

Topic 10 Section 1

The Individual's Guide to Personal Growth

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Recognising Potential in Individuals

Sometimes a supervisor finds individuals on the job who show exceptional ability in their work, or have obvious potential to become leaders or managers of the future.

The person who occupies a supervisory role now, whether as a leading hand, foreman or project supervisor, can help any member of the team to develop his or her career. However, this is not a haphazard process; there are methods that the supervisor can use to assist individuals to achieve more on the job, both now and in the future. These methods are called individual development strategies.

The first question is: how do we recognise a person who 'has potential'?

Part of the answer comes from thinking about what kind of person will be needed to manage or lead civil construction organisations in the future.

This raises two questions:

- Are there differences between leaders and managers?
- What qualities will be required in leaders or managers of the future?

Differences Between Leaders and Managers

Most people recognise that there are differences between being a leader and being a manager. For example, people make statements like:

'Our nation lacks leadership.'

'This organisation is over-managed but under-led'.

The starting point is to identify the things that both leaders and managers do.

In most large organisations, both leaders and managers need to:

- set the agenda for other people in the organisation
- set up and manage a structure for the organisation, to enable it to achieve the agenda
- carry out the agenda
- produce the required results.

Sometimes a person in a supervisory job is called to act as a manager; at other times, he may be called to act as a leader. Managing and leading are two different roles:

- managing is about trying to create order and achieve consistent results
- leadership is about coping with change, by maintaining a vision, and motivating people towards achieving it.

Required Qualities of Future Leaders and Managers

Businesses everywhere are facing ever-greater competition. The only thing that is certain about the future is that organisations will need to keep on changing to meet the needs of a diverse, rapidly changing and globalised marketplace. The reality is that both good managers and good leaders will be needed as much in the future as they are now.

Organisations will need to strike a balance between:

- managing (i.e. focusing on the immediate, present operations and problems), and
- leading (i.e. giving sufficient attention to long-term strategic plans and directions).

Identifying Potential Leaders and Managers

In the past, many people believed that a person became a manager first, and learned the ability to lead from experience. However, people who are good at both leading and managing are most likely to meet the challenges of the future. Personnel with these qualities will be most in demand.

The kind of person who will succeed as a manager in the future will be able to:

- create an agenda for other members of the organisation by planning and budgeting
- set up organisational structures
- find people to fill positions
- delegate authority and responsibility
- provide policies and procedures
- create work methods and administrative systems
- keep operations under control
- solve problems
- re-organise and make minor changes
- produce positive results for the company, to encourage customers and shareholders to provide on-going support.

The kind of person who will succeed as a leader in the future will be able to:

- create an agenda for the future, by writing and communicating strategies and plans for achieving it
- get people on side, by communicating the organisation's directions and vision to others by words and example
- energise people, so that they feel motivated to overcome obstacles and achieve the company's vision
- justify and gain support for change by achieving results.

The kind of person who will be needed in civil construction organisations in the future will be the one who can combine both sets of skills— leading and managing. This will be true at all levels, not just senior management.

Focusing the Organisation's Development Efforts

A major concern for all construction organisations is selecting people who are likely to stay in the industry and who will have good potential as future leaders or managers.

Selecting individuals for future leadership or management positions should be based on appropriate analysis and consideration of their capabilities. This is especially important in an industry where high turnover rates and staff mobility are widespread.

In many cases, simple but effective measures taken early in a person's career with a company can lead to loyalty and a strong return on any money invested on the individual's development by the organisation.

Personal development measures that may be appropriate during the early stages of a person's career include asking appropriate questions about the capabilities of individuals, such as:

- Can the people do the work?
- Do they need training?
- What is the best way to train them?

The best ways of training people may include the use of outside providers or encouraging senior staff and trainee managers to coach new workers.

Questions to ask when considering the need to train new staff include:

- How much will training and staff development cost?
- What impact will training have on production? Will it increase or decrease?
- What will happen if staff are not trained?
- Will providing staff with access to the National Training Package improve their prospects and abilities?
- Can the State Government 10% Training Policy be used?
- What are the qualifications of potential suppliers of training? What experience do they have?
- Can on-the-job experience be used for training or as examples during training?

The process of selecting individuals for future leadership or management positions is becoming more important in the construction industry, as recent analysis shows that the availability of skilled labour is decreasing. It is likely that there will be a national shortage of skilled labour that will impact on the industry in the next 10–20 years.

The Role of the Foreman

The foreman on the job has an important role as a 'talent scout' in many construction organisations. He is often the person who is in the best position to assess the potential of wages employees.

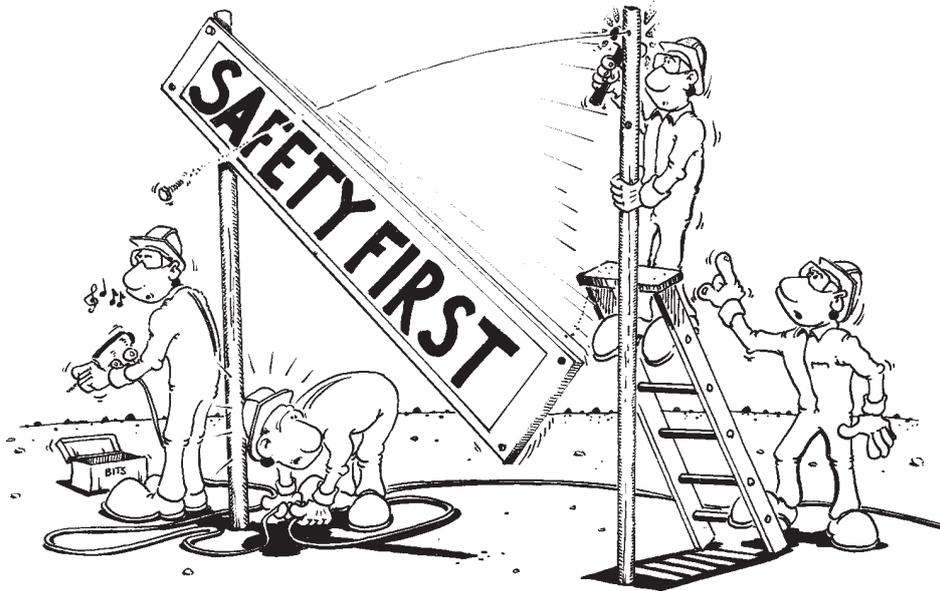
Identifying 'people with potential' starts with simple, everyday observation of people's behaviour. For example, some wages employees on the job will:

- Make the effort to turn up for work, even when it is difficult
- Find productive work, or seek advice from a supervisor, when they have nothing to do
- Overcome difficulties (eg. a car breakdown on the way to work).

A common sense approach to work is essential in the construction industry. People who have 'two left feet' are generally not promoted.

The other essential characteristic is the ability to stay out of harm's way. One way or another, people who have a casual approach to safety do not last long on the job.

A foreman on the look-out for people with potential will look for persistence, common sense and safety-mindedness, as described above. In addition, the right people have other, more basic characteristics: they are not silly, or hard to get on with, and will respond to training.



The following example tells the story of a person who was recognised as having potential by a site foreman, and progressed to a front-line management position in a construction organisation.

A nineteen-year-old dropped out of university studies and started work as a labourer in a construction company. He worked on various jobs for the company over the next three years. During this time, he became known as a quiet person who focussed on his work and didn't cause problems.

The company accepted him as an apprentice; he was successful in his chosen trade and achieved the award of Apprentice of the Year.

Within the organisation, he progressed from tradesman to leading hand. The company then signed him up for a second apprenticeship as a bridge carpenter. He was highly regarded within the company; people began to say that he had a bright future. At age 28, he had become a foreman on a large construction project.

What is Motivation?

It is valuable for leaders if they can inspire people, so that they feel motivated to work towards achieving the organisation's objectives. However, motivation is an internal process that happens within the individual; we can conclude that someone feels motivation only from their words and behaviour.

A supervisor can give a person a 'kick in the behind', and this makes the person move faster; whether the individual feels motivated is another matter. No-one understands completely how motivation works.

However, there are two theories that can help us to increase our understanding of how motivation works:

- the hierarchy of needs
- theory X and theory Y.

Hierarchy of Needs

Abraham Maslow put forward the idea that each person has both basic needs and higher needs (e.g. the need to grow as an individual).

The basic needs are those related to:

- survival, such as food, water and sleep
- feelings, such as affection, security and self-esteem.

The higher needs are more abstract: e.g. justice, goodness, beauty, order and unity; self-development.

According to the theory, people are constantly striving to meet various goals. However, the basic needs always come first. If people are cold or hungry, they are not concerned about their goals in life, except the immediate need to warm up or satisfy their hunger.

People therefore act in accordance with higher motivations when the basic needs are no longer a problem. A basic need that has not been satisfied will prevent a person from climbing further up the 'ladder' (to a higher level) of needs.

As needs at one level are satisfied, the needs at the next level take over. The levels are:

1. Basic needs such as food, water, clothing, shelter and sex
2. The desire to feel safe and secure
3. The desire for affection and a sense of belonging
4. The need for esteem and status
5. The desire for challenge, and opportunities to extend oneself beyond everyday achievement.

Managers can put this idea to work by knowing what the needs of their people are. For example, a certificate of achievement may have a far greater meaning for a person on a middle-class income (who is already at the fourth level of needs) than for a person who is on a low wage and struggling to meet the basic needs and to feel safe and secure.

The other important point is that few people stay at the same level of need for a long time. We constantly try to move up, while forces beyond our control tend to push people down. For example:

- a senior executive who loses a loved one may feel an overwhelming need for affection and a sense of belonging, and moves from level 5 back to level 3
- a low-paid worker on level 1 gets a better-paying job and moves up to level 2.

Theory X and Theory Y

Douglas McGregor put forward the idea that people may look at motivation in two completely different ways.

A manager who subscribes to Theory X believes that people generally:

- do not like to work and will avoid it if possible
- must be controlled, coerced or threatened to achieve goals
- will avoid responsibility if possible, and prefer to be told what to do
- place security above all other considerations and lack ambition.

By contrast, people in a 'Theory Y' organisation believe that:

- people like to work and will actively seek work rather than avoiding it
- people prefer to work together to achieve goals and do not need the threat of punishment if they fail
- if committed to the company's objectives, people prefer to set their own goals and using their imagination and creativity to solve problems
- people will not only accept responsibility but will actively seek it.

A manager in a Theory X organisation will tend to exercise control and supervision. He or she will make most of the decisions and communicate them to subordinates through formal channels. Team members will rarely be involved in setting their own tasks. Instead, the manager tends to believe that money and the threat of losing one's job are the only real motivators.

The theory X approach to motivating people therefore assumes that people are mainly concerned with satisfying needs at the lower levels of Maslow's hierarchy of needs (e.g. job security).

Leaders who have adopted Theory Y are more likely to consult group members, encourage people to make decisions, allow them to work without strict supervision, and emphasise two-way communication.

Theory Y managers therefore believe that people are motivated by needs at the upper levels of the Maslow hierarchy.

Motivation in Modern Organisations

More recent thinking about the 'levels' in Maslow's hierarchy is that they are not always appropriate. Maslow based his theory on observing the behaviour of people in north America. When we look at different countries throughout the world, there is no proof that everyone reacts to need in the same way.

In international businesses, people from different cultures are often in supervisor–subordinate relationships. Managers in this situation should be careful about applying any behavioural theory. The most reliable way is to respect differences between people and find methods of producing motivation in the individual that are appropriate to the person's culture.

In modern organisations, employees show more respect for managers who can get the most from who people, but who don't need to 'give orders' or resort to threats if a task is not completed.

The behaviour of most people at work in modern organisations is goal-oriented, and more like Theory Y. People have needs and are motivated to take some action to satisfy their needs. The effective leader is the one who can tap into the natural motivation of people.

Coaching and Mentoring

Coaching

Coaching is a method of self-development that involves two people: a coach and a trainee. Usually, the coach is a person who has had some years' experience as a manager and is keen to 'pass on' some of his or her knowledge to another person who wishes to be a manager in future.

The coach may be a trained, qualified person, and may be either a person from the same company as the trainee or employed from an outside organisation.

The coach may assist the trainee to complete a course of study by providing advice, or deliver a structured course of study to trainees, in-house or one-on-one.

In either case, the key roles of the coach are to:

- provide the trainee with a sense of challenge
- report on the trainee's performance under coaching.

The future advancement of the trainee in the company depends partly on how well he or she responds to the coaching.

Usually, the arrangement is part-time, occupying a set number of hours in the trainee's week, for a defined period of time.

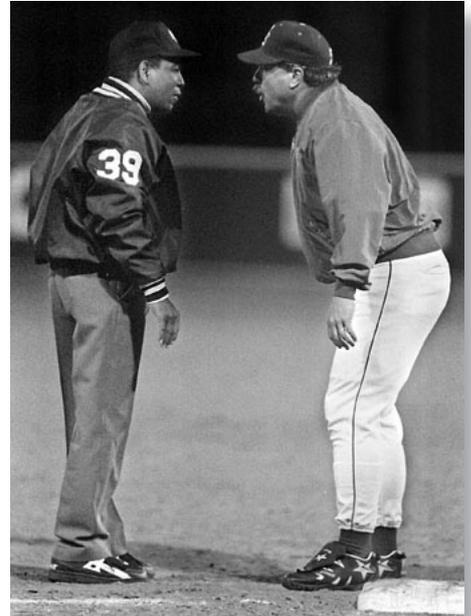
Both the coach and the trainee may be required to provide reports to the company's managers at regular intervals. Trainees may be expected to demonstrate that they are adopting new methods, as taught by the coach, in their daily work.

Mentoring

As with coaching, mentoring is a method of self-development that involves two people: a mentor and a trainee.

As a young or inexperienced manager gains experience in the company, he or she may benefit from support or advice from a person who has greater experience in the business. The main role of such a person, called a mentor, is to make regular contact with the trainee and provide them with an opportunity to talk about areas of their work that are of interest or concern. In doing this, the mentor can provide the benefit of experience, as well as making issues clearer or providing guidance.

Depending on the company's requirements, the role of the mentor may be extended to become more like coaching. It may include spending time in direct contact with the trainee (e.g. in one-on-one training, in setting exercises and evaluating responses, or in counselling).



Benefits of Coaching and Mentoring

The benefits of coaching and mentoring work two ways:

- for the trainee
- for the coach.

Benefits for the Trainee

When a company puts a person on a coaching or mentoring program, it usually means that they have already recognised the person as a potential future leader. The trainee is therefore expected to make the required effort. However, the trainee usually gains many benefits from participating, which may include:

- enhanced self-esteem
- enhanced status in the organisation
- career advancement.

Benefits for the Coach or Mentor

The coach or mentor may achieve some of the benefits listed below, depending on the success of the program:

- enhanced self-esteem
- enhanced status in the coach or mentor's organisation
- career advancement
- rekindled interest and motivation at work
- recognition as a developer of people
- job satisfaction
- improved self-development.



Careers and Career Goals

If people set out on a journey with no clear ideas about where they will end up, anything can happen. However, if the aim is to reach a destination, most people use a road map that shows where they are now as well as the destination.

The same idea applies to careers. Most people start out with strong ideas about what they would like to do (drive a machine, produce art or drawings, work in an office, etc), but have no clear ideas about their career destination.

The following paragraphs are an attempt to answer some of the questions that people ask about careers:

- What is the normal course of a person's career?
- What are the starting points for choosing a career?
- What is a goal?
- How do people set goals?
- Why do people set career goals?

What is the Normal Course of a Person's Career?

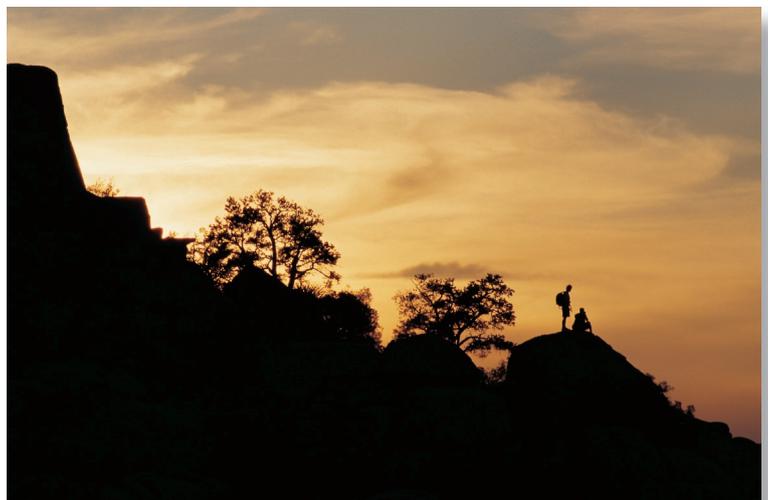
For most people, there are four stages in a career:

- Exploration
- Establishment
- Mid-career
- Late career.

Exploration

This stage begins while the person is still at school, and involves imagining the kinds of things he or she would like to do, or would be capable of doing. After school, many people go on to some type of further training, whether it be university or TAFE, before commencing employment.

The change from 'learning' to 'earning' is an important time in the lives of most people; they are trying to identify their primary work interests. It is a time of self-exploration and assessment of alternatives.



Establishment

After some years in employment, most people have begun to learn about the job, and to gain the acceptance of workmates. During this time, people also begin to assess whether they have made a workable career choice. If not, they may feel the need for further learning or the desire to try something else. By this stage, many people have also decided on a partner and a lifestyle, and have taken on family responsibilities.

Mid-Career

For most people, the mid-career stage of the cycle occurs at around ages 35 to 50. By this time, they are no longer thought of as a learner and must accept full responsibility for their actions. They are expected to be capable and to perform.

Most people find that their work performance undergoes a change during this period. It may increase or decrease, or find a level and stay about the same for the rest of the career.

There are many reasons for this, and they vary from person to person. For example:

- A person who is motivated, has experience, and is accepted by peers may increase his or her performance in mid-career.
- Other people may feel that they have reached the peak of their working lives, and that they do not wish to develop their careers further.
- People who experience declining health or changed personal circumstances (e.g. death of partner, divorce) may become poorer performers or less employable.

Late Career

In late career, people whose performance is declining often come to the realisation that they will not achieve the objectives they set themselves when they started their career path. At this time, many people are also finding that their family obligations become less, as children grow up, complete their education, and begin their own careers. At this stage, some people feel 'locked in' to their work, because of financial pressures, a sense of duty, or a desire to provide stability for family members.

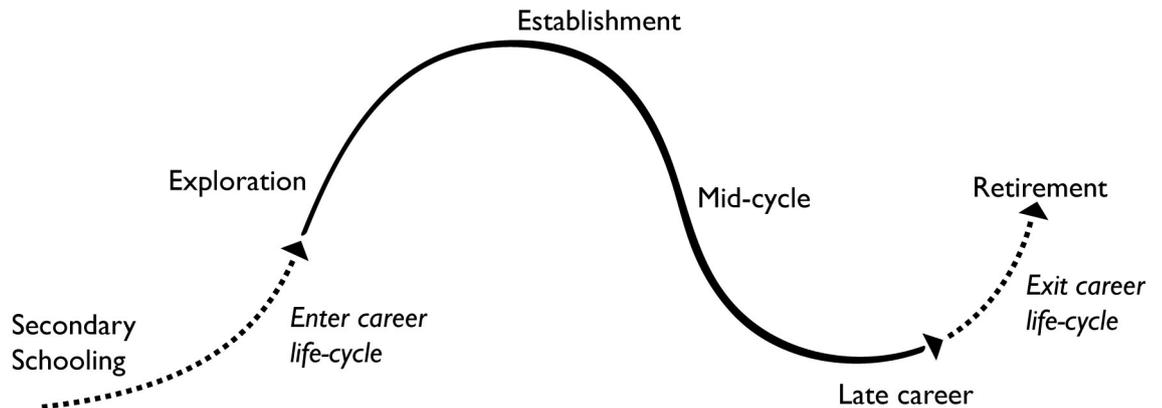
In the late-career stage, people begin to think about retirement and about how they can make productive and enjoyable use of their time after employment.



The Career Life-Cycle

The changes that people experience as they progress through their working lives can be shown in a simple diagram (see below). This is known as the career life-cycle.

Understanding this cycle can help people to realise that their needs will change over time, and that they can plan ahead to meet changing needs.



What are the Starting Points for Choosing a Career?

People tend to have definite ideas about what things they can do well. After several years of experience in the workforce and feedback from colleagues, people start to develop a better understanding of their personal motives and needs, attitudes and values. By understanding themselves better in these ways, people often find they have some special ability, preferred type of work or personal drive. This realisation, in turn, gives people an 'anchor' to which they can tie their careers.

People often develop career anchors around the time they reach the 'establishment' phase of the career life-cycle. The anchor provides stability and limits, preventing people from drifting too far away from the area in which they feel they can operate comfortably.

By understanding that most people have a career anchor, people can understand that there are often many more career options available to them than they originally thought.

It is therefore important for each person to think about the type of career anchor that will best match their individual needs and disposition.

For most people, the career anchor is one of the following:

- Technical/functional
- Managerial
- Security
- Autonomy
- Creativity.

Technical/Functional

A person whose anchor is technical or functional is absorbed in work itself.

For example, a person who has trained as an accountant may perform this work for many years, but later become dissatisfied with it. If so, they often find that it not so easy to change to another occupation. The idea of working outside accounting presents a challenge on the one hand, but can also leave the person feeling unwilling or unhappy about making a change.

Managerial

A person with this type of career anchor feels most comfortable while holding and exercising responsibility of a manager. Such people tend to seek situations where they can use analytical and interpersonal skills, and exercise power.

Security

For some people, feeling secure may be the most important part of the job. They look for stable jobs and long-established companies, permanent employment contracts or tenures, good employment benefits, attractive superannuation plans, etc.

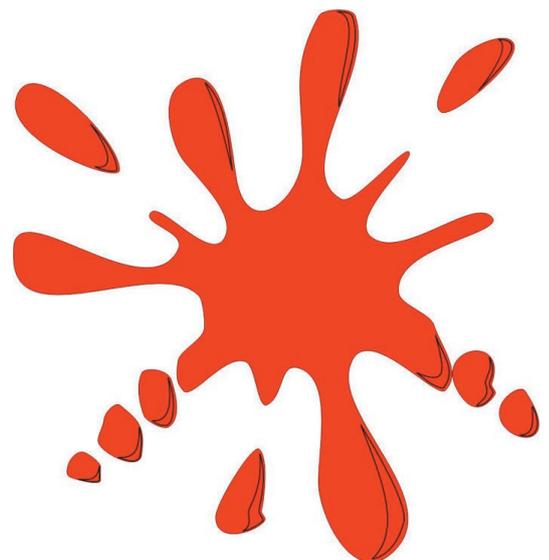
A job that provides plenty of opportunities and challenges, but little job security, would hold few attractions for this kind of person.

Autonomy

Being independent and feeling free is the over-riding factor for some people. They prefer small organisations with little structure, and situations where there are few rules.

Creativity

For people whose anchor is in creativity, the main desire is to make something wholly original. Such people find their self-worth in artistic endeavour, starting new businesses, working in research laboratories, becoming a major player on a project team, or writing a book.



What is a Goal?

A goal is an objective or destination that a person sets for him or her self at some stage in the career life-cycle. For example, a person who has been in the workforce for a few years may decide to aim for a job as a project manager, and to achieve this position within five years.

Goals are an individual choice. However, a well-thought-out goal is more likely to become reality. The following are some ideas about what makes a worthwhile goal. Ask yourself whether the goal is:

- Specific and measurable
- Something that can be visualised
- Made up of small steps
- Personally important
- Positive
- Not an end in itself
- Realistic and achievable
- Time limited
- Prioritised
- Challenging.

Specific and Measurable

It is better to set goals that are about reaching a definite point. For example, a goal statement may refer to:

- what you will be doing when the goal has been achieved
- when you will achieve it
- who you will work with in achieving your goal.

By making their goals specific and measurable in this way, people gain much greater satisfaction when the goal is achieved.



Something That Can Be Visualised

If a person can paint a mental picture of him or her self actually achieving a goal, the chances of achieving it are greatly increased. A goal that can be visualised is more meaningful.

Made Up of Small Steps

It takes effort and time to break down the process of achieving a goal into a series of small steps; however, the advantage is that it is easier to form a mental picture of the actions needed to complete each step. A goal that is made up of small steps is less daunting.

For many people, it is often easier to visualise the next step that needs to be accomplished than to maintain a clear vision of the end product.

Personally Important

No goal is worth pursuing unless it is truly of value to the individual person. The person setting a goal must be able to see benefits for him or her self at the end of the process.

Positive

A goal should be about achieving a positive state, rather than the removal of a negative one. For example, 'By 2006, I will be in a workplace no more than half an hour from home' is more positive than 'I will no longer be spending three hours a day commuting'. The second statement is about negative feelings rather than goals.

Not an End in Themselves

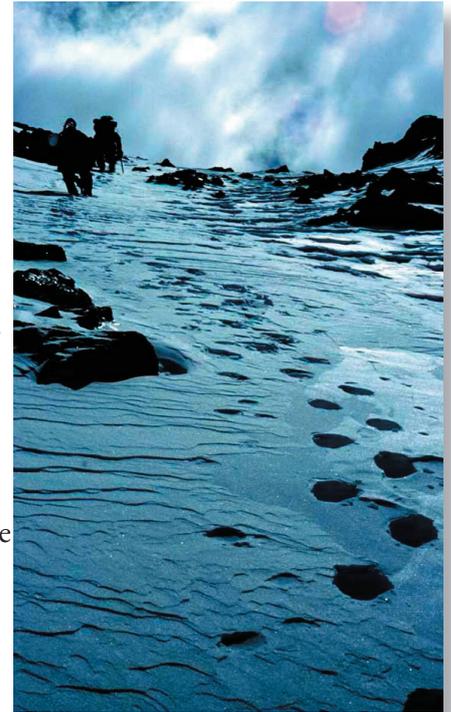
A goal should be about a specific, desirable, achievable outcome. However, the goal statement should include some recognition that achievement of one goal is really only a stepping-stone to the next. Achieving one goal is not an end in itself; it is a starting point along the road to the next.

Realistic and Achievable

Goals can be larger-scale, personal and career goals; or they can be the tasks and sub-goals needed to achieve the larger goals. The smaller goals or mileposts must be within the capabilities of the individual, or people tend to become frustrated. By keeping each step towards a goal small and achievable, people give themselves more opportunities for reward and satisfaction. The important thing is to ensure that each day's goals really are steps towards the larger ones.

Time Limited

Having an end in sight is important. Timelines can help people to feel more motivated, especially when dealing with a series of steps that seems to go on forever. Time limits help people to remember that a goal is achievable, and that current activities will reach an end point.



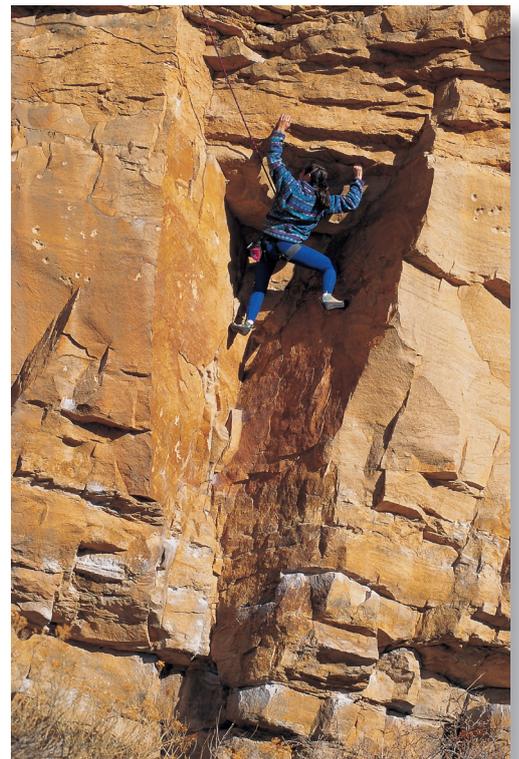
A target date for achieving a goal sets a limit that a person can work towards, and decreases the chances that he or she will lose sight of the goal.

Prioritised

People can benefit from setting priorities. These are statements about which activities should claim more or less of a person's time. By sticking to priorities, people can more readily direct their energies to the actions that count, and are less likely to feel overwhelmed.

Challenging

If a goal means hard work, but is personally worth achieving, the end result provides more satisfaction. Just as it is important not to set goals too high, it is equally important not to set them too low. People sometimes do so, either because they are afraid of failure or (if they were to realistically evaluate their motivations) aren't really committed to the outcomes. It is always better for each individual to set goals that are just beyond his or her reach, but not so far distant that there is no hope of achieving it.



How Do People Set Goals?

By setting goals and targets, people:

- Decide what they feel is important in life
- Find a starting point
- Separate the important from the unimportant
- Stay focused on objectives
- Develop motivation
- Stay in charge of what happens in their working lives
- Track and record their progress and achievements
- Become more self-confident as their goals are achieved.

Each person tackles these questions in an individual way. There are no formulas. However, the following table may be of assistance when people are trying to organise their thoughts:

Career Goals	Benefits and advantages	Key Steps	Time Line	Support and Resources	Outcomes and Reflection
Define realistic goals, write in order of priority	List the benefits and advantages of achieving the goals	Break down the process of reaching each goal into a series of achievable steps	When each step will be achieved	What support will be needed? Who will be able to provide it? What resources will be needed (eg. time, money, contacts)	Was the goal achieved? What actions worked along the way? What didn't work? What is the next goal?

Why Do People Set Career Goals for Themselves?

The purpose of setting a goal is to increase the chances of achieving it. Goals are useful in that they help the person who defined them to stay focused; this is true whether the goal relates to work or personal objectives. Goals act as reminders, incentives or stepping-stones that assist people in doing the things they want to do. Goal-setting represents a far more positive and pro-active way of managing a career than just 'letting things happen'.

Personal Development Plans

Many modern organisations are prepared to spend time and money on developing individuals, whether through training, job placements, coaching, mentoring or other means.

However, there is a limit to the available resources. Many organisations therefore adopt a formal process for identifying and recording the individual person's need for development.

In many cases, an employee has to comply with the organisation's staff development processes before he or she can start training or gain access to other opportunities. These processes allow the organisation's managers to compare the organisation's and the individual's needs, how they can be met, and how both can benefit in the process.

The discussions between employer and employee often result in a written plan that may be called by various names, such as:

- individual development plan
- professional development plan
- personal training and development plan.

Professional Development Plan

Training and Development Goals	Strategies	Resources Required	Outcomes/Comments

Individual Development Plan

Developmental Goals		Measures of Achievement/Expected Outcomes	
1.			
2.			
3.			
Methods to be Used			
On-the-Job Learning			
How will you develop your skills to meet goals through challenging tasks or assignments?			
What performance support measures, including online learning, can be of assistance?			
How will you work with others and use feedback from work associates to further your development?			
Training			
What specific training or educational experiences can be used to develop your skills and assist in achieving your goals?			
List the goal number next to the training to be employed:			
Goal #	Type of Training	When	Cost Estimate
Support Needed			
What additional support do you need to achieve your goals? How will it be provided?			
Monitoring Progress			
How will you know that you are making progress? Who will provide feedback, and how often? Be as specific as you can regarding who is involved and how often progress will be assessed.			

When writing such plans, employees identify:

- their goals and desired outcomes
- methods of measuring achievement
- the costs involved in personal development.

Generally, once a manager and an employee have agreed on a development plan, both are required to sign it. At a follow-up meeting, held later in the organisation's business cycle, they evaluate the employee's progress. They discuss how much the employee has achieved, compared to the intentions stated in the plan.

This is an on-going process. It continues as part of the overall process of developing both the individual and the organisation, even though staff and managers change over time.

Methods of Personal Development

Career development is a partnership. While the company can offer certain opportunities and incentives, it is up to the individual to recognise opportunities and take them up.

Company-Based Development Options

Companies may adopt various practices to promote career development. However, they are only of value if individuals put in the required time and effort to achieve their own personal development. Examples of career development practices include:

- challenging job assignments
- advertised job vacancies
- career counselling
- career development workshops
- periodic job changes
- on-the-job learning.

Challenging Job Assignments in the Career Establishment Phase

Past experience has shown that employees who receive especially challenging assignments early in their careers do better in later jobs, and may stay with the company for longer periods.

It appears that if a person is able to rise to an initial challenge, he or she can often translate this success into on-going career development.

Advertised Job Vacancies

In some organisations, advertised job vacancies provide people with a challenge and the opportunity for personal development. Job advertisements are of most value if they:

- are circulated within the company (e.g. in a staff publication or by e-mail)
- list the key selection criteria (e.g. abilities, experience)
- provide guidelines for addressing the selection criteria
- provide guidelines for attending interviews and completing other requirements.

Job advertisements should be worded so as to attract applications. The aim is to encourage people to take on the challenge.

This means using non-discriminatory language and not using qualifications as a method of 'keeping out' people who might otherwise have useful skills and abilities.

Career Counselling

Many companies offer their employees career counselling. The most successful counselling programs are those that cover the following issues:

- The employee’s career goals, aspirations and expectations for five years or longer.
- Opportunities available within the organisation
- The degree to which the employee’s aspirations are realistic and match the available opportunities
- The steps an employee can take to develop him or her self, so as to qualify for new opportunities.
- Helping employees to write their development plans.



Career Development Workshops

Workshops involving managers and staff can be a useful way of promoting career development. The most common format is the general workshop, involving groups of employees and their managers. This setting helps people to gain a realistic picture of their career development options.

The workshop format offers another valuable opportunity— to resolve the specific concerns of particular groups of people, such as:

- new employees
- ethnic minorities/migrant workers
- older workers.

Examples of the specialised needs of these groups are shown in the table.

Identified group	Specialised needs for career development
New employees	Understanding company structure and operations Understanding who to contact for specific enquiries Networking
Ethnic minorities/migrant workers	English language training Identifying/understanding culturally appropriate behaviours that help to create career opportunities
Older workers	Assurance that career development is a real option Retraining/new skills development

Periodic Job Changes

A change can give employees new experiences and perspectives, prevent their knowledge and skills from becoming obsolete, and stimulate interest in career development. Many types of job change are possible, including:

- sideways transfers
- promotions
- job rotations
- secondments
- temporary assignments.

In businesses that trade internationally, overseas assignments (whether as a secondment, temporary assignment or part of the planned career path) are becoming an essential element for career advancement.

On-the-Job Learning

Depending on company policies, the individual may have many options for on-the-job learning. Any of the following may provide new challenges and opportunities for personal growth and development:

- Participating in a steering committee or working party/taskforce
- Coaching by supervisors, peers and subordinates
- Information sharing at staff meetings
- Sharing work knowledge, such as internet research, with colleagues
- Formation of 'knowledge networks' or communities of learning within the company
- Participating in a cross-organisational committee
- Team-building retreats
- Formal and informal mentoring programs
- Internet research
- Job rotation
- Secondments
- Acting in a more senior position.

Other Development Options for Individuals

Some of the available options are:

- formal development
- professional and community involvement.

Formal Development

Options may include:

- Leadership programs
- Seminars, forums
- Conferences
- Awareness sessions
- Work-based projects associated with coursework
- Combinations of formal and on-the-job learning
- On-line learning (interactive tutorials) via intranet or internet
- Distance education online
- Online coaching
- IT 'roaming and coaching' at the workplace.

Professional and Community Involvement

Options may include:

- Membership of professional and community bodies
- Volunteering
- Professional skills refreshment programs, such as those available in IT, legal, accounting, HR, or engineering
- Professional networks.

Measuring Personal Development

There is no scale or score that can adequately measure how much each of us has developed as an individual. Each person has to supply his or her own answers. However, people can sometimes benefit by stopping to take stock— of where they have been, where they are now, and where they want to be in the future. This process of self-rating, if applied honestly, is often a sobering experience that may lead to personal re-assessment, new energy, or new directions.

A self-evaluation or self-rating questionnaire can assist people to make these choices. One example of this type of test is shown at the end of this section. However, many more self-evaluations are available from internet searches.

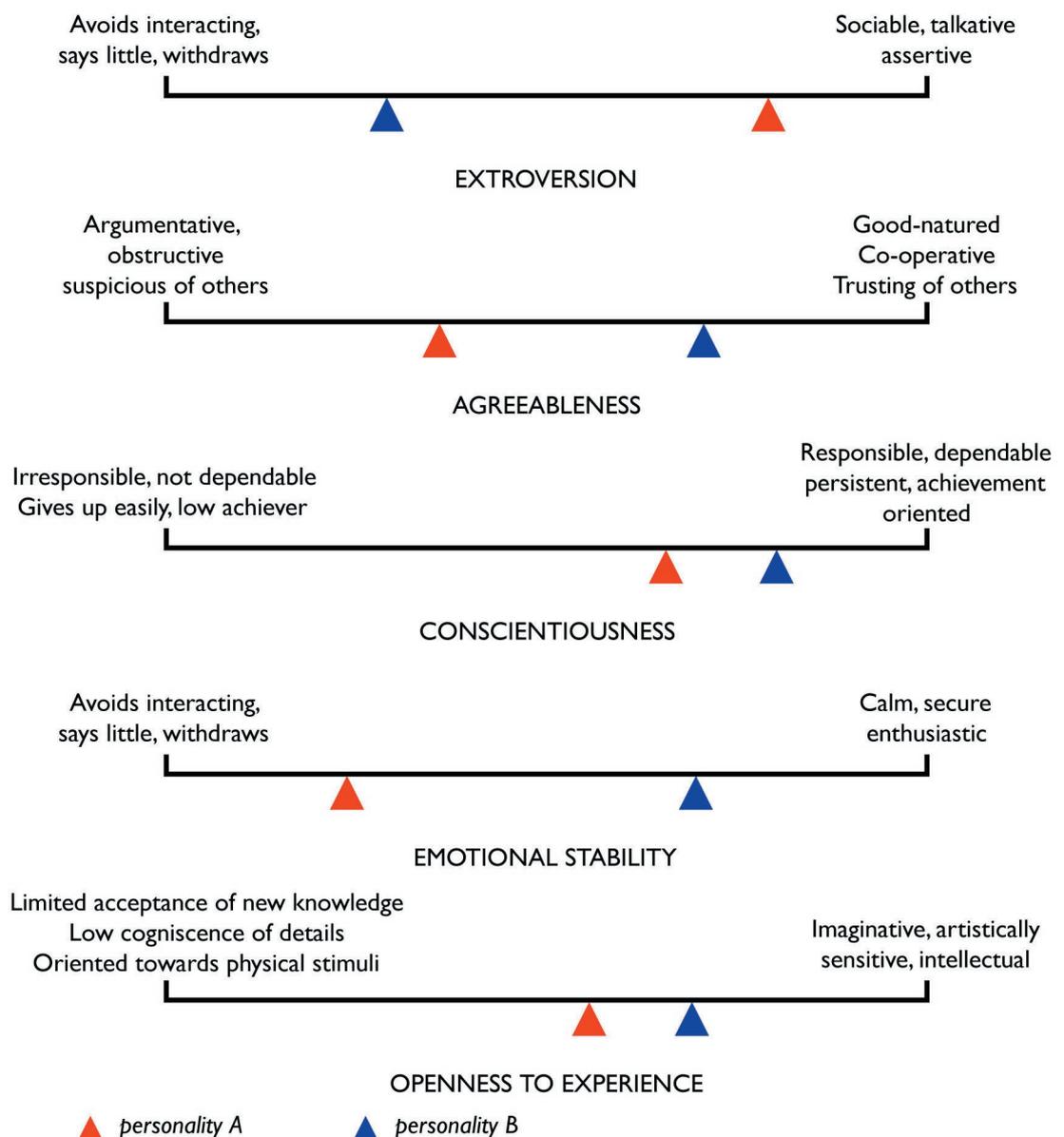


Personality— A Key Element for Achieving Success

Personality may be described as the consistent patterns that an individual follows when interacting with other people or with various situations. Some aspects of personality seem to have greater effects on a person’s success in life.

It is not easy to describe personality, as it has many aspects. However, one way of looking at it is to think about each aspect or ‘part’ of a personality as a point along a scale.

The drawing shows how two personalities are different: they occupy different positions on the same scales. Each position is somewhere between two extremes.¹



¹ Both of the personalities are imaginary. There are more aspects of personality than the five shown here.

The five aspects of personality used in the drawing are listed below, together with the extremes of behaviour that they may include:

- **Extroversion:** Does the person tend to be sociable, talkative and assertive; or to avoid interacting with people, to say little and to withdraw?
- **Agreeableness:** Is the person good-natured, co-operative, and trusting of others; or argumentative, obstructive and suspicious of others?
- **Conscientiousness:** Is the person responsible, dependable, persistent and achievement oriented?
- **Emotional stability:** Does the person tend to be calm, enthusiastic and secure; or tense, nervous, depressed and insecure?
- **Openness to experience:** Does the person tend to be imaginative, artistically sensitive and intellectual, or the opposite of these?

Much scientific research has been done in an attempt to discover how a person's success in life is related to personality. There is some evidence to suggest that success may depend on specific aspects of personality, such as those shown above.

Specific Aspects of Personality

The challenge for each person is to understand how much of the following he or she accepts as everyday behaviour, and to take positive action in any areas where current behaviour is inconsistent with life goals.

- Who's in charge?
- Low-Mach or high-Mach?
- Self-esteem
- Ability to adjust behaviour to meet changing conditions
- Channelling emotions in the right directions
- Believing in one's ability to perform a task
- Willingness to take chances.



Who's in Charge?

Do people believe they are in charge of their own fate? This is an important question. People who believe they are in charge tend to act differently and to achieve different outcomes to those who believe that what happens to them is mainly the result of luck or chance.

When it comes to taking a day off work, people who believe they are 'holding the reins' tend to:

- believe that health outcomes are mainly under their own control
- take more responsibility for their health through positive habits
- cope better with high stress levels
- have a lower incidence of sickness.

When it comes to job satisfaction, people who believe they are in charge tend to:

- have higher levels of job satisfaction
- see outcomes as related to their own actions
- recognise that they have 'no-one to blame but themselves'.

When it comes to staying with the job or leaving, people who believe they are in charge tend to:

- be more successful, and therefore stay in a job that they are satisfied with
- change jobs more often, as a way of advancing their careers.

When people who believe that what happens is a result of luck or chance find themselves in a dissatisfying job, they are more likely to 'stick with it'.

In general, the person who believes in influencing his or her own destiny will be more successful in the workplace. Such people tend to:

- hold more high-level jobs
- be promoted more rapidly
- earn more money.

People who believe that what happens is a result of luck or chance do better in jobs where the work is well-structured and routine, and success depends on compliance with the directions of others.

However, people can change their views and their behaviour over a period of time. People can make a conscious effort to take more control of their own lives.

Organisations can also assist people by:

- giving rewards and recognition that promote individual initiative and performance
- providing training that helps people to understand that they really do have a degree of control over work and career.

High-Mach or Low-Mach?

The term Machiavellianism describes behaviour in which people are cynical, seek to advance their own interests, maintain an emotional distance from others, and believe that 'the ends can justify the means'. Such behaviour was first described by an Italian statesman, Niccolò Machiavelli, in the 17th century. Personalities can be described as either 'high-Mach' or 'low-Mach'.

High-Machs:

- are people who get what they want
- manipulate people more
- are not-so-often persuaded by others
- have a greater influence over other people.

High-Machs do better in situations where:

- they interact with others face-to-face
- there are few rules and regulations
- they can avoid being emotionally involved
- they are able to form coalitions that work to their advantage.

If the situation involves ethics, or work where winning at all costs is not the primary consideration, or the end can't justify the means, then high-Machs will not be good employees to have on the team. The kind of work at which they tend to excel is in bargaining (e.g. labour negotiations) or commission sales (where there are substantial rewards for winning).

There are sufficient numbers of people in business who are high-Machs to make it worthwhile to learn counter-strategies, such as:

- **Exposure.** If other people are alerted to the manipulative behaviour, broken promises and lies that are typical of high-Machs, they can avoid the same traps. However, this can mean calling attention to the fact that you have been cheated. Unless you do so, high-Machs will continue their behaviour.
- **Pay attention to what people do, not to what they say.** High-Machs make great promises and have good persuasive powers. However, you should look closely at what they actually deliver.
- **Avoid situations where high-Machs gain the edge.** This means not making decisions quickly where emotions are high and a high-Mach has put forward a persuasive argument. Try not to deal with such people on a one-to-one basis. Invite others to participate in the meeting.

Self-Esteem

Self-esteem is the degree to which people like or dislike themselves. Research into the effects of this trait on behaviour shows that—

People with high self-esteem:

- believe they have more of the abilities needed to succeed
- take more risks with job selection
- are more likely to choose unconventional jobs
- have higher levels of job satisfaction.



People with low self-esteem:

- are more susceptible to what other people say
- depend on gaining approval from others
- actively seek approval
- conform to the beliefs and behaviours of people they respect
- are less likely to take an unpopular stand.

In managerial positions, people with low self-esteem tend to be concerned with pleasing others.

It is important for people to develop and maintain high self-esteem as a strategy for life success.

Ability to Adjust Behaviour to Meet Changing Conditions

A person who can readily change his or her behaviour to meet changing conditions is called a high self-monitor. High self-monitors:

- take note of cues or hints
- are able to change their behaviour when it is appropriate to do so
- may show large differences between their public and private selves.

Low self-monitors:

- can't disguise their behaviours
- display their true feelings and attitudes in every situation
- do not show great differences between who they are and what they do.

High self-monitors are likely to do well in situations where they are required to play different roles; they may even act in ways that contradict each other, where it is advantageous to do so.

Channelling Emotions in the Right Directions

Awareness of the emotions a person is feeling and the ability to respond to them appropriately is very important. 'Appropriate use' of emotions includes resisting an impulsive emotion or response for the benefit of a longer-term goal.

Scientific studies have shown that people who can recognise their emotions when they are feeling them are more likely to be a success in leadership, and in life overall, than a person of high intellectual intelligence or IQ. In fact, many leaders are of average IQ.

The five main emotional abilities are to—

- Know one's emotions: being self-aware, recognising a feeling as it happens
- Manage emotions: handling feelings so that they are at an appropriate level for the situation
- Motivate oneself: bringing internal feelings under control, as a way of achieving a goal
- Recognise emotions in others: having empathy with and understanding for others
- Handle relationships: being able to inter-relate, communicate and work with others.

People can learn emotional 'intelligence'. Many people make a start on this essential personality trait when they realise that:

- emotions are a natural characteristic of human beings
- attempting to deny or downplay one's emotions is self-defeating
- emotions are real to the person experiencing them
- other people are entitled to feel emotions as much as we are
- the essential point is to learn how to handle emotions, by channelling them to positive ends.

Believing in One's Ability to Perform a Task

When there are a number of people who have the ability, motivation and intelligence to do a job, the person most likely to succeed is the one who believes in her or her ability to perform the specific task.

This belief develops when a person performs various tasks and receives positive feedback; or when a person sees colleagues perform a task and receive feedback, and learns from what he or she sees and hears.

People who have confidence in their own abilities to perform a task can more easily decide:

- what challenges to take on
- how much effort to put into the work
- how long to keep trying when the going gets tough.

They will also respond to negative feedback about their performance by increasing their motivation and redoubling their efforts.

By contrast, a person who doesn't have confidence in his or her ability will respond to negative feedback by feeling less motivated and may give up. For such people, destructive feedback (e.g. inconsiderate, general rather than specific, and threatening criticism) reduces feelings of confidence and often leads them to abandon their goals.

This difference can be important in some situations in the workplace. For example:

- It may affect the performance of people from ethnic or minority groups who have little confidence in their ability to communicate.
- Employees may respond poorly to, or resist negative feedback on, performance appraisals if they don't feel confident in their ability to perform certain tasks.

Organisations can work to improve these situations through:

- training
- appropriate feedback
- coaching
- rewards for gradual improvement.

Willingness to Take Chances

People tend to either feel comfortable about taking risks, or to avoid risk. This difference may affect:

- how long it takes a manager to make a decision
- how much information a manager needs before making a decision.

Sometimes there may be an obvious contrast between two managers in the same organisation: a risk-taking manager may make decisions more rapidly and require less information than a risk-avoiding manager, even though both make accurate decisions.

Both types of manager have their place in an organisation. For example, in the financial services industries:

- People who are comfortable with high levels of risk may be better suited as stockbrokers, as this work requires rapid decision-making and rewards people who take considered risks
- Person who tend to avoid risk may be better suited as auditors, where the ability to accurately identify problems is the key to success.



Benefits of Training

Training is an important option for many workers. People can devote a defined part of their working day to training activities, or devote their energies to it over a period of several days. Either way, it combines personal development with convenience.

Training offers individual workers plenty of opportunities, such as:

- developing new technical knowledge and skills that improve on-the-job performance
- developing better ways of handling interpersonal relationships in the workplace
- developing the skills needed to take up new business opportunities (e.g. languages, for overseas markets)
- making themselves more employable
- enhancing prospects for career development and promotion
- coming into contact with a wider range of knowledge and interests than those that the job currently offers
- learning to interact with people from different backgrounds (e.g. cross-cultural training)
- opening up wider networks, gaining more business contacts
- obtaining feedback.



However, such benefits can only be realised if the individual makes a commitment to the training and applies its outcomes in the workplace.

Costs of Training to the Individual

Training requires the individual to make an effort, to stick with the program, and to accept that not all of the learning involved will be easy. These 'costs' of training may include:

- spending time and energy to convince the supervisor that the dollars spent on training will be justified and that the training will provide benefits to the work unit
- possible opposition from supervisor
- time spent away from the person's normal work, leading to a backlog
- extra time spent in removing a backlog
- the supervisor's adverse feelings towards a backlog
- extra time needed to meet the requirements of the training (e.g. assignments, group work outside normal hours)
- possibility of lower pay while undertaking training

- time spent away from home, if the training is undertaken at a distant location
- commitment and motivation needed to complete the training
- taking the time to write a report on training outcomes and how the training may be applied in the workplace.

However, the best approach to these and other problems is to be prepared for the challenges, and to take them on as an exercise in personal development. The positive view is for the individual to see his or her successful response to the challenges as an added 'bonus' to the personal development that accrues from the training itself.

What is Available through Off-The-Shelf Training Courses?

In Australia, any company wishing to use training as a development strategy, whether for the individual or the organisation, can choose from a wide range of training providers and training options. Training may be used to provide a variety of skills, and may be delivered in a number of ways.

Training Providers

Numerous training providers are available, and they offer many training options, including:

- university studies, leading to degrees or diplomas
- technical studies, leading to certificates or diplomas
- open learning, leading to certificate, diploma, or other recognised qualification
- in-house training, using staff who have relevant knowledge, skills or qualifications
- registered training organisations (RTOs)
- external training consultants
- outdoor/adventure training.

Some of the above options involve the employee in a course of study or activities that must be completed by set date (e.g. end of semester), or over a few days (e.g. outdoor challenges). However, options such as open learning and computer-mediated learning (see below) give the learner greater control over the learning process.

Many of these training options can be accessed on-line. The web can be either a method of contacting the training group or the source of the training material itself— for example, in self-paced learning. An internet search using the word 'training' will return many options; usually these include numerous examples of the types of institutions and companies listed above.

Skills Delivered Through Training

The main types of skills that may be gained through training are:

- technical
- interpersonal
- problem-solving.

Technical

This is the largest category of training, and is aimed at improving the employee's knowledge and skills on the job. It applies to all areas of employment, whether blue-collar or white-collar. For example, a mail sorter may need technical training in the operation of a mail-sorting machine; an accountant or administrator may need training in the use of a new software package.

Most people in the workforce have taken part in technical training or would benefit from doing so. With greater use of technology in all areas of business, the need for technical training is likely to increase in the future.

Interpersonal

Almost all employees belong to a work unit and achieve their work objectives only if they can communicate and interact effectively with others (e.g. fellow employees, supervisors and customers).

However, not all employees have good interpersonal skills. The behaviours of individuals may range from the withdrawn and uncommunicative to brash, loud or offensive. Individuals who have either of these tendencies may benefit from interpersonal training, such as effective listening, clearer communication of ideas, and handling conflict.



Sometimes, training can provide feedback that effectively alerts a person to negative aspects of his or her behaviour. In many cases, simply making people aware that their behaviour is viewed negatively by others may be sufficient to stop the behaviour, or may stimulate the development of more positive behavioural patterns.

Problem-Solving

Training in problem-solving may help people to develop such skills as logic, reasoning, problem definition, assessing cause and effect, developing alternatives and finding solutions.

Many people may find such training beneficial, including managers and employees who continually face non-routine tasks.

Training Methods

Off-the-job and technologically mediated training are not as common in the workforce as on-the-job training; however, they are available options that are beneficial in many (but not all) cases.

In general, technical training is better suited to on-the-job delivery, while interpersonal and problem-solving skills are more effectively learned when people are off the job.

Off-The-Job Training

While there are many possible ways of training people off-the-job, the following are the most common:

- classroom lectures
- films and videos
- simulation exercises
- vestibule training.

Classroom Lectures

Classroom lectures are well-suited to getting across specific information, and may be used effectively for developing technical and problem-solving skills. They may include overheads or PowerPoint presentations.

Films and Videos

Similarly, films and videos are suited to getting across specific information, including technical and problem-solving skills. They are most useful when it is difficult to set up equipment or to illustrate a practical point. For example, actors in training films may simulate workplace conflict or model appropriate safety behaviours.

Simulation Exercises

Case studies, role-playing and group-interaction exercises are examples of simulation. These methods are often used to teach interpersonal and problem-solving skills, and are most effective when delivered by a trained, experienced facilitator.

The term 'simulator' also refers to a complex computerised model that can imitate real situations. The simulators used to instruct airline pilots and train drivers in correct procedures and operational safety are examples of this type of training.

Vestibule Training

In this form of training, employees learn to use the equipment they will actually be using on the job, but with the equipment located outside the workplace.

Technologically Mediated Training

Modern technology offers many new options for training that have not existed previously. Examples include:

- computer assisted or managed learning
- interactive videodisc
- video-conferencing.

Computer Assisted or Managed Learning

In computer-assisted learning (CAL) or computer-managed learning (CML), the company gives employees access to resource materials located on a company's intranet or on a website. Trainees work through the resource materials and complete assessments at their own pace.

Specialist companies set up training sites and learning materials that meet the company's needs, and control employee access to the training pages. It is possible to set up a system so that employees are registered as on-line learners and:

- complete tests on-line
- obtain a written statement to verify that they have correctly answered all questions on-line
- forward the signed verification form to the training company
- receive a certificate or other qualification through the training company.

Interactive Videodisc

In this type of learning, trainees undertake the training interactively, allowing them to make mistakes and see the consequences of doing so. The training program used for Australian air-traffic controllers is an example; the trainees use the same visual and console information as control towers at any airport in Australia.

Video-Conferencing

When video-conferencing, people at several locations come into direct visual and audio contact with each other. A trainer operating face-to-face with a group of trainees in one city can be connected to similar groups in other cities, which may be located in different countries. Trainees can interact both visually and verbally, not only with the trainer but also with trainees in other locations.

Many organisations now use video-conferencing as a training method. The required equipment includes a number of computer-modified VCR/TV units, video-cameras and conventional telephone lines.

What Training Needs to Be Done on the Job?

On-the-job training is more common than all other training methods, and has been used in almost all workplaces at some time.

It has both advantages and disadvantages. While it is easier to set up on-the-job training and it generally costs less than other methods, it can create problems:

- If machinery or other everyday resources are used for training instead of production, there may be disruptions to normal work flow
- It may lead to errors in production, as trainees 'learn by making mistakes'
- Trainees may unwittingly copy incorrect or less-efficient methods, if so instructed by their trainer.

In addition, some skills are too complex to be taught on the job and better results are obtained if the training occurs off site.

The two most frequently used methods of on-the-job training are:

- job rotation
- apprenticeships and traineeships.

In addition, self-paced, computer-based learning methods (CAL and CML, as described earlier in this section) are most often conducted as on-the-job training.

Job Rotation

Job rotation is about providing people with learning opportunities, by temporarily transferring them to positions in other parts of the organisation. This gives people exposure to different tasks and positions in the same organisation. Employees who do so learn to meet technical challenges and may gain a wider perspective of the organisation's activities.

Apprenticeships and Traineeships

New employees learn their jobs by studying under the guidance of a qualified technician or well-experienced employee. In a trade calling, this is called an apprenticeship; in white-collar jobs it may be called coaching or mentoring. In either case, the new employee works while under observation or instruction of the more-experienced employee, who acts as a role model.

This type of training has long been recognised as highly successful. Governments often provide funds to promote the employment of apprentices and trainees in businesses; they back up this commitment with off-the-job technical training, for example at colleges of TAFE.

The Need to Develop Organisations as Well as Individuals

People need organisations; they allow people to work together, earn a living, learn, and develop their individual capabilities. Organisations provide a structure that brings people together for these purposes.

However, it is also true that organisations need people. Without people, organisations would consist of little more than ideas or empty buildings. People can achieve more by working together as an organisation; however, the organisation's interests as a whole are advanced when people are developing their individual capabilities in line with the organisation's needs.

It is therefore important for the company's managers to decide how much time, effort and money they need to put into developing people, and to find the best methods of doing so.

Development Policy

The skills and capabilities available in a company's personnel today will probably be insufficient to meet the challenges of tomorrow's business environment. There are many reasons for this:

- Competitors may adopt different, more efficient methods of production.
- Competitors may change the nature of the product; for example, a \$200 watch may keep time as accurately as a \$2000 one, but the company making the more-expensive watch is meeting a different need in the marketplace.
- The company may be facing more competition; for example, the market for a product or service is globalised, or there is a free-trade agreement.
- New technology may mean new ways of producing a product or providing a service, or that the customer expects more.
- People in the organisation may have built up (over a period of time) a range of skills that are no longer relevant or are less useful.
- The company may still be trying to motivate people by using methods that no longer work (e.g. managers who rely on threatening people with losing their jobs).

Many companies have responded to these challenges by developing the organisation as well as the individual. Company managers can do this in many ways, such as:

- Showing respect for people. Companies that are more likely to succeed in today's business climate treat individuals with dignity and accept that their ideas (not just the ideas of the managers) are valuable.
- Genuinely trusting people, being open with them, and supporting their needs.
- Using less authority and control, and instead allowing employees and managers to take responsibility for their own change and development.
- Confronting problems, not setting them aside for later.

- Allowing employees to be involved in making decisions about areas that will affect them. (They are more likely to be committed to the results).

However, this approach can only work if individuals take responsibility for their own growth and development.

To encourage people to do so, companies usually write and adopt a policy on individual development. An example of such a policy follows.

XYZ CO. POLICY ON INDIVIDUAL DEVELOPMENT

XYZ Co. Pty Ltd is committed to the following strategies for developing the capabilities and skills of individuals in the organisation. The company values the efforts of individuals to develop their own skills and knowledge, and recognises that improved capabilities on the part of the individual ultimately lead to improved performance of the organisation as a whole.

The company will:

- Encourage and facilitate sound performance
- Provide opportunities for the recognition of achievement
- Provide opportunities for staff to acquire knowledge and skills
- Ensure individuals are clear about their roles and responsibilities and the expectations of their managers, and that they regularly reach agreement with the supervisor about the goals and objectives they are expected to reach
- Ensure supervisors fulfil their roles and responsibilities for effective management of staff performance and development
- Provide a framework for regular feedback to all staff about their performance
- Provide a formal process for identifying and addressing staff development and training needs
- Guide the planning of staff development and training activities at both the individual and group levels
- Provide a positive framework that enables staff to plan their professional and career development
- Provide feedback to supervisors, to enable them to effectively manage their staff and other resources
- Provide a framework that enables supervisors to align the performance and development of staff to the organisation's goals and objectives.

The policy on individual development is important for both the individual and the company; it identifies areas where the individual can take action to benefit both him or her self and the interests of the organisation.

Comparing the Organisation's Needs with the Individual's Needs

Many organisations adopt a performance management system as the main method of comparing the organisation's needs with the individual's needs for learning and development. Such a process or system generally fulfils two overall objectives:

- workforce planning (i.e. meeting the organisation's needs), and
- career development (i.e. meeting the individual's needs).

Administering a Performance Management System

The company may provide forms (either printed or on-line) to support the performance management process. The advantages of using a written set of procedures and forms for the process are that:

- people are more accountable for what they do
- there is a written record that people can refer to again (e.g. if there is a change of manager)
- people need to take time to think about how they can improve their performance
- people can clearly identify ways of making improvements
- people doing an appraisal of their performance for the first time know what to expect.

Typical Process for a Performance Management System

A performance management system usually consists of three parts:

- team briefing
- individual planning discussion
- feedback session.

Team Briefing

Team briefing is the first step. The supervisor communicates the company's or section's goals to all team members in a group setting. This meeting usually takes place at least once a year in most companies, so that the supervisor is describing the goals that will apply during a 12-month planning period.

This meeting, in turn, sets the scene for individual discussions between employer and employee.

Individual Planning Discussion

The individual planning discussion follows soon after the annual team briefing (or at some other time, depending on the company's policy).

The purpose of the individual meetings is to ensure each person knows his or her work priorities, and how they can help to achieve the company's goals. All staff are generally expected to take part in both the team briefing and the individual discussion.

The individual discussion is also a valuable opportunity for people to discuss their career development. (However, in some companies, this is a separate discussion).

The end result is a written development plan for the employee.

The employee cannot be forced or coerced into career development— it is an act of free choice and the employer must respect the employee's decisions. Ultimately, the employee accepts responsibility for his or her own career development.

Feedback Sessions

The feedback session is the final part of the performance management process. As with the other two, it is a regular, scheduled part of the process. Generally, it will be held at a definite time after the individual discussion, e.g. 6 or 12 months later.

The purpose of the feedback session is therefore to identify and review the progress the employee has made in achieving work priorities and career development objectives, as decided in the individual discussion.

The feedback session is also a reminder to both supervisor and employee that they will need to either:

- develop strategies to ensure that the employee will meet his or her objectives by the end of the planning period, or
- review the employee's performance during the current planning period and prepare for the next (i.e. the annual team briefing).

Measuring the Success of Development Activities

Employees can decide how successful their efforts to achieve personal and career development have been, by:

- checking whether they are achieving the goals listed in their personal development plans
- completing a self-evaluation questionnaire
- taking part in the performance management process.

In the same way, the company's managers can ask questions that help them to decide how successful their efforts to develop the organisation have been. However, there are two important points to remember when measuring the company's development:

- Company managers must be committed to reviewing and measuring results, or it is highly likely that the potential benefits will either:
 - not be achieved, or
 - will fade away through inactivity and lack of interest.
- They must agree on methods of measurement (i.e. performance indicators).

Examples of methods and figures that may be used to measure the company's development are shown below:

- Staff surveys that ask people their opinions or measure morale
- The willingness of line managers to release staff for learning and development activities
- The numbers of staff who are aware of their learning options
- The numbers of staff attending seminars and conferences
- The numbers of senior managers participating in learning and development
- The numbers of staff completing an assessment (as part of a learning and development activity) who achieve high-level results
- Funds available for development (e.g. as a percentage of annual budget)
- Amount of money saved by using standardised training packages
- Changes in the company's sales and profitability.

Analysing the Organisation's Needs

During the performance management process, as described in earlier discussion, managers and staff often find that they can identify a general need for learning and development. However, it can be difficult to identify a training package or other method (e.g. on-the-job experience) to meet the need.

Training needs analysis (TNA) is a strategy for identifying the best training solution. Often, organisations carry out a TNA when people realise that staff no longer have the skills needed to do their jobs effectively and that, as a result, the company's performance is not up to standard. There usually four steps in a TNA:

- analyse the current situation
- evaluate existing training materials
- identify gaps
- assess options and choose a solution.

Analyse the Current Situation

Discussions during the performance management process are an important way of identifying individual needs and of matching them to the company's needs. However, it is too often true that businesses do too little, too late when it comes to training the individual employee.

There is often a need to find a training that will provide a work group or an entire company with the knowledge and skills they need. There are several ways of meeting this need, including:

- the use of a training specialist who asks questions about the organisation's needs and makes recommendations about the appropriate type of training
- focus groups, in which a small group of participants conduct a carefully planned discussion, aimed at drawing out information on specific issues
- questionnaires, surveys and audits, designed to obtain better information about the current learning and development situation.

Evaluate Existing Training Materials

Even if the company doesn't have a formal training department, it may have some training materials, such as manuals, inductions or procedures. Often, people wrote in-house training manuals or other documents to meet a particular need. Much of this material exists as a paper record only; it may have been put on a shelf and forgotten.

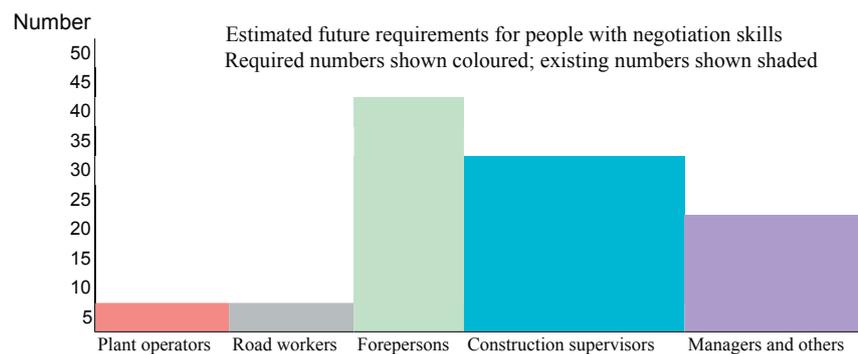
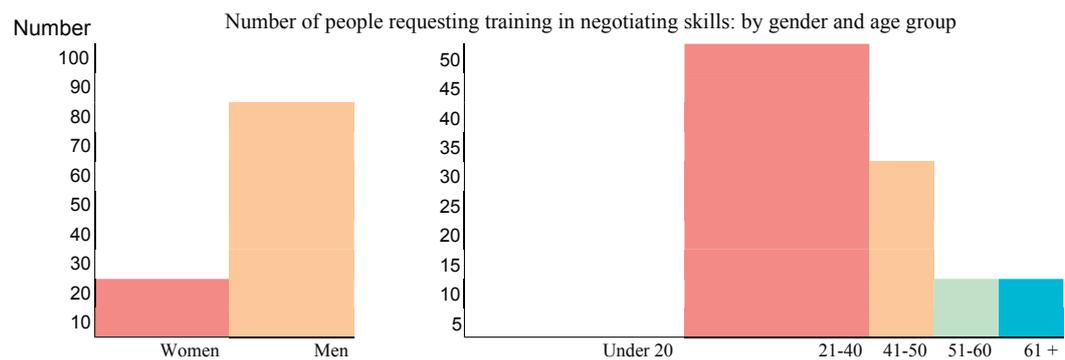
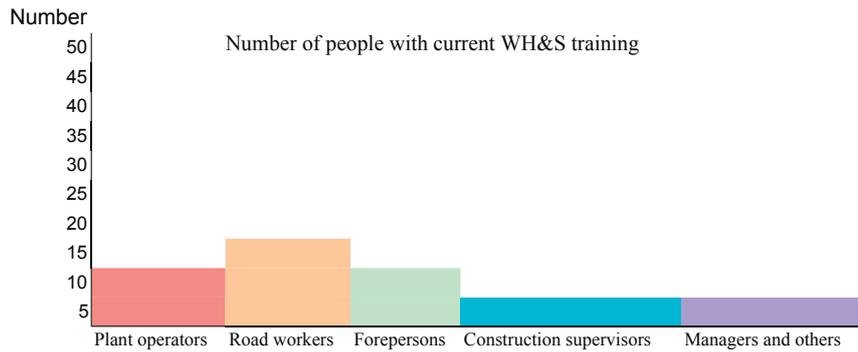
Often the existing material is out-of-date— for example, a safety training programme that relates to old safety legislation. However, after updating and re-writing, it can be re-used (in many cases) as part of a new learning and development framework.

Identify Gaps

A training profile is the easiest way to record and update the organisation’s existing skills base, and to identify training and development needs. The profile makes it easy to see where the existing skill gaps are, and to plan training and development requirements.

The usual way is to record the information in a series of tables or graphs, for example using an Excel spreadsheet. Some examples of the types of information that may be included in the profile are shown below.

SAMPLE TRAINING PROFILE



Assess Options and Choose a Solution

The main options are in-house training, or external training and development consultants. Each method has advantages and disadvantages, as shown below:

Training Provider	Advantages	Risks/Disadvantages
Internally organised	<p>Potentially lower costs</p> <p>Taking advantage of existing knowledge base and training materials</p> <p>Training can be delivered in the context of existing company culture</p>	<p>Trainers are taken off-line from normal positions</p> <p>Training may not meet standards (e.g. ANTA*)</p> <p>Participants may receive a company-endorsed certificate, but not a nationally recognised qualification, on completion of training</p>
External consultant	<p>Trainers are from outside the company and may bring fresh perspectives</p> <p>Training that meets standards can be specified</p> <p>Training that provides a qualification on completion of training can be specified</p>	<p>Potentially higher costs</p> <p>Consultant may prove unsatisfactory</p> <p>Existing knowledge base and training materials may be ignored or discounted</p>

*Australian National Training Authority

Self-Evaluation Questionnaire

The typical instrument for measuring personal development is a self-evaluation or self-rating questionnaire. The following is just one example. (When you start searching for them, you can soon find other examples of self-evaluations). The key to getting results from the following self-rating test is to be honest with yourself.

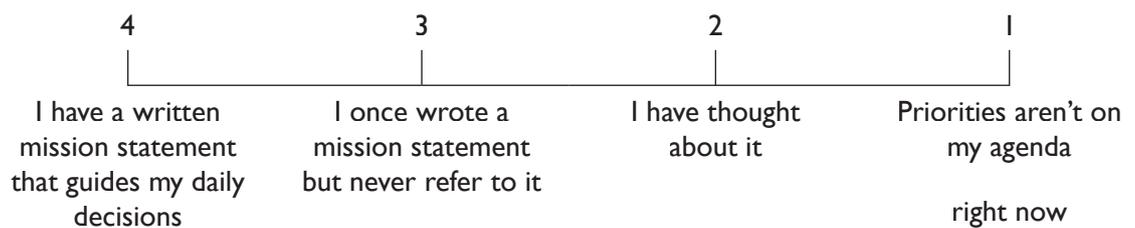
The questionnaire consists of 21 dimensions along which a person might evaluate his or her own strengths and weaknesses, and decide which strengths to emphasise and weaknesses to improve. The dimensions are:

- Setting priorities
- Time management
- Hard work
- Self-improvement
- Passion
- Happiness
- Attitude
- Dreams
- Empathy
- Communication
- Flexibility
- Affability
- Creativity
- Persistence
- Pro-activity
- Optimism
- Faith
- Will to ‘make a difference’
- Focus
- Action
- Discipline.

In each case, ask yourself how you rate on the scale. The method of evaluating scores is shown at the end of the list.

Setting Priorities

Do you know what and who are the priorities in your life? Do you have a personal mission statement, complete with written goals and objectives? How do you guide your day-to-day decision-making processes?



Time Management

For most people, the elements of their lives that bring the greatest returns are professional, family, social, health, intellectual and emotional. However, it’s impossible to achieve the things that matter unless you are organised— you have to make time to do them. Do you end up each day, week, month or year wondering where the time went?



I put a lot of effort into achieving balance in my life

I’m already organised, but have to run right now

My ‘to-do’ list only mentions daily chores

I don’t even make a grocery list

Hard Work

The harder you work, the harder it is to surrender.

–Vince Lombardi

The way to succeed is to out-work, and out-think, the competition. Do you put in 110% effort? Do you give it your all?



I could play for Vince Lombardi.

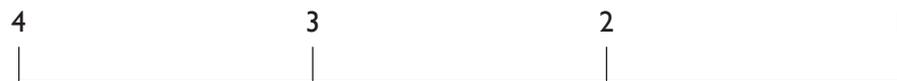
I work up a sweat sometimes.

When it comes to working up a sweat, I would rather watch someone else do it.

I gave up long ago.

Self-Improvement

Do you constantly look for ways to improve yourself— in all major aspects of your life?



It’s part of the daily routine for me.

I would like to do something to improve myself, but it’s not a high priority.

I don’t have time for self-improvement.

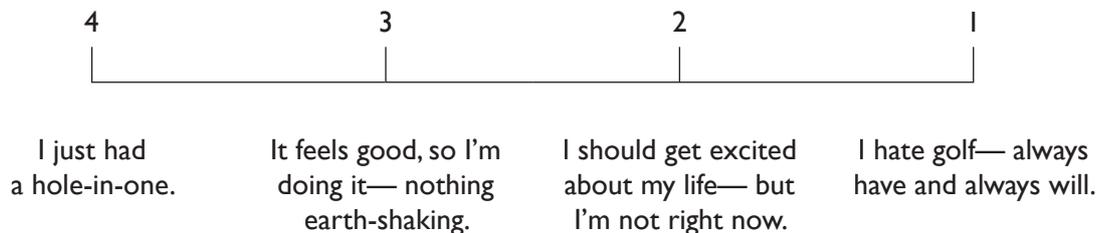
I’m already as good as it gets.

Passion

It’s difficult to excel at something you don’t truly enjoy.

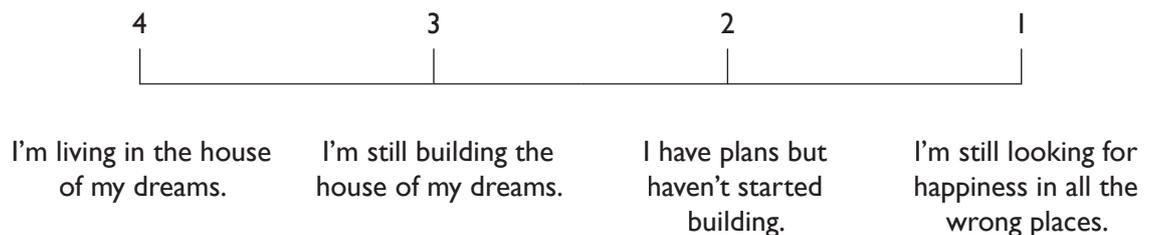
–Jack Nicklaus

Do you really enjoy all aspects of your life? Is everything as you would like it to be?



Happiness

Only those who have cried, those who have hurt, those who have searched, those who have tried, can appreciate the importance of people who have touched their lives. Happiness is wanting what you have, not having what you want. Where do you rate on the happiness scale?

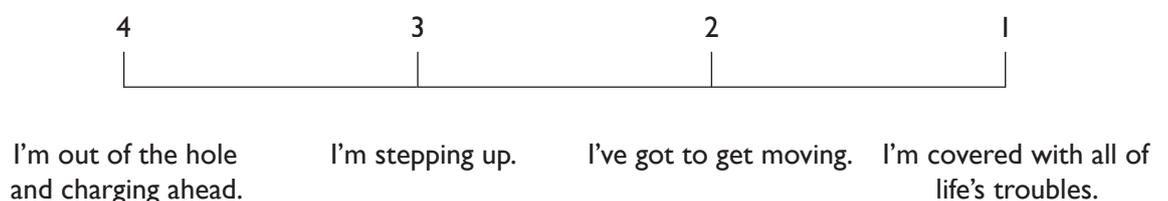


Attitude

No matter how difficult the situation, no matter how bad things get, no matter how much dirt gets dumped on you, how well do you shake it off and step up?

Read the parable and decide where you stand.

One day, a donkey fell into an old, abandoned well. An old farmer, passing by, said: ‘The well is abandoned and the donkey isn’t worth trying to save’. So he started to shovel dirt into the well, attempting to bury the donkey alive. However, the donkey realised that each time a shovelful of dirt landed on his back, he could shake it off and use it as a step up. The farmer kept shovelling and the donkey kept shaking it off and stepping up. This went on for some time; finally, the donkey stepped out of the well, exhausted but triumphant.



Dreams

If you can dream it, you can do it.

–Walt Disney

Most worthwhile achievements in life began as a dream. Do you dream of a bigger, better or brighter tomorrow?



My dreams are in brilliant colour.

My dreams are all in black and white.

I can never remember the dreams.

It’s all nightmares for me.

Empathy

Do you put yourself in other people’s shoes? Do you try to understand how they’re feeling?



I put a pebble in them and walked another kilometre.

Putting on other people’s shoes gave me blisters.

Other people’s shoes don’t match my outfit.

I wouldn’t be caught dead in anyone else’s shoes.

Communication

Are you good at connecting with others? Do you listen twice as much as you speak? Do you know what’s on the other person’s mind?



I seek to understand first, then to be understood.

I’m still learning the art of communication.

I spend more time taking than listening.

What did you say?

Flexibility

As with a tree exposed to strong winds, strength comes from standing up to face adversity openly, not hiding behind a wall or someone else. Despite your personal struggles, are you strong enough to bend with the wind?



4
I'm strong enough to bend and weather any storm.

3
I've survived some severe weather.

2
I'm still an acorn.

1
I'm sawdust.

Affability

All things being equal, people like to do business with people they like. Are you easy to get on with? Do people enjoy your company?



4
I'm fighting off the customers.

3
I could do things better.

2
I'm always a day late and a dollar short.

1
All this talk doesn't interest me.

Creativity

Do you think outside the box? Can you look at issues from a fresh and unique perspective?



4
I've been out of the box for so long that I couldn't tell you what it looks like.

3
I get out from time to time, but always keep the box in sight.

2
I pop up to look around occasionally, but inside the box is cosy.

1
I'm in the box.

Persistence

Robert M. Pirsig sent out his manuscript 121 times and received 121 rejections. On the 122nd attempt, a publisher accepted *Zen and the Art of Motorcycle Maintenance*, and it went on to sell 3 million copies.

Are you persistent enough?



I stick like a fly to flypaper.

I try to stick with it, but have some unfinished business right now....

I look for the path of least resistance.

When the going gets tough, I don't.

Proactivity

To hope is to risk pain. To try is to risk failure. But risks must be taken because the greatest hazard in life is to risk nothing. The person who risks nothing does nothing, has nothing and is nothing. He may avoid suffering and sorrow, but he simply cannot learn, feel, change, grow, live or love. Chained by addictions, he's a slave. He has forfeited his greatest trait, and that is his individual freedom. Only the person who risks is free.

–Leo Buscaglia, writer and educator

Do you shape things before they shape you? Do you take the initiative, or do you merely react to the situation? How good are you at taking a risk? If you don't take a chance, you'll never stand a chance.



Who needs a safety net?

I like to work with a safety net.

I'm afraid to take a risk.

I'm sitting this one out.

Optimism

No pessimists ever discovered the secrets of the stars or sailed into uncharted lands or opened a new heaven to the human spirit.

–Helen Keller

The secret is to see the possible in the impossible— just like the two boys who were escorted to a stable, only to find it full of horse manure. They started digging feverishly, saying that with all this crap here, there’s bound to be a pony somewhere!



I’m riding the pony.

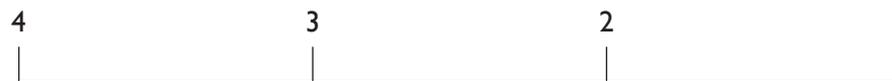
I’m looking for the pony.

There is a lot of manure in this stall.

I don’t even want to go near the stables, because they smell too bad.

Faith

The African impala can jump to a height of more than 3m and cover a distance of more than 10m in a single leap, but can be kept in a zoo behind a wall just a metre high. Why? Because the animals won’t jump unless they can clearly see the place where their feet will land. So often we lack faith— the ability to trust what we cannot see. It is only by faith that we can be freed of the flimsy enclosures that fear puts around us. Do you give faith a chance to take root in your life?



I left the zoo long ago.

I’m straddling the fence.

I’d like to leave, but they treat me pretty well here.

Life’s a zoo.
My jumping days are over.

Will to Make a Difference

A man is walking along a beach after an especially high tide has washed up large numbers of starfish. He sees a boy throwing starfish back into the water, and catches up with him. ‘Son, your kindness is commendable, but look how many starfish there are— you can’t make much of a difference.’ Throwing another starfish back, the boy replies: ‘To this one, I just did’.

Do you feel the call to make a difference? Even when the odds against you are impossible?



I’m like that boy.

I toss a few back whenever I have the time.

That’s a great story.

Starfish deserve to be washed up. They’re dumb and spineless.

Focus

When an archer misses the mark, he looks for the fault within himself. Failure to hit the bull’s-eye is never the fault of the target. To improve your aim— improve yourself.

Do you have the ability to tune out all of the daily distractions and concentrate on achieving your objectives?



Bull’s-eye!

I keep missing the target.

It’s a moving target.

Archery has never turned me on.

Action

Every morning in Africa, a gazelle wakes up. It knows it must run faster than the fastest lion to stay alive. Every morning, a lion wakes up. It knows it must outrun the slowest gazelle or it will starve. It doesn’t matter whether you’re a lion or a gazelle— when the sun comes up, you had better be running.

Dreams, intentions, plans and objectives sound good, but if they are never more than talk they become meaningless. When you wake up, do you hit the ground running?



I act, therefore I am.

I take action some of the time, but want to do more.

I talk a good game, but when push comes to shove, I keep talking.

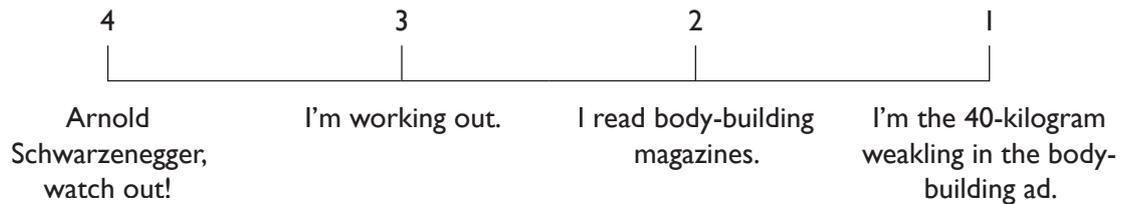
I don’t even talk about it.

Discipline

Mastery of others is strength; mastery of one's self is true power.

–Lao-tzu, Chinese philosopher

Develop and stick to an intense routine. Remember that if you're not disciplined, someone, somewhere is— and when the two of you meet, given roughly equal ability (and sometimes, unequal ability) the disciplined person will win.



Evaluating Results from the Questionnaire

Add up your scores:

- one point for each time you gave the first answer
- two points for the second
- three points for the third
- four points for the fourth.

If you scored—

- 21 to 42 points: you've got your work cut out
- 42-63 points: you're on the right track— stick to it!
- more than 63 points: keep up the good work!

Taking Action

Go back over your results. Develop an action plan for each category where you rated yourself 2 or less.

Section 1 – Assessment Activities

For information on how these assessment activities may be used as part of the learning process, see the section on 'Assessment' in the 'Topic Descriptor' section at the front of this topic.

Theory Questions

The following questions allow you to assess your progress in understanding the material presented in Section 1. The questions may be of any of the following types:

- multiple choice (identify correct answer or answers)
- multiple choice (identify incorrect answer or answers)
- fill in the gaps in a sentence or statement
- identify a sentence or statement as TRUE or FALSE
- write a few sentences or a short paragraph.

Answers to the question are shown in the separate 'Answer' section.

Question 1

Identify the correct statement or statements.

The manager's job is to create order and achieve consistent results.

The leader's job is about coping with change, by maintaining a vision, and motivating people towards achieving it.

The leader's job is to focus on the immediate, present operations and problems.

The manager's job is to ensure the organisation gives sufficient attention to long-term strategic plans and directions.

Question 2

The kind of person who will be needed in modern construction organisations in the future will combine both types of skills— those used by effective leaders and those used by effective managers.

True

False

Question 3

Arrange the following in their correct order in the hierarchy of needs.

	The need for esteem and status
	The desire for affection and a sense of belonging
	Needs such as food, water, clothing, shelter and sex
	The desire for challenge, and opportunities to extend oneself beyond everyday achievement
	The desire to feel safe and secure

Question 4

The basic principle of the hierarchy of needs is that as needs at one level are satisfied, the needs at the next level take over.

True

False

Question 5

Which of the following is NOT the kind of assumption that a Theory X manager would make about a person’s motivation?

People mainly do not like to work and will avoid it if possible.

Employees must be controlled, coerced or threatened to achieve goals.

People prefer to set goals and use imagination and creativity to solve problems.

Most employees will avoid responsibility if possible, and prefer to be told what to do.

Question 6

A manager who is supervising employees from a number of different cultural or ethnic groups should make theory Y assumptions about how people respond to need.

True

False

Question 7

When coaching is used as a method of self-development, both the coach and the trainee are accountable to the company's managers for the outcomes.

True

False

Question 8

When mentoring is used as a method of self-development, the main roles of the mentor are to:

Providing an opportunity for the trainee to talk about work areas that are of interest or concern.

Deliver a structured course of study to the trainee.

Demonstrate that he or she is adopting new methods.

Assist the trainee by making issues clearer or providing guidance.

Question 9

Identify the correct statement or statements.

Mid-cycle is a stage in the career life-cycle in which the person has learnt about the job, gained acceptance of workmates and assesses whether the career choice has been successful or not.

Exploration is a stage in the career life-cycle in which the person tries to decide his or her preferred type of work and undergoes training in preparation for such a choice.

Establishment is a stage in the career life-cycle in which people assess whether they have achieved their objectives, experience changes in family obligations, and think about life after retirement.

Late career is a stage in the career life-cycle in which the person is no longer thought of as a learner, must accept full responsibility for his or her actions, and is expected to be capable and to perform.

Question 10

Which of the following are career anchors?

Managerial

Artistic

Technical/functional

Safety

Creativity

Question 11

If a goal is personally important, it means that it:

Clearly states what the person will be doing when the goal has been achieved.

Can be visualised.

Provides identifiable benefits that are of value to the individual person.

Is less daunting because it is made up of identifiable stages.