

Experiential Learning for Developing Managers: a Practical Model

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בגדול המאמר מראה שיטה חלופית לפיתוח מנהלים לפיה אתה מאבחן את המנהל לפי רשימות תיג כאלו ואחרות, ואז מיפוי של הצרכים למול פתרונות מעשיים במציאות של המנהל ללמוד תו"כ עשייה או OJT וכדומה.

JMD 32,7	Learning format	Possible disadvantage
	Formal instruction	Expense of pay trainees and trainers while off the job Requires verbal and study skills Inhibits transfer of learning
758	Simulation	Costly to develop the experience itself Cannot always duplicate real situations with fidelity
	Assessment center	Costly to develop or to send trainees to if agency directed Takes time to administer
	Role-playing	Cannot recreate true motivations from situation Role playing behaviors may not be real or transferable
Table II. Disadvantages of off-site development programs	Sensitivity training	May not relate to job and/or coworkers
	Wilderness trips	Costly to administer Physically challenging

The core of management development should be on-the-job (provided they are well organized, well planned, supervised, and challenging) with other off-the-job development methods used to supplement these experiences because much of what is learned in off-site training programs rarely gets used back on the job (Bohlander and Snell, 2010). Another problem with management development is that organizations may opt for fad programs seeking a quick fix reflecting inadequate human resource planning. Another problem with quick fix management development is that when a manager has learned new ideas and techniques outside of the job itself, managers may return to their jobs only to find that they are still bound by old techniques and attitudes held by their coworkers. This means the external job development (usually classroom training) is not used on the job.

Organizational efforts to develop managers frequently utilize ineffective paradigms whereby traditional training programs for managers had the following assumptions: "management consists of a set of skills and behaviors that can be broken down into their molecular elements and presented sequentially; people learn best in a standardized environment with expert models, concrete advice, and practice and repetition to a standard; and people can attain managerial proficiency within 8 to 24 hours. These assumptions have driven the creation of the traditional three-ring binders – how to lists and bullet points in off-site training settings" (Brightman, 2004, p. 48). Brightman states that "current research on how people learn suggests there is a better way to develop high levels of managerial talent in organizations and that learning is

optimized when there is a strong desire to learn, opportunity and safety to make mistakes, availability of peer and expert models, real life experience, opportunities for learners to help others learn, and mentoring.”

Each competency may have multiple levels (see Table III for an example of a general management competency rating form with three levels) arranged in increasing order of behavioral demands and characteristic sophistication that defines a logical step-by-step development sequence. Each level builds upon the levels below it.

Dimension	Description
Leadership	<p>Level 1: Has confidence in others, motivates through example, and is committed to success</p> <p>Level 2: Encourages improvement and energizes others to achieve organizational goals</p> <p>Level 3: Inspires others to achieve organizational mission/vision</p>
Customer focus	<p>Level 1: Understands customer's needs and ensures customer satisfaction/service excellence</p> <p>Level 2: Partners with customers to create added value</p> <p>Level 3: Anticipates customer needs, seeks their perspective to create a competitive advantage</p>
Team/employee development	<p>Level 1: Supports employee development, assesses employee needs, and provides feedback</p> <p>Level 2: Coaches employees and creates a personalized developmental plan with each employee</p> <p>Level 3: Mentors and works collaboratively with employees to create long-term training goals</p>
Professionalism	<p>Level 1: Demonstrates concerns about meeting organizational standards of performance and follows professional standards even when not in self-interest</p> <p>Level 2: Models high standards of professionalism and insists upon high standards of professionalism from others</p> <p>Level 3: Demands high standards of professionalism and integrity from the organization</p>

Business knowledge	Level 1: Demonstrates broad knowledge of the business and ensures optimal use of resources
	Level 2: Recognizes and addresses market developments and shares knowledge
	Level 3: Foresees future trends and understands how they may impact the organization
Accountability/ managing performance	Level 1: Insists upon high performance and monitors progress against objectives
	Level 2: Holds others accountable for their performance and appropriately addresses performance issues
	Level 3: Takes action to hold others accountable
People management	Level 1: Provides direction and readily participates. Brings out the best in people
	Level 2: Promotes cooperation and collaboration among employees and keeps them informed
	Level 3: Seeks and values input from others and pulls others around a common goal
Personal performance	Level 1: Works to meet organizational standards and continuously improves performance
	Level 2: Develops own measures of excellence and establishes challenging goals
	Level 3: Anticipates the need for improvement, takes action, and perseveres in the face of obstacles or criticism

Table III.
Management
competency rating form

An action learning model for management development

Our proposal for on-the-job management development assumes that the individual manager works in an organization with a fully developed management competency model. This set of criteria for what knowledge, skills, and abilities the organization seeks in its managers can be taken as the manager's goals for himself or herself. Identifying and prioritizing which competency areas to develop are the next step in that manager's developmental path.

In Figure 1 we offer our model as a set of assessments as represented by the factors listed in the left hand column. In the middle column are listed some common worksite events, grouped as job transitions, challenges, and obstacles. Our intention is to suggest that a perceptual judgment must occur linking the assessment results with a careful selection from among the most relevant worksite events. This is the critical step in judgment, identifying what on-the-job experiences should be most beneficial to the particular manager's development. Once a linkage is made then the third and right-hand column suggests that potential benefits to the manager competency levels are the outcome(s).

כלומר ליצור קשר ישיר בין הצורך לפתרון. אם הצורך X בוא נמצא משהו במציאות שלך שאתה יכול לעשות או ללמוד ב OTJ כדי להתפתח יז

