

Talent Management

Talent management refers to all of the activities associated with ensuring that a company has a competent workforce that is capable of performing the necessary activities. Consequently, talent management encompasses more than just training: it is an integrated series of activities that include recruiting, selecting, motivating, training, promoting, and retaining people. The need for talent management programs is driven by intense shortages of essential skills, global transfers of skilled professionals, and the changing workforce demographics.

The heart of an effective talent management program is the adoption of an active management succession plan. At least two or more potential replacements are identified for all key managerial positions, accompanied by an analysis of the capabilities and readiness of these individuals. Although this analysis requires the time and attention of upper managers, it provides valuable direction for the company and specific preparation for high-potential employees.¹

The goal of a good talent management program is to increase workplace productivity by developing improved processes for attracting, developing, retaining and utilizing people with the required skills and aptitude to meet current and future business needs. Good talent management programs are proactive, rather than reactive, and they anticipate the likely changes in the demographic characteristics of the workforce. The support and involvement of senior management is generally perceived as critical to the success of any talent management program. Top managers are responsible for anticipating the current and future talent needs of the company, assessing the capabilities of key employees, and then developing meaningful career development plans. Some of the most popular developmental activities include executive education seminars, university courses, job rotations, new assignments, action learning projects, or expatriate assignments.

Effective talent management programs are integrated with the company's human resource information system (HRIS). In addition to storing the normal resume information about each employee, the HRIS needs to contain an inventory of each person's talents and skills, an analysis of each person's career goals, and a schedule of the corresponding developmental plans. A good HRIS stores valuable information regarding their reservoir of talent and allows companies to have immediate access to this data when they are making business plans.²

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Topic 6: Talent Management Programs

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Windows taskbar with icons for File Explorer, Microsoft Word, PowerPoint, Excel, Outlook, Teams, Edge, and various utility apps.

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3.6.2. Socialization
 Because a large portion of one's life revolves around work, it is not surprising that people want a fulfilling job. Abraham Maslow found that the effect of one's career on personal identity is especially strong among highly self-actualized people. When Maslow asked the people in his study what they would be if they were not in their respective jobs, many hesitated and had difficulty answering. Others responded with comments such as, "I can't say; if I weren't a _____, I just wouldn't be me, I would be someone else."

The Socialization Process
 The process of molding the attitudes and behaviors of people to socially acceptable standards is called **socialization**. This process is particularly important during the formative years of childhood, but it continues during education and employment. Through the socialization process, individuals acquire the kinds of attitudes and behaviors they need to participate as members of an organization. Socialization teaches people how to behave in socially acceptable ways consistent with social customs and organizational demands.

Organizations have an important stake in the socialization process. To the extent that the goals of the organization are consistent with the members' goals, the organization is more effective and the individuals are more satisfied and successful. The socialization process is a continuous activity throughout an individual's career. As the needs of the organization change, and as jobs are redefined, employees must adapt to these changes; that is, they must be socialized. Socialization is especially important when employees begin their first job or change jobs.²

Organizations use a variety of methods to help individuals conform to the ever-changing needs of the organization. Three of the most prominent socialization processes include new employee orientations, training and development programs, and performance appraisal.

1. New employee orientation programs are designed to inform new employees about the mission of the organization and the basic rules and procedures they are expected to follow.
2. Training programs help to socialize employees by teaching specific job skills, plus the proper attitudes and values demanded by the organization. For example, an effective safety training program not only teaches employees how to perform their jobs safely, it also creates an appropriate attitude about the importance of safety and the need to follow safe procedures.
3. Performance appraisals provide feedback to employees about their behaviors and attitudes and serves as a form of reward or punishment for acceptable behavior. Performance evaluations are a powerful socializing influence when they are done properly.

Individuals are effectively integrated into an organization when their interests and goals are consistent with the mission of the organization. This consistency, referred to as **organizational integration**, is quite common in voluntary associations. More frequently, however, individuals are required to go through a relearning process to acquire the necessary values and behaviors. The most extreme form of this undoing and relearning process involves debasement techniques designed to eliminate individuality such as those experienced by Infantry pledges and Marine Corps recruits. Rigorous initiation ceremonies typically increase the perceived value of membership to new recruits and help them acquire the appropriate attitudes and behaviors.

When socializing new employees, organizations need to achieve a balance between over-socialization and under-socialization, as illustrated by Exhibit 6.1. When new employees are under socialized, their behavior violates the social norms or they rebel against organizational expectations. When they are over socialized, however, their behavior is excessively rigid and conforming—they suffer a loss of creativity and spontaneity as their behavior adheres to fixed and unquestioned expectations. Between these two extremes, there is an optimal point where individuals are able to display their own creative individuality while still adhering to the social expectations of the organization.

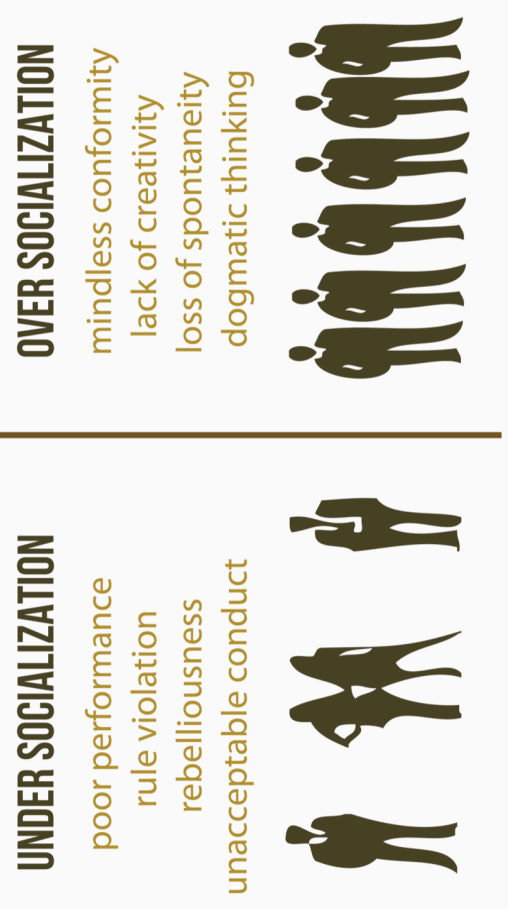


Exhibit 6.1: Balance in Socialization

- Topic 6: Talent Management Programs
 - 3.6.1 Talent Management Programs ✓
 - 3.6.2 Socialization
 - 3.6.3 Orientation and Onboarding
 - 3.6.4 Employee Development
 - 3.6.5 Career Planning and Development
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 - 3.6.7 OSHA Mandated Training ✓
 - 3.6.8 Sexual Harassment and Discrimination Training
 - 3.6.9 Test Your Knowledge ✓

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3.6.3 Orientation and Onboarding

New Employee Orientation

A new employee orientation program can have a positive influence on job expectations and job satisfaction at every level in an organization. Good orientation training can reduce turnover, alleviate anxiety, create positive work values, reduce start-up costs, and save the time of supervisors and coworkers. To be effective, an orientation training program must be carefully designed. However, most trainers tend to provide too much detailed information in their orientation programs.

In designing an orientation program, trainers should decide what information is needed right now by new employees. Orientation training should start with basic survival knowledge and progress to more general, but less pressing, information. This is the kind of information that is most useful:

1. Working hours, including breaks and lunch hours.
2. Location of facilities, especially the new employee's office, rest rooms, and eating places.
3. Special words and phrases used by the work group, particularly abbreviations.
4. Paydays and how the person will be paid.
5. Health and safety considerations, such as safe operating procedures, fire escapes, exits, first-aid supplies, and location of the nursing station.
6. Information on whom to contact in case of problems or difficulties.
7. Information on parking, bus stops, and car pooling.
8. Information about communication devices, such as the use of cell phones, email, the internet, and other social media.¹

An effective orientation program actually begins before the new employees are hired. During the recruiting process, recruiters should effectively sell the organization to applicants. However, they must not oversell it and create unrealistic expectations about the work. New employees need to receive accurate and realistic job previews so that they do not expect working conditions that are significantly different from what they find. Negative aspects of the job should be presented to them factually so that they do not come as a surprise.²

In designing an orientation program, the trainer should carefully consider the kinds of impressions and expectations that the program should create. Initial expectations have a profound influence on the behavior and values of new employees because they have a way of becoming self-fulfilling prophecies. For example, employees who are told they are expected to become outstanding performers often become just that. The self-fulfilling prophecy has been observed frequently among management trainees, and it helps to explain why some individuals are able to achieve success and make rapid advancement within an organization.³ An analysis of this concept suggests that expectations of success are created in the minds of trainees by (1) the kinds of information and ideas given to them, (2) the output expected from them, (3) the type of feedback they receive, and (4) the encouragement and reinforcement they are given. If an organization wants to create a commitment to excellence among its new employees, the employee orientation is the best time to do it.⁴

During the orientation program, an attempt should be made to reduce the anxiety of new employees. Since new employees are usually concerned about being able to perform adequately on the job, they ought to know that their chances of succeeding are very good and that other individuals just like them have succeeded in the past. Anxiety is also reduced by acquainting new employees with their supervisors and coworkers.

An experienced coworker or supervisor in the immediate environment should be assigned to each new employee as a "sponsor" or "mentor." The purpose of the sponsor is to provide specific, job-related instructions and other information regarding the informal work-group norms and procedures. The sponsor should provide encouragement and advice and be available to answer questions as they arise. A major role of the mentor is to help introduce the new employee to other members of the work group. These introductions are generally best if they do not occur all at once. New employees should be introduced to their coworkers gradually.

Organizations often want to present the entire orientation training the first day and have it completed. If an employee is expected to remember all of the information presented, however, one massive training experience is not very effective. Two procedures help new employees retain information: receiving written instructions and spreading the training over a period of time.

Written instructions are particularly necessary for extensive, detailed information. Although new employees need to know all about company policies, benefits, and work procedures, the organization should not expect them to remember all of this information after one lengthy presentation. A superior procedure is to provide general, verbal information followed by specific, detailed written information. The written information should be provided in an employee handbook that employees can study at their leisure when specific questions arise.

Orientation training is most effective when it is spread over several days rather than presented in one or two long sessions. Employees generally prefer several short orientation sessions combined with on-the-job training rather than one long session.⁵

The guidelines for developing an effective training program include:

1. Begin with the most relevant information.
2. Provide sponsors or mentors to help new employees learn what is expected of them.
3. Gradually introduce new employees to members of the work group.
4. Space the orientation training over a period of time rather than concentrating it in one long session.
5. Provide both oral and written information. Oral instruction should provide general orientation information, while detailed, specific information should be written.

Onboarding

Onboarding is a systematic approach to fully integrating a new employee into an organization and its culture. The focus is to provide the employee with the relationships, tools, and information necessary to become a successful member of the organization. New employees may be matched with mentors, who coach them through the onboarding process, including orienting them on the organization's structure and facilities and introducing them to other members of the organization. The mentors are responsible for ensuring that the new employees meet established goals and checkpoints during their first year or so with the organization.

An employee's **onboarding portal** can organize all activities relative to successfully integrating a new employee into the organization.⁶ The portal can provide periodic reminders to the new employee, the employee's mentor, his or her supervisor or manager, and HR personnel of tasks that need to be completed during the employee's first year or two within the organization. The employee can complete all necessary paperwork via the portal, much of it before the first day on the job. The portal can include embedded content, such as training videos or learning activities scheduled periodically to help the employee learn more about the organization, receive necessary training, and develop new skills.

Some organizations include the content of new employee orientation described in the previous section in their onboarding process, while others see orientation and onboarding as separate functions. [Table 6.1](#) shows the distinction some organizations make between new employee orientation and onboarding.

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Orientation versus Onboarding

Orientation	New Employee Orientation	Onboarding
a one-time event	a systematic process	a systematic process
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Orientation	New Employee Orientation	Onboarding
<p>a one-time event lasts one to two days focuses on the organization's structure, mission, and policies includes a review of the employee handbook facilitates completion of payroll and benefits paperwork</p>	<p>a systematic process can last from three to 18 months depending on the position promotes better understanding of the organization's culture, mission, and goals cultivates long-term relationship building and access to information fosters a feeling of belonging and affirmation</p>	

The following is a list of activities that might be included in an employee onboarding program.

Before the employee's first day

- Call or email to welcome the new employee to the organization.
- Confirm the employee's start date and provide instructions regarding when and where to report to work, where to park, how to dress, etc.
- Provide instructions on accessing the employee onboarding portal.
- Give directions and timelines for completing forms.
- Clean and prepare the employee's work area prior to his or her arrival, which may include stocking it with any necessary supplies and materials.
- Order business cards and name plate.
- Prepare keys or keycards.
- Set up the new employee's phone, computer, and mobile devices, along with email, voicemail, and computer system access.
- Assign an employee to serve as a mentor to the new employee, and ensure that he or she knows the duties and expectations.
- Notify all employees of the new employee's start date, and remind those who have roles and responsibilities relative to his or her arrival.

On the new employee's first day

- Greet the new employee upon his or her arrival.
- Introduce the employee to others in the workplace.
- Connect the new employee with his or her mentor.
- Provide the new employee with a schedule of the first week.
- Take the new employee on a tour of the facility.
- Explain safety and emergency protocols and procedures.
- Describe how the new employee's job fits in the department, and how the job and department contribute to the organization's overall mission and objectives.
- Arrange for the employee to have lunch with his or her new coworkers.
- Provide time for the new employee to complete any necessary tasks on the onboarding portal.
- Check that all initial employment paperwork has been completed (Form I-9, Form W-4, bank routing information, benefits elections, etc.)
- Review organization policies and procedures.
- Review job duties and expectations.
- Explain how to obtain needed supplies or materials.

During the employee's first week

- Give the employee his or her initial assignment.
- Have the employee meet with his or her mentor to address any questions or concerns after attending initial meetings, receiving training, and beginning to work on an assignment.
- Explain the organization's goal-setting process and annual performance review procedures.
- Schedule time for the new employee to complete any necessary tasks or scheduled training on the onboarding portal.

During the employee's first 90 days

- Provide regular feedback regarding the employee's first assignment, and make additional assignments as appropriate.
- Request feedback from the new employee and respond to questions and concerns.
- Discuss the employee's professional development goals.
- Have the employee and mentor meet together regularly to assess the new employee's needs and progress.
- Provide opportunities for the new employee to meet others in the organization by attending cross-discipline meetings and informal gatherings (such as lunches).
- Schedule time for the new employee to complete any necessary tasks or scheduled training on the onboarding portal.

At the employee's six-month mark

- Conduct a review of the employee's performance over the first six months.
- Review the employee's progress on performance goals and professional development goals.

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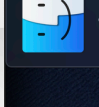
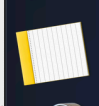
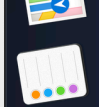
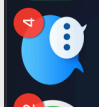
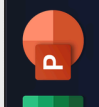
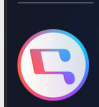
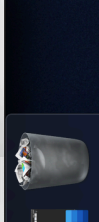
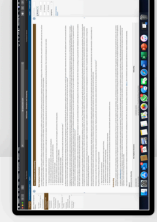
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Provide opportunities for the new employee to meet others in the organization by attending cross-discipline meetings and informal gatherings (such as lunches.)
Schedule time for the new employee to complete any necessary tasks or scheduled training on the onboarding portal.

At the employee's six-month mark

- Conduct a review of the employee's performance over the first six-months.
Review the employee's progress on performance goals and professional development goals.
Make additional assignments that utilize and stretch the employee's developing skills and competencies.
Have the employee and mentor continue meeting together regularly to assess the new employee's needs and progress.
Schedule time for the new employee to complete any necessary tasks or scheduled training on the onboarding portal.

At the employee's one-year mark

- Conduct a formal review of the employee's performance over the first year.
Celebrate the employee's successes during the first year with the organization.
Meet with the employee and mentor to assess how things have gone in their mentor-mentee relationship.
Discuss the employee's professional development goals and identify potential learning and development opportunities.
Schedule time for the new employee to complete any necessary tasks or scheduled training on the onboarding portal.
Request feedback from the employee regarding the onboarding process.

An effective onboarding program can improve employee retention. According to a recent survey, organizations with engaging onboarding programs retained 91 percent of their new hires through the first year.7

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3.6.4 Employee Development

Literacy Training

Due to high levels of illiteracy, many companies offer special training for employees in the form of basic education. These programs include training in how to read, how to write, how to interpret schedules and engineering designs, and how to make basic computations.

Competency Training

A competency refers to the knowledge, skills, and behaviors that are essential for successful performance. It describes what people need to know and be able to do in order to execute their responsibilities effectively. Competency modeling involves identifying the various competencies needed for a particular occupation. Many companies, as well as the Department of Labor, have created their own competency models that describe various levels of competencies, such as individual competencies, academic competencies, interpersonal competencies, leadership competencies, and specific occupational competencies. A good competency model will identify the kinds of training individuals need to succeed in their work. A good performance management program should help to identify an employee's weaknesses and a good employee development program will then provide the training modules and work experiences needed to correct these deficiencies.

Mentoring

Some organizations assign an experienced employee to serve as a mentor for new employees. Effective mentors teach their protégés valuable job skills, help them develop a network of contacts, and, most importantly, provide emotional support and encouragement. Mentors should be carefully selected and trained. Beyond being technically skilled, mentors must be good listeners and excellent communicators, and they should be able to express genuine empathy. Among Fortune 500 companies, 71 percent have formal mentoring programs. Studies show that mentoring programs can help increase the number of minorities and women who are prepared to move into upper management positions. A study of the mentoring program in a computer company found that it was highly successful; mentors were promoted six times more often and protégés were promoted five times more often than those not in the program. Furthermore, retention rates and salary increases were also much higher for both protégés and mentors. Although mentoring is usually a valuable career-development activity, a mentoring relationship can be very destructive if the protégé becomes overly dependent, if the mentor resists freeing the protégé, or if jealousy or romantic interests enter the relationship.

Attitude Change

Many training programs are intended to communicate information to trainees for the purpose of changing their attitudes or altering their behavior. These training activities make extensive use of lectures, video presentations, and printed materials and endeavor to achieve significant benefits by preventing sexual harassment, increasing ethical behavior, making employees aware of AIDS, helping employees understand the importance of quality, and creating greater tolerance for a diverse workforce.

Many companies sponsor **diversity training** programs that focus on creating more tolerant attitudes toward people regardless of race, color, or gender. This training seems to be more successful when it is oriented toward celebrating cultural differences rather than on the negative consequences of failing to achieve affirmative action goals. Celebrating cultural differences involves examining the unique perspectives and beliefs of differing cultures and recognizing that decisions tend to be superior when multiple perspectives are considered.

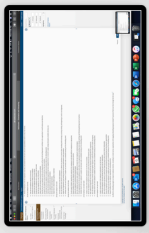
Many training efforts assume that new information creates change; people will behave differently after they acquire new attitudes, insights, or self-awareness. This theory of change assumes that people are rational and will follow their own self-interest once this is identified for them. Unless the new behavior is supported by other forms of reinforcement and encouragement, however, it seldom lasts. Information alone is often not adequate to change behavior.

Personality Adjustments

Every decade has seen a variety of training programs designed to change one's basic personality through a variety of controversial techniques, such as Eastern mysticism, emotional confessions, positive recitations, and hypnosis. The groups that promote these programs all seem to have a common aim: to alter people and their corporations by unleashing in them energies that purportedly remain unused in most people. This training often occurs in unusual places, such as remote mountainous or desert locations, swimming pools, or abandoned factories or barns. Participants may work with an assigned partner or small discussion group, although they are usually alone if they are on wilderness survival experiences. The training typically is continuous and intense, such as several days with little or no sleep. Personal attitudes and traditional values are typically challenged and criticized. Participants are encouraged or required to describe their personal feelings and fantasies, and the praise they receive is based on their degree of openness and intimacy.

Although many participants fervently praise these programs and are ecstatic about their new personality make-over, others have been extremely offended by them and have sued their employers when attendance was required.⁵ Consequently, employers should not require participation in programs that try to change fundamental personality attributes. It is one thing if an individual chooses to enroll in a radical training course, but quite another when the employer sponsors it and expects everyone to attend.

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Windows taskbar with icons for File Explorer, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Teams, Microsoft OneDrive, and various communication apps like WhatsApp, Telegram, and Messenger.

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3.6.5 Career Planning and Development

Who should be responsible for career development? Individuals differ in how well they plan their careers. Some develop elaborate career plans with specific timetables, while others do essentially no planning at all. During the last three or four weeks of spring semester, college placement offices are typically flooded with students who have failed to plan what to do after graduation. Some students, however, do an excellent job of managing their careers; they know what careers they want to pursue and arrange their educational training to prepare them for those careers. Long before graduation they conduct an aggressive job search to find which organizations offer the best opportunities to fulfill their career aspirations.

The responsibility for career planning belongs to each individual. Finding a job does not just happen; individuals have to make it happen. Every person should be responsible for managing his or her own career, regardless of economic factors that influence the supply and demand of labor or organizational restructuring. Finding a good job involves a careful process of assessing one's abilities and interests, becoming aware of job opportunities, preparing an effective résumé, locating job openings, interviewing with prospective employers, and then assessing the job offers. Each of these activities takes time. An individual should begin to find a job before graduation or before leaving a job.

Managing one's career has been referred to as **personal branding** and employees are encouraged to create their own brand in the same way that companies build and market their own brands. Personal brands are based primarily on reputation and social networking. People acquire positive reputations by developing their skills and talents and diligently applying them; nothing does more to establish a person's reputation than being seen as a competent, dedicated worker who gets things done. Having a large social network comes from maintaining good relationships with many friends and employment contacts. Many employees use social media, such as Facebook, LinkedIn, and Twitter, to create large social networks. To build their brands, people are encouraged to prove their worth through competent performance and then make certain that they get proper credit for their contributions. Excessive bragging and arrogance are not appropriate; advertising one's contributions is best when it is done by others.

Career development programs help people continue to grow and develop after they begin their employment. A **career** refers to the sequence of work-related experiences individuals acquire during the span of their work lives. It is an individual concept, because each person has a unique sequence of work-related experiences. An individual can have a career with one organization or with many. A career is not the same as a profession, since both professionals and nonprofessionals have careers.

Some people follow very well-defined career paths—for example, accountants and lawyers join an accounting or law firm and progress systematically from junior to senior partner. These are called **career ladders**. Others have very disorganized careers, characterized by sporadic changes from one organization to another or by moves into different occupations. Another possibility is called a **career lattice**, which involves advancing to higher levels within an organization, but accompanied by occasional lateral moves to different occupations or departments. A career lattice allows for promotions and advancements without following a series of defined steps within a single profession or department.

Many organizations try to improve the quality of life at work by helping employees plan their careers. Through career counseling, organizations hope to help employees avoid the frustration, anxiety, and mid-life crisis that can occur when employees do not believe they are progressing toward their career aspirations. Career development refers to helping individuals plan their future careers within the organization. The objectives of career development are to help individuals achieve maximum self-development and also to help the organization achieve its objectives.

A **career plateau** occurs when the probability of a person moving up the organizational ladder is very low. Almost everyone faces a career plateau at some point during his or her working life. There are three kinds of plateaus: structural, content, and life. A **structural plateau** occurs when people reach the end of their promotion opportunities; to find new opportunities and challenges they will have to leave the organization. A **content plateau** occurs when a person has mastered a job and becomes bored with daily activities. A **life plateau** occurs when a person lacks meaning and purpose in life and is often described as a midlife crisis. Companies can help employees cope with plateaus by providing opportunities for lateral growth when opportunities for advancement do not exist.

For the individual, the most immediate benefits of career development include a better job, more money, increased responsibility, greater mobility, and the acquisition of skills that improve productivity. Career development also provides less tangible benefits for individuals, such as increased satisfaction, the development of a career orientation rather than a job orientation, increased involvement in work, greater exposure and visibility to top management, a better understanding of what is expected, and broader knowledge of additional areas of career interest. The employees who are most likely to benefit from career-development activities are those who hold positive work attitudes and who plan to seek fulfilling work within one organization.

Through the development of competent employees, organizations are better able to identify future managers and prepare them to achieve organizational goals. By developing competent replacements, organizations can promote from within, which increases the motivation of aspiring managers. Occasionally, supervisors build an effective work team and do not want to break it up, which results in hoarding qualified people. This practice is usually detrimental to both the organization and the employees because it creates overqualified employees who become frustrated. Career-development programs tend to reduce both the hoarding problem and the frustration that results from being overqualified for a job.

Employees who remain in the same position for an extended period typically become obsolete. Career planning helps to prevent obsolescence by training employees, by moving them into different jobs, and by stimulating in them a desire to contribute to the organization and society. Finally, an organization that helps employees plan their careers benefits directly through lower turnover and personnel costs. In general, career training leads to increased individual and organizational efficiency.

Employability Training

Employability training refers to making oneself employable in the future with multiple firms in spite of dynamic economic forces and evolving job demands. People are responsible for managing their own careers. Unfortunately, some people, especially those who have been unemployed or incarcerated, are not as likely as other people to be actively involved in career development. Because of turbulent unpredictability, all workers need to continually upgrade their employability by searching for jobs, acquiring additional training, anticipating job changes, and gathering relevant career information.

The dynamic nature of our economic system with global competition requires everyone to view themselves as entrepreneurs or subcontractors who are responsible for preparing themselves to produce a useful product or service and marketing it in a global economy. The labor market in the United States, as well as in most other countries, is highly dynamic, turbulent, and unpredictable as a result of corporate restructuring, job creation, layoffs, and outsourcing. The possibility of becoming highly-skilled in one job and performing it for the same employer throughout one's career is becoming very unlikely.

Thinking of oneself as an entrepreneur or subcontractor can be rather frightening. This concept implies that people must assume the risks of employment; they must acquire their own training, build their reputations, network to gather information, bear the costs of health care and retirement, and seek new opportunities in anticipation of the time when their current jobs or contracts come to an end.

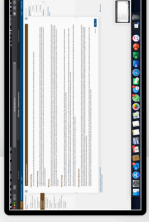
Three strategies have been recommended for enhancing one's employability: managing one's personal capital through training and networking, and participating in voluntary or marginally paid work.

- **Managing one's identity:** An important element of employability is presenting an image of success and competence. Employers want to hire people who are positive, upbeat, and confident in their ability to contribute in meaningful ways. During a job interview, applicants who are embarrassed about having been out of the labor force and uncertain about their abilities to contribute will probably be rejected in favor of candidates who present a "good worker" profile by explaining what they have learned from experience and confidently explaining that they are excited to learn and grow.
- **Self-training and networking:** Formal education should never be viewed as adequate for maintaining one's knowledge and skills. Public education and especially graduate education are subject to obsolescence; the half-life of one's education is generally less than five years due to the creation of new knowledge and the process of forgetting. Therefore, everyone should view life as an ongoing learning experience. Likewise, networking provides opportunities for learning new ideas and the latest discoveries in addition to knowing how to market one's skills.
- **Voluntary and marginally paid work:** Volunteer work abounds in the United States where people donate thousands of hours for charities, churches, schools, and civic organizations. Marginally paid work includes such opportunities as internships and temporary jobs. Working in voluntary or marginally paid jobs gives people an opportunity to establish themselves as good workers who can be trusted.

Stages of Career Development—Erikson's Life Stages Model

Several models have been developed to describe the career stages through which individuals progress. Creating useful career-development programs requires an understanding of career stages and the interests relevant to each stage. Young children go through a sequence of predictable stages characterized by both physical and mental development. Since these stages are so stable we can explain much of their behavior by knowing their chronological age.

Adults, likewise, progress through a sequence of phases associated with their work. Although the adult phases are not as easy to delineate, there are relatively discrete career stages common to most people. Three models have been proposed including Erikson's general life stages model, a work careers model, and a



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