

ASTD Code of Ethics

The Code of Ethics provides guidance to individuals to be self-managed, workplace learning and performance professionals. Clients and employers should expect the highest possible standards of personal integrity, professional competence, sound judgment, and discretion. Developed by the profession for the profession, the Code of Ethics is the public declaration of workplace learning and performance professionals' obligations to themselves, their profession, and society. I strive to:

- Recognize the rights and dignities of each individual
- Develop human potential
- Provide my employer, clients, and learners with the highest level quality education, training, and development
- Comply with all copyright laws and the laws and regulations governing my position

- Keep informed of pertinent knowledge and competence in the workplace learning and performance field
- Maintain confidentiality and integrity in the practice of my profession
- Support my peers and avoid conduct which impedes their practicing their profession
- Conduct myself in an ethical and honest manner
- Improve the public understanding of workplace learning and performance
- Fairly and accurately represent my workplace learning and performance credentials, qualifications, experience, and ability
- Contribute to the continuing growth of the profession

SOURCE: American Society for Training and Development (ASTD). Accessed on July 14, 2010 at: <http://www.astd.org/ASTD/aboutus/missionAndVision/>

A FRAMEWORK FOR THE HRD PROCESS

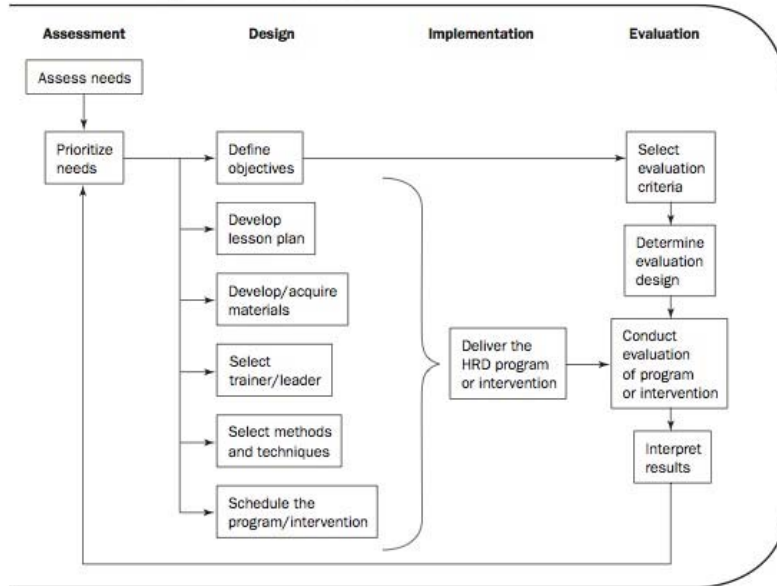
HRD programs and interventions can be used to address a wide range of issues and problems in an organization. They are used to orient and socialize new employees into the organization, provide skills and knowledge, and help individuals and groups become more effective. To ensure that these goals are achieved, care must be taken when designing and delivering HRD programs.

Following from system theory, we argue that HRD interventions should be designed using a four-step process or sequence: needs assessment, design, implementation, and evaluation. For ease of memory, this can be referred to as the "A DImE" framework (assess, design, implement, and evaluate). In this book, we will use this four-phase process approach to describe HRD efforts: needs assessment, design, implementation, and evaluation (see Figure 1-7).⁸¹

Needs Assessment Phase

HRD interventions are used to address some need or gap within an organization. A need can be either a current deficiency, such as poor employee performance, or a new challenge that demands a change in the way the organization operates (e.g., new legislation or increased competition). For example, in 2009, the Equal Employment Opportunity Commission (EEOC) sued Jack Marshall Foods, Inc., an Alabama-based company that operates a Kentucky Fried Chicken restaurant in Monroeville, AL. The EEOC alleged sexual harassment against female employees at this restaurant. The suit ended with the company signing a consent decree in 2010 in which they agreed to

FIGURE 1-7 Training and HRD Process Model



pay over \$1 million to nineteen current and former employees, provide harassment training at the store, and monitor harassment and discrimination issues in the future.⁸² Identifying needs involves examining an organization, its environment, job tasks, and employee performance. This information can be used to:

- Establish priorities for expending HRD efforts
- Define specific training and HRD objectives
- Establish evaluation criteria

Design Phase

The second phase of the training and HRD process involves designing the HRD program or intervention. If the intervention involves some type of training or development program, the following activities are typically carried out during this phase:

- Selecting the specific objectives of the program
- Developing an appropriate lesson plan for the program

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