Group Organizational Career Development Plan

EHRD 613- GROUP A

Texas A&M University

Proposal for Baker Hughes Human Resource Career Development Plan

After careful review of theBaker Hughes International (BHI) Career Development

Program for Field Engineers, we have developed a similar program for the BHI Human Resource

(HR) Department.Baker Hughes's HRhas matured over the last five years and has redirected

itsefforts from transactional activity to focus more on organization and human development.This

new focus has enabled the HR division to better align itself with the organization's strategic

goals and business plans. In today's global environment, HR must become a business partner to

play a role in shaping organizational strategy. To be successful in this new role, Baker Hughes

must offer a development program for HR professionalsbased on competencies that build

business acumen and communication skills.The overall objective of this proposed Career

Development (CD) program is to provide employees with more control of their own career

development. With over 800 HR professionals across the globe, the CD Program is necessary to

meet the demanding needs of a fast paced and global workforce. This program will build a

stronger HR function capable of supporting a diverse and global workforce. A more competent,

professional HR groupwill facilitate the development of employees and leaders in the

organization. The CD program develops HR professionals capable of meeting the needs of the

business while building a talent pipeline to support HR leadership succession. Additionally, the

program will provide a work place environment where the team members are fully engaged and

focused on creating a strong value delivery model for the organization.

Data Collection and Analysis

A thorough review of job capsules forthe HR department at BHI was conducted. The

findings and information are presented in table 1.1 and figure 1.1. Based on the data presented

below, it is evident that the individual contributor workforce is the largest workforce at 64

percent; followed by the 31 percent combined workforce of Supervisor, Experts, Managers, and Senior Managers. Thus, it is very important to have a well-defined CD program exclusively for individual contributor employees and a separate program for employees perusing a management level; which can be termed as succession planning program.

Table 1.1 – **BHI HR Employee Distribution**

Grade	Job Level	Headcount	%
UG and Band II to III	Senior leadership	8	1%
UG and Band II to III	VP/ Director	37	5%
13- 14	Experts & Managers	171	21%
15- 16	Sr. Manager	55	7%
12	Supervisor/ Coordinator	26	3%
5 to 12	Individual Contributor	522	64%
	Total Employees	819	100%

Figure 1.1- – **BHI HR Employee**
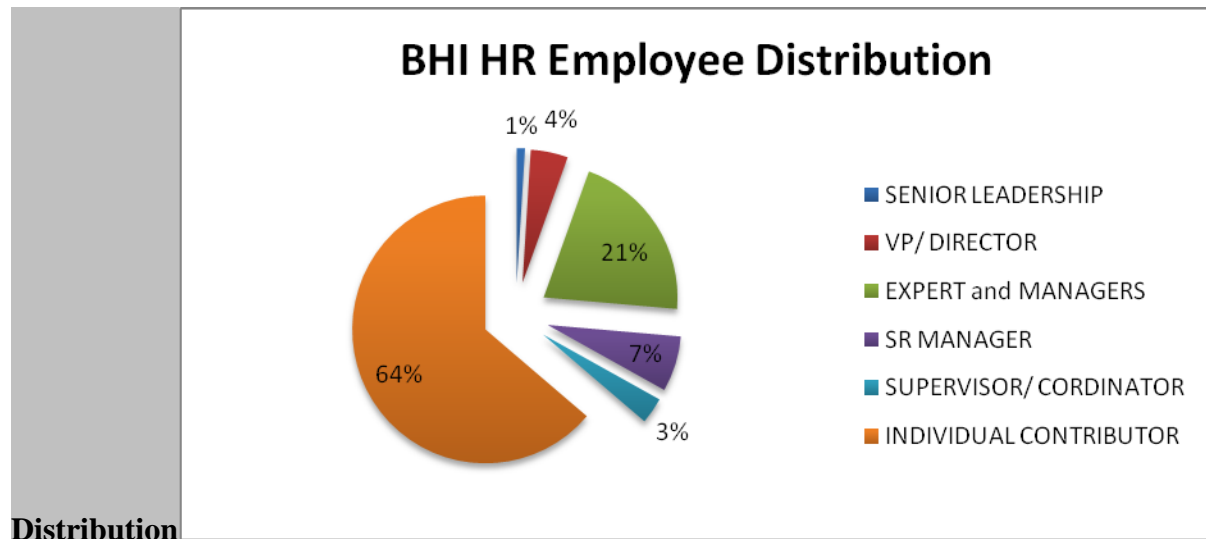
Distribution

Analysis of Existing Job, Role, Skills and Function

Based on the job capsulesfor the HR department at BHI, it is evident that the current hierarchicalpositioning of jobs is well-structured. It has three different job families, these are: HR General, Compensation and Benefits, and Recruitment and Development. Each job family

has distinct grade and job levels for its employees. There are several job titles for Individual

Contributors within each family, which are primarily based on the role and job function they

perform. Four broad positional levels were identified that represent a majority of Individual

Contributor roles and functions. Those level are administrators, representatives, analysts, and

specialists. While these levels do not include each single job title, each of the four levels doexist

across all HR job families.

Table 1.2 : Detailed Breakup of the HR Department's job function and head count.

Grade & Bands	JOB TITLE	Head Count	%
UG , BAND II to III	VP HR	5	1%
Grade 16 -Band III to V	Director	46	6%
13 to 16	Manager and Sr. Manager	177	22%
Grade 13- 14	Consultant	42	5%
12	SUPV HR	26	3%
11 to 12	HR Generalist	134	16%
8 to 13	Analyst	127	16%
8 to 11	Coordinators	7	1%
Grade 7 to 10	Rep , Sr Reps	152	19%
5 to 12	Specialist and Administrator	103	13%
Total HR Employees		**819**	**100%**

**Career development for Individual Contributor**

   Drawing on the strength of the well-defined and robust career development program for

the BHI Department of Engineers (Learn Excel Achieve and Develop (LEAD) Program), a

similar CD plan is being proposed for the HR department at BHI.

As depicted in figure 1. 2, an Individual Contributor can either

1) move vertically within each job family

2) move laterally across jobfamily families.

Each job family offers progression starting at different levels. For instance, in the HR General

Family jobs begin a grade five. Whereas in the Compensation and Benefit family the grades start

at level seven,and in the Recruitment and Development family grades start at a level eight. Thus

this multi-level structure is a unique feature of the Individual Contributor career development

plan as it offers multilevel progression from grade 5 to grade 12. It is also a continuous

progression plan which offers employees the opportunity to progress from being an administrator

to more specialist roles such as an HR representative, analyst, or generalist, and eventually to the

senior roles in each family or across the job families.

Figure 1.2: Career Progression of HR professionals at BHI
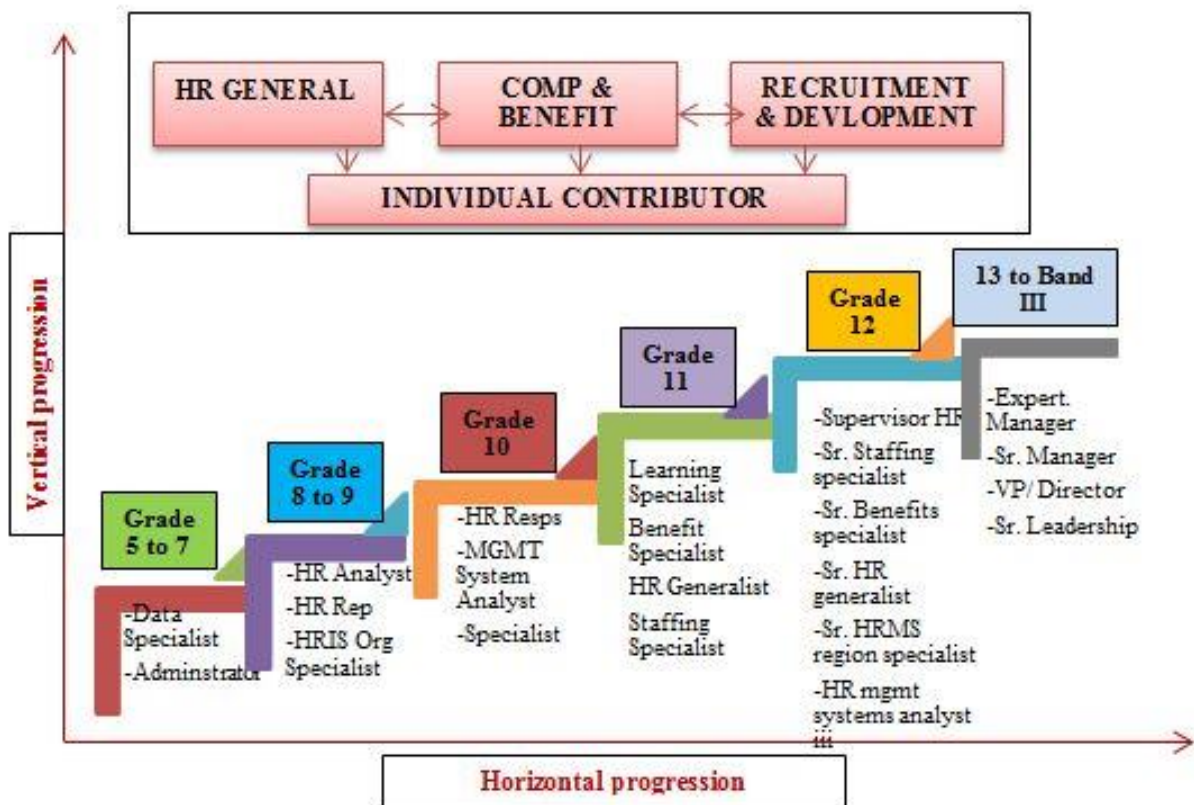
Much like the Field Engineers in the LEAD program, HR employees will also be expected to take ownership of their own career development. They will be expected to Learn, Excel, Achieve, and Develop. For those employees who are self-motivated and determined to excel in their career, BHI management will be equally committed and willing to provide all possible support and resources to help them accelerate their career development.

Structured Development and Career Development Activities

The development activities in this program focus on progressing from basic knowledge and supervised work to working with limited supervision. It orients HR professionals to move in a desired direction through collaboration with the management and identifies responsibilities, relationships, focus areas, and expected contributions and outcomes (Lengnick-Hall and Lengnick-Hall, 2002). As indicated previously, the employee may move horizontally within the HR disciplines and/or vertically to specialist positions onto consulting or management. As Durai (2010) states, quite often organizations consider the vertical mobility of subordinates to higher positions as the only option available in succession management. They simply ignore the prospects of lateral mobility...Any narrow approach towards succession management...reduce[s] the scope of succession planning in the organization. Thus management should include lateral mobility as a part of succession management strategy. Regardless of the mobility, in order for the HR department to be positioned to provide leadership to the organization,employees must be flexible, adaptable and capable. These structured activities coordinated through management discussions, performance evaluations, and career development reviews will permit the employees to understand their roles and opportunities to impact the overall department and demonstrate these attributes.

As a new hire into the BHI human resources organization, specific activities must occur. The first year includes:

On-boarding Training

$\downarrow$

On-the-job Training

$\downarrow$

E-learning Training
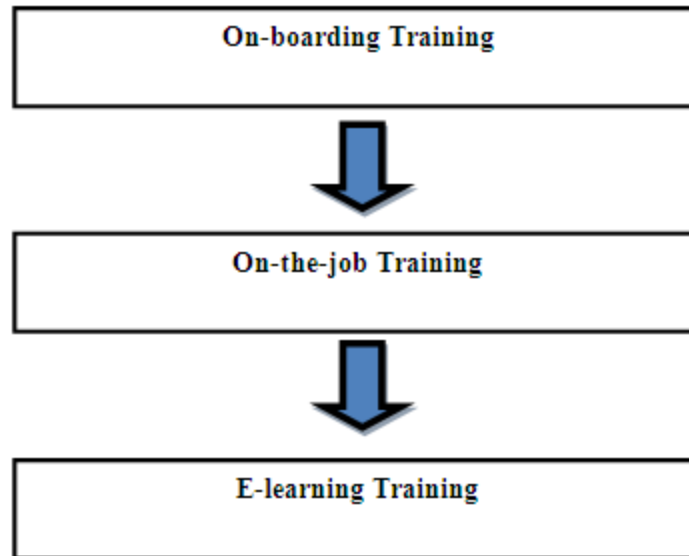
On-board training consists of:

- New employee orientation

- Company required courses such as business ethics, privacy and security training and enterprise-wide activities

- Acclimation for use of organizational tools and assets

On-the-job training will between teams and will focus on the specific duties as identified in the job description and determined by department expectations. The formalized process will vary among disciplines, by manager/employee relationship and role within the HR structure. During this time, the CD process requires formal feedback, periodic performance reviews and

identification of areas of emphasis. It is appropriate to assign the mentor in this phase of

employment.

E-Learning is available through the BHI Enterprise Learning Management System,which

allows for easy access to various courses. The system is a valuable tool available to help

employees develop their full potential, advance careers, and contribute to Baker Hughes' high

performing culture and overall success.Employees may gain access by registering and securing

management approval. The Human Resources curriculum includes courses in:

- Managing Diversity in the Workplace

- Effective Hiring and Interviewing

- Recruiting and Retention Strategies

- Essentials of Interviewing and Hiring

- The Role of HR as a Business Partner

- Organizational Behavior

Currently the e-learning library contains an estimate of 150 non-technical courses that directly align with necessary competencies of HR curriculum

After successful completion of twelve months within a job, an employee may apply for internal

opportunities for which they are qualified. Additionally, the employee must be in good standing

within the organization and have management approval.

Generally, in the second and third years of employment within the HR function, the

employee's development will continue to include interdisciplinary training on the job and e-

Learning as identified by employee and the manager/coach. It is important to help an employee

clarify his/her personal goals and values, so possible questions in this phase may include:

- What is important in your work and your career?

- What are your career goals?

- What gives you job satisfaction?

- How do you view your performance and capabilities?

- What skills are your strengths?

- Which skills need development?

The CD program for the HR organization is intended to use current best practices within BHI and best practices identified in the field of HR. To continue developing as identified in Figure 1.2, the HR employee must engage actively in the process. The employee must use the mentor relationship, seek routine feedback on performance, conduct self-assessments periodically throughout the development activities and demonstrate engagement and commitment.

Workplace Change and its Effects on Careers, the Organization, and Policies

In order to function on a long-term basis, CD programs must be flexible enough to change with regional, national, and global workforce shifts and changes. Research shows that employees are expected to be more competent and productive, while simultaneously trending towards shorter tenure with any single employer. "Workers are expected to be more competent in communication, math, computer technology, self-management, problem-solving, and decision-making skills. Employers who provide benefits are shifting from defined benefits to defined contributions" (Feller, 2005, p.37). Both employers and employeeshave to re-tool their understanding of how career development works in any given organization. Feller tells us that the workplace place the most value on the top 15 percent of workers—those who were decision-makers, managed information and were in positions of control. However, the workplace has changed to one that values employees who have broader skills and can work with less

supervision. This move shifts organizations towards valuing employees for their intellectual capital and away from mere production so that companies can retain a competitive advantage (Feller, 2005).

Purpose of Career Development in Organizations

There is intrinsic value in integrating a career development program into the Human Resource function at BHI. Career development programs are systemized program of "…counselor-coordinated information and experiences designed to facilitate individual career development" (Niles& Harris-Bowlsbey, 2008, p. 13). The value provided by well-designed career development programs has been tracked since about the late 1800s (Niles& Harris-Bowlsbey, 2008). Career development programs do far more than merely training employees, slotting them in jobs, or identifying high potential performers; however, building a career development structure that suites an organization is not simple. To give further context to career development programs inside organizations, Richard Knowdell (1996) identified nine specific steps that, when designed towards an organization's specific needs, can support leadership in developing its people.

Nine Steps to Build a Career Development Program
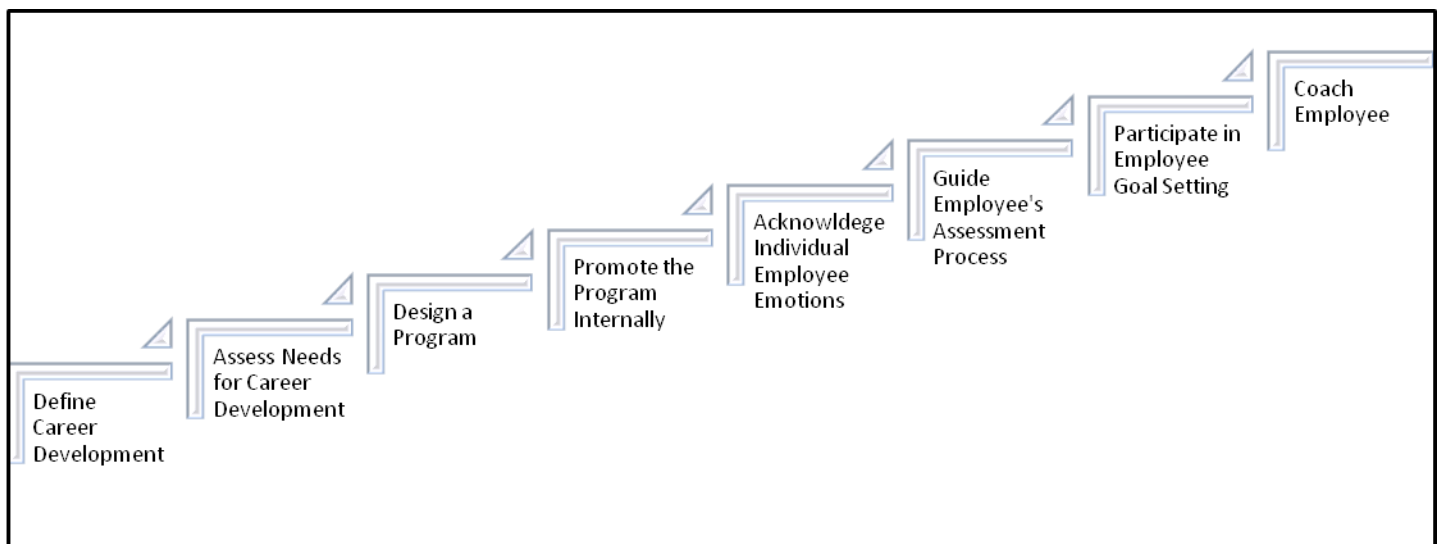
Building a career development program requires intense thought labor. It is time consuming and requires in depth organizational knowledge and connection to intended organizational outcomes. Finally, career development programs must also align with corporate development and promotional strategies for its human talent. The career development model identified in the LEAD Program is the Partnership Model of Career Development (Knowdell, 1996). This model is ideal for BHI because it can be used for multiple reasons:

•   As a succession planning tool •   As a tool to help the organization do long-range planning in terms of resource planning for the organization •   As a tool for promoting an integrated system for middle management in the organization •   As a motivational tool for supervisors •   As a tool for mobility

(Knowdell, 1996, p. 5)

Benefits of an Effective CD Program

A comprehensive study of career development literature confirms that organizations in the 21st century remain supportive of career development programs (Niles & Harris-Bowlsbey, 2009). One particular reason why CD programs have withstood the test of time is because they help organizations maintain a competitive edge in the industry by having a well-trained and highly-skilled staff. In addition, studies show that CD programs can significantly reduce employee dissatisfaction and turnover (Chen, Chang, &Yeh, 2004). Such facts have drawn the attention of organizational leaders because replacing employees can be quite costly and time consuming.

Investing in a program that provides individual career counseling can help employees to better understand themselves and their career choices, which increases the likelihood that

they will choose to stay with the organization. Elsdon (2002), an advocate for career development, states that one of the major reasons people consider leaving an organization is lack of career development support. He warns organizations that the cost of losing employees is equivalent to a decrease in market value of more than ten percent in a single year. This is alarming information that is difficult to ignore! In fact, Elsdon believes that "this information should be in front of the CEO's desk!" (p.2).

Furthermore, research studies show that providing constructive career development opportunities to employees is one of the most cost-effective ways to enhance employee engagement and productivity, strengthen the succession pipeline, generate knowledge transfer and retention, and create positive employer branding (Insala, 2012). These advantages not only benefit the organization as a whole, but also enrich employees' lives and careers at an individual level. For example, internal hiring and recruiting have become rampant over the last couple of years. When vacancies become available within an organization, management will seek for qualified employees who can be trained to fill those positions. Training and developing an existing employee can outweigh the costs of hiring new staff members who may already be trained and skilled to fill the vacancy. While training employees is beneficial to the organization it is also beneficial to employees, because it provides them an opportunity for career progression. Figure 1.3 illustrates upward progression of an employee within the HR organization.

Now that we have addressed the importance of CD programs, we can focus on what constitutes an *effective* program. First and foremost, effective career development programs require a continuous assessment of goals and activities to ensure that they work well and meet the needs of the employees and organization (Niles & Harris-Bowlsbey, 2009). Secondly, effective programs incorporate technologically advanced methods of delivery to provide career

counseling. Some examples include "career planning and information systems on stand-alone and networked computers, career planning and information sites on the Internet, and supportive cybercounseling and assistance offered via the Internet" (p.219). Keeping up with information technology can be cost-effective for the organization since most of these methods are free!

Lastly, Martha Heller (2004) described the following six strategies as essential for the development of an effective CD program. (1) Senior management and executives should make the time to meet personally with employees and listen to their career aspirations (2) integrate job titles with salaries, skill requirements, merit increases, and an annual review process (3) promote the program (4) choose leaders and mentors wisely (5) incorporate business training and (6) employ cross-cultural training. Keep in mind that every organization is different. While employing these strategies can aid in establishing an effective program, CD programs are most effective when they are designed specifically for the organization rather than trying to adapt a "one-size fits all" curriculum.

Establishing a CD framework for the HR Division at Baker Hughes

The Baker Hughes Learn Excel Achieve and Develop (LEAD) Program is a well-constructed curriculum designed to help Field Engineers progress in their careers. Proof that this program is effective can be found in the personal feedback of employees as well as in organizational statistical data and surveys. The greatest strengths and benefits of the program include quick advancement, on-going training, and a mentorship program. We have decided to use the greatest strengths in this program as the building blocks for a CD program designed to help employees in the Human Resources division of BHI progress in their careers as well. The department does not currently have a CD program in place, so we are looking to create one for it based on an already successful CD program within the organization.

Focusing on quick advancement will allows HR employees to make considerable progress in the field during the early stages of their career development. This can be highly motivating for employees, because it makes the concept of promotion and advancement within the organization more tangible. Also, quick development of skills and talents gives employees the opportunity to explore other segments of the field early on. For instance, if it is possible for an employee to transition from a lower level of the organization to the management level in five years or less, then about five years into their career they can decide if they would like to continue in the same segment or explore a different branch of HR. On the contrary, if it took about fifteen to twenty years to reach the management level, employees may decide they are too far into their careers to consider other opportunities within the field.

Furthermore, on-going training is key in the continuous development of employees. Sessa and London (2006) state:

Globalization, changing economies, new technology, increased competition, new products and services, and emerging and interacting disciplines all impose pressures to adapt. These changes raise the potential of rewards for those with foresight. Individuals, groups, and organizations need to learn continuously to be ready for these changes and create a world that maximizes their chances for success (p.1).

Professionals in this field must be up-to-date with the most current HR laws and regulations and thus require on-going training. The CD program we are proposing will consist of monthly training that will focus on fine tuning and polishing the skills, knowledge, and abilities of employees.

Lastly, the most valuable component of the LEAD Program that we wish to employ in the HR CD program is mentoring. A mentoring program will allow the employee to work closely with experienced professionals and practice newly acquired skills under their guidance and supervision. Research studies show that mentoring programs increase employee satisfaction and affective organizational commitment (Baranik, Roling, &Eby, 2009). Thus, it would be in the best interest of the organization to foster this method of career development within their institution. In addition, mentoring can be a great networking tool. Beck (1989) conducted a study on the effects of mentoring in CD programs and reported that participants felt that it gave them greater insight into the field and allowed them to interact with professionals who could help them obtain jobs in the future. From a comprehensive standpoint there seems to be extensive research supporting mentorship programs, thus we feel it would be an effective tool to implement in our career development curriculum for HR professionals at Baker Hughes.

Proposed Mentoring Program for HR professionals at BHI

Several gaps were identified in the mentorship program employed by the LEAD curriculum. The first was that is unclear how mentors are assigned. Secondly, the ratio between the mentor and mentee at each level was not specified. It was also not made clear whether the program isone-on-one or group mentoring. Thus, the proposed mentoring program for HR professionals at BHI will aim to bridge those gaps.

Mentor and Mentee Ratio

From the BHI HR job capsule analysis, the ratio between the Individual Contributor and the Manager /Expert was approximately 3:1. Thus every manager can mentor about three employees. The ratio between the supervisor and the manager/expert was approximately 2:1. Thus, every senior manager can mentor two subordinate supervisors and managers. This ratio

between mentor and mentee is certainly manageable and is appropriate for a good mentor –

mentoring program to be successful. For maximum effectiveness, a multi-level mentoring is

being proposed in the HR CD program (i.e. manger to subordinate mentoring within the same

job family, peer to peer mentoring and mixed level-mentoring).

The Process for Assigning Mentors

The most important aspect of the mentorship program is that of mentor/mentee

relationship. How the mentors are assigned is an important aspect for any mentoring program to

be successful. To achieve this objective, mentees are asked to define their career goals and

objectives. Different mentors at each level are then asked to respond how they could help the

mentee to achieve those goals. Understanding each other's goals and expectations will make it

easier to establish effective mentor-mentee matches. After matching the pairs, 2-3 best possible

options are made available for the mentee to select from. They are given three months to work

with different mentors and may then choose the mentor they considered to be the most valuable

to their career growth. Additionally, peer to peer group/circle mentor will also be an option for

the employee. The different mentoring pairs at leach level can then work in formal or informal

joint training sessions to achieve the set goals and objectives.

<div align="center">**Closing Argument**</div>

At BHI, every employee is a contributor to organizational success and employees' ability

and performance are vital to the delivery of the organization's strategy in practice. Ongoing

training and development is an enterprise-wide goal to assure employees are engaged and

performing at optimum levels. By developing and implementing a CD program for the HR

organization similar to the LEAD program offered to the field engineers, the HR organization is

provided the opportunity to gain new skills, build competencies and advance their careers. The

proposed plan gives the HR employees the responsibilities and opportunities to grow and learn

and will re-invigorate this team through the transformation and provide a motivation for

investment of efforts in the organization (Lengnick-Hall and Lengnick-Hall, p. 102). With the

proposed program, HR professionals are provided the necessary tools to support the delivery of

the strategic goals and objectives of the organization. Furthermore, enhance profitability and

growth by developing and administering accurate, flexible, timely and cost-effective HR

products and services.

References

Baranik, L. E., Roling, E. A., &Eby, L. T. (2010). Why does mentoring work? The role of

perceived organizational support.*Journal of Vocational Behavior, 76*(3), 366-373.

Beck, L. (1989). Mentorships: Benefits and effects on career development.*Gifted Child

Quarterly, 33*(1), 22-28.

Chen, T. Y., Chang, P. L. &Yeh, C. W. (2004). A Study of career needs, careerdevelopment, job

satisfaction and the turnover intentions of R&D personnel.*Career Development

International, 9*(4), 424-437.

Durai, P. (2010). Human Resource Management. New Dehli, India: Pearson Education

Elsdon, R. (2002). Why is career development important for the organization of the future?

California Career Development Association,18(1).

Feller, R., Wichard, J. (2005).*Knowledge nomads and the nervously employed: Workplace

change and courageous career choices*. Caps Press.

Heller, M. (2004). Six tips for effective career development programs. *CIO Newsletters*.

Retrieved from: http://www.cio.com/article/29169/Six_Tips_for_Effective_Career_

Development_Programs?page=2&taxonomyId=3186

Insala.(2012). Career development that achieves retention, mobility, and career success.*Insala.*

Retrieved from: http://www.insala.com/career-development-benefits.asp

Kaye, B., & Smith, C. (2012). Career development: Shifting from nicety to necessity. *T+D,

66*(1), 52-55.

Knowdell, R. (1996). *Building a career development program*. Palo Alto, CA: Davies-Black.

Lengnick-Hall, M. L., &Lengnick-Hall, C. A. (2002).A New Imperative for Human Resource

    Management.In *Human Resources Management in the Knowledge Economy*. (1st ed.). San

    Francisco, CA: Berrett-Koehler Publishers, Inc.

Niles, S.G., & Harris-Bowlsbey, J. (2008).*Career development interventions in the 21st century*.

    Upper Saddle NJ: Pearson Education.

Sessa, V., & London, M. (2006).*Continuous learning in organizations: Individual, group, and

    organizational perspectives.*Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.