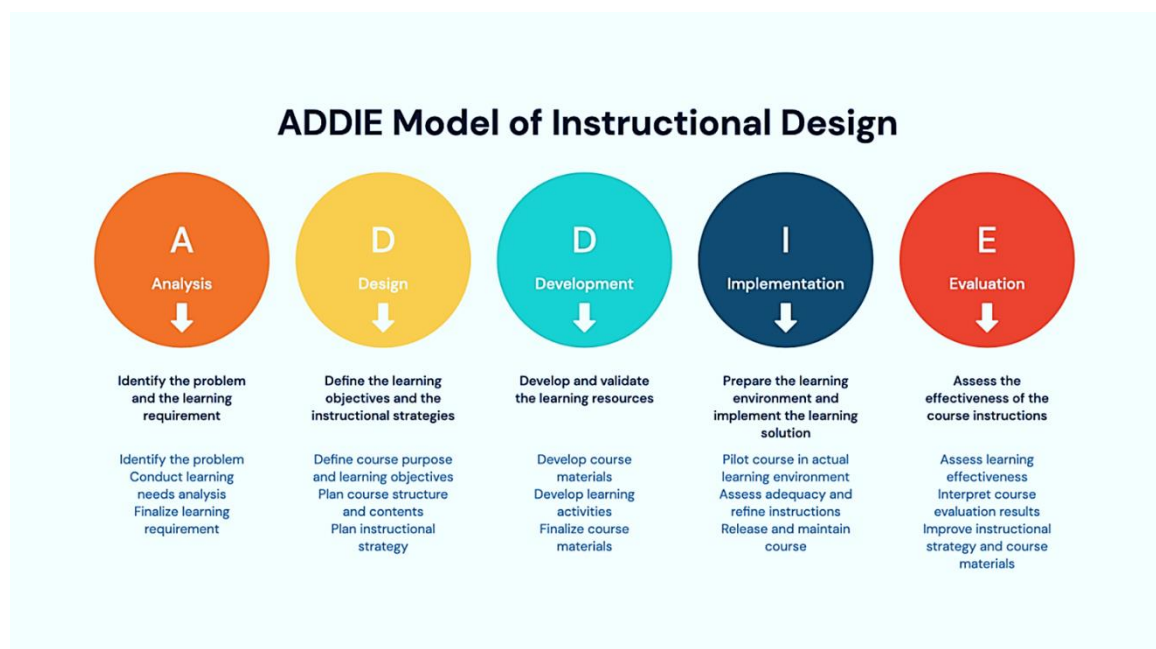
organizations to become more effective and efficient in their work.

Education is 'mind preparation' and is carried out remote from the actual work area.

Development is education, job experiences, relationships, and assessments of personality and abilities that help trainees prepare for the future.

2.2. Instructional System Design (ISD)

Instructional Systems Design (ISD) involves a systematic process for the assessment and development of training solutions, designed specifically for the purpose of formal training delivery. There are two widely recognized instructional design models in use today by both educational institutions and corporate training functions. The most traditional is the ADDIE model:



2.2.1. Analysis

Data is collected to identify gaps between actual and desired organizational performance. If those gaps point to a lack of employee knowledge and skills, then specific training objectives are established to address the training needs.

According to the ADDIE model, the first thing you should do when you're handed a new training project is a detailed analysis. What do you need to analyze? Three of the most critical analyses carried out by instructional designers are:

Training Needs Analysis: This should be the first type of analysis you complete because

it identifies whether the training is needed at all. This analysis identifies what performance improvements are expected and how they will be measured, which is critical in identifying whether training has been successful.

Audience Analysis: Once you validate that the training is indeed needed, it's time to analyze your learners. Knowing key demographics and background information about your learners will help you identify the information they need to know and the best way to present it to them.

Task Analysis: Now that you know what your course is about and who will be taking it, it's time to take a close look at the specific processes and tasks you'll be training learners on by breaking them down into step-by-step chunks.

Once you've completed these analyses, you have a much better idea of the who, what, where, and why of your e-learning. A good idea is to compile these findings into your first deliverable: a project plan.

2.2.2. Design

Initial decisions regarding course content, course goals and objectives, delivery methods, and implementation strategies are made.

With the analyses out of the way, you're ready to start development, right? Wrong! Don't skip the first "D"! Starting to develop your course without completing the design phase is like building a house without a blueprint. It makes much more sense to start with a clear plan of how everything in the course will be laid out and how the text, multimedia, and navigation will fit together. Exactly which deliverable you create as a result of the design phase depends on your time, budget, resources, and what you've outlined in your project plan, but typically one of two deliverables comes out of the design phase:

Storyboard: This document lays out the elements of the course that will appear on each slide, including the text, imagery, and narration script. Exactly what's included in a storyboard depends on the project. For example, if your project includes audio narration, you'll need to add a script to your storyboard. If you're building a storyboard that you will hand off to a developer, you'll need to add detailed notes for the developer.

Prototype: This is typically a model or sample of a course that is created to test and identify whether specific features or concepts work. The prototype lets a stakeholder get a feel for how the course looks and functions before developing the entire course and all of its features.

Once you've got your blueprint for your course, you're ready to jump into the fun part: development!

2.2.3. Development:

Materials are created, purchased, and/or modified to meet the stated objectives.

This is the phase where you get to build out your learning content in an authoring tool. The development part of the ADDIE process typically contains two sub-tasks:

Content Creation: In this phase you choose and add the final graphics, multimedia, colors, and fonts to make your course look polished and professional. You'll also use your authoring tool to build out activities, quizzes, interactions, and functional navigation to create an engaging course.

Testing: Once you've created your content, you need to test it. Things that need to be tested and reviewed include spelling, grammar, learning objectives, navigation, and flow. Testing is typically done during the development process instead of after, so that as testers identify problem areas, the developer can make changes to the final product.

2.2.4. Implement

The program is delivered to the target audience, including pilot programs, revisions to content, participant scheduling, and preparing the learning environment.

Once your course is fully developed and thoroughly tested, you're ready to share it with your learners. Typically, during the Implementation phase, the materials are shared in one of two ways: by uploading it directly to the web or to a Learning Management System (LMS). How do you decide between these two implementation methods? It depends on whether you need to track and report on learner behavior.

Web: If you don't need to track learner behavior, you can upload content directly to the web and provide a URL link for your learners to access the training. However, since learner activity isn't tracked, you won't know whether they completed the course, how long it took them to do so, or if they went wrong somewhere.

LMS: If you do need to track your learners and their progress, your best bet is to share your content through an LMS. Every LMS offers different features and functionalities, but they share some tracking capabilities, such as whether learners completed a module and how long it took them.

2.2.5. Evaluate

Comparing the program results to the established objectives to determine whether the

original needs were met.

When you progress to the evaluation phase, you need to go back to the very first step of the ADDIE process, in which you completed a training needs analysis. During that step, you identified specific performance improvements that your training would address as well as how to measure those improvements.

The evaluation phase is where the rubber meets the road: Did your training result in the real, measurable performance improvements you identified in your needs analysis? While the learner's opinions and feedback about the e-learning matter, it's most critical to ensure that your training achieved the goals you set at the start.

2.3. Learning Management System (LMS)

A Learning Management System (sometimes also called "Course Management System", "Pedagogical Platform", "E-Learning Platform") is a software system that delivers courseware plus e-tutoring over the Internet. A learning management system (LMS) allows you to create, distribute and track training anywhere, on any device. Nowadays, powerful software for managing complex databases has been combined with digital frameworks for managing curriculum, training materials, and evaluation tools. The LMS allows anyone to create, track, manage and distribute learning materials of any kind. LMS products and software allow any organization to develop electronic coursework, deliver it with unprecedented reach and flexibility, and manage its continued use over time. Many business and organizations use LMS to deliver online training, as well as to track completion of courses, reports, and records.

The LMS has become a powerful tool for consulting companies that specialize in staffing and training, extension schools, and any corporation looking to get a better grasp on the continuing education of its workforce. Its impact has been felt mostly outside of traditional education institutions, though the same technological and market forces are dramatically changing today's classroom as well.

The traditional application of an LMS is in educational institutions. Learning management systems have been used for several years to deliver courseware in schools and popularize e-learning. In the last few decades, companies have been using learning management systems to deliver training to internal employees and customers. The technology has become a powerful tool for consulting companies that specialize in staffing and training, extension schools, and any corporation looking to get a better grasp on the continuing education of its workforce. Its impact has been felt mostly outside of traditional education institutions, though the same technological and market forces are dramatically changing today's classroom as well.

2.3.1. Components of an LMS

Some common components or features that can be found in many eLearning platforms include:

Rosters: A digital roll call sheet for tracking attendance and for sending invitations to class participants.

Registration Control: The ability to monitor and customize the registration processes of e-learning curriculum.

Document Management: Upload and management of documents containing curricular content.

Multiple device access: Delivery of course content over web-based interfaces such as desktops, phones or tablets.

Distributed instructor and student base: Remote participation by the instructor or pupil allows courseware to feature multiple teachers or experts from across the globe.

Course calendars: Creation and publication of course schedules, deadlines and tests.

Student Engagement: Interaction between and among students, such as instant messaging, email, and discussion forums.

Assessment and testing: Creation of varied knowledge retention exercises such as short quizzes and comprehensive exams

Grading and Scoring: Advanced tracking and charting of student performance over time.

2.3.2. Features of a Corporate LMS

When an LMS is used in corporate training environments, they often have additional features that satisfy goals relating to knowledge management and performance evaluation, such as:

Automatic enrollment: Logic within an LMS which registers and reminds employees for mandatory courses.

Enhanced Security: Many corporate LMS solutions have single sign in, advanced authentication and firewalls to ensure data security.

White labeling: The ability to create online training content that aligns with a company's brand.

Multi Lingual Support: In a globally distributed company, many employees or partners need training in their native languages. A corporate LMS allows training in multiple languages.

2.3.3. Choose the Right LMS

It's tough to choose the right platform to deliver learning to learners, since different organizations have such different needs. One common approach is to use a learning management system, or LMS, which is a platform to help deliver and track online learning courses.

As with most software, there's no "one size fits all, best" LMS, and it's a good idea to ask yourself these five key questions before you pick one:

Is it easy to use? Ease of use is not only important for you, the course creator, but it's also very important for your learners. Is the learner-facing user interface intuitive and at least reasonably easy to use? For you, the manager, is the admin interface reasonably easy to use? Can you easily figure out how to set up the system, or will you need a consultant to help you?

Does it offer reporting? Some free LMS platforms only offer a way to publish the course but don't give you a report of learners' results. If reporting is important to you, you'll need to verify that the LMS you're evaluating offers learner tracking tools. Of course, that's only part "A" of the question. Part "B" is: Does it offer the reporting you need?

How many learners can you invite? Make sure to find out—up front—if the LMS you're looking at supports the number of users you need to have access to the software for your e-learning course. If it doesn't, you may find yourself with some unexpected costs or needing to switch platforms in the middle of course development.

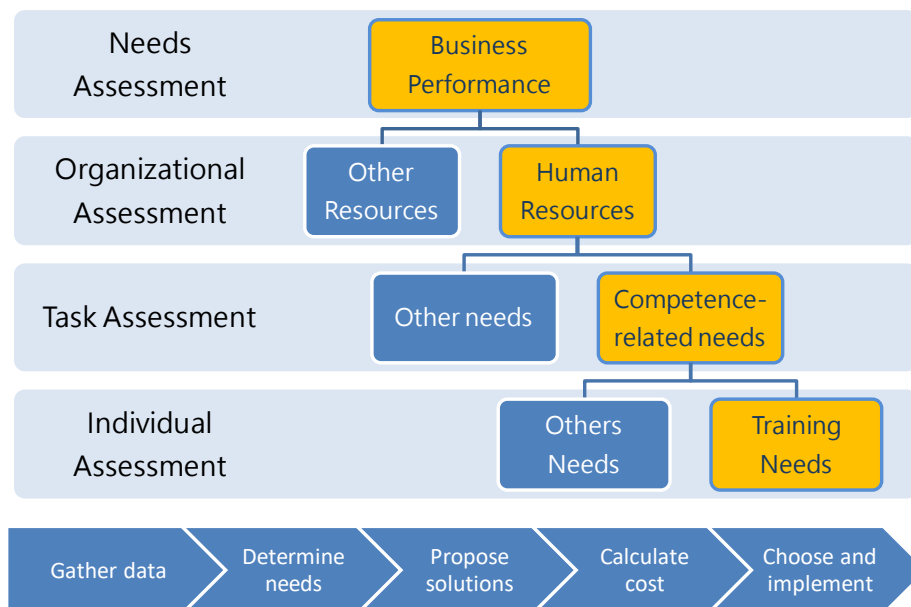
Can you create individual learning tracks? If you're interested in assigning specific sets of courses to different learners, make sure your free LMS supports this feature. Some free platforms only support offering the same courses to a variety of learners, which can turn into a big headache.

What course and media formats does the LMS support? If you have a lot of content in hand that you'd like to publish in the LMS, the answer to this question is critically important. You'll want to make sure—in advance—that the LMS can play SCORM, AICC, TinCan, video, or other types of content, so you're not left holding the bag with some important content.

3. Training Needs Assessment

Today's work environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training (a performance improvement tool) is needed when employees are not performing up to a certain standard or at an expected level of performance. The difference between actual the actual level of job performance and the expected level of job performance indicates a need for training. The identification of training needs is the first step in a uniform method of instructional design.

A successful training needs analysis will identify those who need training and what kind of training is needed. It is counter-productive to offer training to individuals who do not need it or to offer the wrong kind of training. A Training Needs Analysis helps to put the training resources to good use. There are several steps to complete a comprehensive training needs assessment:



3.1. Assessment Process

3.1.1. Gather data to identify needs.

Job-inventory questionnaires can be administered to a large group of employees in a short amount of time to identify training needs.

3.1.2. Determine needs that can be met by training interventions.

3.1.3. Propose solutions.(Training is not a solution for employee relations problems such as poor morale, lack of motivation, or lack of ability to learn.)

3.1.4. Calculate potential cost of training interventions.

3.1.5. Choose and implement the training.

3.2. Organizational Assessment

Identifies the knowledge, skills, and abilities employees will need in the future.

3.3. Task Assessment

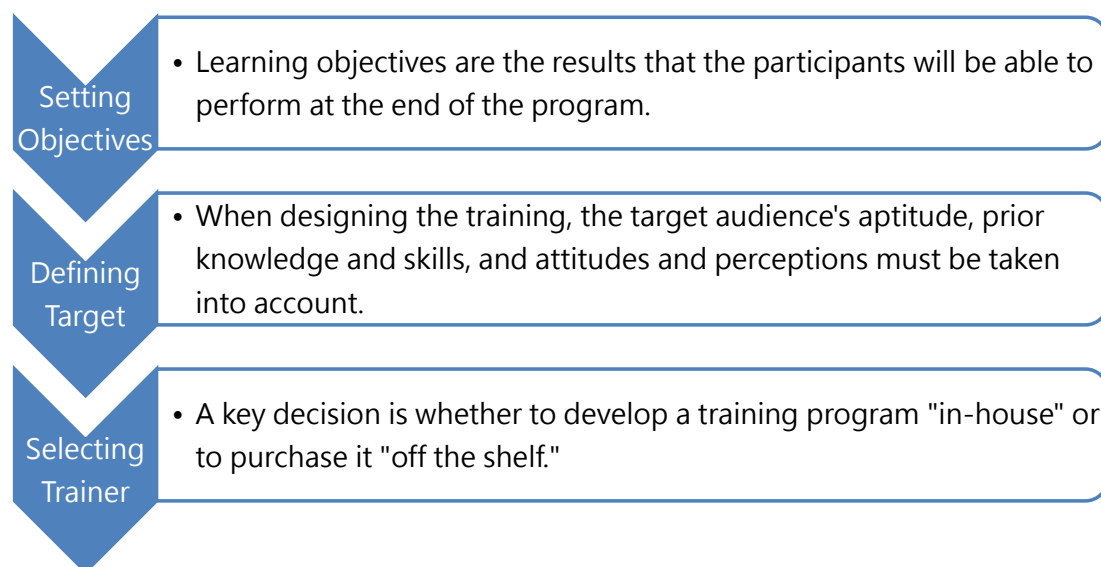
Compares job requirements with employee knowledge and skills to identify areas needing improvement through job analysis.

3.4. Individual Assessment

Focuses on individual employees and how they perform their jobs, usually determined through performance appraisal or review.

4. Training Design

Training Design includes “Setting Objectives”, “Defining Target” and “Selecting Trainer” as below explanation:



4.1. Setting Objectives

Learning objectives are the results that the participants will be able to perform at the end of the program.

4.2. Defining Target

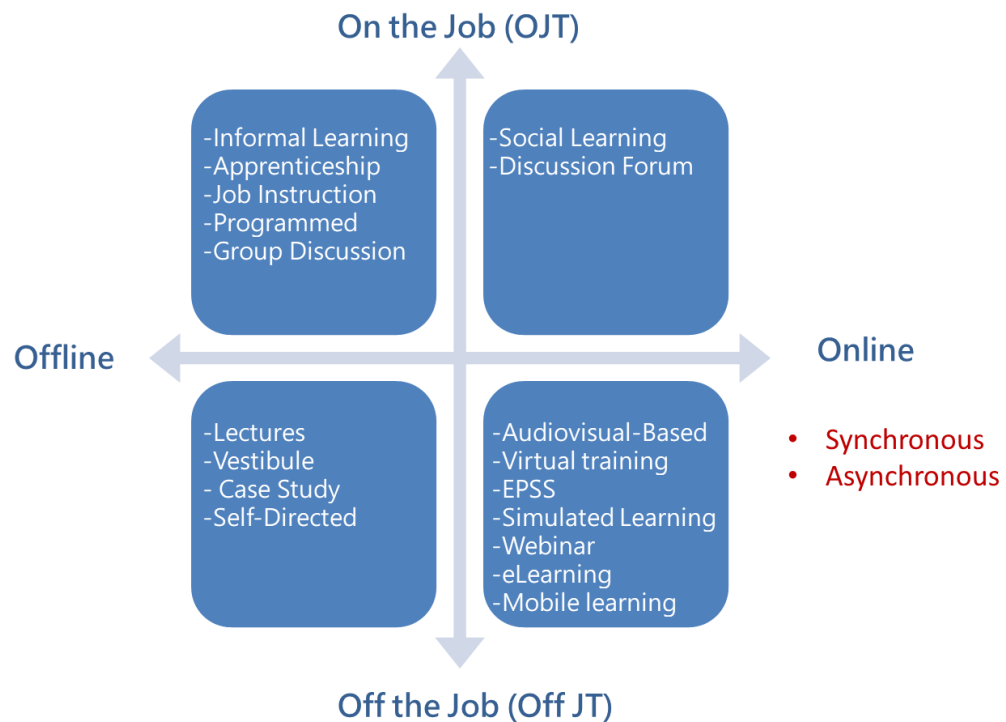
When designing the training, the target audience's aptitude, prior knowledge and skills, and attitudes and perceptions must be taken into account.

4.3. Selecting Trainer

A key decision is whether to develop a training program "in-house" or to purchase it "off the shelf."

5. Training Program Development

We can classify types of training courses by two criteria: 1). On the Job or Off the Job and 2).Online or Offline. Different types fit different audiences and different circumstances.



5.1. On-the-Job Training (OJT)

OJT means having a person learn a job by actually doing it, and involve preparing the learner, presenting the operation, doing a tryout, and follow-up. Its primary advantage is that it can be tailored to the individual employee. The supervisor or manager conducting the training must be able to both teach and show the employees what to do. It is one of the most cost-effective training methods.

However, OJT has some problems. Often, those doing the training may have no experience in training, no time to do it, or no desire to participate in it. Under such conditions, learners essentially are on their own, and training likely will not be effective. Another problem is that OJT can disrupt regular work. Unfortunately, OJT can amount to no training at all in some circumstances, especially if the trainers simply

abandon the trainees to learn the job alone. Also, bad habits or incorrect information from the supervisor or manager can be transferred to the trainees.

5.2. Apprenticeship Training

It is a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training.

5.3. Informal Learning

It involves learning through day-to-day unplanned interactions between the new worker and his/her colleagues.

5.4. Job Instruction Training

It refers to teaching a new employee the logical sequence of steps in a job step by step.

5.5. Lectures (Classroom Training)

Just like in school, it is a quick and simple way to provide knowledge to large groups.

5.6. Programmed Learning

It is a step-by-step self-learning method: 1) presenting questions, facts, or problems to the learner; 2) allowing the person to respond; and 3) providing feedback on the accuracy of the answers.

5.7. Audiovisual-Based Training

Tools include films, PowerPoint presentations, video conferencing, audiotapes, and videotapes.

5.8. Simulated Training

It is a method of training to replace or amplify real-world experiences. The purpose of this type of training is to evoke or replicate substantial aspects of a real-world application in a fully interactive fashion.

5.9. Vestibule Training

It is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are trained off the job. It can be considered a combination of on- and off-the-job training.

5.10. Virtual training

A trainer in a central location teaches groups of employees at remote locations via

television hookups. Videoconferencing – allows people in one location to communicate live via a combination of audio and visual equipment with people in different locations – another city or country or with groups in several cities.

Trainer may use special collaboration software or cloud platform to enable multiple remote learners to use their PCs or laptops to participate in live discussions.

Considerations to improve e-based learning include allowing trainees to control the pace. The trend is toward blended learning (both virtual and in-person)

5.11. Electronic Performance Support Systems (EPSS)

The systems are sets of computerized tools and displays that effectively automate and integrate training, documentation, and phone support, thus enabling individuals to provide support that's faster, cheaper, and more effective than the traditional methods.

5.12. E-learning

E-learning is the delivery of formal and informal training and educational materials, processes, and programs via the use of electronic media. E-learning includes Web-based learning, computer-based training (CBT), and virtual classrooms. Delivery might be over the Internet, an organization's intranet/extranet, satellite broadcast or other means. There is a major problem with e-Learning in long-term retention of curriculum content as a result of the speed with which the learner completes the course. Generally, e-Learning is a cost-effective method that should be used in conjunction with other training methods.

E-learning can be synchronous or asynchronous:

5.12.1. Synchronous learning is when participants interact together in real time.

5.12.2. Asynchronous learning is when participants access information at different times and in different places.

5.13. Simulated Learning

It is a variety of different activities including but not limited to virtual reality-type games, step-by-step animated guides, role playing and software training.

5.14. Case Study

A case study provides a realistic situation for students to analyze and then use for practice of their new skills or knowledge.

5.15. Group Discussion

Group discussions provide a forum for the exchange of this information. They allow participants to learn from one another. Discussions can occur in many sizes (partners, small or large groups) and could be led by the instructor or not.

5.16. Self-Directed Learning

Self-directed study allows learners to progress at their own pace through a set of training materials such as workbooks or CD-ROM or Web-based materials, usually without the aid of an instructor.

5.17. Blended Learning

It is a planned approach to learning that includes a combination of methods such as classroom, e-learning, self-paced study, and performance support such as job aids or coaching.

5.18. Orientation and On-boarding

Employee orientation programs provide new employees with the basic background information required to perform their jobs satisfactorily. Orientation programs today are moving away from routine discussion of company rules to emphasizing the company's mission and the employee's role in that mission, on boarding them early as a key member of the team.

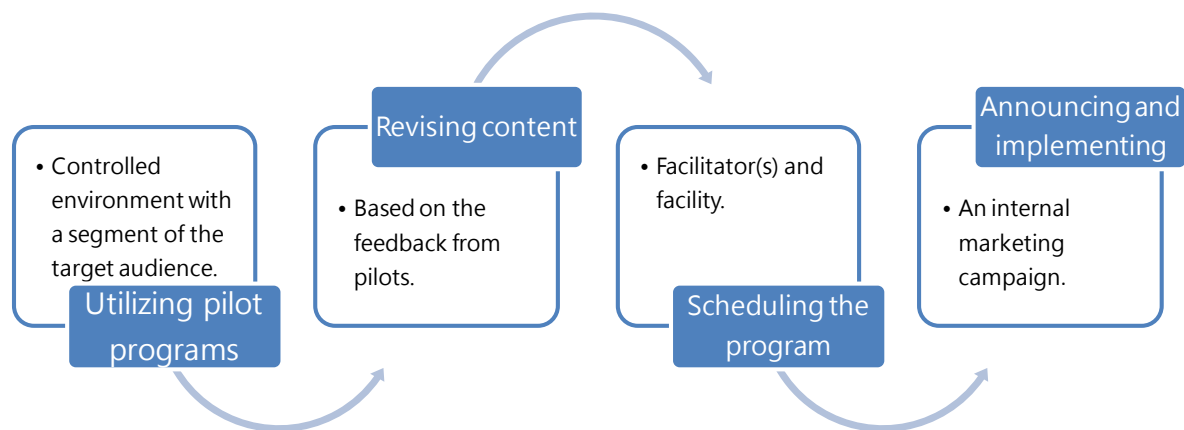
Orientation and on boarding refers to the process of new employee assimilation, which often lasts up to six months or a year. The programs smooth the adjustment phase by introducing new employees to others, lessening feelings of isolation, and providing a better understanding of the organization, expectations, and future opportunities for personal growth and development.

5.19. Cross Training

Cross training occurs when people are trained to do more than one job—theirs and someone else's. For the employer, the advantages of cross training are flexibility and development. However, although cross training is attractive to the employer, it is not always appreciated by employees, who often feel that it requires them to do more work for the same pay. To counteract such responses and to make it more appealing to employees, learning "bonuses" can be awarded for successfully completing cross training. In some organizations, the culture may be such that people seek cross training assignments to grow or prepare for a promotion, but that is not the case in all organizations.

6. Training Implementation

The purpose of the training implementation is to implement the training program that you designed and developed in earlier phases. This is when the learners undertake the activities of learning, produce the various tangible results that can be referenced as means to evaluate learners' progress toward achieving the learning objectives, and evaluation occurs not only of the results produced by learners but also the activities of implementation to ensure those activities themselves are high-quality. Training implementation includes below steps:



6.1. Utilizing pilot programs

A pilot program involves offering the program initially in a controlled environment with a segment of the target audience, and evaluating the sequencing of content.

6.2. Revising content

Based on the feedback provided by the pilot audience, now is the time to make adjustments to the program prior to final delivery.

6.3. Scheduling the program

Scheduling the program involves paying attention to the target audience, the intended learning outcomes, the deadlines for completion, whether regular work hours or evenings and weekends are required, participation at a distance, etc. Selecting

qualified facilitator(s) and selecting a facility are also important factors to consider.

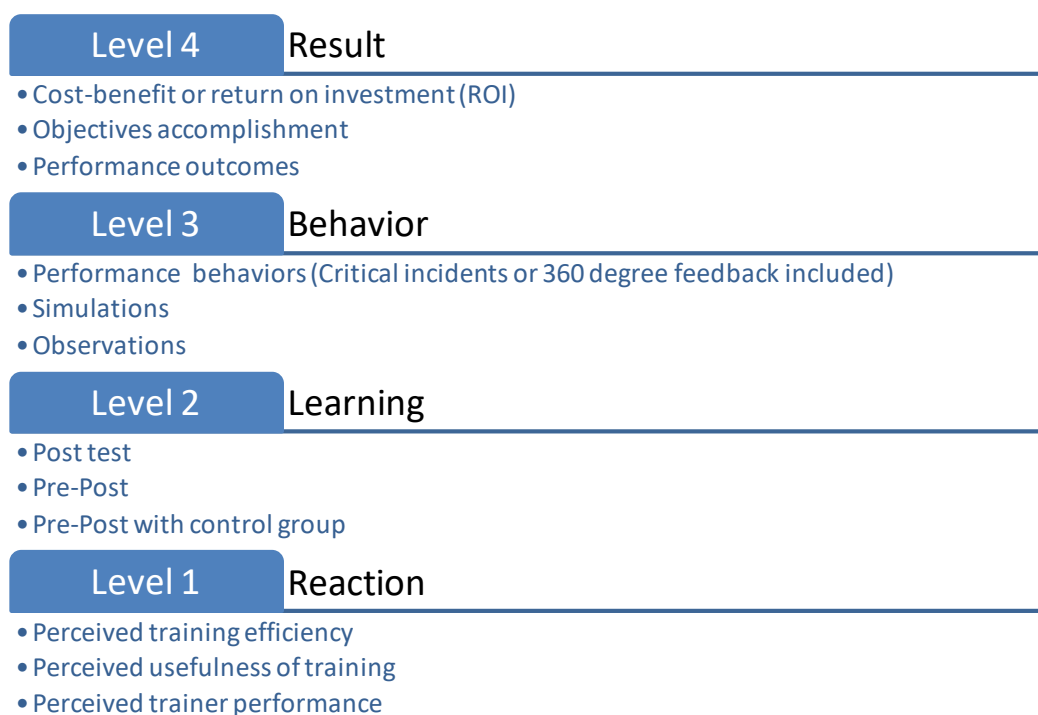
6.4. Announcing and implementing the program.

An effective way to increase interest in an upcoming training program is to launch an internal marketing campaign. Giving participants a preview of the topics and agenda creates interest, motivation, increased attendance, and increased preparation and learning.

7. Training Evaluation

Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the Association for Talent Development (ATD), called American Society for Training and Development (ASTD) in the past, first published his Four-Level Training Evaluation Model in 1959, in the US Training and Development Journal.

The four levels are: Reaction, Learning, Behavior, and Results. Let's look at each level in greater detail.



7.1. Level 1: Reaction

Level 1 solicits opinions of the learning experience following a training event or course. Typical questions concern the degree to which the experience was valuable (satisfaction), whether they felt engaged, and whether they felt the training was

relevant. Training organizations use that feedback to evaluate the effectiveness of the training, students' perceptions, potential future improvements, and justification for the training expense. A variety of sources estimate that approximately 80 percent of training events include Level 1 evaluation.

Organizations evaluate the reaction level by administering surveys or by conducting interviews with the participants immediately after the conclusion of the program. Reactions evaluation is useful for several reasons. It can provide useful feedback for the design and improvement of training initiatives, and it helps improve employee relations by showing that the organization pays attention to training. The immediate reaction, however, really measures only how people liked the program and the environment rather than their level of learning.

7.1.1. Perceived training efficiency: refers to perceptions about the organizational aspects of the training initiative in terms of the materials, tools and premises used.

7.1.2. Perceived usefulness of training: relates to each person's perceptions of the utility of the training for his or her present work situation and future development.

7.1.3. Perceived trainer performance: entails the individual perception of the quality of the trainer's performance in terms of content and process.

7.2. Level 2: Learning

Level 2 measures the degree to which participants acquired the intended knowledge, skills and attitudes as a result of the training. This level is used by instructors and training executives to determine if training objectives are being met. Only by determining what trainees are learning, and what they are not, can organizations make necessary improvements. Level 2 can be completed as a pre- and post-event evaluation, or only as a post-evaluation.

This level involves measuring how well participants learned facts, ideas, concepts, theories, and attitudes. To measure learning, it's helpful to use tests or experimental methods. Experiments may be set up in several different ways:

7.2.1. Post: measure tests consist of training a group of employees and then assessing what they have learned and how they perform on the job. However, this method cannot determine whether participants' knowledge or skill levels have changed, much less attribute the changes to the program.

7.2.2. Pre-Post: once participants have attended the program, a second measurement of knowledge or skill is obtained, and the two sets of scores are compared for possible improvements. Intervening variables other than the program may still influence the

post-test scores.

7.2.3. Pre-Post with control group: involve two groups that have their performance evaluated. Then one group participates in the program while the other group does not. Afterward, the performance of both groups is reevaluated to determine if the group that received the training performs significantly better than the group that did not. Ethical considerations may be involved in this type of testing. Control group members may feel discriminated against if they are not offered the same opportunity for attendance. Another possible pitfall of this method is that training group members may interact with control group members and "teach" them what they learned.

7.3. Level 3: Behavior

Level 3 measures the degree to which participants' behaviors change as a result of the training – basically whether the knowledge and skills from the training are then applied on the job. This measurement can be, but is not necessarily, a reflection of whether participants actually learned the subject material. For example, the failure of behavioral change can be due to other circumstances such as individual's reluctance to change. Level 3 evaluation involves both pre- and post-event measurement of the learner's behavior.

7.3.1. Performance test that contain actual samples of content taught in the program are administered to participants. This type of test measures for behavior changes that transfer to the work environment.

7.3.2. In the critical incidents method, significant positive and negative incidents are recorded and used to measure program outcomes. Ordinarily, an employee's manager would conduct this evaluation.

7.3.3. The 360-degree feedback process evaluates performance using self, peers, direct reports, management, and other relevant perspectives such as customers and suppliers.

7.3.4. Simulations provide an experiential bridge between the program and its actual real-world context. How well the participant performs the simulation can be a measurement of program effectiveness.

7.3.5. Observations assess complex performance that is difficult to evaluate by means of a questionnaire, interview, or simulation. An observation checklist can be organized to list categories and frequency of behavior to be observed. The checklist becomes the instrument used to help quantify performance.

7.4. Level 4: Result

Level 4 seeks to determine the tangible results of the training such as: reduced cost, improved quality and efficiency, increased productivity, employee retention, increased sales and higher morale. While such benchmarks are not always easy or inexpensive to quantify, doing so is the only way training organizations can determine the critical return on investment (ROI) of their training expenditures. One typical challenge is to identify whether specific outcomes are truly the result of the training. Level 4 requires both pre- and post-event measurement of the training objective.

Results evaluation is the effect on the business or environment by the trainee. Measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee.

7.4.1. Progress toward organizational objectives will tell management whether training programming is working well. These programs should advance the company toward its mission. If the bottom line is improving, management may approve additional funding for training initiatives.

7.4.2. Performance appraisals evaluate how well employees measure up to various performance standards. During a performance appraisal, the supervisor compares the actual performance to the performance standards and judges whether skills taught in training are practiced in the workplace.

7.4.3. The cost-benefit or return on investment (ROI) analysis is to determine results. Because results such as productivity, turnover, quality, time, sales, and costs are more concrete, comparing records before and after training can perform this type of evaluation.

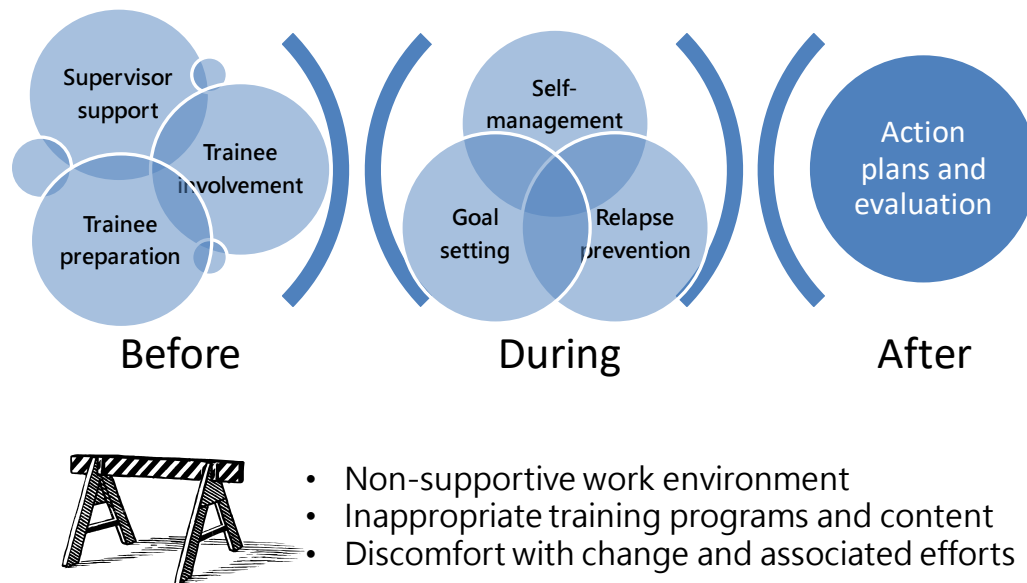
7.5. Others

Training is not always meant to produce output at all levels but rather sometimes aims for specific objectives – such as integrating new employees, retaining knowledge workers and motivating workers through stronger team spirit – that most training evaluation models cannot detect.

8. Training Transfer

Ultimately, the goal of implementation is transfer of training, or on-the-job use of knowledge, skills, and behaviors learned in training. Transfer of training requires that employees actually learn the content of the training program. Training transfer is performing certain activities before, during, and after training sessions that enable employees to more effectively and quickly apply the skills learned in training on the job.

Training transfer is the goal when employees are involved in any internal or external training activity, session, seminar, or on-the-job training.



8.1. Barriers of Training Transfer

The most significant barrier participants experience is the lack of reinforcement and support when attempting to apply what they have learned to their jobs. The following barriers have been identified:

- 8.1.1. Interference from immediate (work) environment
- 8.1.2. Non-supportive organizational culture
- 8.1.3. Impractical training programs
- 8.1.4. Irrelevant training content
- 8.1.5. Discomfort with change and associated efforts
- 8.1.6. Separation from inspiration or support of the facilitator
- 8.1.7. Poorly defined/delivered training
- 8.1.8. Pressure from peers to resist changes
- 8.1.9. Newly learned behaviors are not valued or modeled by participant's manager(s)

8.2. Training Activities Related to Training Transfer

Training activities before, during, and after training were significantly related to the transfer of training:

8.2.1. Pre-training activities in the work environment such as supervisor support, trainee involvement, and trainee preparation will improve the transfer of training.

8.2.2. Interventions can be added on to the training content of a training program for the exclusive purpose of facilitating the transfer of training, such as self-management, relapse prevention, and goal setting.

8.2.3. Meetings with supervisors to discuss the relevance of training and to review goals and action plans also might be useful to signal the importance of transfer to trainees and ensuring that trainees are accountable for their use of training material on the job. In addition, post-training assessments and reports are useful to help facilitate transfer.

9. Trends for Employee Training

Many studies identified key trends for employee training. Some of the trends didn't surprise us, as we've had our eye on these for a while. But there were some—dealing with instructional designers—that had us snapping our heads back in a double-take.

9.1. MOOCs (Massive Online Open Courses)

Massive Open Online Course, or MOOC, refers to a free online course available to a mass audience. MOOCs are a recent development in distance education. Courses are generally education-based programs stemming from colleges and universities, although they do not provide degrees or credits to students.

MOOCs, which first formally entered the learning sphere in 2008, gained prominence in 2012 when Stanford University offered the first in what became a series of its own. The concept's name plainly conveys its definition: the MOOC is "massive" because it is designed to enroll tens of thousands of learners; it's "open," because, in theory, anyone with an Internet connection can enroll in the free course; it's "online" because much if not all of the interaction takes place online in threaded web discussion groups with cohorts of learners, or on wikis, or via online videos of professors giving lectures and finally, MOOC's are "courses" because they have concrete start and end dates, student assessments, online tests and quizzes, and proctored exams. Upon completion, some may offer a "verified certificate" of completion or college credit. The leading MOOC providers include Coursera, Udacity and edX.

As MOOCs storm the academic world, the public discussion of their impact is ignoring what could become their most valuable application. Far from being limited to higher education reform, the new learning style's most important legacy could be its impact on the world of corporate training.

The following three MOOC elements are particularly well-suited to corporate learning & development:

9.1.1. Semi-synchronicity

Most MOOCs allow students to go through the course as a 'semi-synchronous' cohort of learners. That means each week the group receives the same assignment of video lectures, readings, quizzes and/or threaded discussions, but each member completes that course work on his or her own time. The design of semi-synchronous cohorts provides learners the opportunity to motivate each other as they go through the program.

9.1.2. Course design

"Flipping the classroom," or swapping classwork with homework, was first made popular by Khan Academy, and is one of the defining features of MOOCs. This way, the most of the learning happens not through a professor lecturing but by giving students access to course materials and having them study and explore them at home. Then in class, they put their new knowledge to work with role-plays, use cases, and exercises.

9.1.3. Credentials

Many MOOCs offer college credit or certificates of completion, which help to legitimize and formalize the learning. At leading MOOC provider Coursera, 14 percent of courses offer verified certificates, for which registration costs between \$30 and \$100 depending on the course's length and content. In the workplace, certificates function as an incentive for employees to complete optional training or skill development courses, because they'll have something to show for all their work.

9.2. Gamification

Gamification is the process of applying gaming designs and concepts to learning or training scenarios in order to make them more engaging and entertaining for the learner. In game-based learning events, learners compete directly against one or more individuals or participate individually in an interactive experience that rewards learning performance in some way.

The fast-growing field of digital gaming is generally divided into two distinct markets:

“recreational” gaming for entertainment purposes and “serious” gaming for educational, learning or product promotion scenarios. The focus of this wiki is on serious gaming.

The term “gamification” is still evolving. Many learning professionals define it as utilizing games in instruction; others believe it refers to the “gaming mechanics” that are employed to incentivize individuals to participate in gaming or non-gaming activities. Non-gaming activities may include product support, market research and employee motivation, all of which represent another growing industry segment.

The variety of gaming technologies in use today varies dramatically from inexpensive 2D flash-based tools to elaborate 3D immersive environments designed to replicate actual experiences an individual might encounter. Some examples of simulation and “virtual world” immersive universe scenarios can be considered game-based learning if competition is a principal component.

The increased popularity and usage of gaming techniques can be attributed to the spirit of competition; it not only makes learning more enjoyable, it increases retention and boosts all important time-to-competency measurements. It’s a concept long employed by sales organizations that is quickly spreading throughout large and small enterprises.

Competitive computer-based games serve both employer and employee by improving productivity and positively impacting business results. Games incentivize employees to learn and accomplish more skills, which raises competency levels throughout an organization. Gaming is also applied to boost knowledge and loyalty among customers, channel partners and other stakeholders.

Gamification’s appeal to computer savvy members of the millennial generation – and the desire of employers to capitalize on that – is also fueling the trend. This generation of employees and customers has literally grown up playing computer and video games; they gravitate towards experiences with game-like elements. Training & Development departments are seeking new ways to add entertainment components to learning activities.

Game-based learning reflects another significant training trend – the increased role of learners in controlling their own learning experiences. Learning organizations are becoming more astute about leveraging technologies and providing training at point of need. They are becoming more process oriented, with greater emphasis on results.

9.3. Minimum Viable Courses (MVC)

In the modern workplace employees often do not have time to complete a full online course, and so companies that produce training modules are rolling out shorter content and modules on an as-needed basis that is consistent with the minimum viable product model. This has the benefit of maximizing validated learning and only producing content in response to the user's needs. The MVC is becoming a standard feature in a product launch toolkit. Instead of waiting for all the product information and the beautifully architected learning tracks, we can develop content based on what's needed right now, so get direct and indirect sales reps up-to-speed and talking about the product knowledgeably rather than being left in the dark and feeling like they are the last to know. In today's fast-moving IT industry, MVCs are a must.

9.4. Mobile Learning

Mobile learning involves the use of mobile technology, either alone or in combination with other information and communication technology (ICT), to enable learning anytime and anywhere. Learning can unfold in a variety of ways: people can use mobile devices to access educational resources, connect with others, or create content, both inside and outside classrooms. Mobile learning also encompasses efforts to support broad educational goals such as the effective administration of school systems and improved communication between schools and families.

Using portable computing devices (such as iPads, laptops, tablet PCs, PDAs, and smart phones) with wireless networks enables mobility and mobile learning, allowing teaching and learning to extend to spaces beyond the traditional classroom. Within the classroom, mobile learning gives instructors and learners increased flexibility and new opportunities for interaction.

9.5. Adaptive Learning

Adaptive learning is a methodology that breaks traditional models and allows employees to learn at their own pace. It has gained popularity with educational institutions, referred to as "adaptive teaching," where a teacher will gather information on individual students to learn what they need to do to improve their learning. In the workforce, adaptive learning is conducted similarly. Employees can be monitored individually and in real time to determine what learning approach will best suit their needs. It has advantages for younger generations entering the workforce that have expectations around flexibility and interaction. Adaptive learning can be effective at improving efficiency, as well as employee engagement and retention since it allows employees to build confidence and overall expertise. Companies may want to consider

breaking traditional learning methods by introducing aspects of adaptive learning.

9.6. Collaborative Learning

Collaboration has numerous potential benefits for learning. It enables group members to help and learn from one another; it helps to promote students' social relationships; it may also develop students' communication and critical thinking skills. By using a social media platform such as Facebook or LinkedIn Group, certain evidence can be automatically recorded and this evidence enables the teacher to monitor students' progress and their individual contributions. Also, the recorded evidence may allow the teacher to fairly assess students' contributions. Companies are quickly embracing social media tools, as well as investing in social collaboration tools to better engage employees and foster a learning culture.

9.7. SCORM Standards

SCORM stands for "Sharable Content Object Reference Model". SCORM allows content authors to distribute their content to a variety of Learning Management Systems (LMS) with the smallest headache possible.

SCORM is widely adopted by some huge organizations. The Sharable Content Object Reference Model (SCORM) was first developed by the U.S. Department of Defense (DOD) to address training development and delivery inefficiencies across its service branches. E-learning content was being developed on different platforms, using different standards and specifications, and delivered on different, incompatible systems. To address these costly inefficiencies, the DOD knit together the best emerging e-learning specifications with those developed in the prior decade by the Aviation Industry CBT Committee (AICC).

Industry is following suit, and the standard appears in a vast majority of RFPs to procure both training content and Learning Management Systems. SCORM is made up of three sub-specifications:

9.7.1. Content packaging

Content should be packaged in a self-contained directory or ZIP file. Known as a Package Interchange File (PIF), it must contain an XML "manifest file" that contains all information needed by the LMS to deliver content. The manifest divides courses into one or more sharable content objects (SCOs).

9.7.2. Run-time

This section standardizes the launching of content and communication with the LMS. It

states that the LMS should launch content in a web browser, and may only launch one SCO at a time.

9.7.3. Sequencing

This section specifies how learners can navigate between SCOs, and how progress data can be rolled up to the course level. Sequencing rules enable content authors to accomplish many important tasks such as specifying the completion of prerequisite courses and providing question weighting.

9.8. Outsourced Training

Designing and conducting in-house training can impose significant costs. Training often requires specialized knowledge that must be regularly updated. In addition, the limited number of in-house trainers may not reach all necessary personnel in a timely manner. For these reasons, outsourcing training is a popular option for employers looking to reduce operating costs while increasing workplace expertise. When deciding whether outsourcing is the best option, consider the following:

9.8.1. Analyze the organization and its industry

Employers who require specialization — for example, pharmaceuticals and technological manufacturing entities—are prime candidates. For businesses requiring employees to stay up-to-date with regulatory compliance issues, new technologies, equipment and techniques, outsourced training can provide new information on a consistent and efficient basis while allowing the company to focus on competitive services and products. Employers operating globally or in numerous locations may also find outsourcing viable because training can be online or through comprehensive seminars in a cost-effective, timely fashion.

9.8.2. Find a specialized training partner that “fits” the organization

A training partner should mirror the organization’s culture and goals. Employers should also partner with training firms with an established specialization. This maximizes efficiency and leverages what could be a significant cost.

9.8.3. Consider how the training should be delivered

External training can be computer-based online training, in-person or on-the-job training, all of which can vary significantly in length. Employers should balance a variety of factors to determine which meets their needs: the type of jobs employees are engaged in; time constraints of the audience; the location and number of employees to be trained; accessibility to technology; and the sensitivity of the training material.

9.8.4. Execute a thoughtful contract

After choosing the right trainer, enter into a written agreement that may include ownership of written materials and standards for conducting training. If the training firm has access to sensitive company information, address confidentiality. In addition, the parties should be clear on who is responsible for the accuracy and content of the training. If the trainer is guaranteeing “up-to-date” information or compliance with governing laws, the company should document that warranty, and request indemnification by the trainer for claims relating to negligent training.

9.8.5. Consider the positive effect of outsourced training, beyond saving money.

It might appear that outsourcing training will cause the employer’s in-house trainers to lose their job, but training is often peripheral to the core business. Trainers may be shifted into other positions within the company, pivoting their talents to train customers or outside sales people. Outsourced training allows greater flexibility by offering training precisely when and where it’s needed and providing technological or product updates. In addition, trainers are experts in a particular field, and may open the doors to additional resources and business opportunities.

Employers should coordinate with management to ensure outsourcing is the best avenue to meet their training needs, and with counsel on contractual issues.

10. Diversity, Equity, & Inclusion (DEI) in Learning and Development (L&D)

10.1. The Role of DEI in Learning and Development

Understanding the significance of Diversity, Equity, and Inclusion (DEI) in Learning & Development (L&D) is crucial for fostering an inclusive organizational culture. It goes beyond compliance and aims to create an environment where everyone can flourish, learn, and evolve.

10.1.1. Encourages Representation

DEI-oriented L&D programs prioritize inclusive participation, ensuring individuals from various backgrounds and experiences have equal access to learning opportunities.

10.1.2. Promotes Cultural Competence

DEI initiatives in L&D cultivate cultural competence, fostering awareness and understanding of diverse perspectives and attitudes, leading to a more empathetic and inclusive workplace.

10.1.3. Influences Learning Content

DEI considerations in L&D emphasize diverse voices and perspectives in learning materials, making all employees feel acknowledged and represented.

10.1.4. Supports Inclusive Leadership

DEI-focused L&D empowers leaders to exemplify inclusive behaviors, nurturing a culture of belonging and acceptance.

10.1.5. Enhances Talent Development

By providing equitable access to resources and opportunities, DEI in L&D aids the growth and development of all employees, enabling them to reach their full potential.

10.1.6. Builds Resilience

Integrating DEI principles into learning initiatives helps organizations understand, adapt to, and leverage diversity, fostering resilience.

10.1.7. Sparks Innovation

Diverse teams bring a wider range of ideas and solutions. DEI-oriented L&D programs encourage diverse thinking, driving innovation.

10.1.8. Promotes Equity

DEI ensures equitable treatment, access, opportunity, and advancement for all while striving to identify and remove barriers hindering full participation.

Recognizing the role of DEI in Learning & Development is essential for reinforcing diversity, equity, and inclusion within organizations, establishing a culture where everyone can thrive and learn.

10.2. DEI L&D initiatives

10.2.1. Ongoing DEI Training

Companies such as Google and Starbucks have implemented regular DEI training sessions for their employees. These sessions aim to educate employees about unconscious bias, microaggressions, and the importance of diversity and inclusion in the workplace.

10.2.2. Mentorship Initiatives

Organizations like Intel have established mentorship programs that pair senior leaders with employees from underrepresented groups. This initiative not only promotes diversity but also provides opportunities for career development.

10.2.3. Employee Resource Groups (ERGs)

Many companies, including Microsoft and IBM, have established ERGs that provide a platform for employees from diverse backgrounds to connect, share experiences, and support each other. These groups also play a vital role in shaping company policies related to diversity and inclusion.

10.2.4. Inclusive Hiring Strategies

Companies like Accenture have adopted inclusive hiring practices to ensure a diverse workforce. They have set targets for hiring employees from underrepresented groups and have implemented strategies to achieve these targets.

10.2.5. Leadership Accountability

At Salesforce, leaders are held accountable for promoting DEI within their teams. Their efforts to foster diversity and inclusion are evaluated and reflected in their performance reviews.

10.3. HR in Leading DEI L&D Initiatives

Learning & Development (L&D) Managers and Chief Human Resources Officers (CHROs) play a pivotal role in implementing and driving Diversity, Equity, and Inclusion (DEI) initiatives, contributing significantly to fostering an inclusive organizational culture. Their leadership and commitment can have a profound impact on improving organizational outcomes. Here's how they can leverage these initiatives effectively:

10.3.1. Setting the DEI Tone

L&D Managers and CHROs set the tone for DEI initiatives by demonstrating their commitment and communicating its importance to the organization's success. They should integrate DEI into the company's mission and values, leading by example.

10.3.2. Developing Comprehensive DEI Training Programs

They are responsible for developing robust DEI training programs aimed at educating employees about unconscious bias, microaggressions, and the numerous benefits of a diverse and inclusive workplace.

10.3.3. Promoting Inclusive Leadership

L&D Managers and CHROs can promote inclusive leadership by providing training for managers on effectively leading diverse teams. This training should focus on valuing different perspectives, fostering a sense of belonging, and creating an environment where every team member feels valued and heard.

10.3.4. Implementing Inclusive Hiring Practices

They can implement inclusive hiring practices to ensure the organization maintains a diverse workforce. This includes setting targets for hiring employees from underrepresented groups and developing strategies to achieve these goals.

10.3.5. Establishing Employee Resource Groups (ERGs)

L&D Managers and CHROs can play a pivotal role in establishing Employee Resource Groups (ERGs). ERGs provide a platform for employees from diverse backgrounds to connect, share experiences, and offer support. Additionally, these groups can actively contribute to shaping company policies related to DEI.

10.3.6. Measuring DEI Outcomes

Regularly measuring and reporting on DEI outcomes is crucial. This includes tracking diversity metrics, monitoring employee engagement, and assessing retention rates among diverse groups. Data-driven insights can identify areas for improvement and evaluate the effectiveness of DEI initiatives.

10.3.7. Holding Leaders Accountable

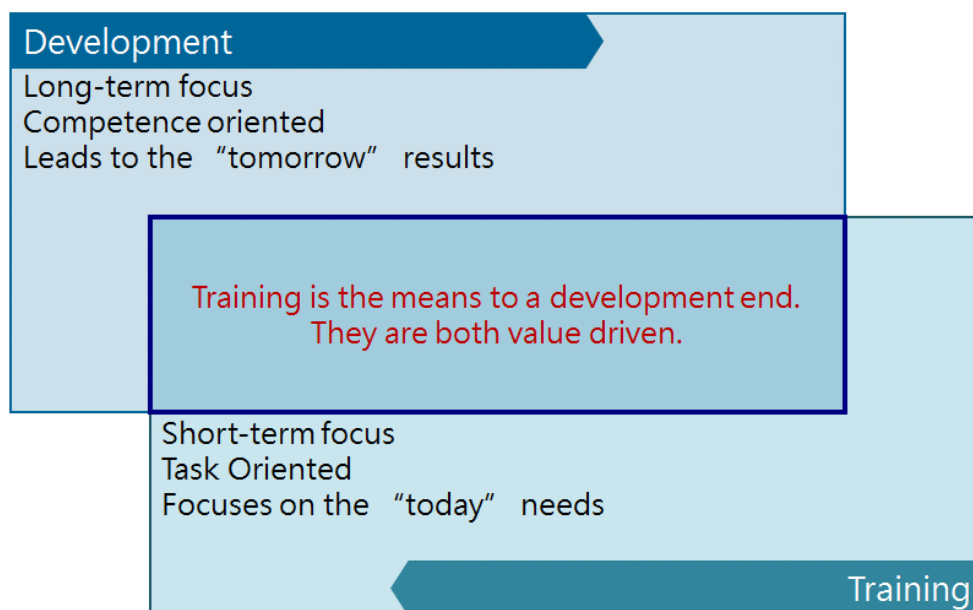
L&D Managers and CHROs can hold leaders accountable for promoting DEI within their respective teams. Incorporating DEI goals into performance reviews and recognizing and rewarding leaders who make significant contributions to DEI efforts can further drive progress in this area.

Part Two: Employee Development

1. Employee Development Plan

Employee development is an ongoing collaborative effort between an employee and the organization they work for, aimed at advancing knowledge and expertise beyond current job requirements. This is achieved through systematic training, learning experiences, work assignments, and assessment initiatives. Training involves acquiring knowledge, skills, and competencies through teaching, while development focuses on improving productivity and effectiveness at work and within the company. In essence, training provides the skills, and development maximizes their utilization.

In summary, while employee training concentrates on enhancing job-specific skills and immediate job performance, employee development is designed to prepare employees for broader career growth and future roles within the organization. Both are indispensable for an organization's success: training ensures employees excel in their current roles, while development nurtures their potential for leadership and more substantial contributions over the long term.



Employee development relies on an employee's willingness to participate and is influenced by organizational culture, top management's attitude, and limited promotion opportunities. It is future-focused education that prepares employees for future roles, filling knowledge gaps required for potential promotions. Development enriches an employee's current job skills, possibly through cross-training, and readies them for different future roles, including management training, mentorship, or other preparations.

HR professionals should view training and development as interconnected components, recognizing the value in both. With a well-structured strategy and vision, integrating these elements is a natural process. Training and development form a partnership, constituting an ongoing process rather than isolated events. Both are driven by value and contribute to overall organizational growth.

1.1. The benefits of employee development

Rather than hiring all external candidates for management positions, here are some reasons why a company should develop its staff:

1.1.1. Addressing skills shortages

In a recent Gallup research, 48% of American workers would switch to a new job if offered skills training opportunities. This indicates that staff development should form part of your compensation and benefits package to entice candidates to work for your company. Providing employees with learning opportunities can boost employee engagement, resulting in higher productivity and profitability while lowering employee turnover.

1.1.2. Bridging skills gaps

Technology is rapidly changing the workplace. Skills are becoming outdated faster, and people need to upgrade their competencies to keep up with their jobs and industries. Companies should take the opportunity to upskill existing employees across the business to assist in bridging skills gaps. Employees may then work in your organization for longer and possess a deeper understanding of your customers and culture – a unique asset that will contribute immensely to your company's success.

1.1.3. Improved employee engagement and morale

Gallup studies have shown that engaged employees result in business growth. An engaged workforce often equates to higher productivity rates, increased profitability and employee retention. Low employee morale is just as damaging to the business. It has been found that teams with disengaged employees experience 37% more absenteeism and make 60% more errors in their work than engaged employees. The value of employee development programs for organizations is evident. Employees that participate in training and development can double profitability for the business, increase sales and lead to happier customers.

1.1.4. Remaining competitive

Companies can face challenges when looking to hire and retain the right talent,

especially in a tight labor market. While top talent seeks to work for a company that will support them in continuing to build their skills and advance in their careers within the organization. As an organization, you can assist your employees to gain the right skill sets and technical knowledge to launch new products or services and remain competitive in the market. Training should focus on boosting the core strengths of your workforce and addressing their weaknesses to improve a company's overall success.

1.1.5. Improving diversity and inclusion

Organizations should also aim to upskill and reskill all employees, especially those from underrepresented groups. Invest in professional development across your employee population with internal and external resources to guarantee each person progresses in their career journey. L&D (Learning and Development) and DEI (Diversity, Equity, & Inclusion) specialists within the organization should work together to develop succession plans and leadership training programs. Tackle topics such as inclusive leadership and unconscious biases in the workplace.

1.1.6. Creating a culture of learning

With accelerating technological changes and labor trends, companies need an agile working environment and learning culture. An agile learning culture gives your company the upper hand over competitors through speed and flexibility. Organizations must address these changes with a robust employee development plan to help staff quickly learn and adapt to emerging work situations and market demands.

1.1.7. Reducing turnover

In the Gallup research conducted, 48% of American workers indicated they would switch to a new job if offered skills training opportunities. Learning new skills leads to career growth, which is integral to job satisfaction. In addition, learning programs can help companies save money by removing the need to hire and train new employees, which costs both time and money for the business.

1.1.8. Aligning employee development with organization goals

How well do employees in the organization understand the business goals and overarching strategy? HR may be hard-pressed to find tangible examples of this in the business, particularly in a large or siloed company.

1.2. Type of Employee Development Plan

Employee development plans enhance current and future job capabilities. They

involve aligning employee and organizational needs and goals. Documenting these plans fosters accountability and transparency. Different types of development plans are available:

1.2.1. Performance-Based Plan: This employee development plan centers on enhancing an individual's performance within their current role. It starts by identifying areas where the employee needs improvement, then establishes new performance targets. Progress is continually measured, and strategies are devised to achieve the defined development goals. This plan is particularly useful for addressing specific performance gaps and driving overall improvement.

1.2.2. Succession Plan: Succession planning is a strategic initiative led by the HR team. It involves identifying critical positions within the organization and creating training and development plans to prepare younger or newer employees to eventually assume these key roles. This ensures a smooth transition when experienced employees retire or move into other positions, safeguarding the organization's talent pipeline.

1.2.3. Management-by-Objectives (MBO): In this plan, employees set short-term objectives and individual goals that contribute to the company's overall objectives. It promotes self-evaluation and continuous improvement, allowing employees to adjust their objectives as needed. MBO plans align individual efforts with organizational goals, fostering a results-driven culture.

1.2.4. Ad-Hoc Development: Ad-hoc development plans are informal and tailored to an individual's specific needs. They prioritize personalized skill enhancement to support career growth. This approach is ideal for employees interested in improving particular skill sets or addressing unique development areas to advance in their careers.

1.2.5. Leadership Development Plans: A leadership development plan is a comprehensive and strategic roadmap designed to help employees acquire and cultivate leadership skills, preparing them for future management roles within the organization. These plans focus on developing competencies such as decision-making, communication, team management, and strategic thinking. Leadership development is critical for building a strong leadership pipeline within the organization.

1.3. Steps for Employee Development Initiatives

1.3.1. Gain Executive Buy-In: Collaborate with managers to understand employee needs and launch programs like 'Power Your Career' to enhance retention and career mobility. Conduct interviews and focus groups for insights.

1.3.2. Conduct Skills Gap Analysis: Identify skill gaps through a detailed analysis and

align goals with data. Determine required skills and set development objectives.

1.3.3. Consider Company Goals: Evaluate the company's strategy, goals, and future needs. Define desired outcomes for both the organization and employees.

1.3.4. Align with Employee Goals: Ensure development plans align with both employee and company aspirations. Encourage managers to discuss career goals and find alignment.

1.3.5. Select Appropriate Training: Determine available resources for training, such as cross-training, job rotation, or mentoring. Tailor development to individual needs.

1.3.6. Set Learning Targets: Create a designated time and structure for learning. Establish targets, schedules, and deadlines. Use templates to track progress and lead focused conversations.

1.3.7. Develop SMART Goals: Make goals Specific, Measurable, Achievable, Relevant, and Timely. Help employees plan and evaluate their goals' relevance and attainability.

1.3.8. Turn Training into Action: Encourage employees to apply what they've learned. Assess the practical application of new skills.

1.3.9. Track Results: Regularly meet with employees to assess progress, reaching targets, and improved performance. Measure the impact of development plans on productivity, processes, and engagement.

2. Employee Development Techniques

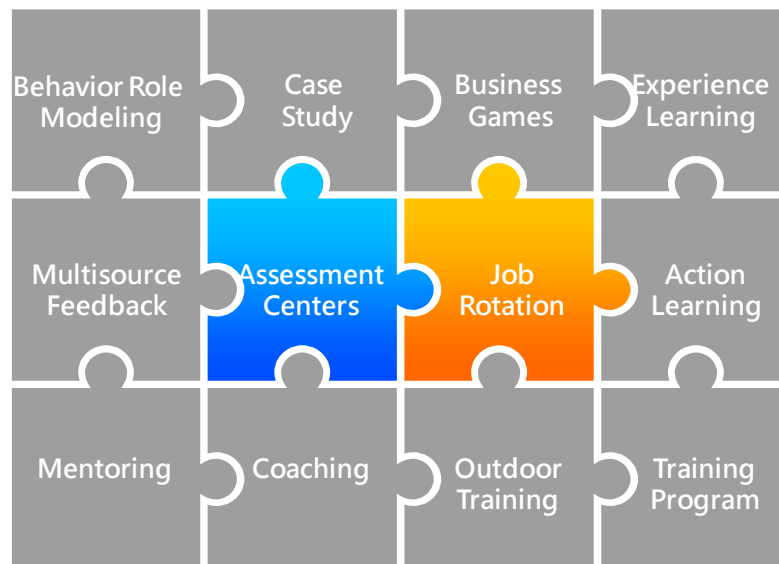
There are two distinct processes of employee development: Informal and formal processes. Informal processes usually occur during the course of managers' everyday work. Thus, these are by-products of daily work activities, such as task accomplishment, trial and error experimentation, or interpersonal interactions, and managers may not set out intentionally and explicitly to learn something through pre-planned means. Formal processes, on the other hand, include institutionally sponsored, planned and deliberate processes. These are often monitored and controlled by people other than the individual managers involved, such as job rotation, coaching and project assignments.

Below are Conditions for Successful employee development:

- Clear learn objectives
- Clear, meaningful content
- Appropriate sequencing of content

- Appropriate mix of training methods
- Relevant, timely feedback
- Trainee self-confidence
- Appropriate follow-up activities

There are several useful employee development techniques:



2.1. Behavior Role Modeling

The method uses a combination of demonstration (or videotape) and role playing to enhance interpersonal skills. Small group so of trainees observe someone demonstrate how to handle a particular type of interpersonal problem, then they practice the behavior in a role play and get nonthreatening feedback.

2.2. Case Study

Cases are descriptions of events in an organization and used in a variety of ways in courses to develop management skills, such as practice analytical and decision making skills. The benefits of using case study are to increase understanding about situations managers encounter and effective managerial behavior.

2.3. Business Games and Simulations

Simulations require trainees to analyze complex problems and make decisions. After decisions are made, trainees usually receive feedback about what happened as a result of their decision. Business games can be used also to assess training needs, the success of prior training, or the validity of a manager's mental model for a particular decision situation.

2.4. Learning from Experience

Much of the management skill essential for effective leadership is learned from experience rather than from formal learning programs. Appropriate values and behaviors can be learned from competent superiors who provide positive role models to emulate.

Experiencing failure may not result in beneficial learning and change unless a person accepts some responsibility for it, acknowledges personal limitations, and finds way to overcome them.

Also, growth and learning are greater when job experiences are diverse as well as challenging. It is beneficial for managers to have early experience with a wide variety of problems that require different leadership behavior and skills.

The obstacles to learning from experience are greatest at higher level of management. Hard-driving, achievement-oriented managers are more likely to be successful early in their careers, but these traits may also interfere with their capacity to changing situations.

2.5. Multisource Feedback

This approach is called by various names, including 360-degree feedback and multi-rater feedback. This approach can be used for variety of purposes, but the primary use is to assess the strengths and developmental needs for individual managers.

2.6. Assessment Centers (AC)

These methods may include interviews, aptitude tests, personality inventories, a short autobiographical essay, a speaking exercise, and a writing exercise. AC can enhance self-awareness, help to identify training needs, and facilitate subsequent development of interpersonal and leadership skills, while managers who serve on the staff of these centers may also experience an increase in their managerial skills.

In-basket exercises are frequently used in AC. "Incoming mail" is given to trainees who must decide what if any action is to be taken. These exercises focus on problem-solving and decision making skills.

The main drawback of AC is cost. The assessment center will take at several days for each assessor and developing assessment inventories. On the other hand, the cost of this time may be balanced by the reduction in the risk of hiring the wrong person.

2.7. Special Assignment

Some example of these assignments include managing a new project or start-up operation, serving as the department representative on a cross-functional team, chairing a special task force to plan a major change or deal with serious operational problem, developing and conducting a training program for the organizational unit, and assuming responsibility for some administrative activities previously handled by the boss. Research show that diverse, challenging assignments early in one's career facilitated career advancement.

2.8. Job Rotation

Managers who are assigned to work in a variety of different functional subunits of the organization for periods of time can learn about the unique problems and processes in different subunits and the interdependencies among different parts of the organization. Also, it provides managers the opportunity to develop a large network of contact.

2.9. Action Learning

The emphasis is on developing cognitive and interpersonal skills rather than technical knowledge. The managers meet periodically with a skilled facilitator to discuss, analyze, and learn from their experiences.

2.10. Mentoring

Mentoring is a relationship in which a more experienced manager helps a less experienced protégé; the mentor is usually at a higher managerial level and is not the protégé's immediate supervisor. Mentors can facilitate adjustment, learning, and stress reduction during difficult job transitions, while mentees may also benefit from the experience, because it is likely to increase their job satisfaction and help them develop their own leadership skills. Within any mentoring program, successfully matching and pairing mentors and mentees is critical. The business objective will determine the matching criteria that are most important for a given program. In truth, there is no one universal set of matching criteria that will generate ideal pairs for any program. With mentoring, one size doesn't fit all, and each objective will warrant a unique set of criteria. Successful mentoring programs match mentors and mentees based on their competencies with defined personality traits, characteristics, and knowledge.

2.11. Executive Coaching

Having a coach provides the unusual opportunity to discuss issues and try out ideas

with someone who can understand them and provide helpful, objective feedback and suggestions, while maintaining strict confidentiality. Executive coaching is especially useful in conjunction with techniques that provide information about developmental needs but do not directly improve skills. The person who provides the coaching may be external or internal consultant.

2.12. Outdoor Challenge Program

The methods, often called outdoor training, involve physical activities performed by a group of people in an outdoor setting. An experienced facilitator conducts the activities, provides coaching and encouragement, and helps participants understand the link between their experiences in an activity and organization life. The perceptions of teamwork and individual problem solving increased for participants, especially when intact groups were used.

2.13. Personal Growth Programs

These programs usually involve strong emotional experiences and are more likely than most training programs to have a lasting effect on participants, which are designed to improve self-awareness and overcome inner barriers to psychological growth and development of leadership competencies. The net effect of personal growth programs that encourage people to find a better balance between their work and personal life may be to reduce commitment to the organization.

2.14. Succession Planning

It is a dynamic, ongoing process of systematically identifying, assessing, and developing leadership talent pool to contribute to the achievement of future strategic goals.

Succession planning is a strategy that targets long-range needs and focuses on the cultivation of talent to satisfy those needs, such as changes in strategy, market environment and retirement. Succession planning is proactive and attempts to ensure the continuity of leadership by cultivating talent from within the organization through planned development activities

Replacement planning concentrates on immediate needs and provides a brief assessment of the availability of qualified replacements for individuals in key positions. Therefore, replacement planning is a form of risk management. The chief aim of replacement planning is to limit the chance of catastrophe due to the immediate and unplanned loss of essential personnel.

2.15. Off-site training

It is often selected for multiday programs; a hotel or conference center could be used. The novelty of a new environment can help make participants more alert and involved.

2.16. Tuition reimbursement programs

These are sometimes offered by organizations to support employees' education and development. Most companies require that the program attended by the employee directly pertain to their job responsibilities.

3. Career Development

Careers have been described as a sequence of positions held within an occupation. A career has also been described in the context of mobility within an organization. Finally, a career has been described a characteristic of the employee whose career consists of different jobs, positions, and experiences. As a result, career could be considered as the pattern of work-life experiences.

Protean Career refers a career that is frequently changing based on both changes in the person's interests, abilities, and values and changes in the work environment. Compared to the traditional career, employees take major responsibility for managing their careers.

Plateaued careers are situations in which the employee, due to anyone of many different factors, is unable to advance further within the organization or, possibly, within the selected industry. An individual's career may reach a plateau for a wide variety of reasons.

Career development is the process by which employees progress through a series of stages, each characterized by a different set of developmental tasks, activities, and relationships. Career development consists of two processes-career planning and career management.

Career planning are actions and activities that individuals perform to give direction to their work life.

Career Management is the process through which employees become aware of their own interests, values, strengths, and weaknesses; obtain information about job opportunities within the company; identify career goal; establish action plans to achieve career goals.

Career Path is the line of job progression along which an employee typically moves during his or her tenure with a company.

Career without boundaries views a manager as having many possible trajectories for a

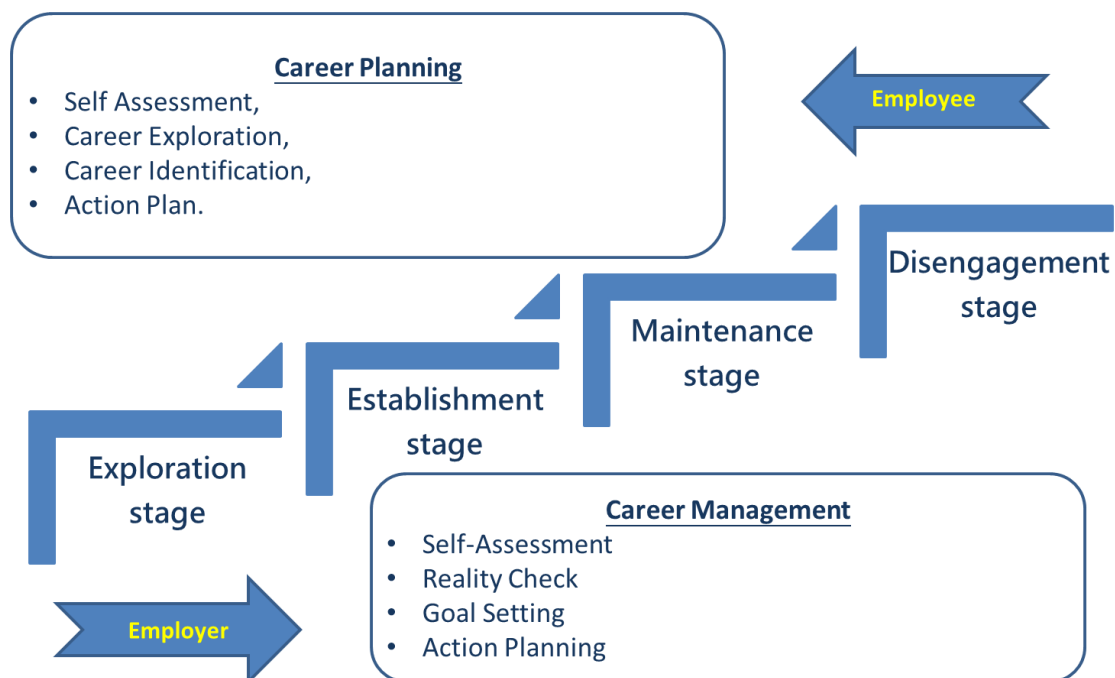
career, and many are across organizational boundaries.

Portfolio career are built around a collection of skills and interests and are self-managed. Portfolio careers are usually built around a collection of skills and interests, though the only consistent theme is one of career self-management. With a portfolio career you no longer have one job, one employer, but multiple jobs and employers within one or more professions.

Authentic career refers to people achieve a high level of personal insight and use this to follow a “true-to-self” career. The Authentic Career is about finding and living the authentic self. It brings us back to the things we might have once been told by a well-meaning friend or a self-help lecture. It makes real and fleshes out exactly what we need to do to work through core issues of our identity and find our "true bliss" in the workplace.

3.1. Stages in career development

As the below figure, there are four stages in career development:



3.1.1 Exploration Stage

In this stage, individual attempt to identify the type of work that interests them. They consider their interests, values, and work preferences, and they seek information about jobs, careers, and occupations form co-worker, friends, and family

members. Therefore they can begin pursuing the needed education or training. From the company's perspective, orientation activities are necessary to help new employees get as comfortable as possible with their new jobs and co-workers.

3.1.2. Establishment Stage

In this stage, individuals find their place in the company, make an independent contribution, achieve more responsibility and financial success, and establish a desirable life-style. Employee need to become more actively involved in career planning activities, while the company needs to develop policies that help balance work and non-work roles.

3.1.3. Maintenance Stage

In this stage, the individual is concerned with keeping skills up to date and being perceived by others as someone who is still contributing to the company. A major issue for company is how to keep employees in the maintenance stage from plateauing and ensure that employees' skills do not become obsolete.

3.1.4. Disengagement Stage

In this stage, individuals prepare for a change in the balance between work and non-work activities, while maintain self-esteem. Some may be forced to leave due to downsizing or merger; others may leave because of their interest, values, or abilities, and then back to the exploration stage. For the company's perspective, the major career management activities in this stage are retirement planning and outplacement.

3.2. Career Management System

Individuals are actively involved in career management activities, but the emphasis is on the organization providing development programs and opportunities that align with its interests, such as staffing and succession planning.

Career management focuses on the organization and concerns itself with identifying future staffing needs, matching organizational needs with individual abilities, and designing appropriate career development programs and paths.

3.2.1. Self-Assessment

Self-assessment refers to the use of information by employees to determine their career interests, values, aptitudes, and behavioral tendencies.

3.2.2. Reality Check

Reality check refers to the information employees receive about how the company evaluates their skills and knowledge and where they fit into the company's staffing plan.

3.2.3. Goal Setting

Goal setting refers to the process of employees developing short- and long-term career objectives. These goals usually relate to desired positions, level of skill application, work setting, or skill acquisition. These goals are usually discussed with the manager and written into an individual development plan (IDP). An individual development plan (IDP) is a tool to assist employees in career and personal development. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. An IDP is not a performance evaluation tool or a one-time activity. It should be looked at like a partnership between the employee and the supervisor. It involves preparation and continuous feedback. Many agencies require IDPs for new and current employees. It is encouraged throughout many organizations.

3.2.4. Action Planning

Action planning involves employees determining how they will achieve their short- and long-term career goals. Action plans may involve enrolling the training courses and seminars, conducting informational interview, or applying for job openings with the company.

3.3. Career Planning Points

Career planning focuses on the individual, who assesses personal abilities and interests, evaluates career paths, and plans personal career goals. Choosing a career is unquestionably one of the most important decisions you'll ever make. It impacts just about every facet of your life. It determines how much money you'll make, how much you'll work each week, where you'll live, when you can retire, and quite possibly whether or not you pursue a family. On average, we're at work over 70% of each year, which equates to nearly 35 years over an average life time. Making a good career choice can be the difference between a life filled with satisfaction or a life filled with dissatisfaction and disappointment. While you don't need to stress over choosing a career, it isn't a decision to be taken lightly either.

There are those individuals that know from a young age what they wanted to be when they grow up, but they are the exception. Most of us don't know what we want to be when we grow up, even after we've grown up. It's not uncommon for people to choose a career simply because they have too. They put very little effort

into choosing an occupation or they choose an occupation for the wrong reason. High pay, prestige, recommendation by a friend, and security are just a few wrong reasons people choose careers. Then they end up feeling stuck and unhappy. Proper and thorough career planning is the key to choosing an occupation that will lead to many years of fulfillment and satisfaction.

The career planning process has four components: (1) Self Assessment, (2) Career Exploration, (3) Career Identification, and (4) Action Plan. If you're driven, you can easily go through these steps on your own. You also have the option of working with a career development counselor who will help facilitate the career planning process. Whether you go at it on your own or work with a career development professional, the thought and energy you put into the process will determine how successful you are.

3.3.1. Self Assessment

Trying to find a career without being self-aware is like trying to run a race not knowing where the finish line is. How can you know which career path is going to be most satisfying, if you don't even know what you're all about? You can't. That's why self assessment (sometimes referred to as a career assessment) is such an important part of the career planning process. During the self assessment process you'll use tools designed to help you learn more about your interests, values, personality, aptitudes, skill sets, developmental needs, and preferred work environments, so you can make an informed career decision. By the end of the self assessment process you'll have identified various occupations that are a good fit for you.

3.3.2. Career Exploration

Based on the results of your self assessment, you should now have a list of occupations that appear to be a good match with your values, interests and skill set. Next, you'll want to narrow this list down to about ten occupations. Go through the list and eliminate those careers that you know you're not interested in. For example, even though you'd make a great police officer, and the career is a good match with your values, interests, and skill set, you know you don't want to work in a job that requires you to carry and shoot a gun. In addition to researching individual occupations, you'll also want to research industries that you'd like to work in. Other very effective ways to explore careers (and which we highly recommend) include conducting informational interviews with industry professionals, job shadowing, job temping, internships, and volunteering.

3.3.3. Career Identification

As its name suggests, the career identification component of the career planning process is when you select just one occupation, among the many you've considered. During this step you'll identify the occupation that you're most interested in, as well as a few alternatives to fall back on if your first choice doesn't pan out. Now that you know which occupation you're going to pursue, you'll want to prepare to enter your chosen field. Identify all the requirements (e.g. education, costs, etc.) for entering your chosen career field.

3.3.4. Create an Action Plan

The final step in the career planning process is to create an action plan. The action plan is designed to help you reach your goals. It's like a road map that takes you from choosing a career to finding your first job all the way to achieving your long-term career goals. In your action plan you should identify your short-term and long-term goals, identify education and training requirements for your career, develop a job search strategy, identify potential employers, create a resume, compose cover letters, and prepare for job interviews.

3.4. Career Transitions

Career transitions can be stressful for individuals who change employers and jobs. Three career transitions are of special interest to HR: organizational entry and socialization, job loss, and retirement.

3.4.1. Entry Career

Starting as a new employee can be overwhelming. 'Entry shock' is especially difficult for younger new hires who find the work world very different from school. Entry shock includes the following concerns:

Supervisors: The boss–employee relationship is different from the student–teacher relationship.

Feedback: In school, feedback is frequent and measurable, but that is not true of most jobs.

Time: School has short (quarter/semester) time cycles, whereas time horizons are longer at work.

The work: Problems are more tightly defined at school; at work, the logistical and political aspects of solving problems are less certain.

3.4.2. Job Loss

Job loss as a career transition has been most associated with downsizing, mergers, and acquisitions. Losing a job is a stressful event in one's career, frequently causing depression, anxiety, and nervousness. The financial implications and the effects on family can be extreme as well. Yet the potential for job loss continues to increase for many individuals, and effectively addressing their concerns should be considered in career transition decision making.

3.4.3. Retirement Issues

Whether retirement comes at age 50 or age 70, it can require a major adjustment for many people. Some areas of adjustment faced by many retirees include self-direction, a need to belong, sources of achievement, personal space, and goals. To help address concerns over these issues, as well as anxieties about finances, some employers offer preretirement planning seminars for employees.

Career development for people toward the ends of their careers may be managed in a number of ways. Phased-in retirement, consulting arrangements, and callback of some retirees as needed all act as means for gradual disengagement between the organization and the individual. However, phased-in retirement (which is widely seen as a good situation for all involved) faces major obstacles in current pension laws. Under many pension plans, employees who are working may not receive pension benefits until they reach a normal retirement age.

Early retirement often occurs as a result of downsizings and organizational restructurings. These events have required thousands of individuals, including many managers and professionals, to determine what is important to them while still active and healthy. As a result, some of these people begin second careers rather than focusing primarily on leisure activities or travel. To be successful with early retirement, management must avoid several legal issues, such as forced early retirement and pressuring older workers to resign.

4. Replacement Planning vs. Succession Planning vs. Talent Management

4.1. Replacement planning

Replacement planning is the process of identifying short-term and long-term emergency backups to fill critical positions or to take the place of critical people. Short-term replacement planning focuses on finding backups while a critical person is out for a short time, such as on vacation or out sick. Long-term replacement planning focuses on finding backups to fill critical positions or to fill in for critical people when they become absent for long periods, or perhaps even forever, as a direct result of a death, disability, sudden resignation, or other sudden loss (such as being held hostage).

Replacements should not necessarily mean people who will take a job forever; rather, they can meet the requirements of a job or jobholder in an acting capacity long enough for the organization to do a proper search. Even those from outside the organization – such as “temp” workers – may meet the requirement.

It is important to emphasize that replacement planning is no panacea. Its focus is on meeting the demands of emergencies. It can avoid long delays in having important decisions made when the people who make them are gone. Although some senior leaders may question the value of any HR-related effort, most of them can immediately recognize the value of having key backups identified in case of short-term or long-term emergencies. That is, in fact, a key selling point for replacement planning: its introduction usually leads to little opposition, and often much support, from otherwise skeptical senior leaders. Replacement planning usually focuses on finding backups inside the organization. It thus works well in corporate cultures characterized by strong ‘silos’ (divisions or specialty areas).

4.2. Succession planning

Succession planning is different from replacement planning. It does not focus on finding internal backups from within departments; rather, it examines the needs by level (such as the move from middle to senior manager). All talent at each level is “pooled”. Talent pools are thus defined as all people who are considered promotable to the next level up on the organization chart regardless of department. When need is great – such as may occur when all members of a group (like senior executives) are at or near retirement age – then a special focus may be placed on accelerating the development of the talent pool. Such a group, targeted for faster development, is called an acceleration pool.

The organization commits to develop all who express interest in promotion – and that is by no means everyone. But organizational leaders manage expectations by indicating that when a vacancy occurs, the best applicant to meet the organization’s needs will be chosen – and that may mean someone from outside the organization.

4.3. Talent management

Talent management moves beyond succession planning. Although a term that has been variously defined, talent management is often defined as a process of “attracting the best people, developing the best people, and retaining the best people”. It is that threefold, integrated focus that distinguishes talent management from succession planning.

	Replacement Planning	Succession Planning	Talent Management
Identification of Successors	Yes	Yes	Yes
Development of Successors	Little or none	Yes	Yes (often Talent Pools)
Managerial Levels	Top two or three	Top two or three	All, including any key positions

Source: Rothwell (2011)

In sum, **Replacement Planning** is a process of identifying short-term or long-term backups so that organizations have people who can assume responsibility for critical positions during emergencies. Individuals identified as ‘replacements’ are not promised promotions; rather, they are prepared to the point where they can assume a critical position long enough for the organization’s leaders to do a proper internal and external search for a permanent replacement. It should not be confused with **Succession Planning**, which focuses on developing a pool of people to consider for promotion, or **Talent Management**, which focuses on attracting, developing, deploying and retaining the best people. Using a case study approach, this article describes how one organization used replacement planning as a means to raise and consider important issues as a starting point for the eventual implementation of succession planning.

5.. Managing High Performers and High Potentials

Mistaking a high-performing employee for a high-potential employee can be costly. If an organization is not able to distinguish between performance and potential, it will have difficulty identifying talent. This happens all the time. A top-performing sales rep is promoted to sales manager, and struggles to transition from killing his sales goals to helping a team of junior reps kill theirs. Meanwhile, the junior rep whose hard work has facilitated the success of sales teams for years feels undervalued, and decides it’s time to start looking for growth opportunities elsewhere. Both scenarios hurt morale and drive turnover.

Performance and potential are not mutually exclusive. People always possess a combination of both. But a manager who understands the difference will be more effective in engaging and retaining employees who exemplify aptitude in one or both.

5.1. Identifying High Performers and High Potentials

5.1.1. High Performers

High performers stand out in any organization. High-performers give immediate return on investment, with estimates averaging from more than 50% additional value, to as much as a 100% increase in productivity over average performers. They consistently exceed expectations, and are management's go-to people for difficult projects because they have a track record of getting the job done. They're great at their job and take pride in their accomplishments, but may not have the potential (or the desire) to succeed in a higher-level role or to tackle more advanced work.

5.1.2. High Potentials (HiPo)

High-potentials are typically defined as those demonstrating high-level contributions, organizational values, potential to move up to an identified position within a given timeframe, and potential to assume greater responsibility. High potentials can be difficult to identify, for two reasons. First, high performance is so blindingly easy to observe that it drowns out the less obvious attributes and behaviors that characterize high potentials—like change management or learning capabilities. Second, few organizations codify the attributes and competencies they value in their ideal employees—which means that managers don't know precisely what to look for to assess potential. As a result, most managers focus exclusively on performance, and that can be a problem.

5.2. Assessing Performance vs. Potential

Because employees possess varying degrees performance and potential, you should assess your employees across both dimensions. The following Table provides a framework for identifying where an employee falls in the spectrum.

After you've determined which quadrant an employee falls under, you can develop a plan for employee development. Each of these categories requires a specific approach when it comes to discussing development opportunities.

Typical attributes of performance vs. potential

	Low Potential	High Potential
High Performance	Regularly exceeds expectations Lacks skills for success at higher level	Sets standard of excellence in role Model leadership candidate
Low Performance	Little-to-no aptitude Weak, unsatisfactory performance	Above-average aptitude Inconsistent performance

5.3. Development Strategies for High Performers and High Potentials

In an ideal world, every employee in your organization would be a high performer with high potential—but that’s obviously not realistic. The appropriate question is how to move employees toward the upper-right quadrant, or at least to the high-performance tier.

It’s not always possible, nor always the desired goal (you might want to keep your high performers right where they are, for instance). There’s no one-size-fits-all strategy, but the following table provides a general framework.

Development strategies to consider		
	Low Potential	High Potential
High Performance	Keep them where they are, or promote Constant encouragement Challenging assignments Soft skill development	Keep them where they are, or promote Provide autonomy
Low Performance	Performance plan Termination	Pair with a High Performer New role better aligned with skills Training Test with more responsibilities

5.3.1. High Performers with High Potential

Employees who are high performers with high potential need to be rewarded and retained! They are your A-Team – especially the top performing/top-potential employees. Efforts should be made and strategies devised to hold onto those employees for as long as possible. Ensure that managers are aware of who these individuals are, how to make sure that they are properly engaged and satisfied in their roles, and what positions they are primed to grow into.

5.3.2. High Performers without Potential or High Potentials without Performance

Employees in these categories are special cases. They are either all performance or all potential. One-on-one meetings with the employee should be conducted to assess their level of engagement and historical data should be revisited to locate possible trends or recent dips in performance or potential. Efforts should be made to answer.

What is going on with this employee, can it be remedied, and how? Is the employee not given enough performance feedback? Have they been given the opportunity to show potential? Are they engaged in their current role? We suggest that pairing high-potential employees with established high performers who can serve as mentors. They need to know that while they are high potential, they need seasoning

5.3.3. Poor Performers without Potential

Lastly, people in this category can be problematic. Are the low performing / low potential employees at the right place? What is preventing them from performing, why do they have such a low potential? Is this a problem of motivation? How long have they been working there? Are they just waiting for a better opportunity? How driven were they in the past? Many things should be considered and acted upon – quickly.

5.3.4. Mediocre Performers and Potentials

What if employees who have fair performance with mediocre talent or potentials? They should be strategically developed and monitored in an effort to push them into the next level. Managers should be prepared to assess what is preventing better performance or how to handle high-performers with low potential.

Managers play a bigger role in building a pipeline of thriving talent than they may realize, and it's increasingly important that you empower them to do this successfully. While employee development is no cakewalk, failure to assess performance versus potential is a very real business problem.

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