11e

Human Resource MANAGEMENT

Gaining a Competitive Advantage

Noe   Hollenbeck   Gerhart   Wright

McGraw Hill Education

BRIEF CONTENTS

PLANNING OF THE COURSE

OBJECTIVES OF THE COURSE

1. To provide an insight in the field of HRM and the systems we use to manage people in organisations.

2. To clarify the underlying relationships between HRM issues and other managerial fields in the act of managing organisations.

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CONTENT AND FORMAT OF THE COURSE

1. Content: the building blocks of HRM

2. Format:

   - Lectures

   - Discussions

   - Assignments

3. Textbook:

   - *Human Resource Management: Gaining a competitive advantage*. Noe, Hollenbeck, Gerhart & Wright. Irwin/McGraw-Hill. 2014. Last edition.
     ISBN: 978-0077164126

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EVALUATION OF THE COURSE

‒ Written closed book exam (70%)

  ▪ Content exam:

    • Question 1: 12 constructs/6 lines/2 to skip

    • Question 2 & 3: open essay questions

    • Question 4: case – one of the "Managing People" cases from the textbook "Human Resource Management – Global Edition" (will be provided at the exam)

‒ The permanent evaluation (30%) is as follows:

    • Involvement during tutorials, supervisions and presentation: 10%

    • Feedback on groupwork during 3rd tutorial: 10%

    • Pitching: 20%

    • Groupwork (learning vignette): 60% (individual grade, based on peer assessments)

COURSE OUTLINE HRM

Lecture 1: 11 February 2020 (2.30 pm – 7 pm)
✓ Introduction to the course: HRM defining the field

Lecture 2: 18 February 2020 (2.30 pm – 7 pm)
✓ From 'job-thinking' towards 'added-value thinking'
✓ The added value of HRM

Lecture 3: 25 February 2020 (5 pm – 7 pm)
✓ Staffing: Recruiting & Selection (Part 1)

Tutorial 1: 10 March 2020 (1 pm – 6 pm)
✓ Pre-discussions

Lecture 4: 17 March 2020 (1.30 pm – 4.30 pm)
✓ Staffing: Recruiting & Selection (Part 2)
✓ Assessment Centres
✓ Training & development management

Lecture 5: 24 March 2020 (1.30 pm – 4.30 pm)
✓ Career Management: challenges and opportunities in managing the psychological contract & career systems

– **Tutorial 2: 21 April 2020 (1 pm – 6 pm)**
✓ Elevator pitch

– **Lecture 6: 28 April 2020 (1.30 pm – 6 pm)**
– Guest Lecturer: *Prof Dr Koen Dewettinck, Professor of HRM & Director MBA Programmes, Vlerick Business School & Jurgen Sergeant, Responsible Craftmanship P&O, Colruyt Group*
✓ Performance Management
✓ Reward Management

– **Lecture 7: 5 May 2020 (2.30 pm – 7 pm)**
✓ The structure of the HRM department: the 3 layer model
✓ International HRM & HR transformation
✓ The future of HRM, what can we expect and where do we need to prepare for?
✓ Preparation for written exam and Q&A about the exam

– **Tutorial 3: 12 May 2020 (1 pm – 6 pm)**
✓ Presentations

WHO IS WHO: PROF DR DIRK BUYENS?

— Director Open Programmes Executive Education & Head of the HR Centre, Vlerick Business School

— Professor 'Department Marketing, Innovation & Organisation', Ghent University

— Guest Professor at Shanghai Jiao Tong University (Shanghai, China), Peking University (Beijing, China) and Luiss Business School (Rome, Italy)

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On Minerva you can find all information on the internship elective course.
Subscribe to the course site 'Stages FEB / Internships FEB (FX00004A)'
Once you are subscribed, you can find:
- All necessary information in the **internship guide** *('Documents' – '3. Internship Elective Course' – '1. Internship Guide').*
- A list of **internship offers**

Do you have any questions after reading the internship guide?
Contact the internship coordinator via Tine.Claeys@UGent.be

-

Alle info hieromtrent komt ook aan bod tijdens een **Nederlandstalige infosessie op donderdag 14 februari** om 17u30 in Auditorium Quetelet.
- **17u30-18u**: algemene info
- Nadien: mogelijkheid tot vragen stellen
- Doelpubliek: alle geïnteresseerde studenten die in academiejaar 2019-2020 in de **Master Economics, Business Economics of Business Engineering** zullen ingeschreven zijn.
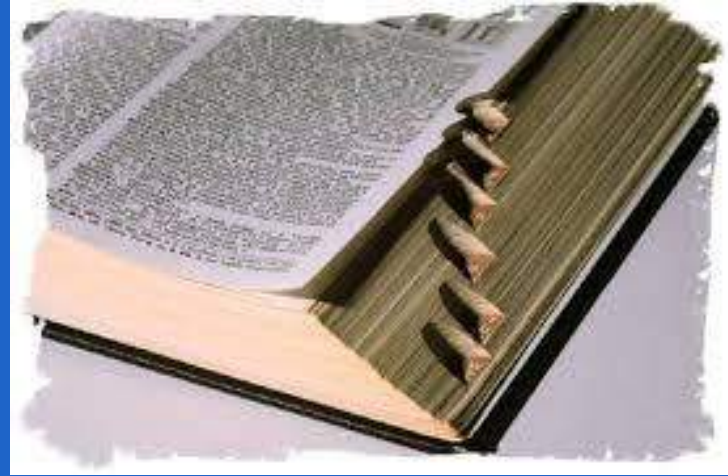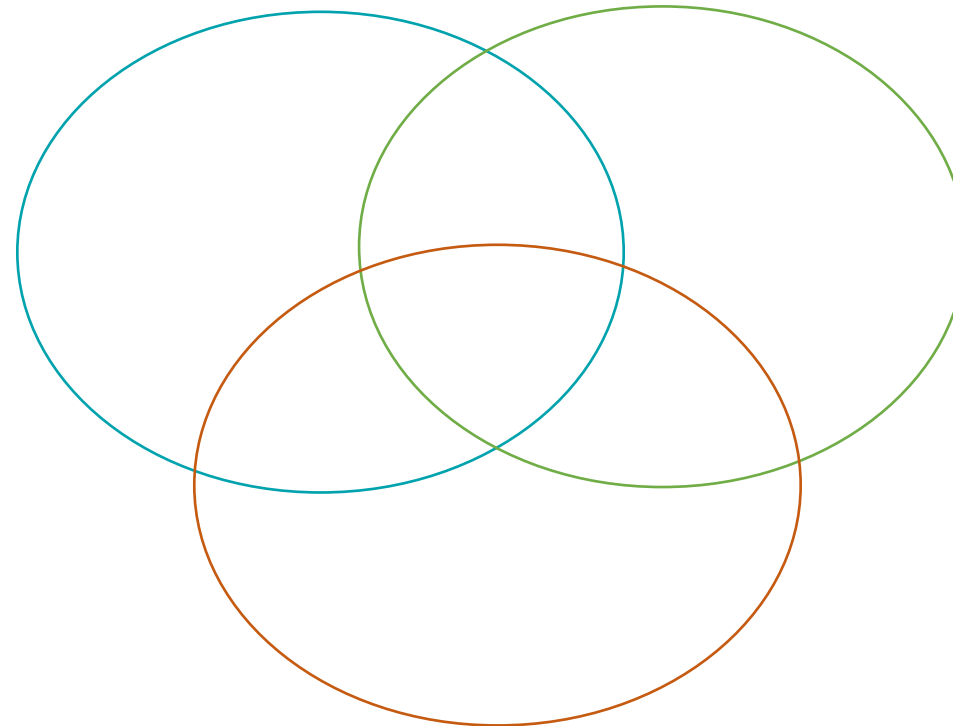
HRM DEFINED

HRM is that part of organisational management

which is focussed on influencing **people's behaviour** in

an integrated and pro-active way.

The final purpose is to increase the added value

of the individual or groups of individuals taking into

account the strategy of the organisation.

POSITIONING THE HRM FIELD

organisational behaviour
(OB)

organisational design
(OD)

HRM

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CULTURE
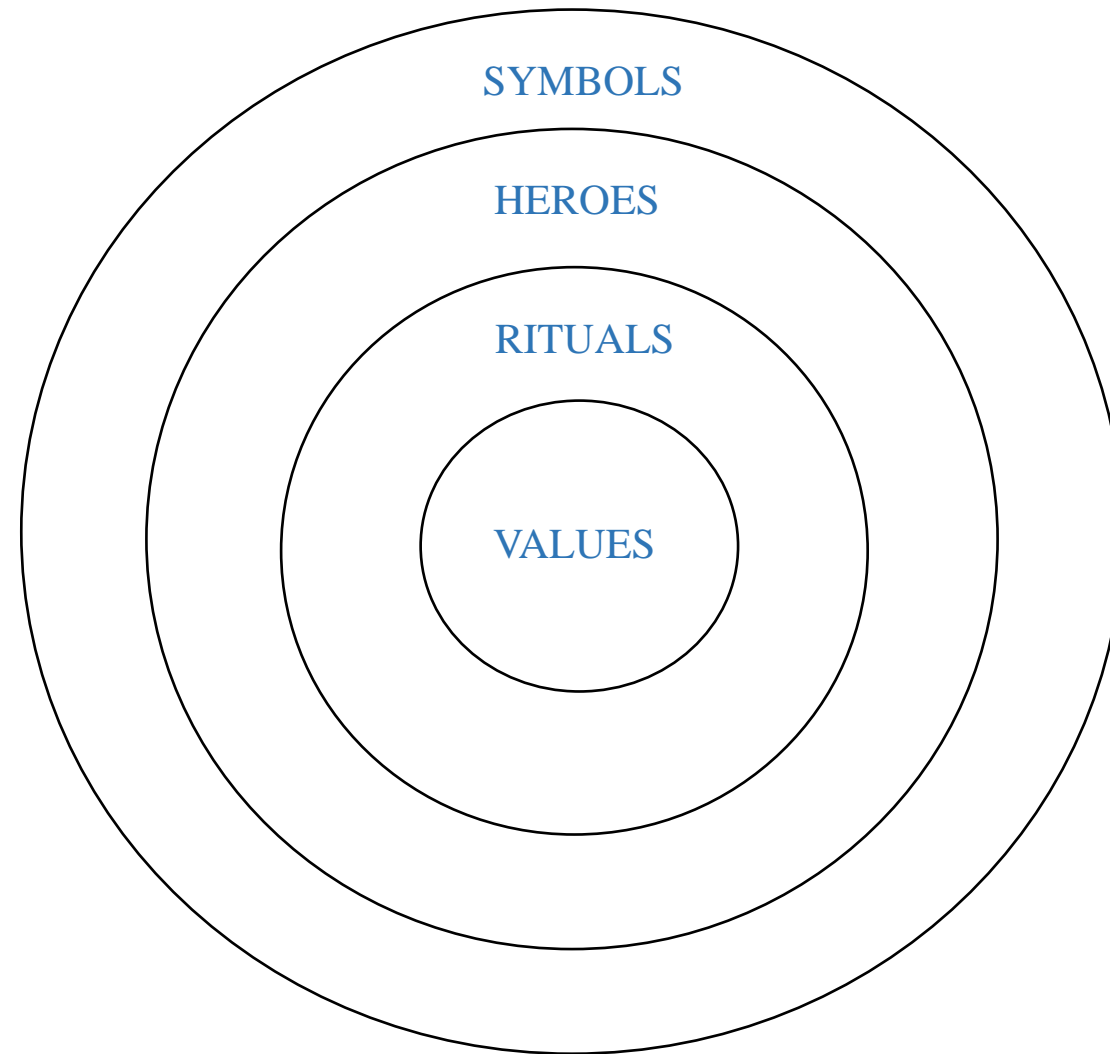

Concentric circles diagram showing from outermost to innermost: SYMBOLS, HEROES, RITUALS, VALUES.

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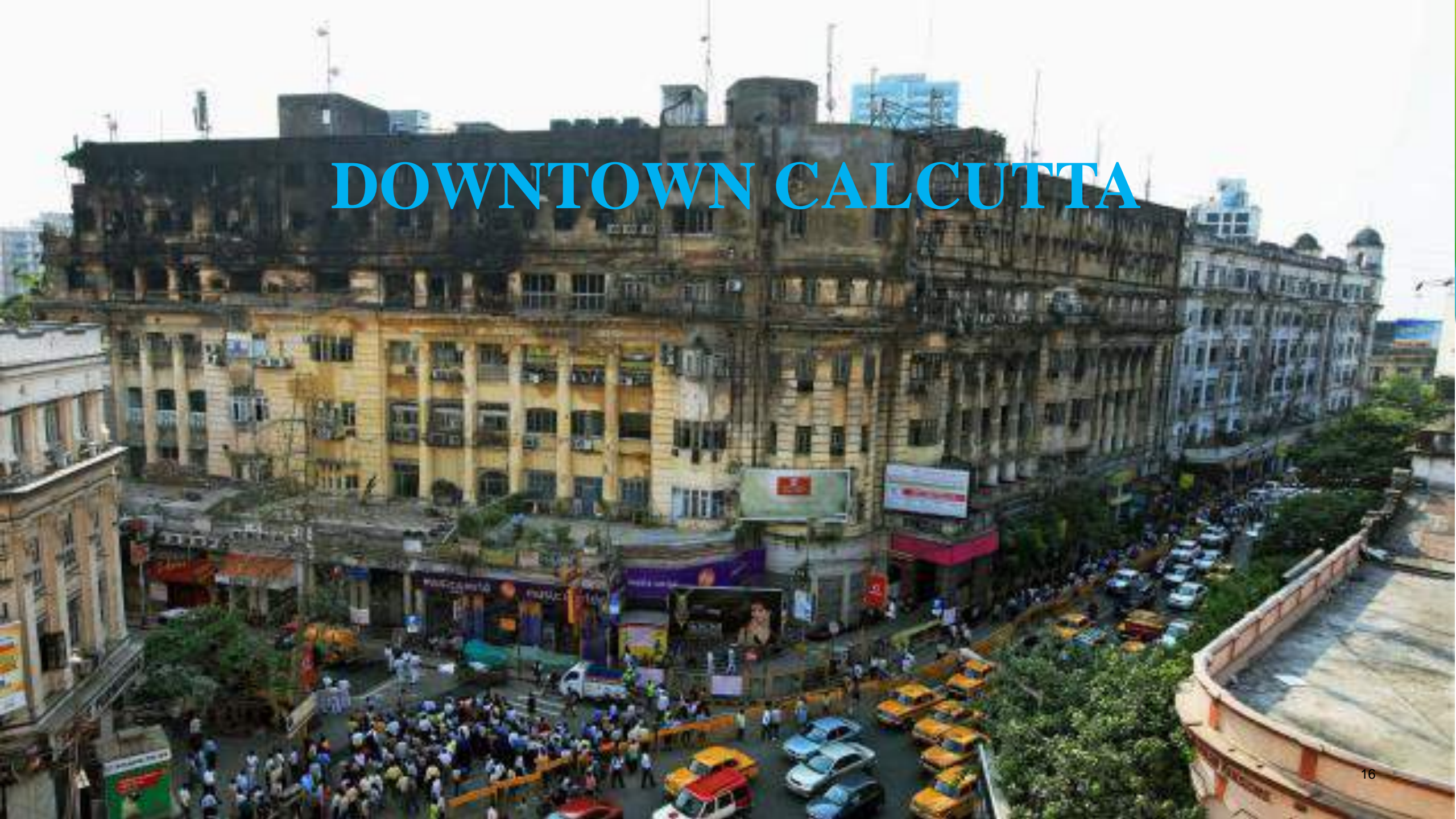
PARIS IN THE SPRING

DOWNTOWN CALCUTTA

ORGANISATION CULTURE
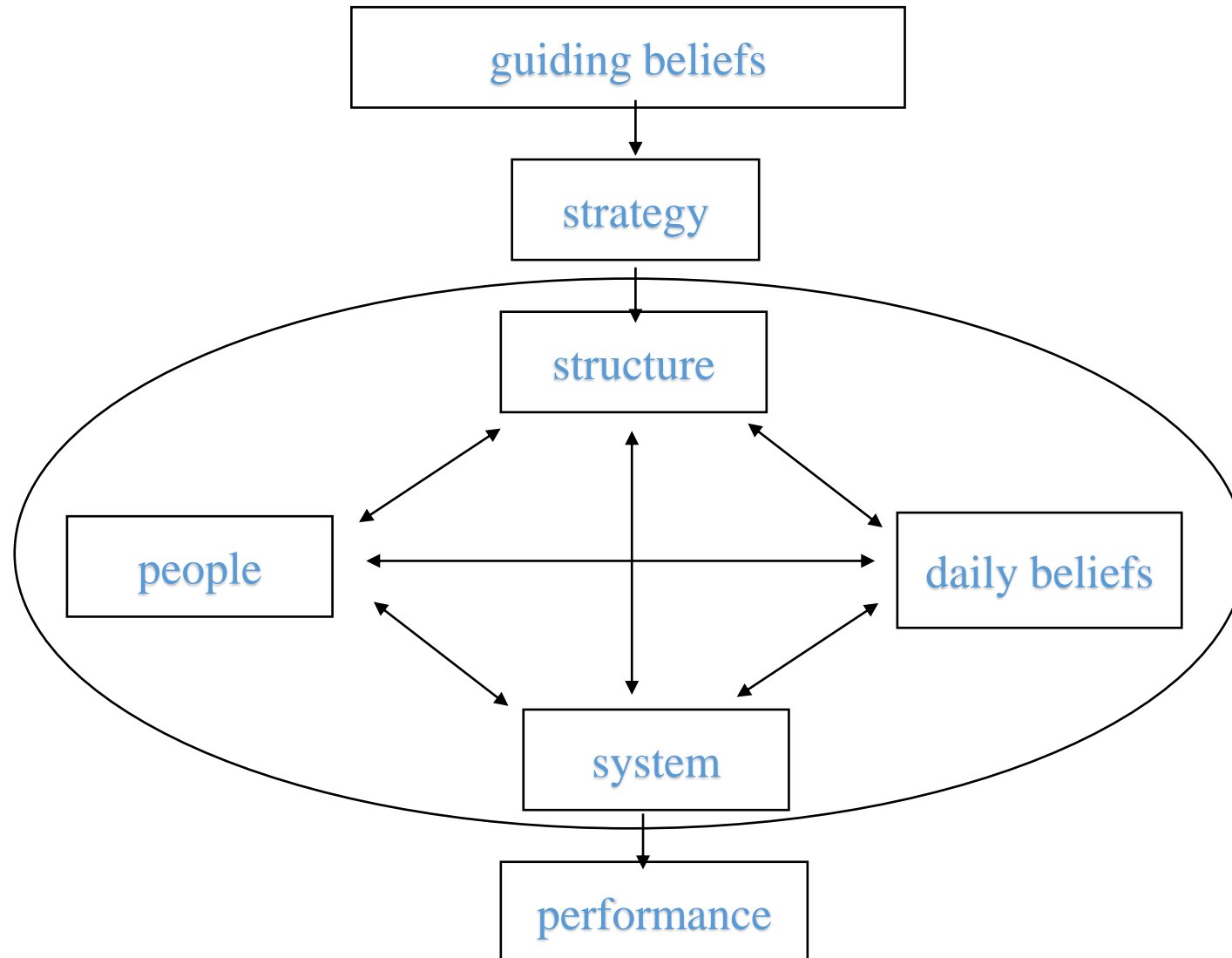
THE HUMAN RESOURCE CYCLE
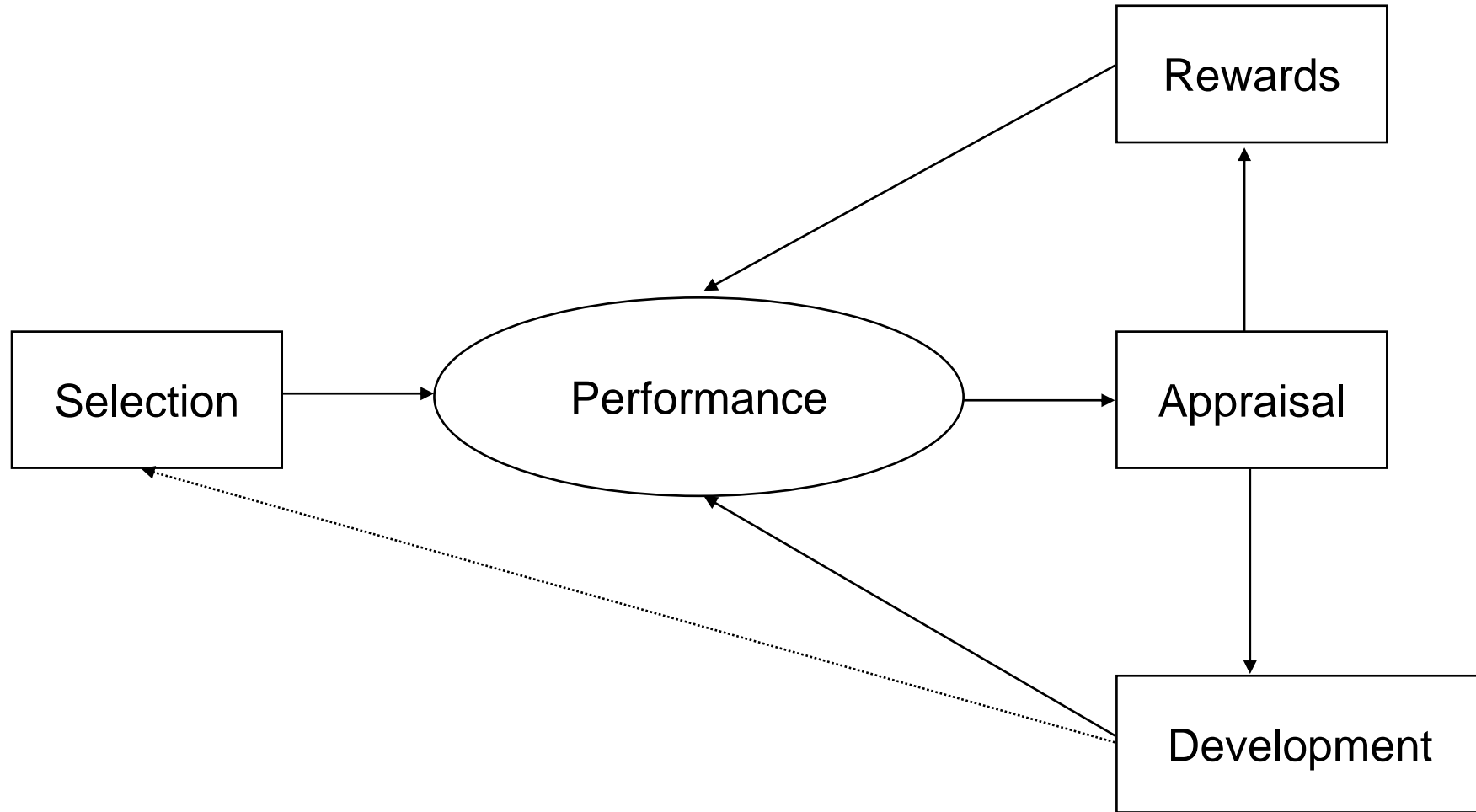
HARVARD ANALYTICAL FRAMEWORK

HRM STREAMS

Input
- Planning
- Recruitment
- Selection
- Introduction
- Socialization
- Job description
- (Psychological) Contracting
- Etc…

Throughput
- Appraisal
- Rewarding
- Training
- Developing
- Rotation
- Motivation
- Leadership
- Etc…

Output
- Retirement
- Firing policy
- Outplacement
- Early retirement
- Etc…

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HRM TRENDS

Job	→	Added value
Function	→	Processes
Simple tasks	→	Multi-dimensional tasks
Individual	→	Team
Professionalism	→	Co-makership
(pay for) Performance	→	(pay for) Skills
Individual learning	→	Organisational learning
Control	→	Empowerment
Homogeneity	→	Heterogeneity
Functional domains	→	Integration

4 golden rules in organisational structuring

RULE N°1:

Structure follows strategy

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RULE N°2:

Organisational structures move following a pendulum movement

Change for the sake of change in organisational structuring = ok

o Why?

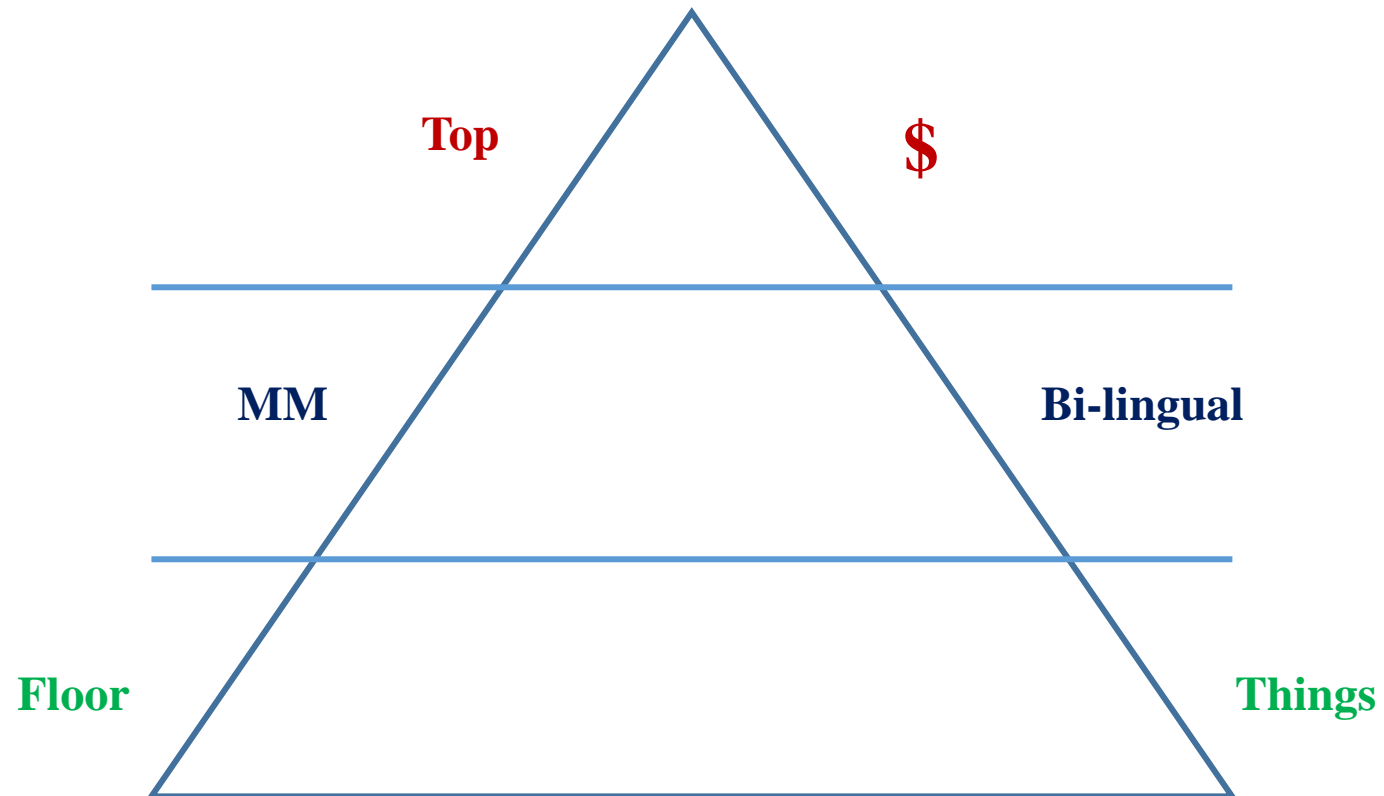"The old patterns and relationships compensate for the shortcomings of the new structure"

o Changing strategies is not that difficult

o Changing structures is always painful, it involves shifts in power

RULE N°4:

Organisational structures lead to different languages at different organisational levels

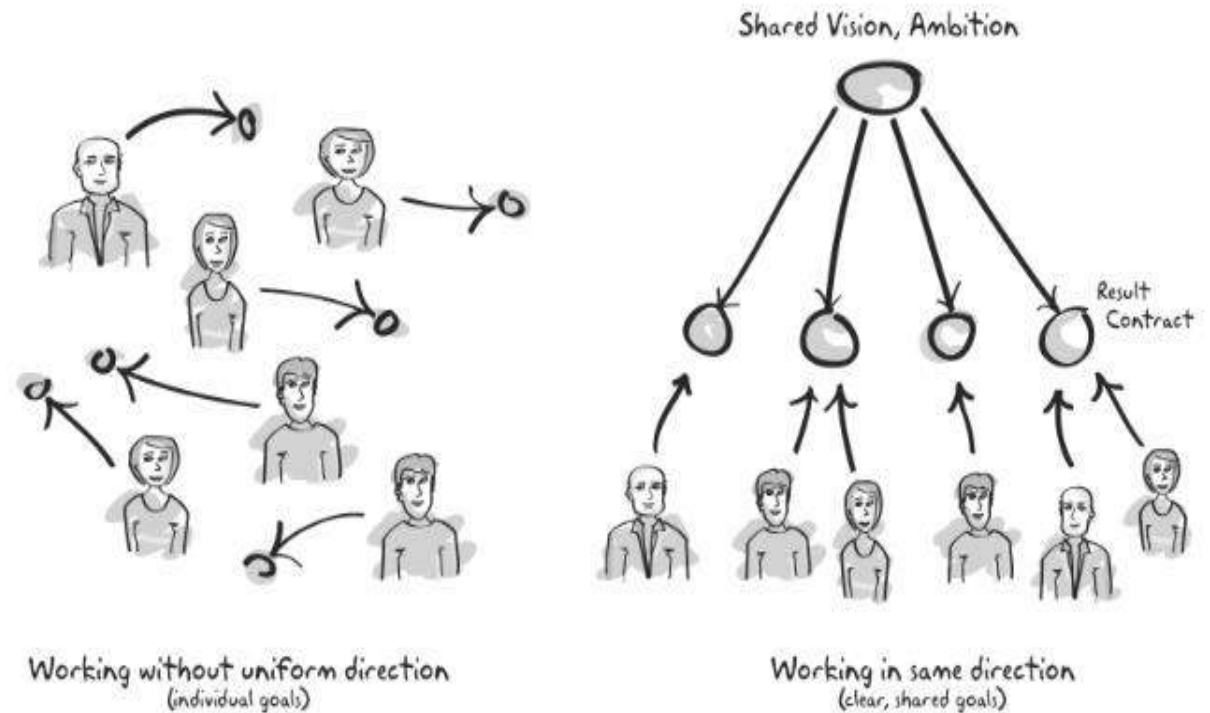# ORGANISATIONAL STRUCTURE AND EFFECTIVENESS

– 1. What?

- Goals
- Roles
- Procedures
- Relations

▪ Hierarchical order

– 2. Starting point

▪ Differentiation (division of labour)

▪ Integration (coordination)

Shared Vision, Ambition

Result Contract

Working without uniform direction
(individual goals)

Working in same direction
(clear, shared goals)

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# ORGANISATIONAL STRUCTURE AND EFFECTIVENESS

— 3. Differentiation
- vertical
- horizontal
- functional structure
- divisional structure
- matrix structure

— 4. Integration: coordination mechanisms
- direct interaction
- supervision and managing
- standardisation
  - processes: rules and procedures
  - output
  - knowledge, skills, attitudes and values (KSAs, company culture)

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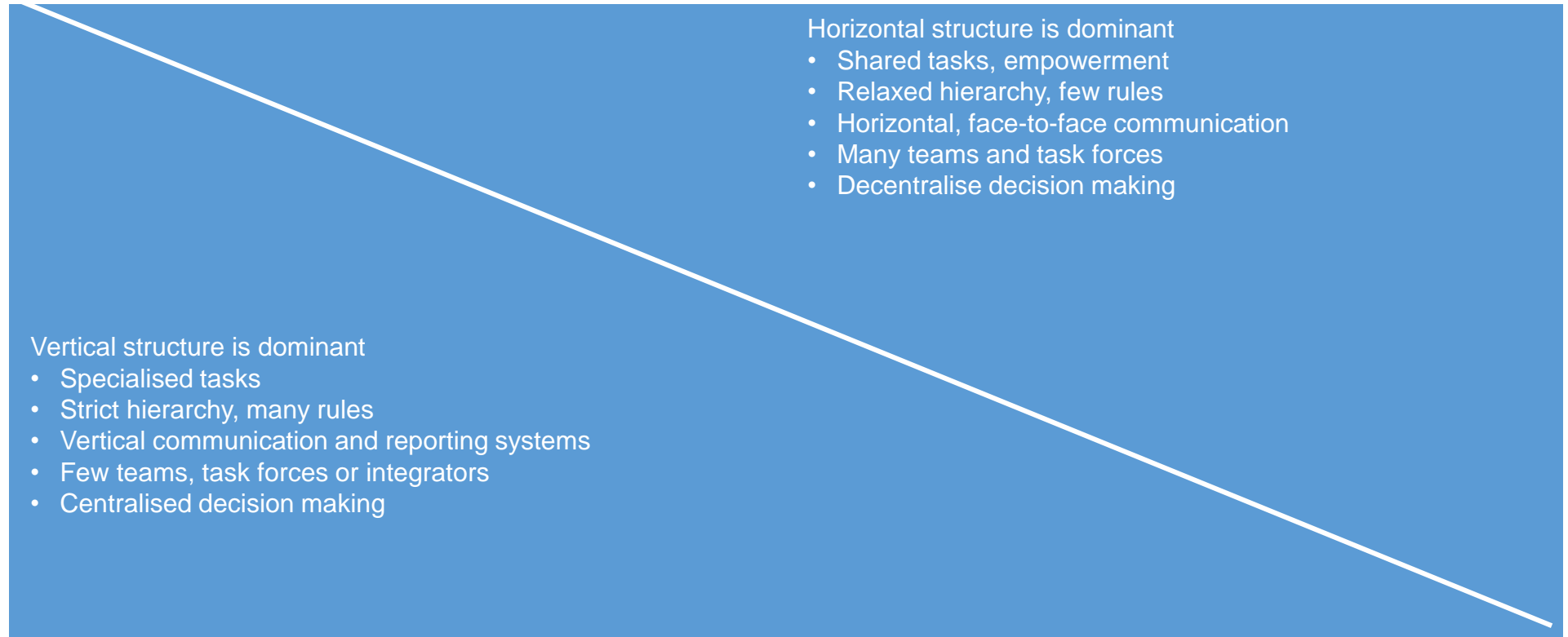# THE CONTINUUM OF THE COORDINATION MECHANISMS

Direct interaction → Supervision → Standardisation of processes / Standardisation of outputs / Standardisation of KSAs' → Direct interaction

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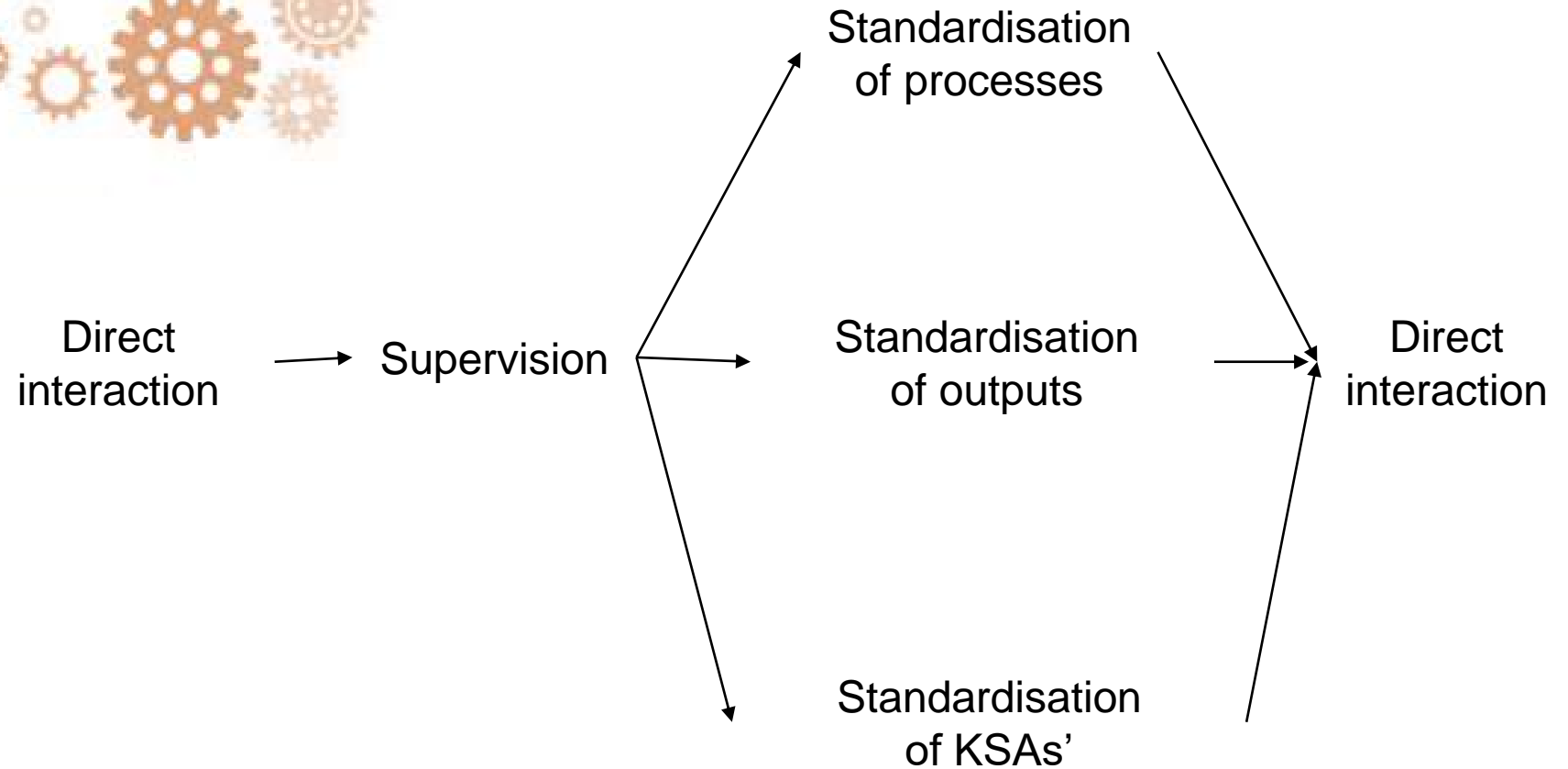
A SAMPLE ORGANISATION CHART

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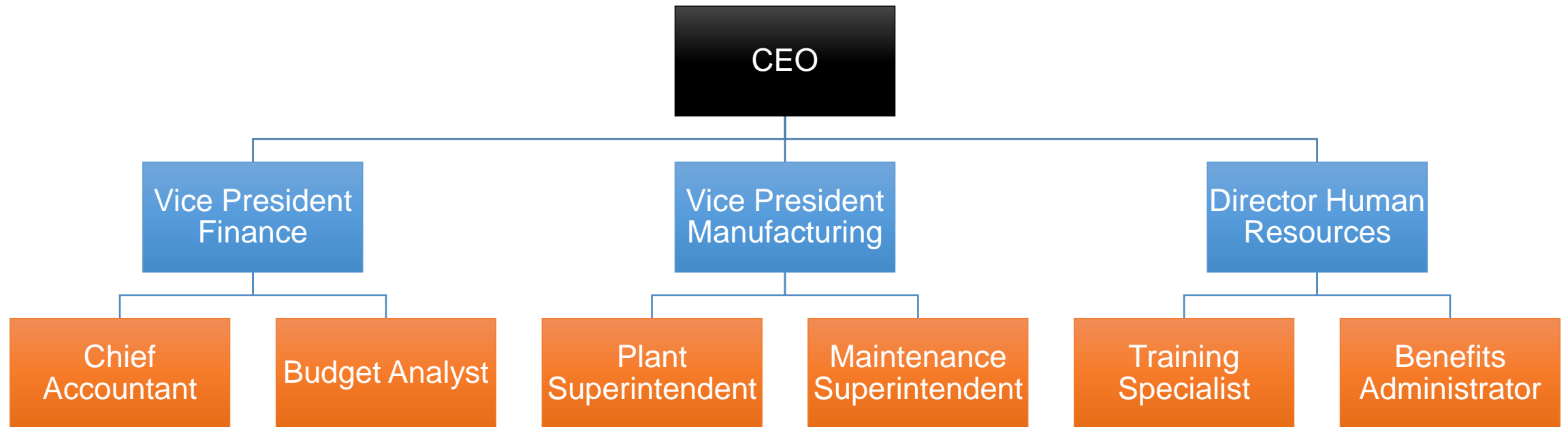
THE RELATIONSHIP OF ORGANISATION DESIGN TO EFFICIENCY VS. LEARNING OUTCOMES

Horizontal Organisation Designed for Learning

Horizontal structure is dominant
- Shared tasks, empowerment
- Relaxed hierarchy, few rules
- Horizontal, face-to-face communication
- Many teams and task forces
- Decentralise decision making

▼

Dominant
Structural
Approach

Vertical structure is dominant
- Specialised tasks
- Strict hierarchy, many rules
- Vertical communication and reporting systems
- Few teams, task forces or integrators
- Centralised decision making

Vertical Organisation Designed for Efficiency

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LADDER OF MECHANISMS FOR HORIZONTAL LINKAGE AND COORDINATION

HIGH

Amount of Horizontal Coordination Required

LOW

LOW

HIGH

Cost of Coordination in
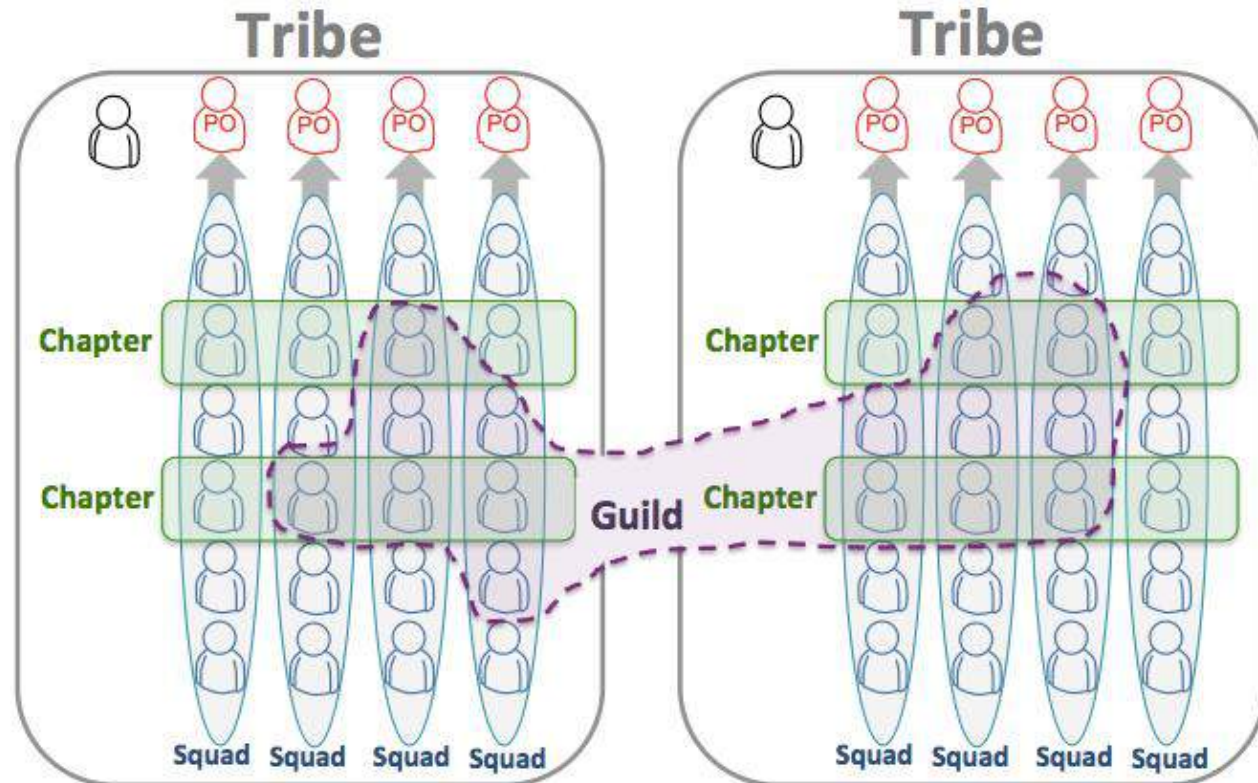Time and Human Resources

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DUAL-AUTHORITY STRUCTURE IN A MATRIX ORGANISATION
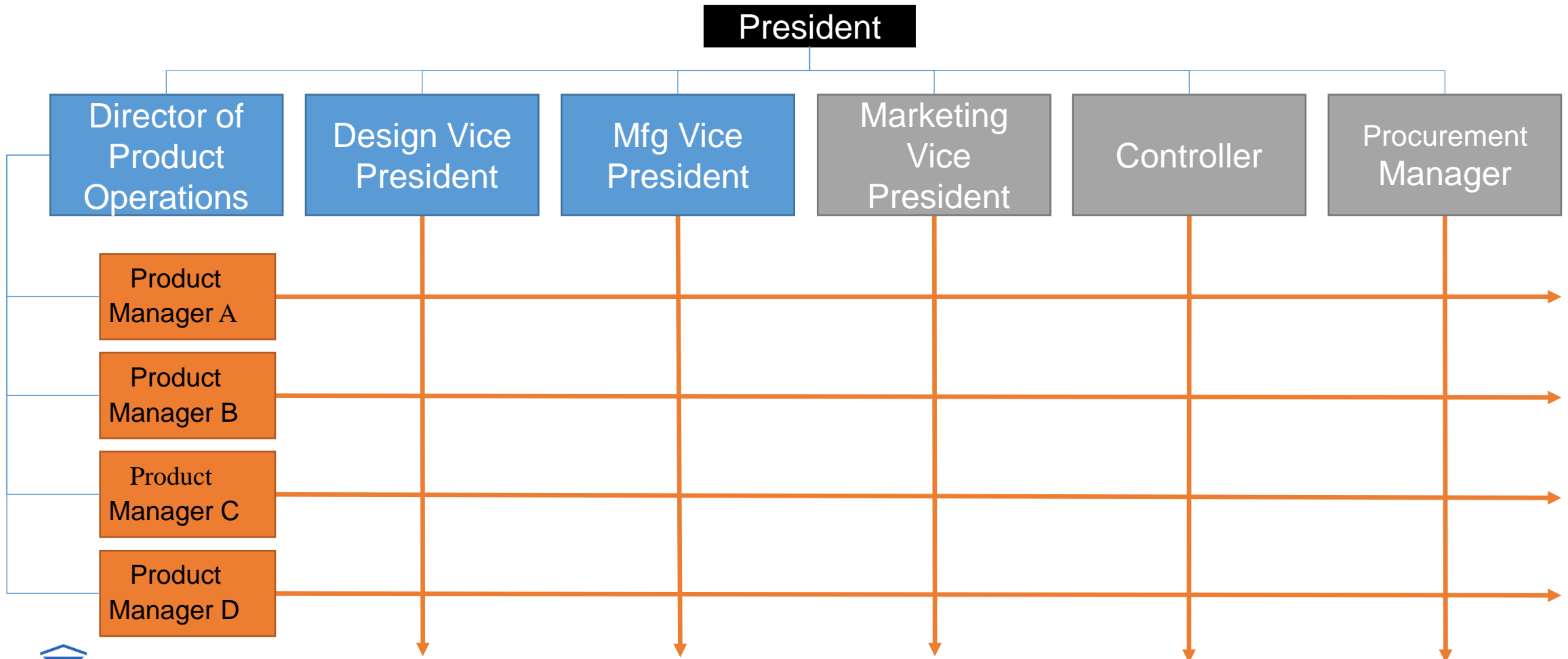
THE AUTONOMOUS INDIVIDUAL: MANAGING YOURSELF AS A TEAM

How to remain flexible, adaptive and innovative?

ORGANISATIONAL LIFE CYCLE
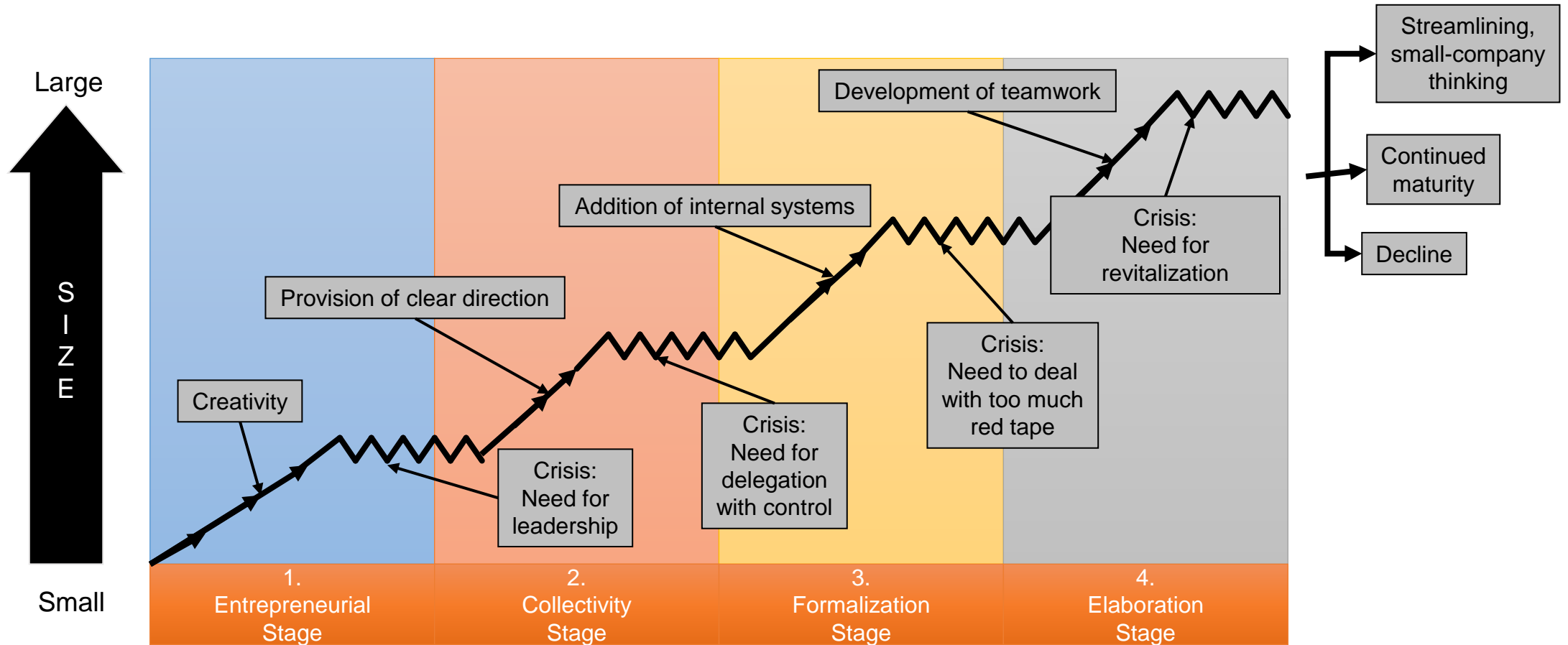
Sources: Adapted from Robert E. Quinn and Kim Cameron, "Organisational Life Cycles and Shifting Criteria of Effectiveness: Some Preliminary Evidence," *Management Science* 29 (1983): 33-51; and Larry E. Greiner, "Evolution and Revolution as Organisations Grow," *Harvard Business Review* 50 (July-August 1972): 37-46.

ORGANISATION CHARACTERISTICS DURING FOUR STAGES OF LIFE CYCLE

	1. Entrepreneurial	2. Collectivity	3. Formalisation	4. Elaboration
Characteristic	Non-bureaucratic	Pre-bureaucratic	Bureaucratic	Very bureaucratic
Structure	Informal, one person show	Mostly informal, some procedures	Formal procedures, division of labour, specialties added	Teamwork within bureaucracy, small-company thinking
Products or services	Single product or service	Major product or service with variations	Line of products or services	Multiple product or services lines
Reward and control system	Personal, paternalistic	Personal, contribution to success	Impersonal, formalized systems	Extensive, tailored to product and department
Innovation	By owner-manager	By employees and managers	By separate innovation group	By institutionalized R&D
Goal	Survival	Growth	Internal stability, market expansion	Reputation, complete organisation
Top Management Style	Individualistic, entrepreneurial	Charismatic, direction-giving	Delegation with control	Team approach, attack bureaucracy

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HR IMPLICATIONS OF A CHANGING ENVIRONMENT AND A DEJOBBED WORLD

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"Intelligence tends to go where intelligence is"

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"Some have work and money but too little time,

while others have all the time but no work and no money"

3. THE PARADOX OF PRODUCTIVITY

"Ever more and ever better work

from ever fewer people"

$$- \frac{1}{2} \times 2 \times 3 = P$$

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"Some will spend money to save their time, others will spend their time to save money. Others, again, will trade money for time at certain periods of their life"

5. THE PARADOX OF RICHES

"The rich societies are reproducing themselves less fast than the multiplying needy areas of the developing world"

"To be global and local at the same time, to be small in some ways but big in others, to be centralised some of the time and decentralised most of it"

"Every generation perceives itself as

justifiably

different from its predecessor, but

plans as if its successor generation will

be the same as them"

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"One voice urges us to discover our 'authentic self', the other voice asks us the question 'who do you represent?'"

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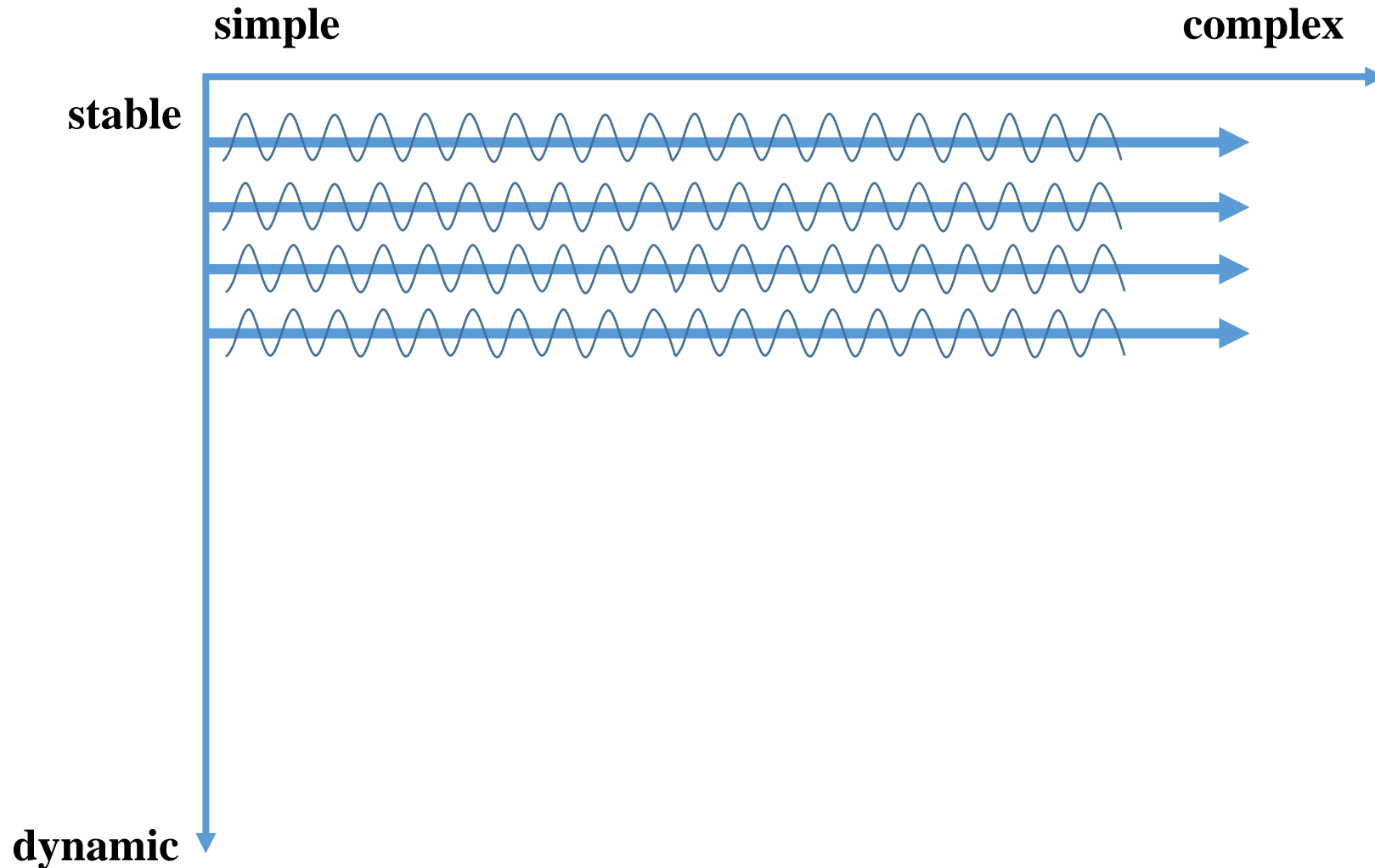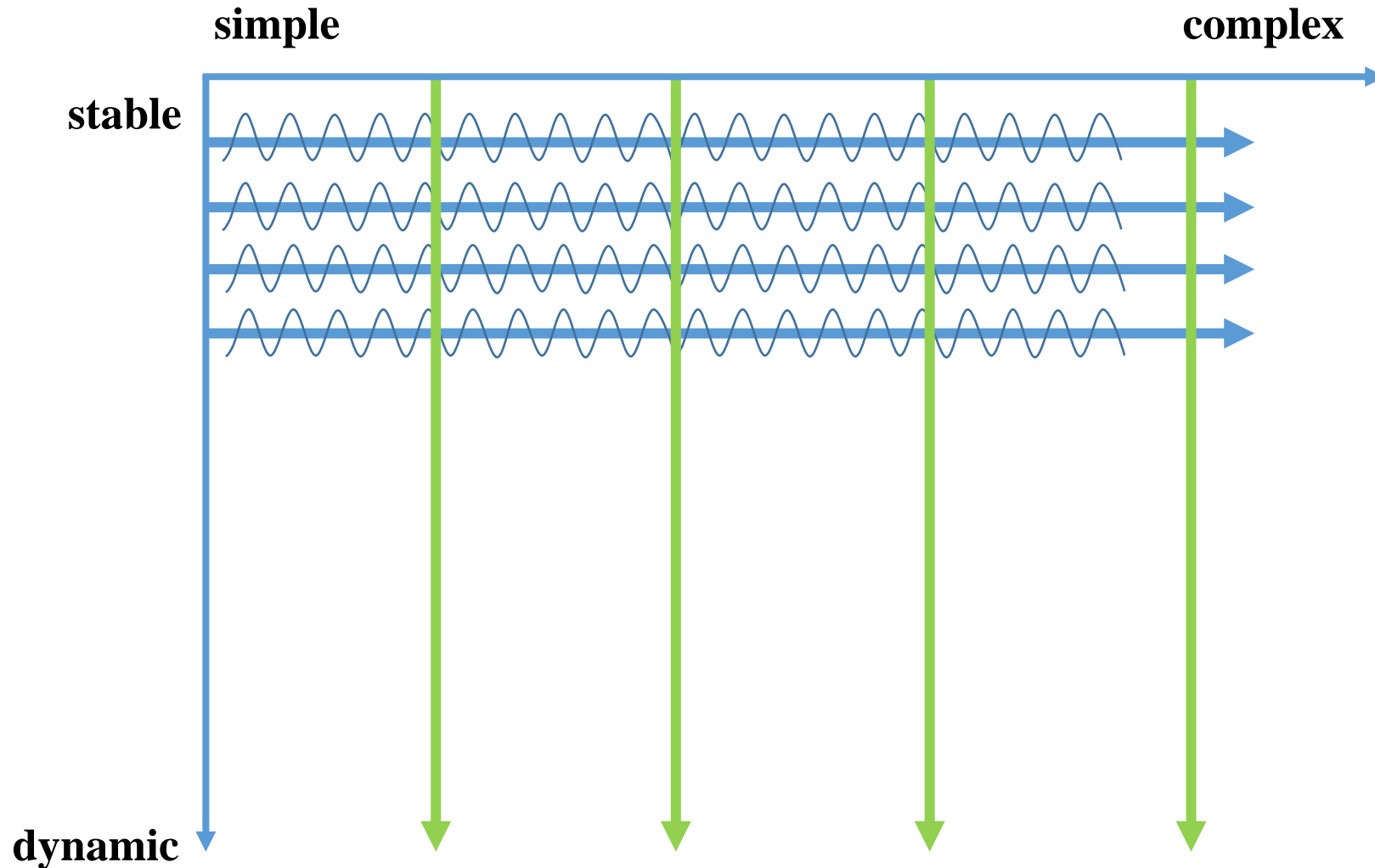UNIVERSITY

"Capitalism depends on the fundamental principle of inequality - some may do better than others - but will only be acceptable in the long term in a democracy if most people have an equal chance to aspire to that inequality"

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WHAT DOES IT MEAN TO WORK IN A RAPLEX ENVIRONMENT

simple   complex

stable

dynamic

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WHAT DOES IT MEAN TO WORK IN A RAPLEX ENVIRONMENT
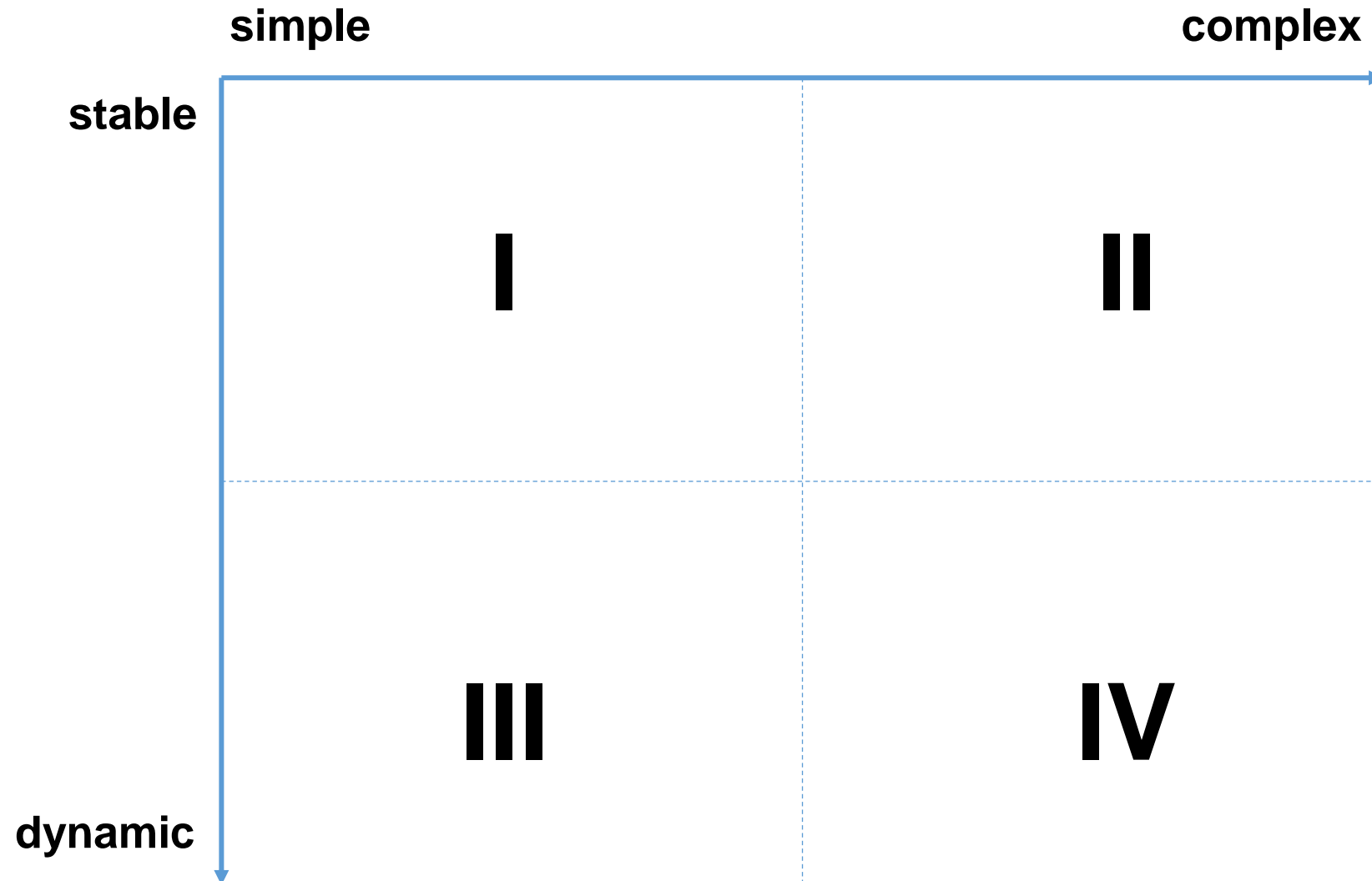
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WHAT DOES IT MEAN TO WORK IN A RAPLEX ENVIRONMENT

– Conclusion:

- In a stable environment knowledge is cumulative

- Most of our people management systems and beliefs are built on that reasoning

- In a dynamic environment, knowledge is no longer cumulative, it might even prevent us from seeing the new opportunity

- Many people management practices need to be revised to survive in such an environment

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WHAT DOES IT MEAN TO WORK IN A RAPLEX ENVIRONMENT

simple   complex

stable

I   II

III   IV

dynamic

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WHAT DOES IT MEAN TO WORK IN A RAPLEX ENVIRONMENT

WHAT DOES IT MEAN TO WORK IN A RAPLEX ENVIRONMENT

simple   complex

stable

To unlearn
(in order to disrupt)!

dynamic
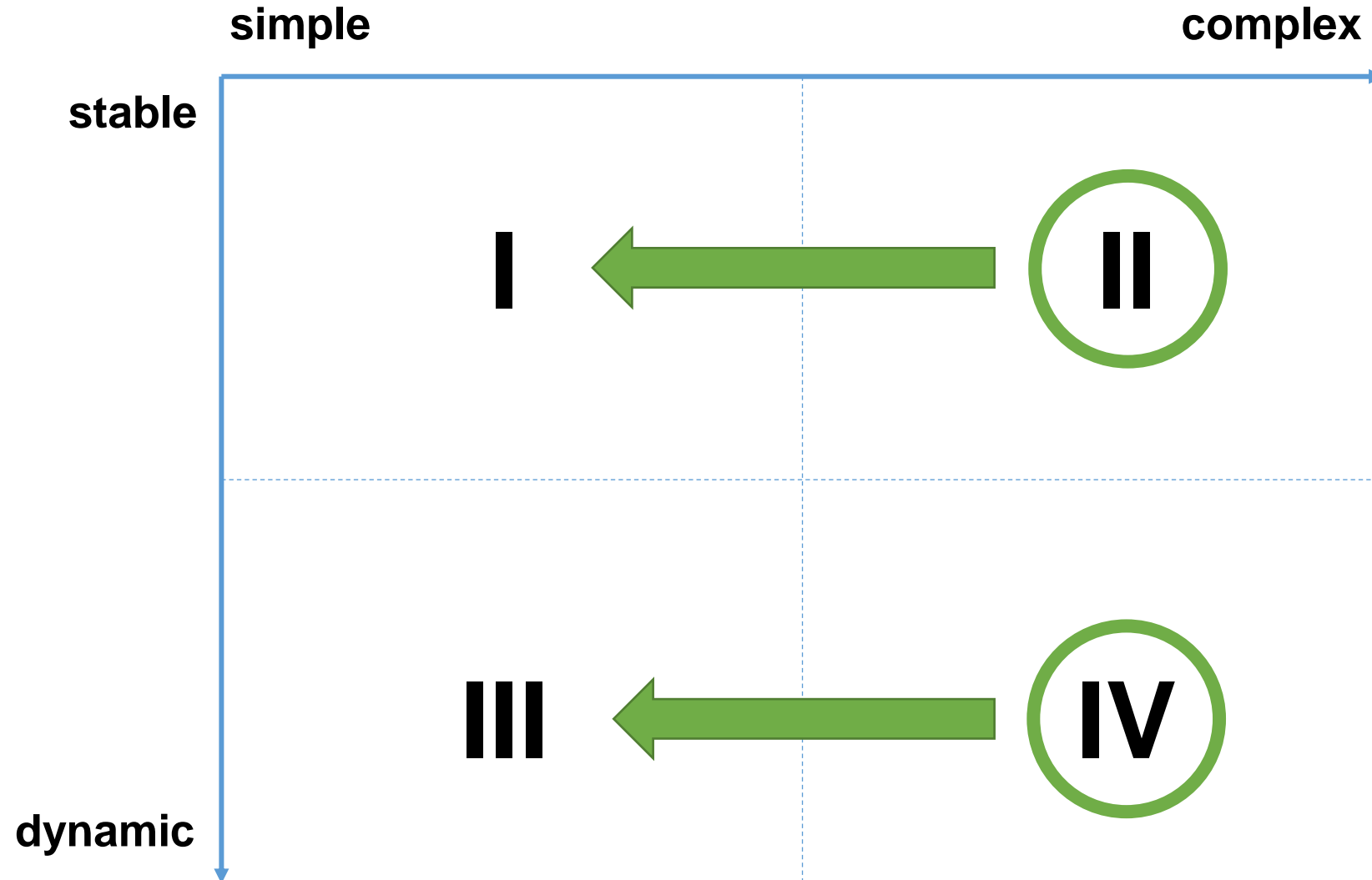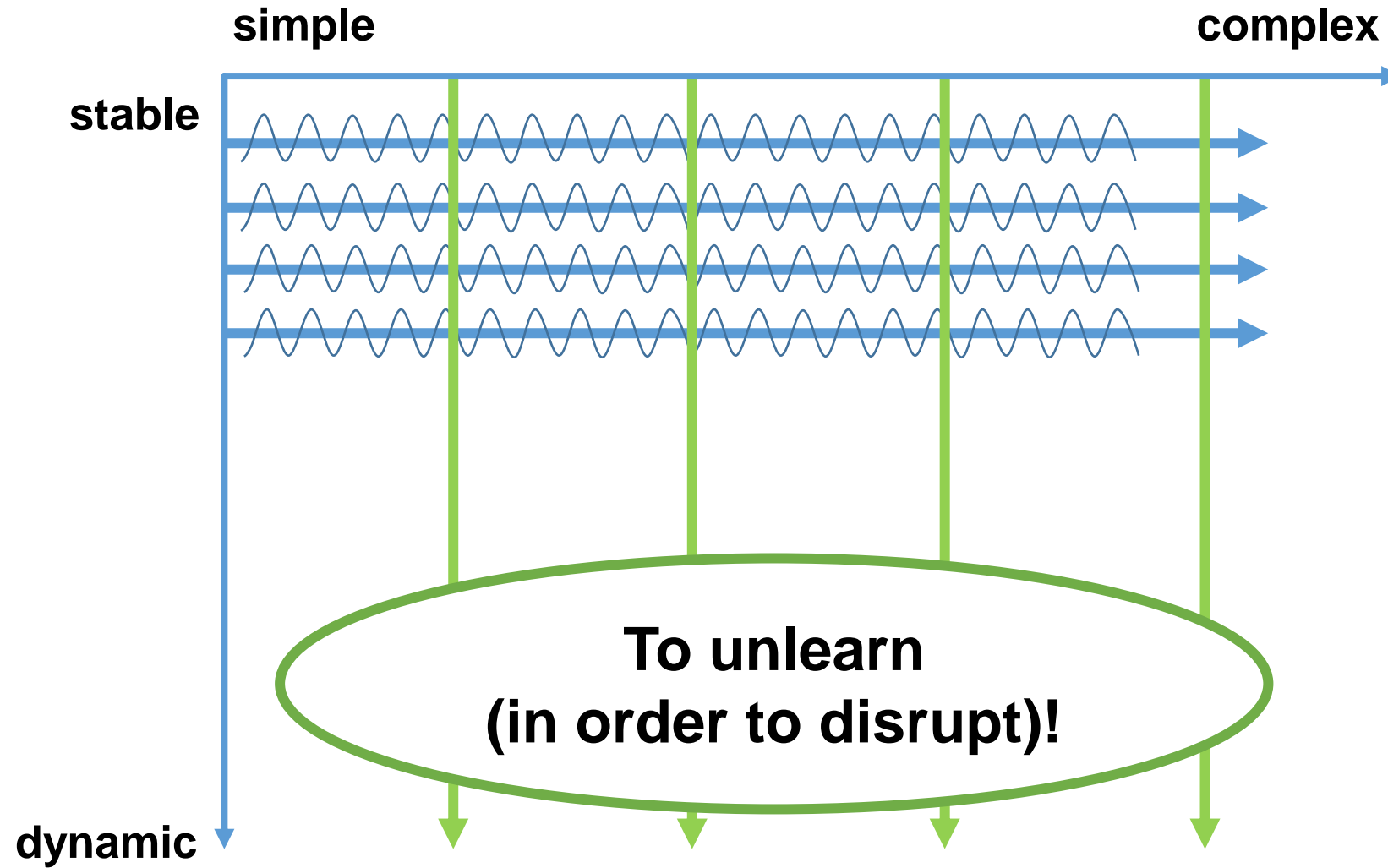
HET "BACKWARDS BICYCLE EXPERIMENT" VAN DESTIN SANDLIN

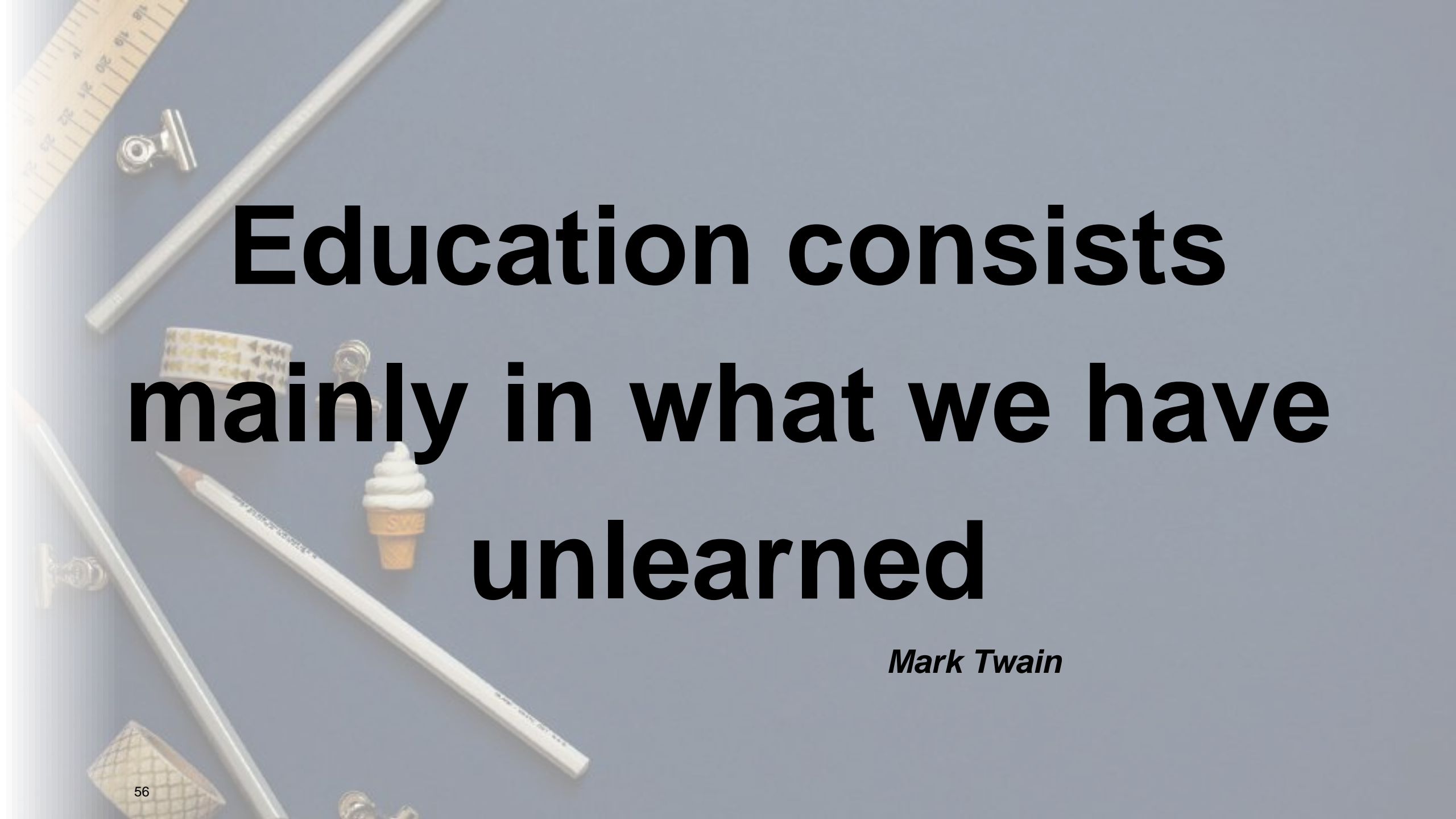# NEUROPLASTICITY: HOW TO REWIRE YOUR BRAIN?

- = *the brain's ability to reorganise itself by forming new neural connections throughout life*
- Rules of the "rewiring" game:
  - Change is mostly limited to those situations in which the brain is in the mood for it
  - The harder you try, the more you're motivated, the more alert you are, the bigger the brain change
  - Initial changes are temporary

4 TACTICS TO UNLEARN

1. Be humble: the only true wisdom is knowing you know nothing (Socrates);
2. Be curious; the most useful piece of learning for the uses of life is to unlearn what is untrue (Anthistenes)
3. Ask for feedback;
4. Look for the other sides of the coin; suspend your judgement

Education consists mainly in what we have unlearned

Mark Twain

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THE UNLEARNING TYPOLOGY

	Planned	Unplanned
Positive	**Unlearning**	Decay
Negative	Sabotage	Negligence

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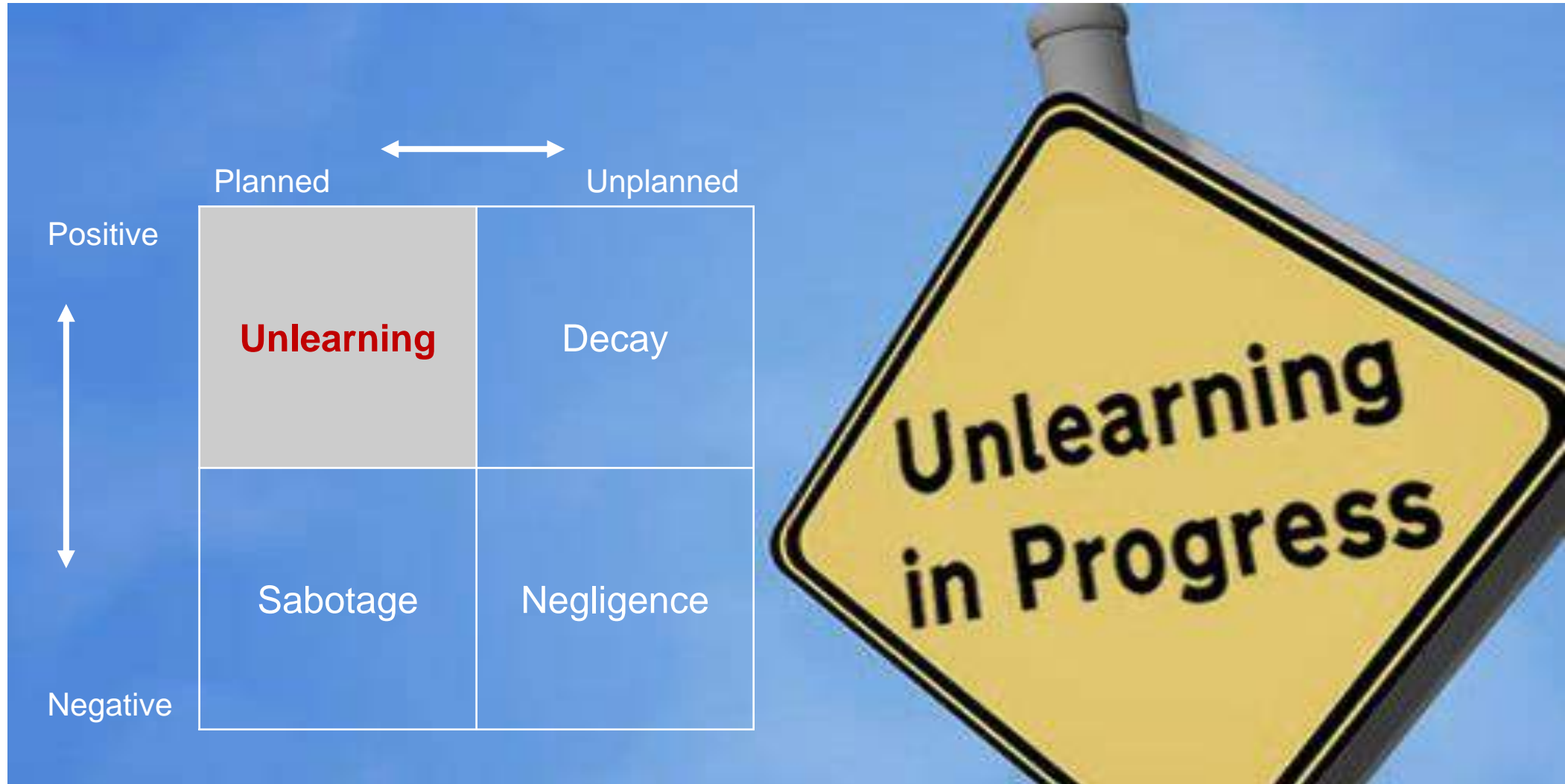
UNLEARNING

Like the painter who needs to prepare a surface,
stripping the paint is 70% of the work while repainting is
only 30%

WHY THE PROBLEM WITH LEARNING IS UNLEARNING   (HBR MARK BONCHEK)

– **Unlearning** is not about forgetting, it is the ability to choose an alternative mental model or paradigm

– 3 stages in this process:
  1. You have to recognize that the old mental model is no longer relevant or effective
  2. You need to find or create a new model that can better achieve your goals
  3. You need to ingrain the new mental habits

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THE ART OF UNLEARNING AT 3 DIFFERENT LEVELS

Behaviour
Giving up habits and routine behaviour by drilling the new skill

Knowledge
Asking 'new' questions in order to get new answers

Beliefs
Testing new beliefs, by putting the old ones aside

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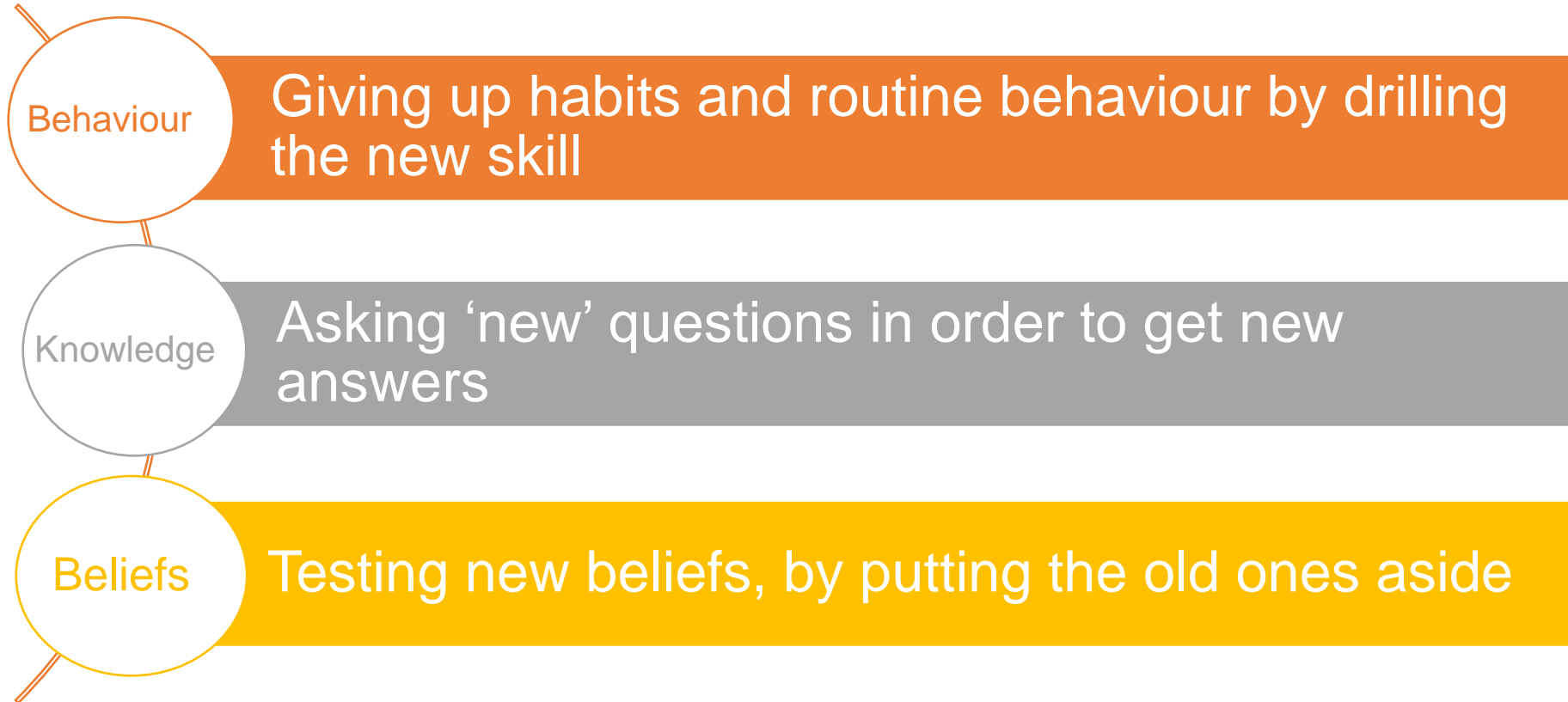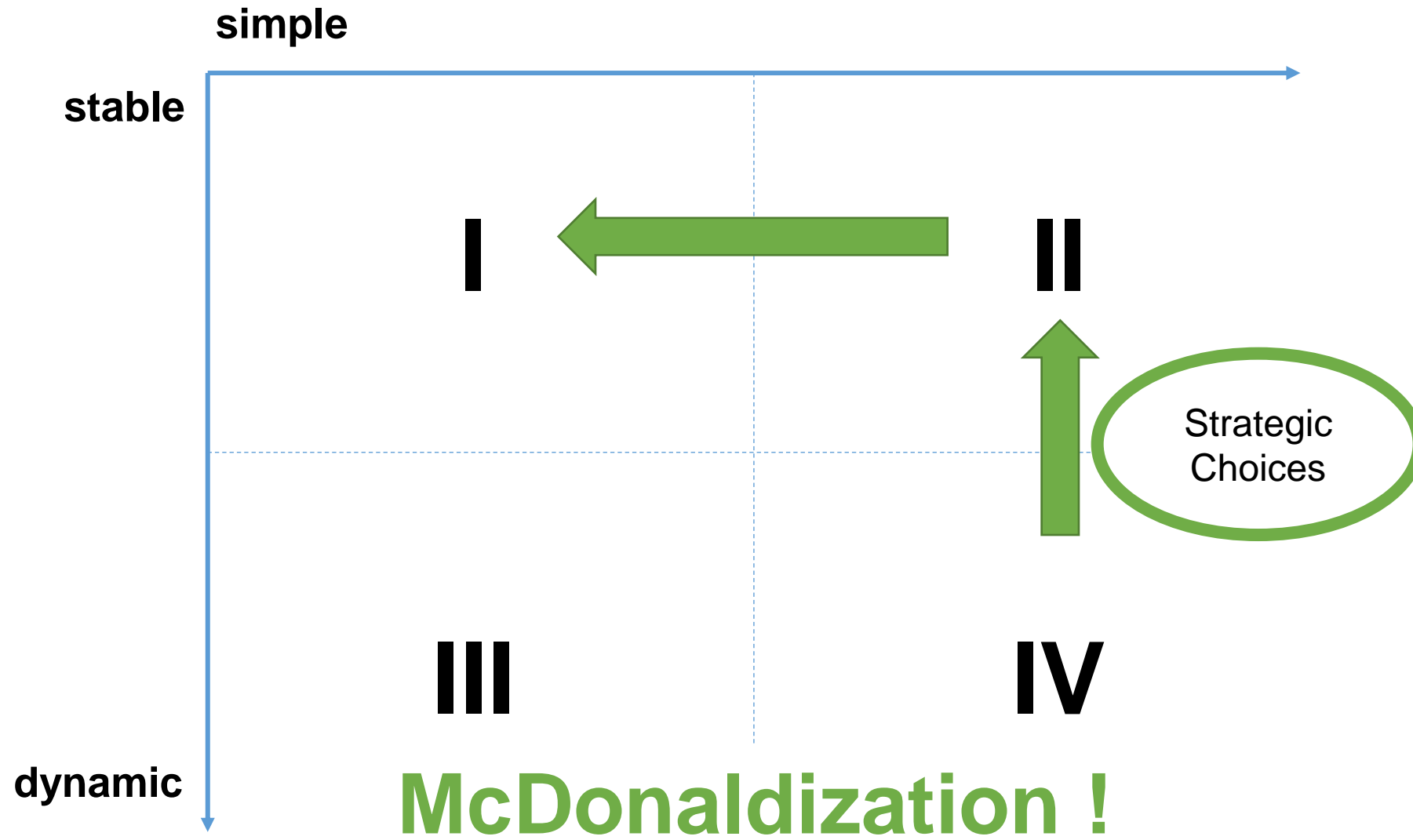
THE LATE, GREAT JOB

– Jobs are disappearing and this time for good

– Dejobbing: Head-count-reduction mania

- Quantitative: less people needed

- Qualitative: the fixed job is no longer normative

WHY?

1. Change and the transformation of work
   - 'informating' the workplace
   - 'things' ↔ 'data' (the business of data)
   - communication technology as "multiplier"
2. Strategies that organisations currently use to cope with change
3. Delocalizing work
4. "Hoteling": job ≠ office, the demise of the office
5. Re-engineering work
6. Turbulence erodes job outlines
7. Jobs are change inhibitors

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THE RISE AND FALL OF THE GOOD JOB

- Jobs: building blocks in Tayloristic organisations

- The rise of alternative jobs

- Emphasis on 'added-value' thinking

FOCUS ON THE WORK THAT NEEDS TO BE DONE

– TIM-J syndrome (that isn't my job)

– Cfr.

- I'm my position (disability 1, Senge)

- Doughnut organisation (Handy)

– Individual task ↔ Team task

(crew resource management)

– Employability & learnability

D.A.T.A.-PEOPLE

– Desires

– Abilities

– Temperament

– Assets

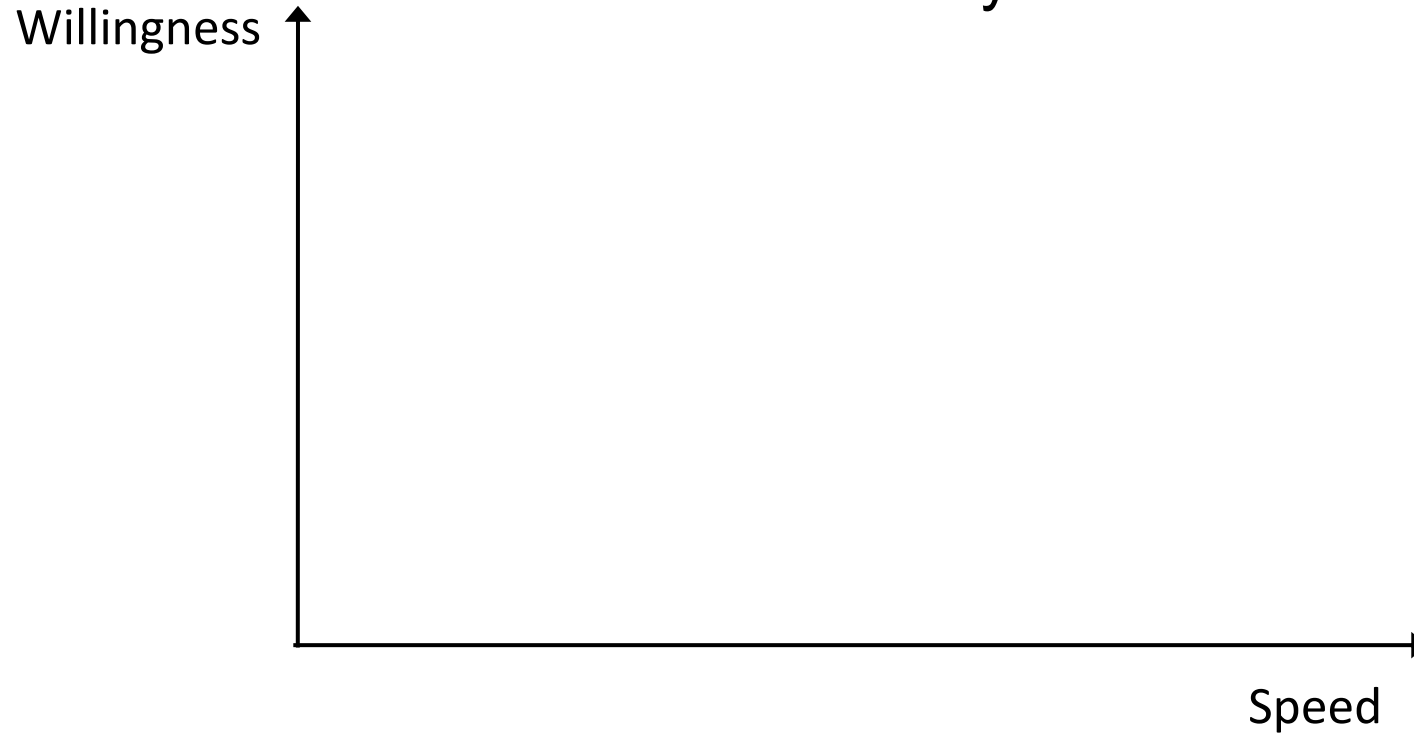* 'recycling' of 'data'

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1. DESIRE

— The will vs. the skills.

— Do you know for every single employee what's on their "desire list" ?

— Where is the "desire button" ?

— Some people must be protected against their desire.

2. ABILITY

What will stand the test of time?

"Learnability"

Willingness ↑

Speed →

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3. TEMPERAMENTALLY

– "We hire attitudes but we train skills"

– Disposition vs. changeability

– Personality model – Big 5

   1. Introversion – Extroversion

   2. Emotional stability

   3. Openness

   4. Likeability

   5. Conscientiousness

4. ASSETS

– Assets not necessarily work related

– 2 golden rules:

1. Know the facts

2. Take action on time

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A CAREER GUIDE FOR THE 21ST-CENTURY WORKER

– "Our employees look at change and learning as job security" (Harry Quadraci)

– All jobs are temporary

– In the future, security will depend on your developing:

- Employability

- Vendor-mindedness

- Resiliency

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4 LEARNING POINTS

1. Learn to see every potential work situation as a market

2. Survey your D.A.T.A.

3. Take the results of step 2, and build a business around it: managing

   'You & Co.'

4. Learn about the psychological impacts of life in this new work world

THE POST-JOB ORGANISATION

– Core ↔ non-core employees

Core employees	Vendors and subcontractors
Customers and clients	Temporary and term hires

– Leads to dual HRM policies

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THE WHY OF WORK (ULRICH & ULRICH)

– Leaders are "meaning makers".

– The financial crisis led to a 'psychological crisis'.

– Great Place to Work Institute reports: over 10y GPtW 6/1 annual return for the

S&P's 500.

– Create: abundant organisations

CREATE AN AWARENESS FOR 'MAKING MEANING'

7 basic questions:

1. What am I known for? (Identity)

2. Where am I going? (Purpose & motivation)

3. Whom do I travel with? (Relationships and teams that work)

4. How do I build a positive work environment?

   (Effective work culture)

5. What challenges interest me? (Personalized contributions)

6. How do I respond to disposability and change?

   (Growth, learning and resilience)

7. What delights me? (Civility and happiness)

- "Most people find about as much meaning in their lives as they make up their minds to find." (Ulrich & Ulrich)
- Great leaders "facilitate" their employees in finding their answers on these 7 questions/issues in life.
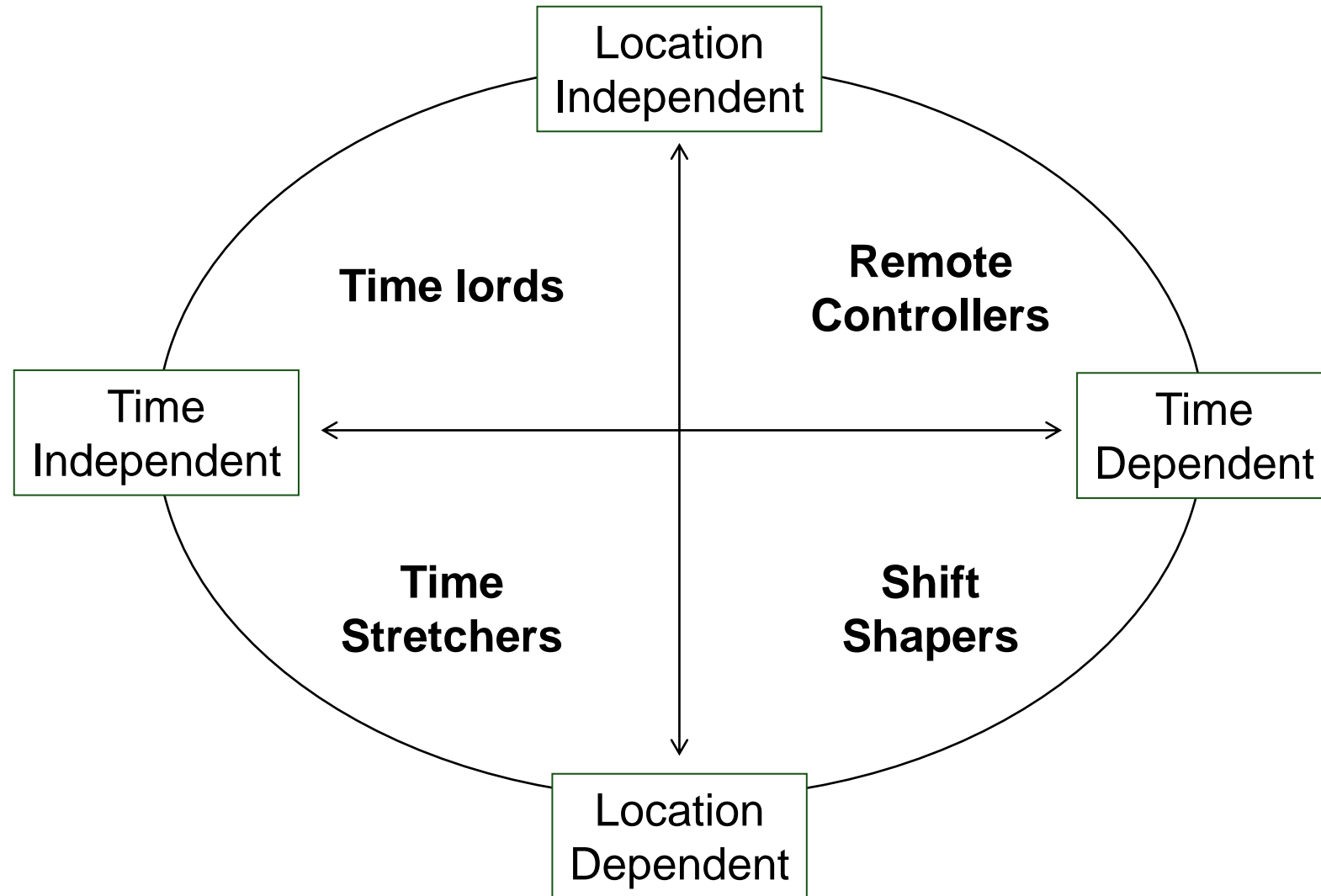
THE 5 FORCES THAT WILL SHAPE THE FUTURE OF WORK

1. Technology

2. Globalization

3. Demography and longevity

4. Society

5. Energy resources

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FLEXING TIME & PLACE: NEW WAYS OF WORKING

THE ADDED VALUE OF HR

"Rather than following the crowd in human resource practices, firms should think about how being different can help them create the distinctiveness needed to succeed"

Anonymous

"The cut, cut, cut manager will be replaced with someone who can build, change and develop for the future."

Mike Johnson

ARE WE THE ONLY ONES WONDERING WHETHER WE HAVE ADDED VALUE?

- No,
  - operations managers
  - supply chain managers
  - marketing managers
  - CFO's

- One could ask the question:

  "Who is actually having the power?"

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HOW HR PROFESSIONALS BELIEVE THEY SPEND THEIR TIME

| Percentage of time spent on …	5-7 years ago	Current
Maintaining records Collect, track and maintain data on employees	25.9	13.2
Auditing and controlling Ensure compliance to internal operations, regulations and legal and union requirements	14.8	13.3
Providing HR services Assist with implementation and administration of HR practices	36.4	32.0
Developing HR systems and practices Design HR programmes, policies and supporting systems	12.6	18.1
Serving as strategic business partner Serve as member of the management team; involved with strategic HR planning, organisational design, and strategic change	9.6	23.5

Source: Edward E. Lawler III, John W. Boudreau, and Susan Mohrman, *Achieving Strategic Excellence (Palo Alto, CA; Stanford University Press, 2006)*

HOW HR PROFESSIONALS ACTUALLY SPENT THEIR TIME 1995 - 2004

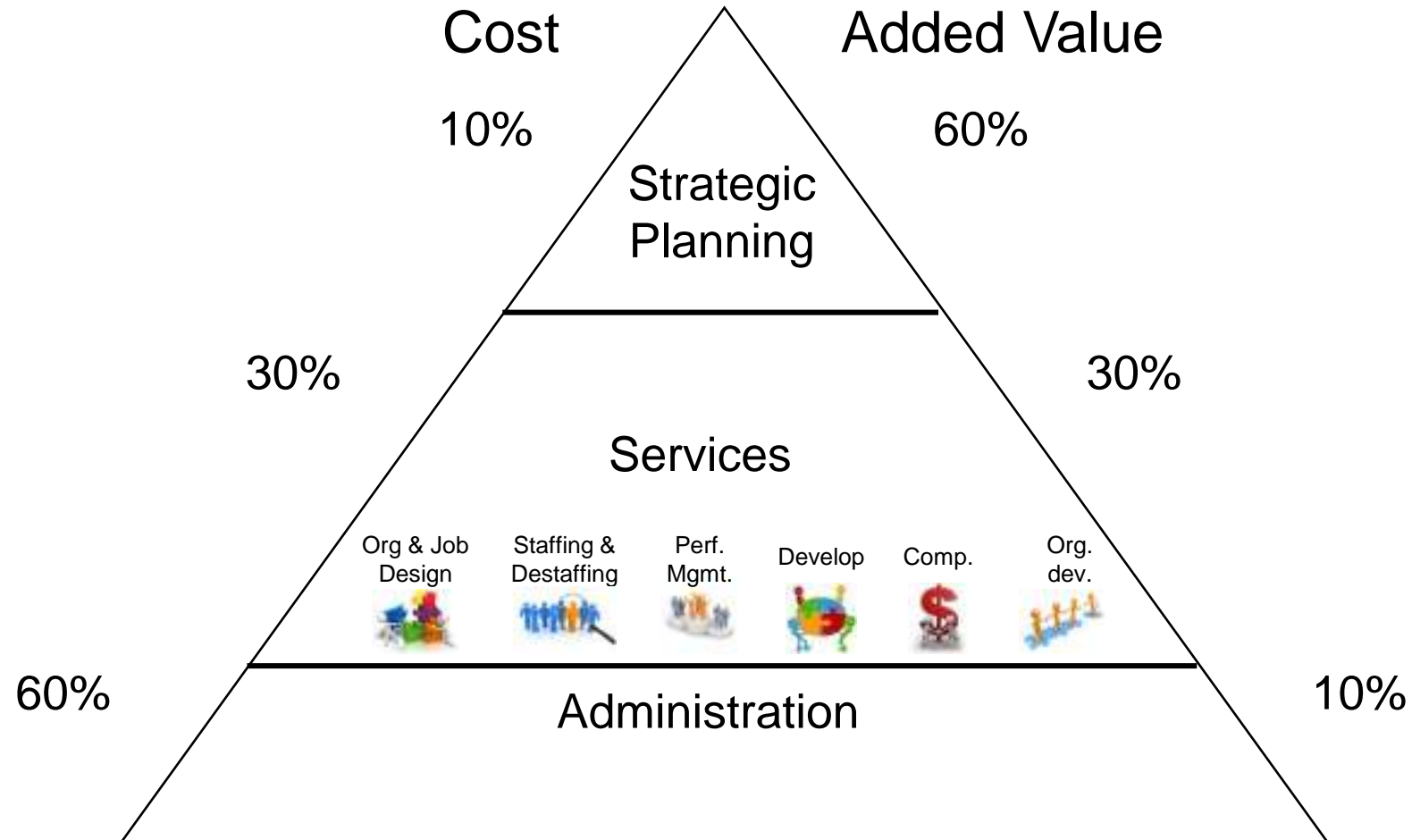| Percentage of time spent on …	1995	2001	2004
Maintaining records	15.4	14.9	13.4
Auditing and controlling	12.2	11.4	13.4
Providing HR services	31.3	31.3	31.7
Developing HR systems and practices	18.5	19.3	18.2
Serving as strategic business partner	21.9	23.2	23.3

EXTENDING THE HR PARADIGM
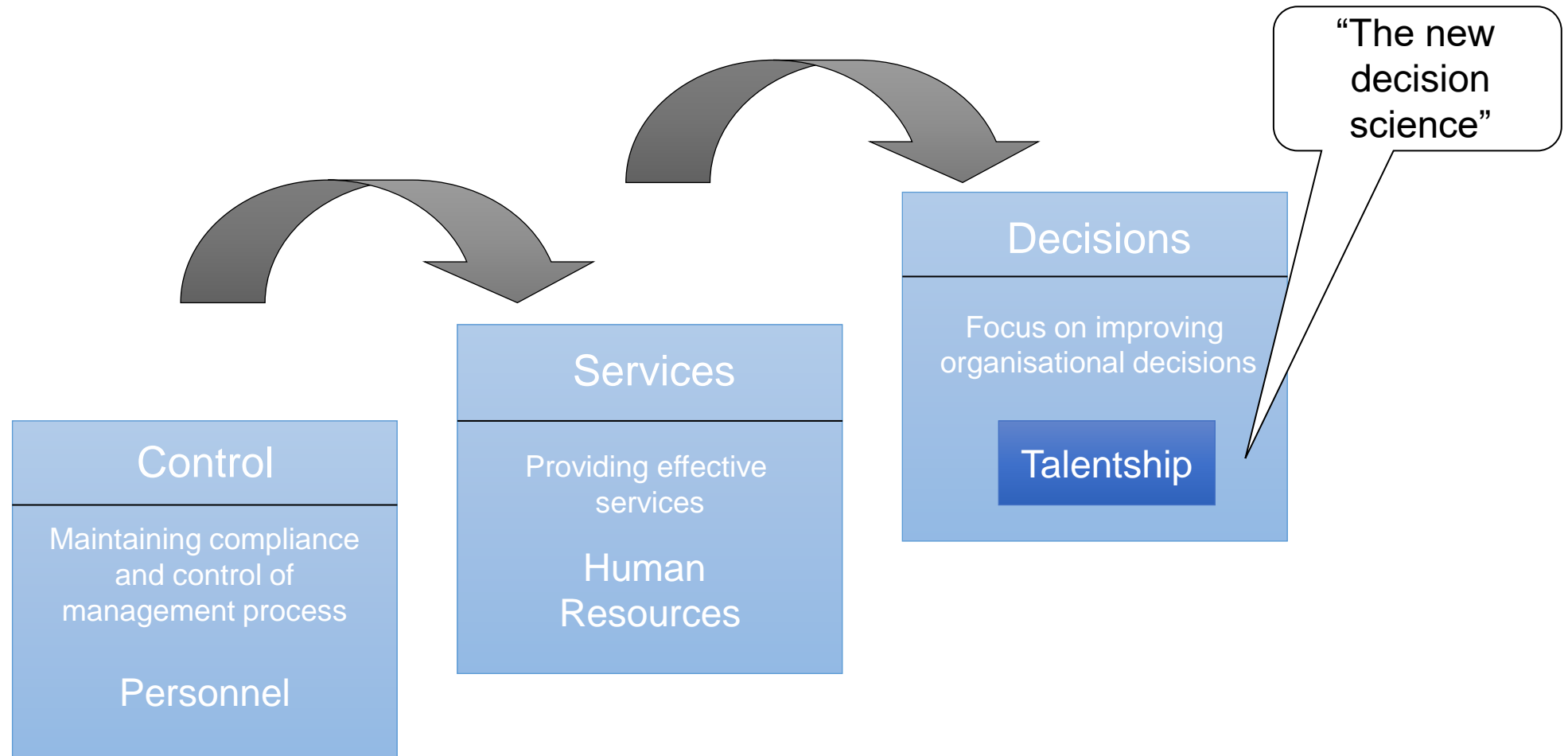
"Talentship is to HR
what finance is to accounting
or what marketing is to sales"

(Boudreau & Ramstad, 2007)

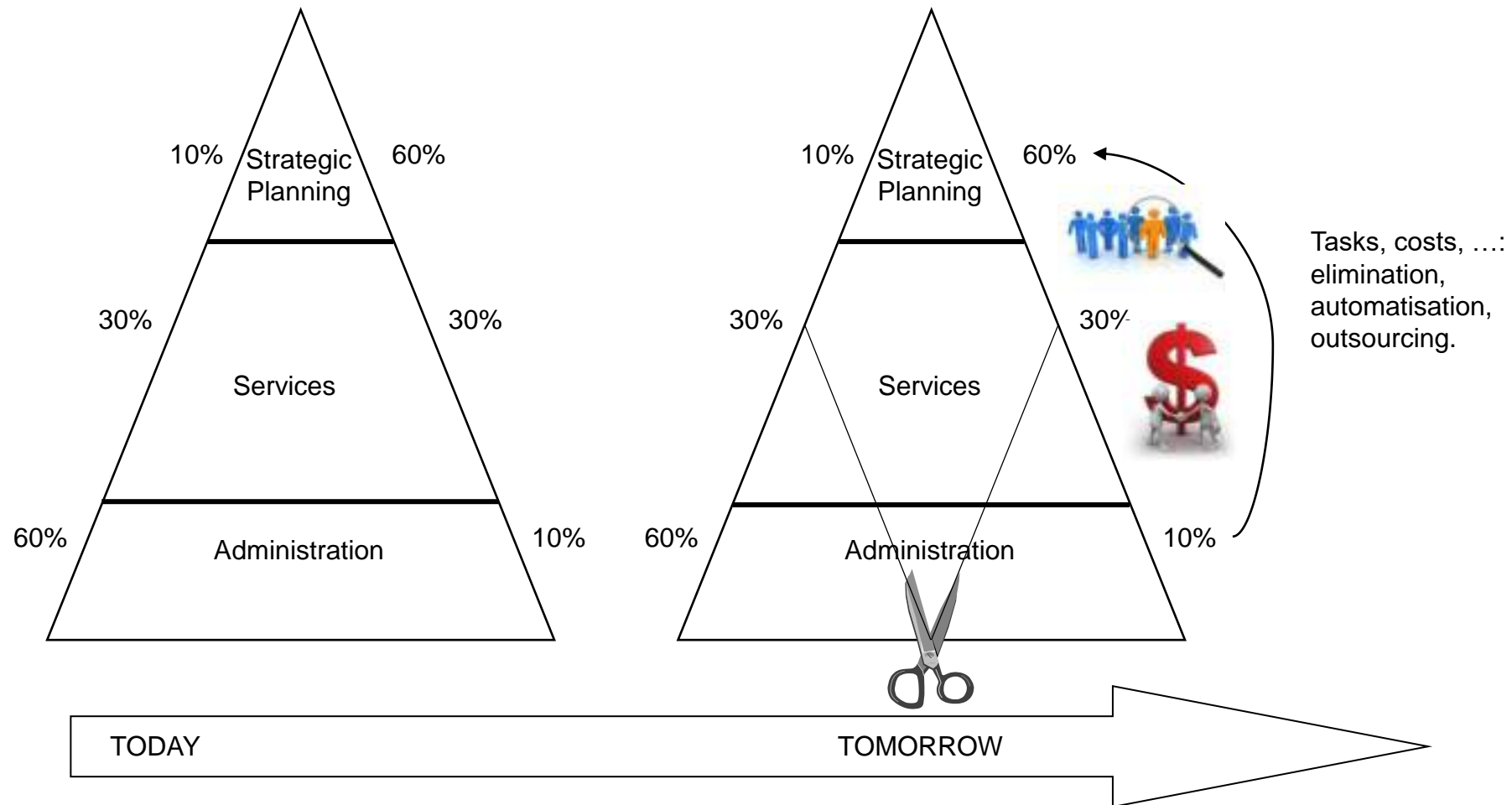GHENT
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HOW DISTINCTIVE IS YOUR HR STRATEGY?

– How concerned would you be if your major competitor had a copy of your business strategy?

– How concerned would you be if your major competitor had a copy of your HR strategy?

– What does it mean if HR people would not care too much about it?

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COSTS VERSUS ADDED VALUE OF HR ACTIVITIES

Cost   Added Value

10%   60%

Strategic Planning

30%   30%

Services

Org & Job Design   Staffing & Destaffing   Perf. Mgmt.   Develop   Comp.   Org. dev.

60%   10%

Administration

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REENGINEERING HUMAN RESOURCES

Tasks, costs, …:
elimination,
automatisation,
outsourcing.

HUMAN RESOURCE COMPETENCY MODEL
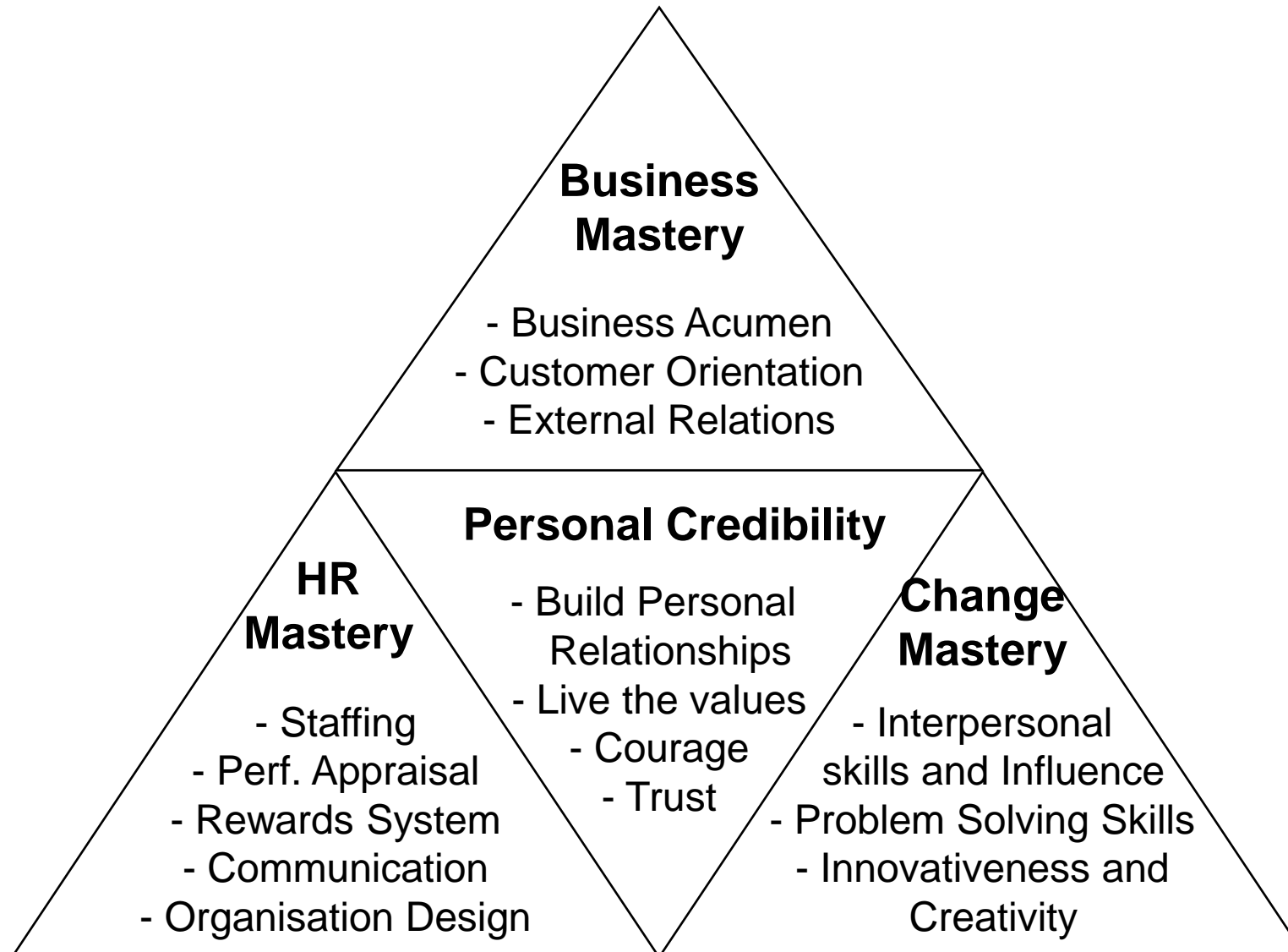
ULRICH IN 1997: MULTIPLE ROLE MODEL FOR HR

Long term

Management
of strategic
human resources

Management
of transformation
and change

Processes ⟶ People

Management
of the
administration of
the organisation

Management
of employees

Short term
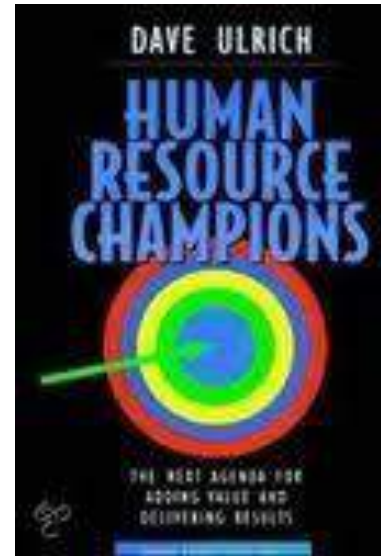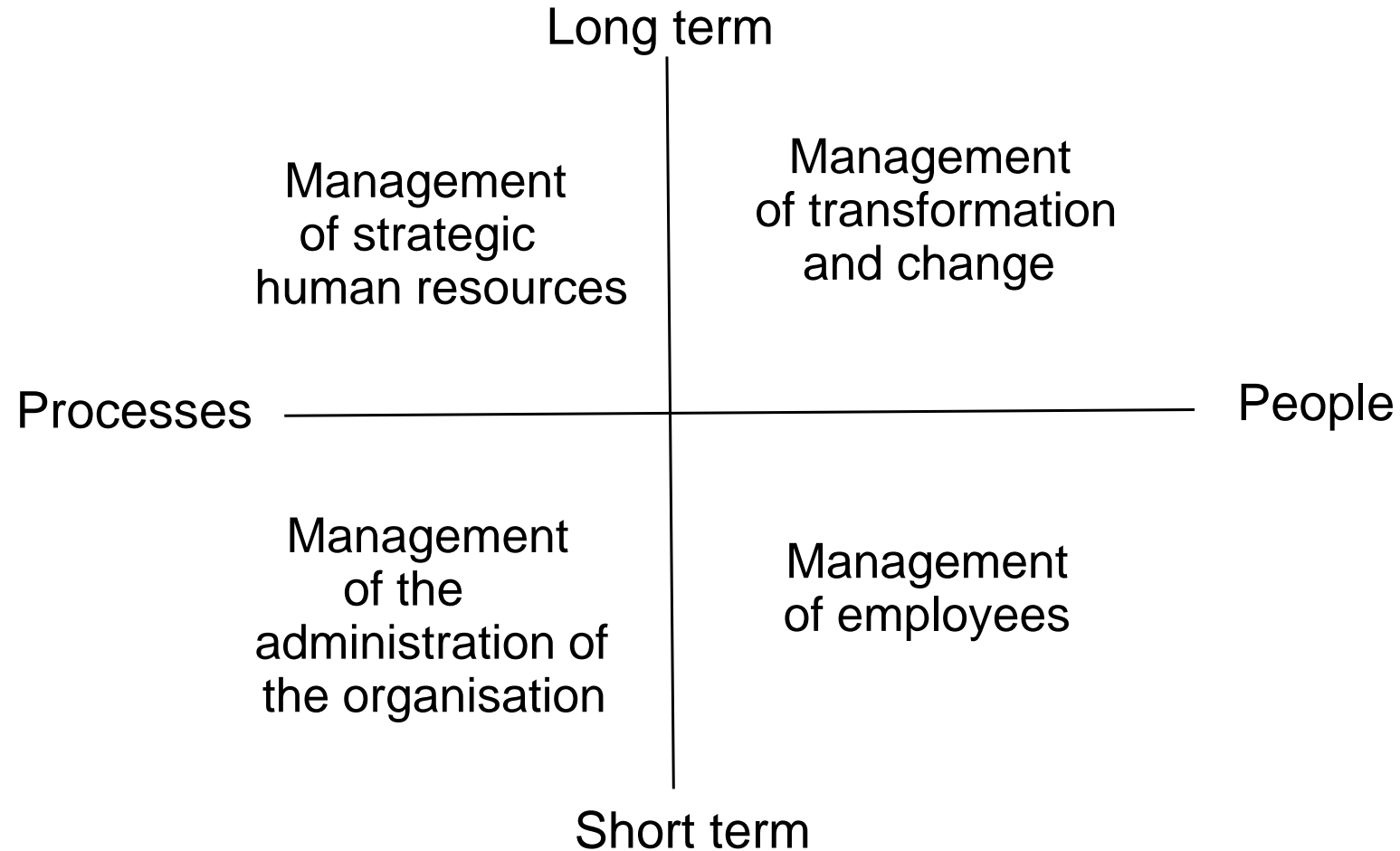
DEFINITION FOR HR ROLES

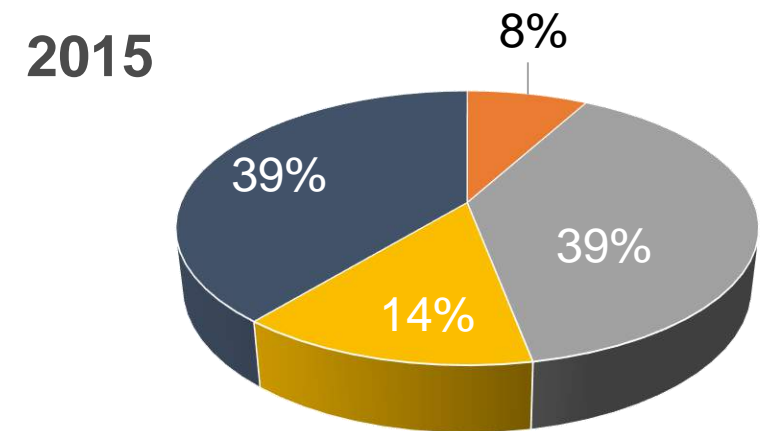| Role/Cell	Outcome	Metaphor	Activity
Management of Strategic Human Resources	Executing strategy	Strategic Partner	Aligning HR and business strategy: "Organisational diagnosis"
Management of Firm Infrastructure	Building an efficient infrastructure	Administrative Expert	Reengineering Organisation Processes: "Shared Services"
Management of Employee Contribution	Increasing employee commitment and capability	Employee Champion	Listening and responding to employees: "Providing resources to employees
Management of Transformation and Change	Creating a renewed organisation	Change Agent	Managing transformation and change: "Ensuring capacity for change"

SHARED RESPONSIBILITY FOR HR-ROLES
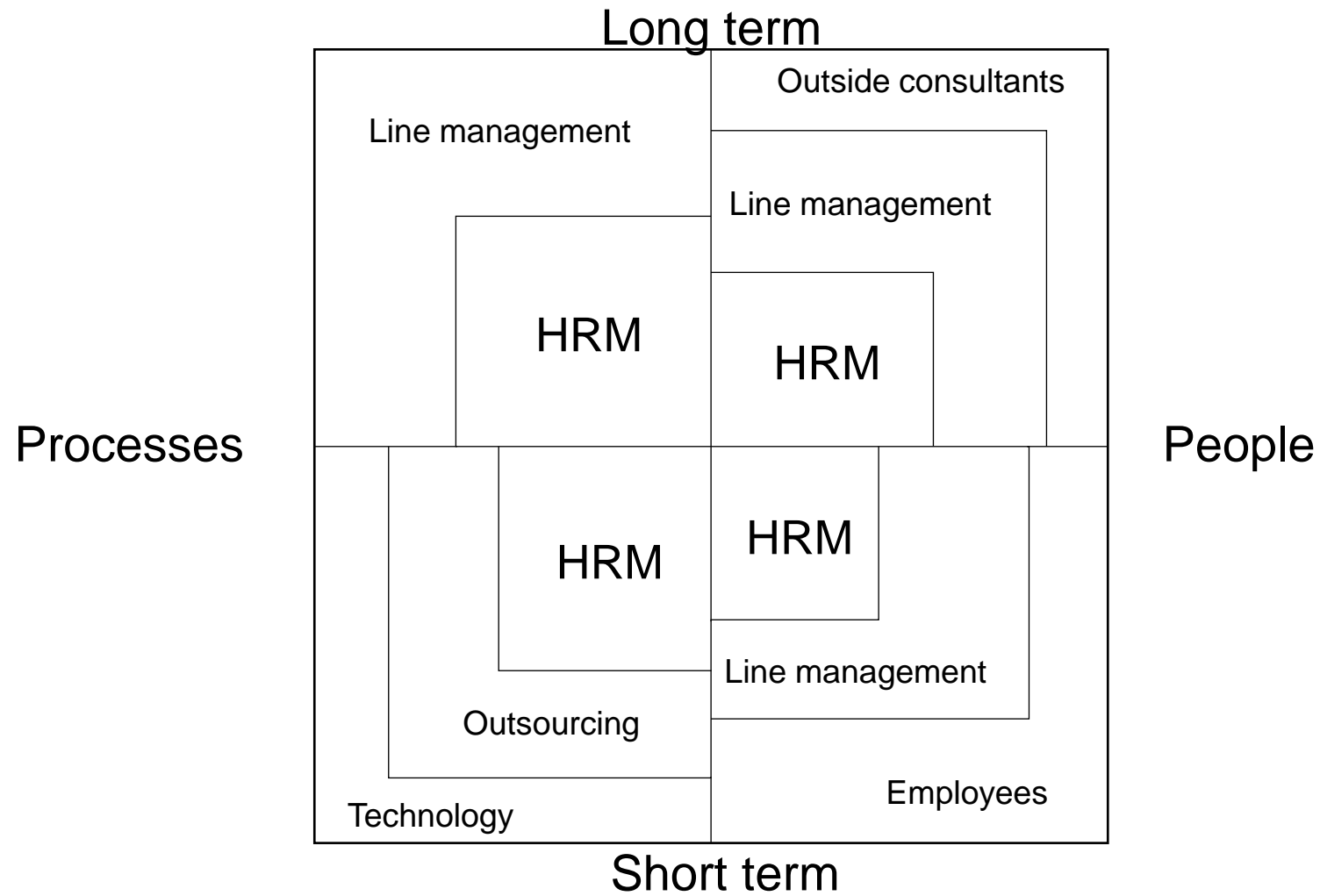
INVOLVEMENT OF HRM IN DECISION-MAKING PROCESSES

HRM as an intelligent toolbox

☑ Active adaptation
☑ Conceptual understanding
☑ Instrumental

Value-driven HRM

☑ Anticipative
☑ Recognize and determine
☑ Give meaning

Executive HRM

☑ Passive adaptation
☑ Executing
☑ Hic et nunc problem solving

Reactive HRM

☑ Reactive
☑ Glue
☑ Resolve misfits

Early

Very early

Late

Very late

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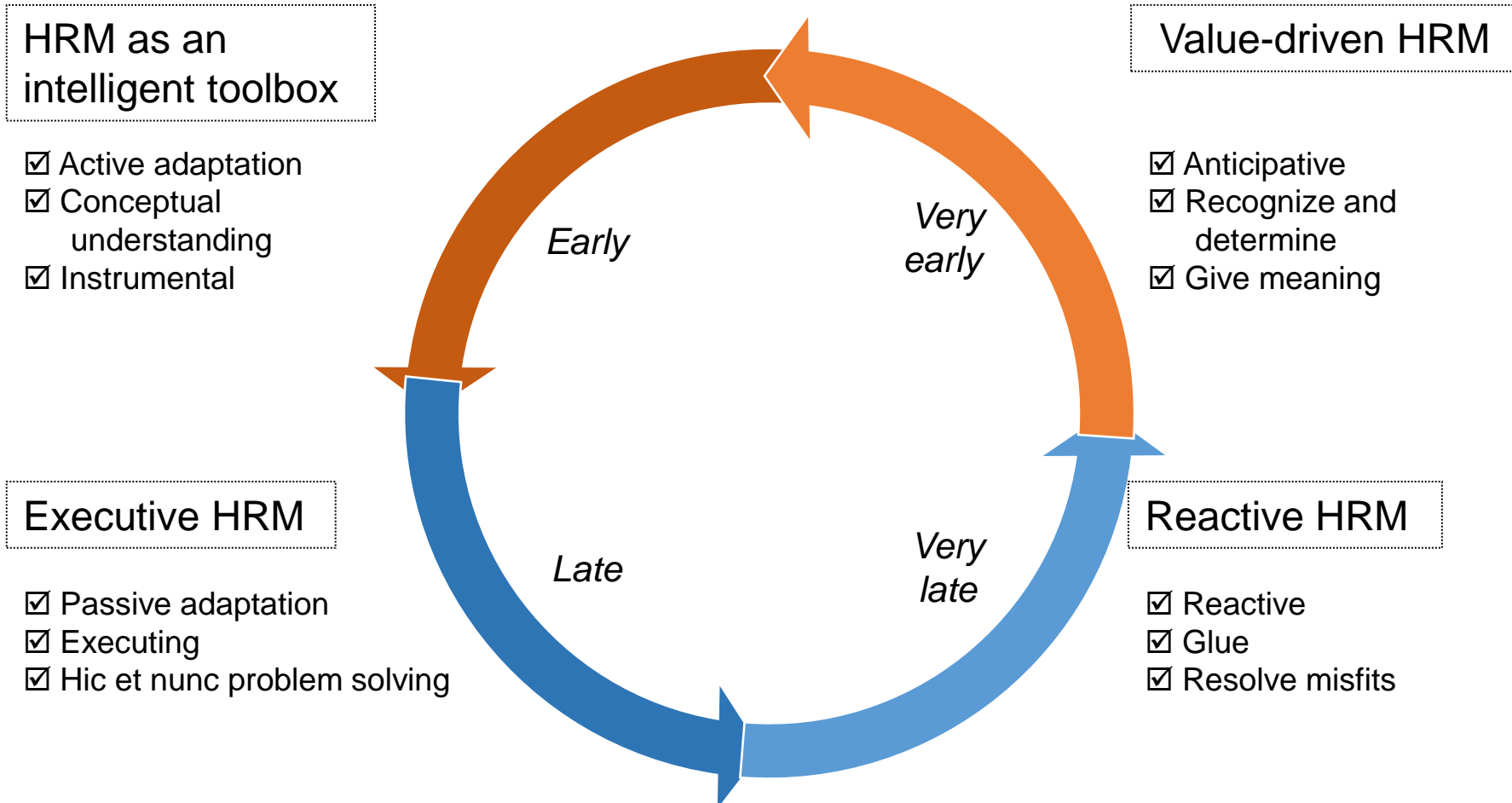
INVOLVEMENT OF HRM IN DECISION-MAKING PROCESSES

BACKGROUND OF THE HRM DIRECTOR

Legend:
- Personnel department
- Non-personnel specialists internally
- Personnel specialists externally
- Non-personnel specialists externally
- Other

1995
- 6%
- 7%
- 30%
- 32%
- 25%

1999
- 2%
- 9%
- 27%
- 42%
- 20%

2003
- 3%
- 6%
- 29%
- 42%
- 20%

2008
- 7%
- 28%
- 45%
- 20%

2015
- 8%
- 39%
- 39%
- 14%

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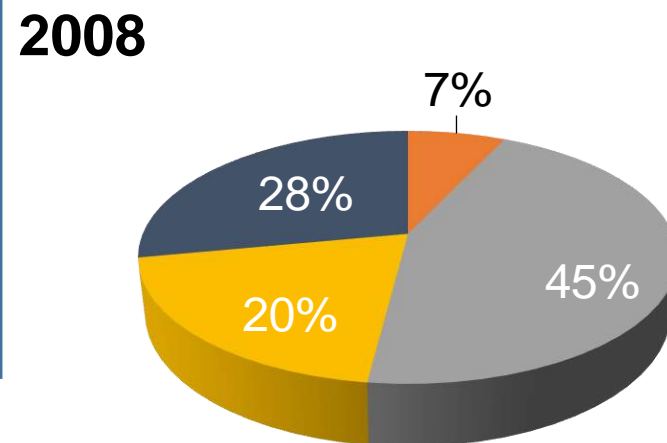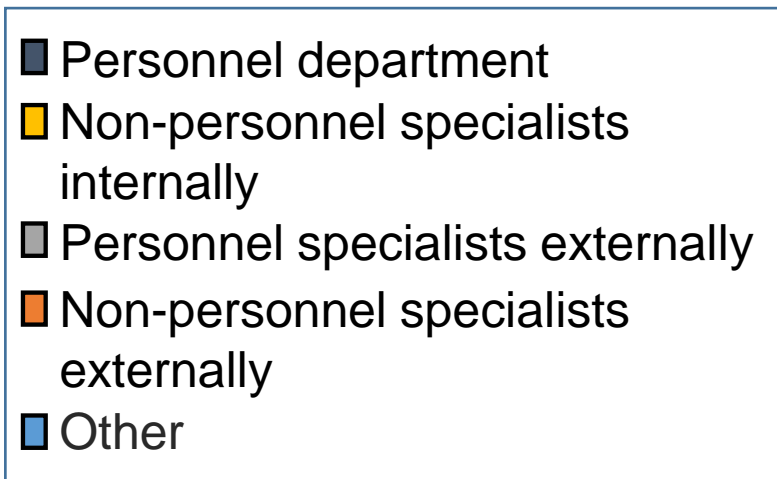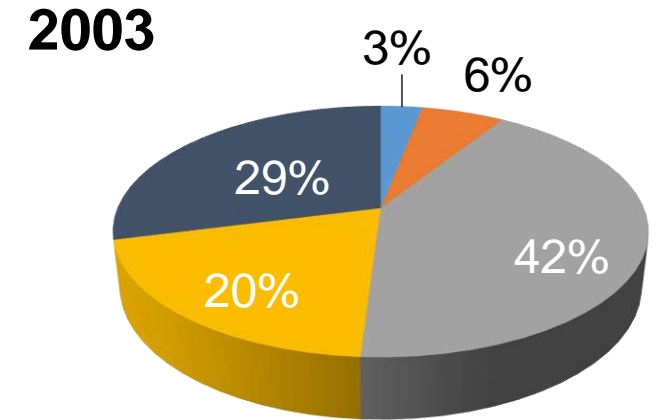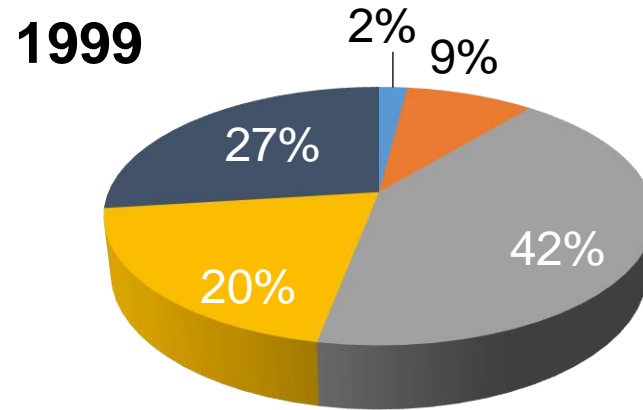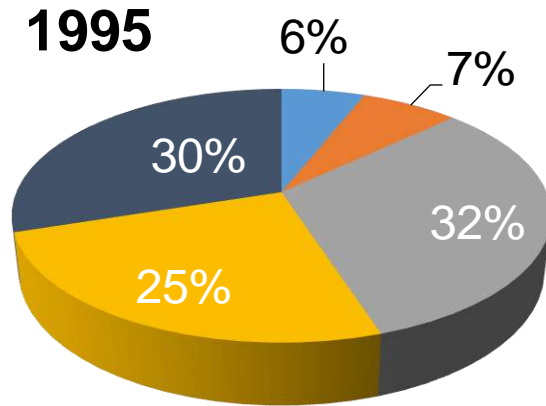
ORGANISATIONS IN WHICH THE PERSONNEL DIRECTOR HAS A PLACE ON THE MAIN BOARD OF DIRECTORS

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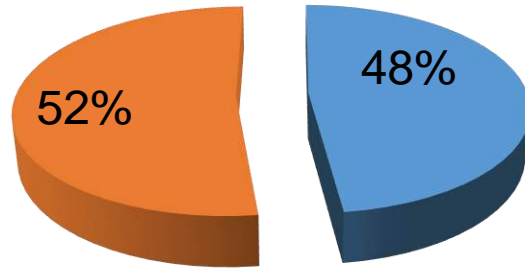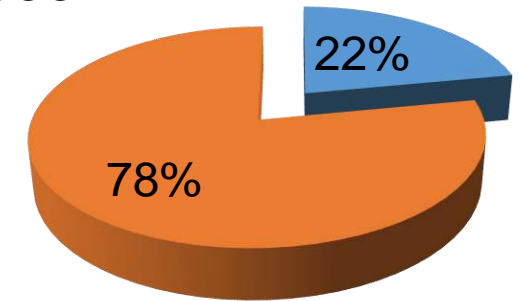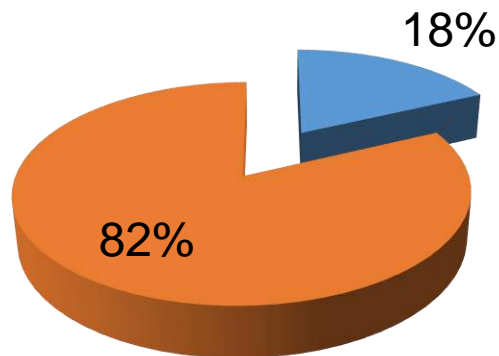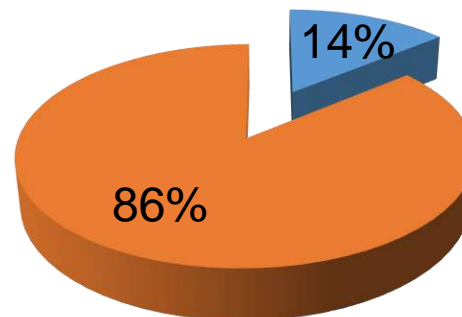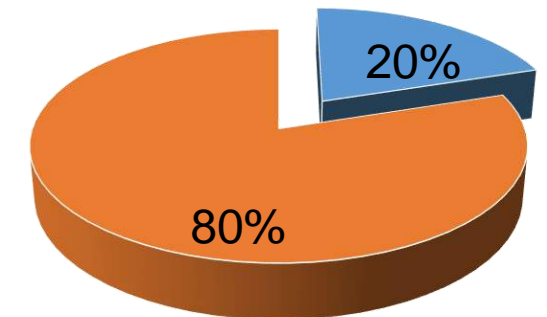
INVOLVEMENT OF HRM WHEN DEVELOPING AND IMPLEMENTING

Legend:
- From the outset
- Consultancy role
- On implementation
- Not consulted

1995
- 6%
- 18%
- 24%
- 52%

1999
- 5%
- 10%
- 30%
- 55%

2003
- 10%
- 12%
- 28%
- 50%

2008
- 5%
- 12%
- 28%
- 55%

2015
- 7%
- 19%
- 30%
- 44%

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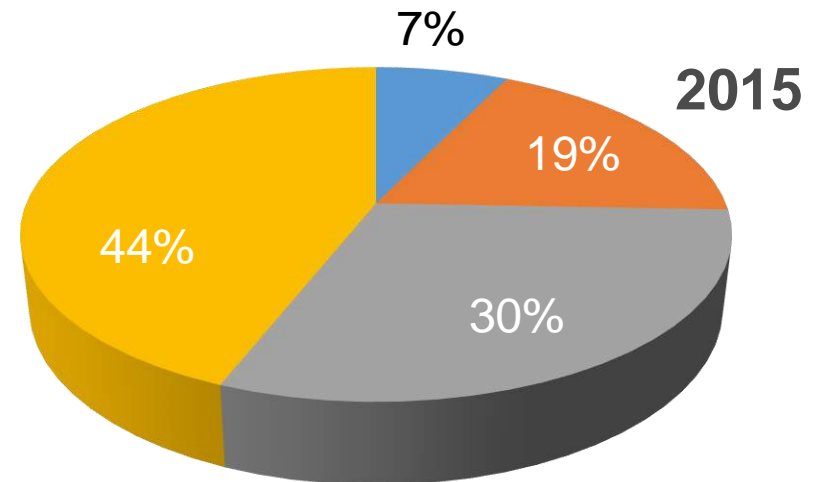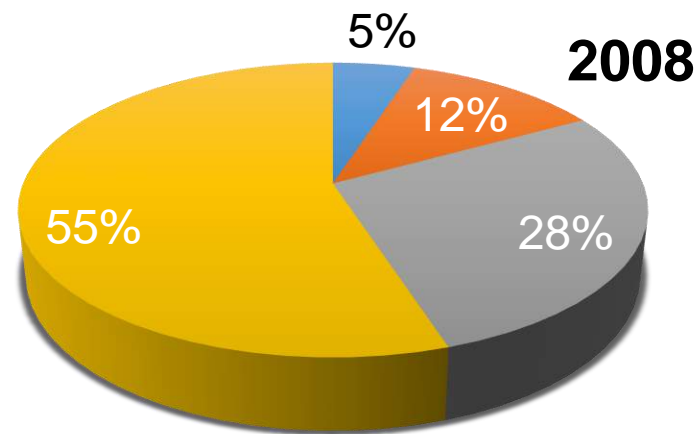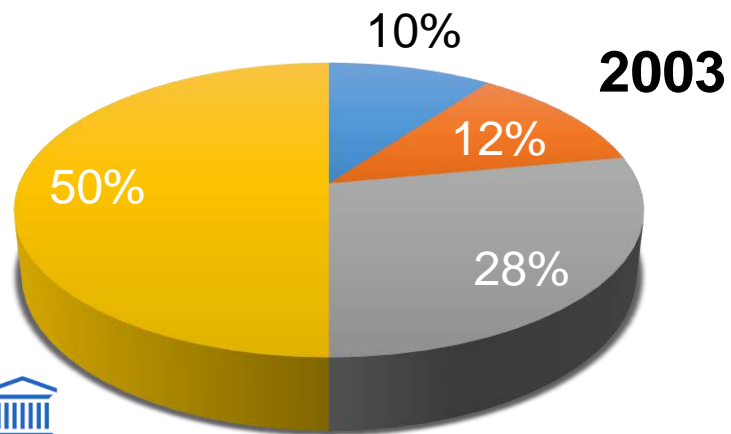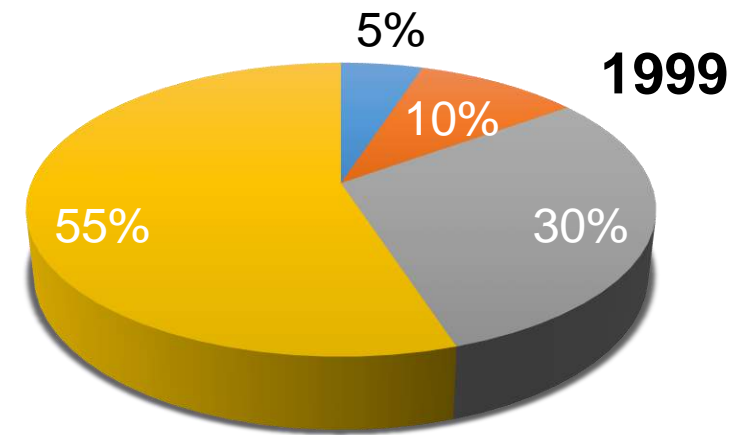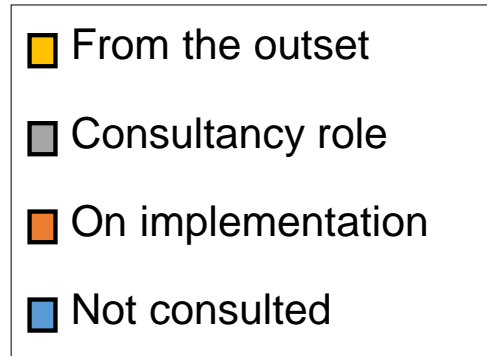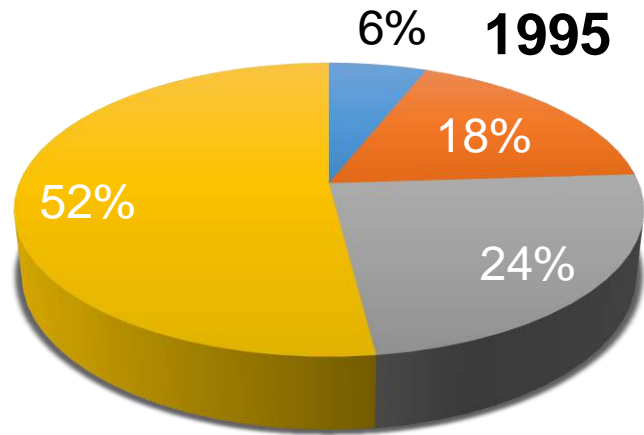
ORGANISATIONS WITH HR STRATEGY

1995
- 20% No HR strategy
- 34% Unwritten
- 46% Written

Legend:
- Written
- Unwritten
- No HR strategy

1999
- 19% No HR strategy
- 37% Unwritten
- 44% Written

2003
- 18% No HR strategy
- 28% Unwritten
- 54% Written

2008
- 10% No HR strategy
- 28% Unwritten
- 62% Written

2015
- 1% No HR strategy
- 20% Unwritten
- 79% Written

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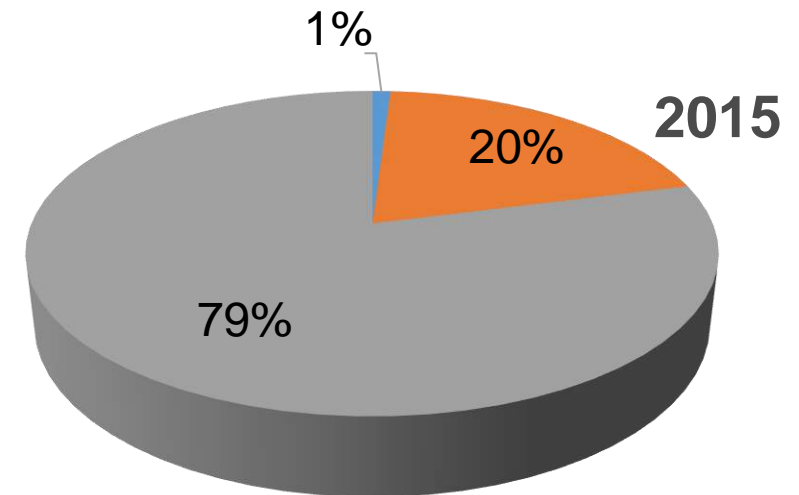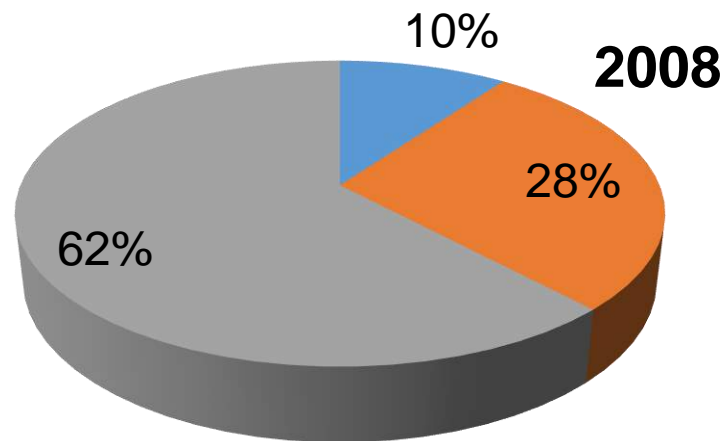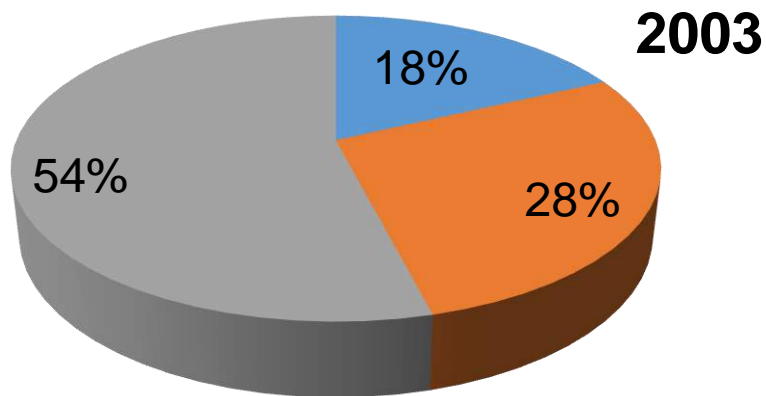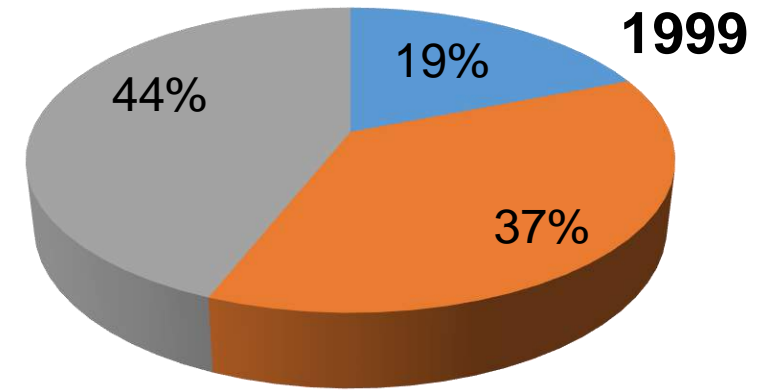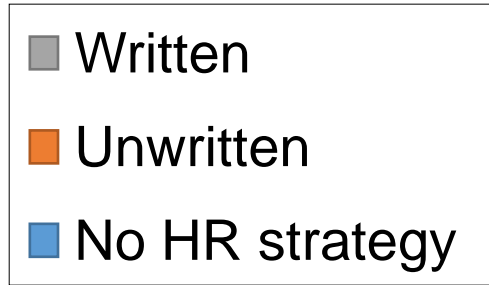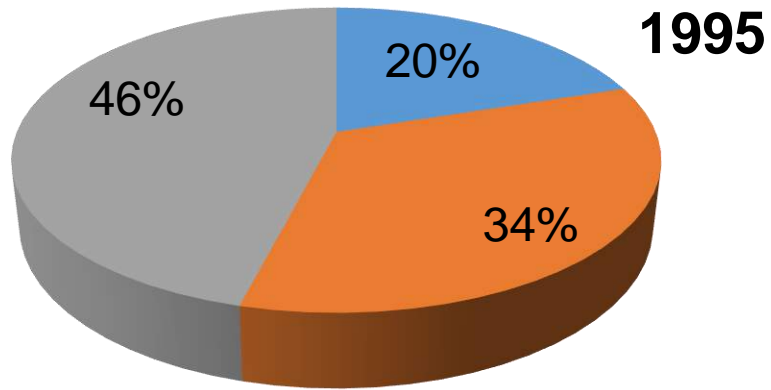
EXCESSES AS A CONSEQUENCE OF A ONE-SIDED INVOLVEMENT OF HRM

dreamer

Value-driven HRM

boffin

Intelligent toolbox

Reactive HRM

fireman

Implementing HRM

butler

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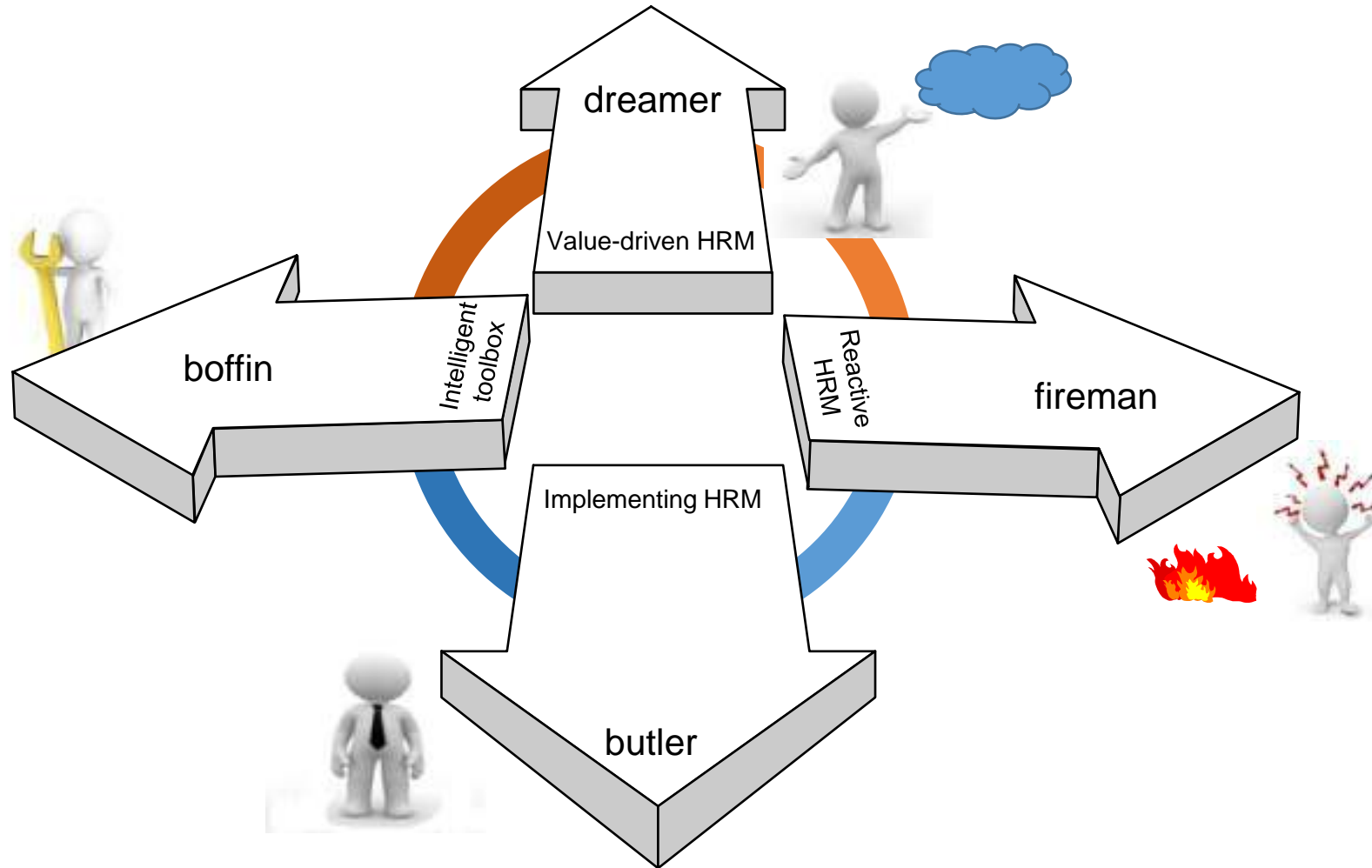
THE HR VALUE PROPOSITION (ULRICH, 2005)
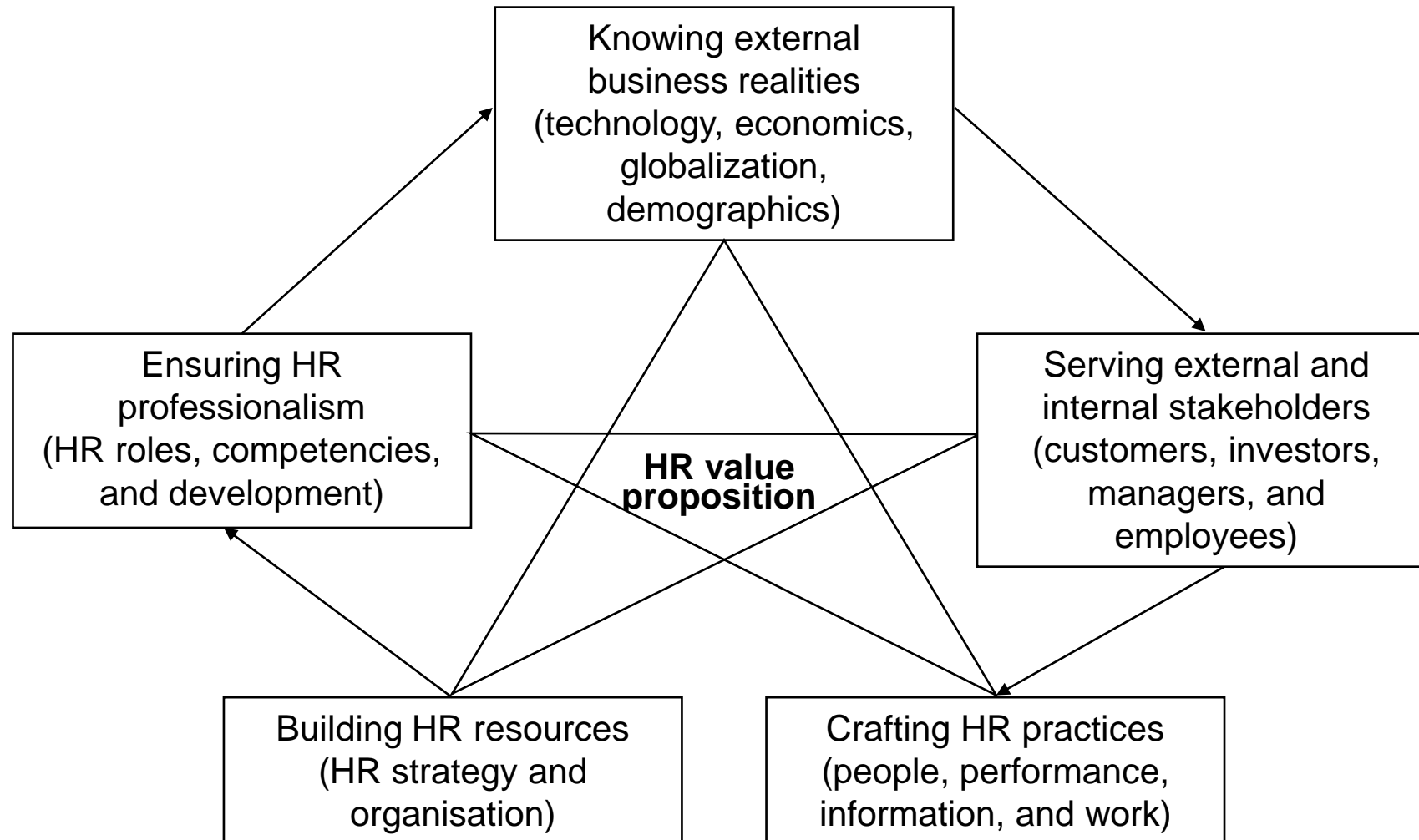
ULRICH 15 YEARS LATER: COMMON PITFALLS (DERAILERS TO WATCH OUT FOR)

1. Action before rationale

2. HR in isolation

3. HR in increments

4. HR by individual fiat

5. Placing HR structure before business strategy

6. Efficiency equals transformation

HR Transformation
Building Human Resources
From the Outside In

DAVE ULRICH   JUSTIN ALLEN
WAYNE BROCKBANK   JON YOUNGER   MARK NYMAN
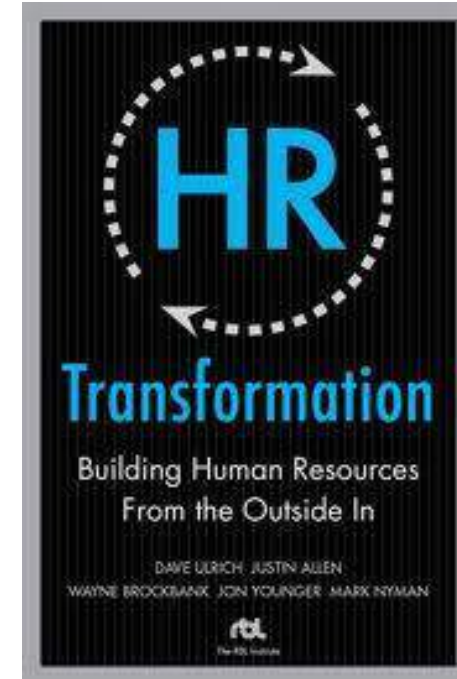
MODEL FOR HR TRANSFORMATION
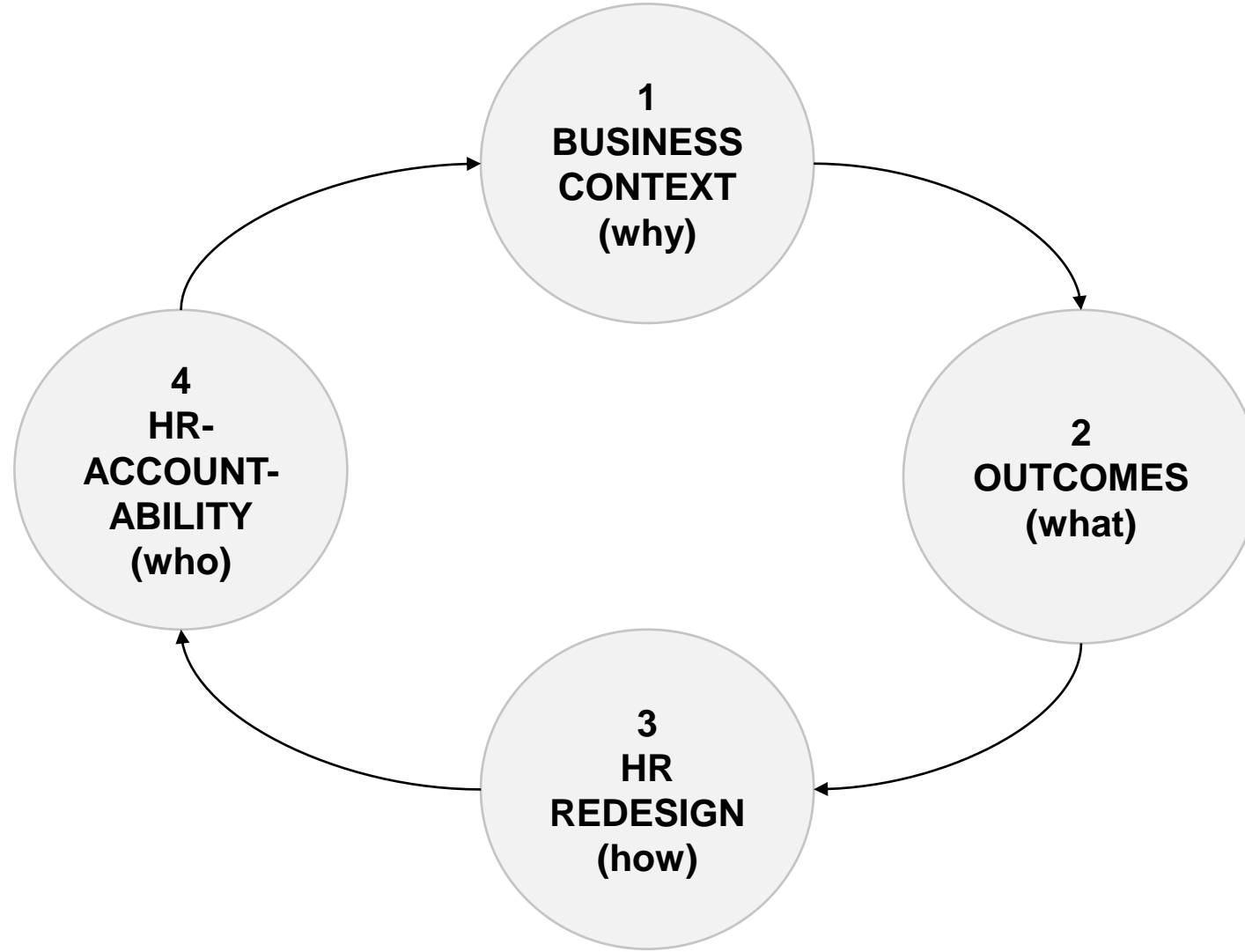
ROAD MAP FOR ENHANCING HR PRACTICES

ENHANCING HR PRACTICES		PROCESS: Ways to improve or reengineer HR practices		
		ALIGN	**INTEGRATE**	**INNOVATE**
CONTENT: Categories of HR practices	**PEOPLE**			
	PERFORMANCE			
	COMMUNICATION			
	WORK			

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KEY ATTRIBUTES OF HR

Organisation capabilities

Systems & processes

Relationships

PEOPLE

BUSINESS

TALENT MGR/ORG DESIGNER

CUTURE & CHANGE STEWARD

STRATEGY ARCHITECT

OPERA-TIONAL EXECUTOR

BUSINESS ALLY

CREDIBLE ACTIVIST

HR PROFESSIONALISM
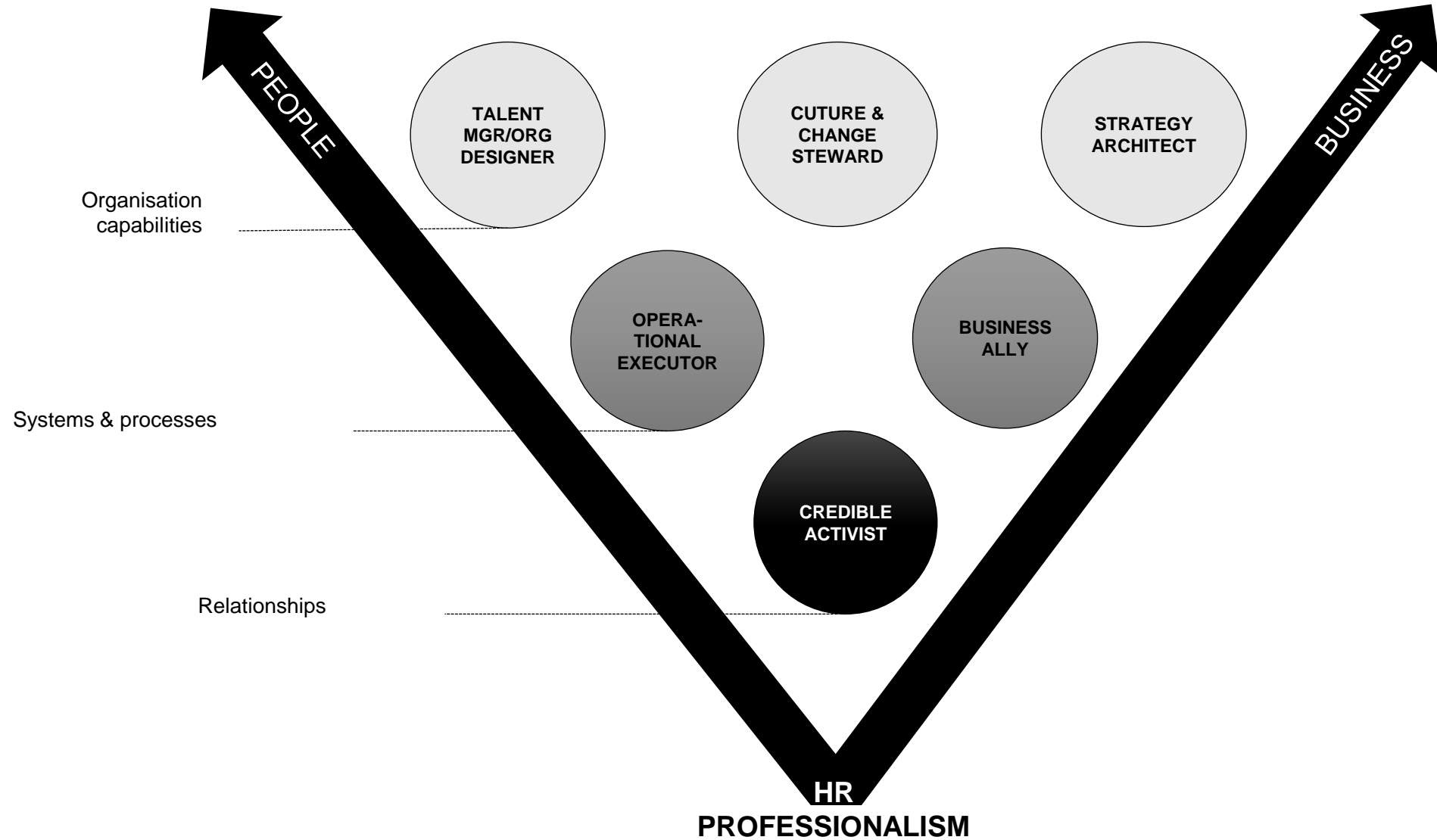
HOW DO INDIVIDUAL HR PROFESSIONALS DELIVER VALUE?

Organisation Enablers

Core Competencies

Delivery Enablers

- Human Capital Curator
- Culture and Change Champion
- Total Rewards Steward
- Strategic Positioner
- Paradox Navigator
- Credible Activist
- Compliance Manager
- Analytics Designer and Interpreter
- Technology and Media Integrator

HR Competency model 2016 (D. Ulrich)

Human Resource Management - Prof Dr Dirk Buyens – EB23

HR BAROMETER 2018: PRIORITY VERSUS HR MASTERY

Good job

Strength

High

Selection & Recruitment

Industrial Relationships

Learning and development

Talent Management

Compensation & Benefits

Engagement

Leadership Development

Performance Management

Retention

Actual Mastery

Prepare organisation for growth

Teamwork

HR Operational Excellence Employer branding

The new ways of working

Wellbeing

Competency Management

Diversity

Agility*

Cultural Change

HR Analytics

Prepare organisation for downsizing/stagnation

No priority

Area for improvement

Low

Low

High

Actual Priority

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TRENDS IN RECRUITMENT & SELECTION

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A. STRATEGIC TRENDS

1. R&S AS A COST VS. R&S AS AN INVESTMENT

R&S as a cost:

"The sourcing fabric"

↕

R&S as an investment:

"Talent supply chain management"

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2. INSOURCING VS. OUTSOURCING
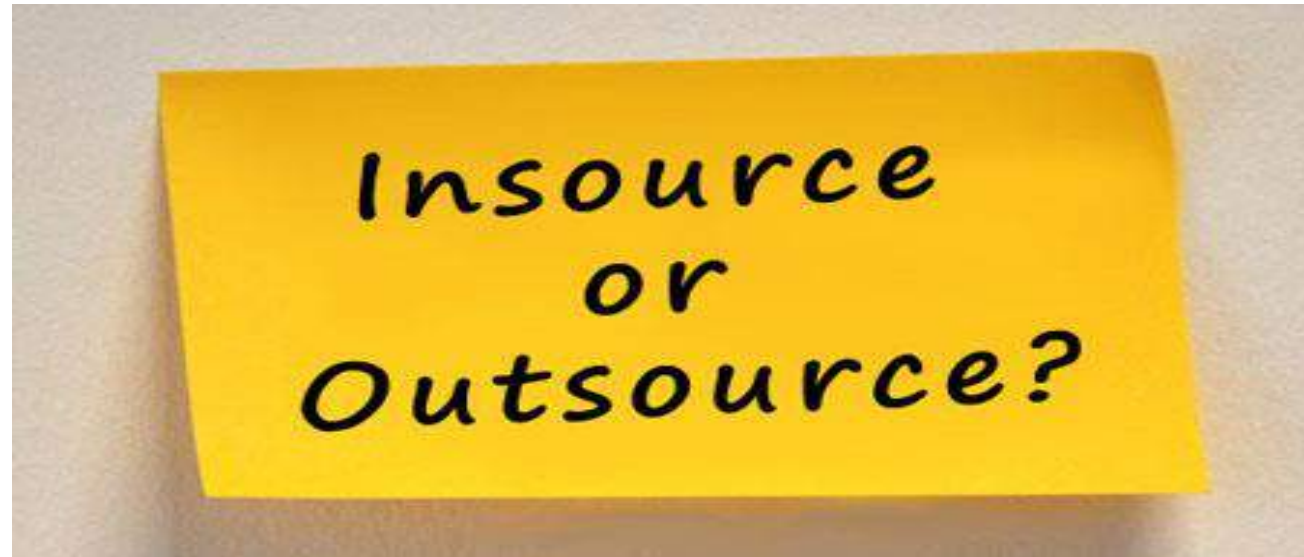
3. CANDIDATE/EMPLOYEE AMBASSADORSHIP

– Limits and opportunities of employer branding: candidate/employee

ambassadorship

4. THE ToCoErs

– The ToCoErs: The Total Cost of Employership

WHEN TALKING ABOUT PEOPLE: THE "TOTAL COST OF EMPLOYERSHIP" (THE ToCoErs)

		Example 1:	Example 2:
=	internal sourcing budget + external sourcing budget / # vacancies per year	8 K	5 K
	+ average salary cost of an employee	75 K	45 K
	X average tenure in the organisation	17 y	1 y
	TOTAL	1 283 K	50 K

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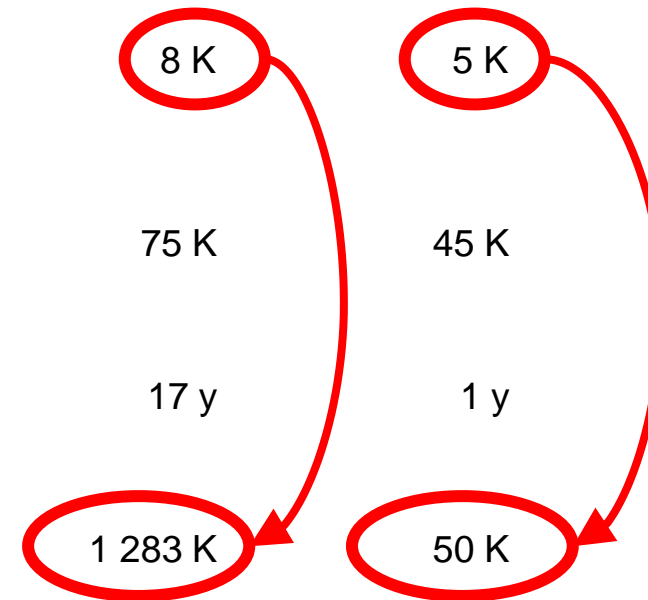
Information sharing both ways

– Reach potentials candidates

– Employer Branding

6. BIG DATA: WE AIN'T SEEN NOTHING YET

– Both in R&S we will find out there are "patterns" everywhere

– Did you ever listen to the patterns in 'voice mails'?

– Check out the app: 'Crystal Knows'

7. ONBOARDING: BECOMING THE LAST STAGE OF THE R&S PROCESS

Successful onboarding approaches include:

— Providing more blended learning solutions

— Decomposing work into what is needed to provide immediate value to the business, customers, team and employee

— Partitioning the onboarding into smaller, ongoing bites of learning, including micro learning

— Prioritizing what's most important and what is needed first for a new hire to deliver value quickly

— Pointers to ongoing learning, teaching new hires how to find knowledge, build skills, locate tools and connect with others

ONBOARDING

To help **install culture during onboarding**, storytelling can be particularly powerful by using:

— Storytelling vignettes

— Videos of employees that exemplify the culture speaking to practices and values

— Scenario-based learning that demonstrates process, values, practices and traditions

— Leadership presentations (live or recorded)

— Conclusion:

      "Good candidates who are badly socialised will become average employees;

      average candidates who are well socialised might become excellent employees"

B. TACTICAL CHANGES

1. SPEED, SPEED, SPEED

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3. FIRST JOB WILL ALWAYS BE A TEMP JOB

4. REINTERPRETATION OF "POLITENESS RULES" IN JOB SEARCHING BEHAVIOUR

Politeness rules

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5. SEARCHERS AND FINDERS

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7. SERIOUS GAMES: GAMIFICATION ENTERS THE R&S WORLD

Big online game
(Multipoly, Shell Explorer Game, My Marriott Hotel,…)

Group of mini-games
(Knack Games)

EXAMPLE 1

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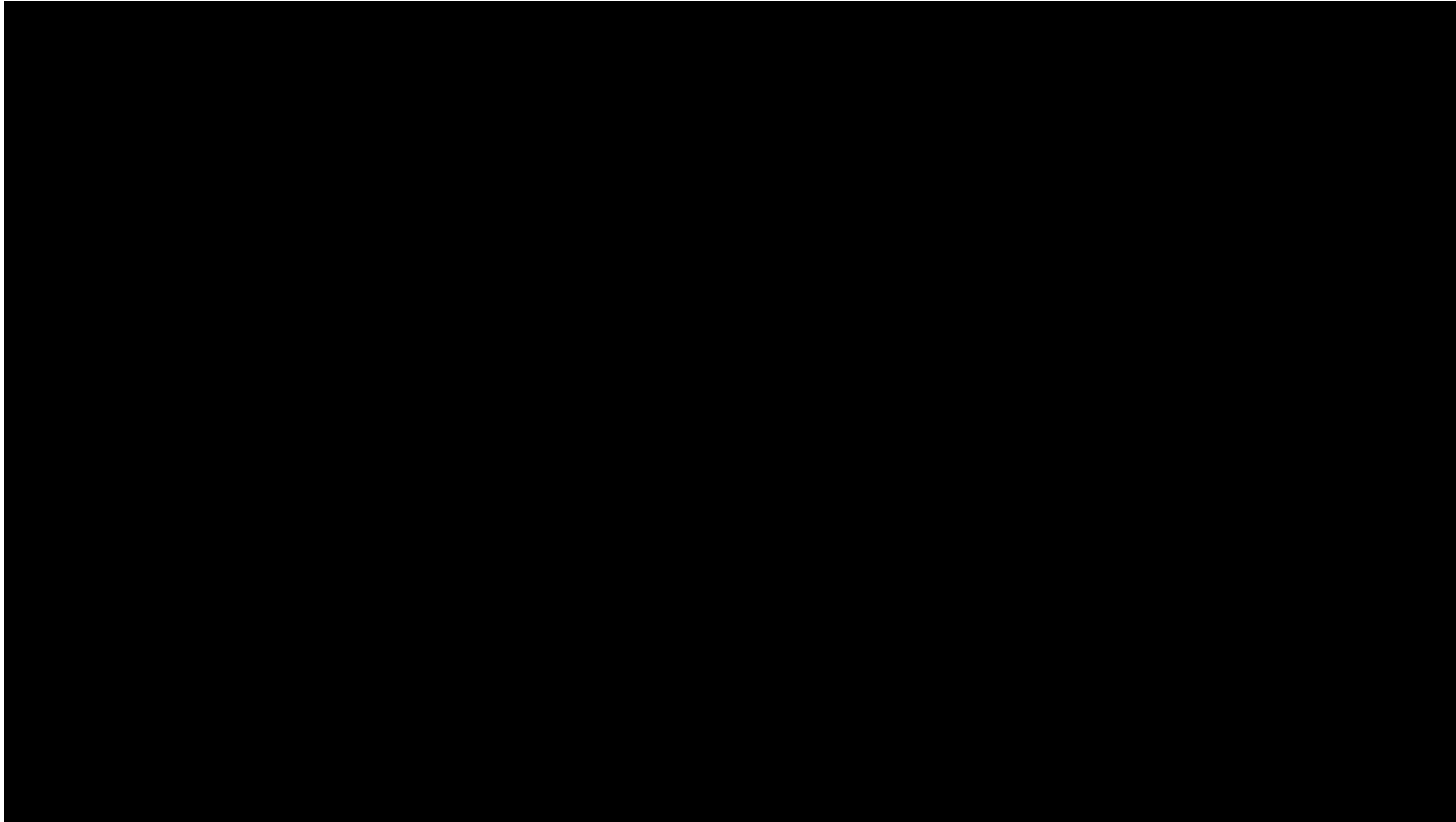
EXAMPLE 3: DELOITTE INTERACTIVE VIDEO

Open external video

8. MONITORING CANDIDATE EXPERIENCE

C. EMPLOYER BRANDING: IT TAKES TWO TO TANGO

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IT TAKES TWO TO TANGO: BEING AN EMPLOYER OF CHOICE

– External: Employer Branding

– Internal: HR transformation

ORIGIN

— 1990: "Employer branding" introduced by Simon Barrow

— General idea: to introduce marketing concepts in HRM

— Focus on: how do we want to be perceived by the labour market

  ▪ Segmentation

  ▪ Targeting

— Umbrella branding → translated into the

employer brand wheel

THE EMPLOYER BRAND "WHEEL"
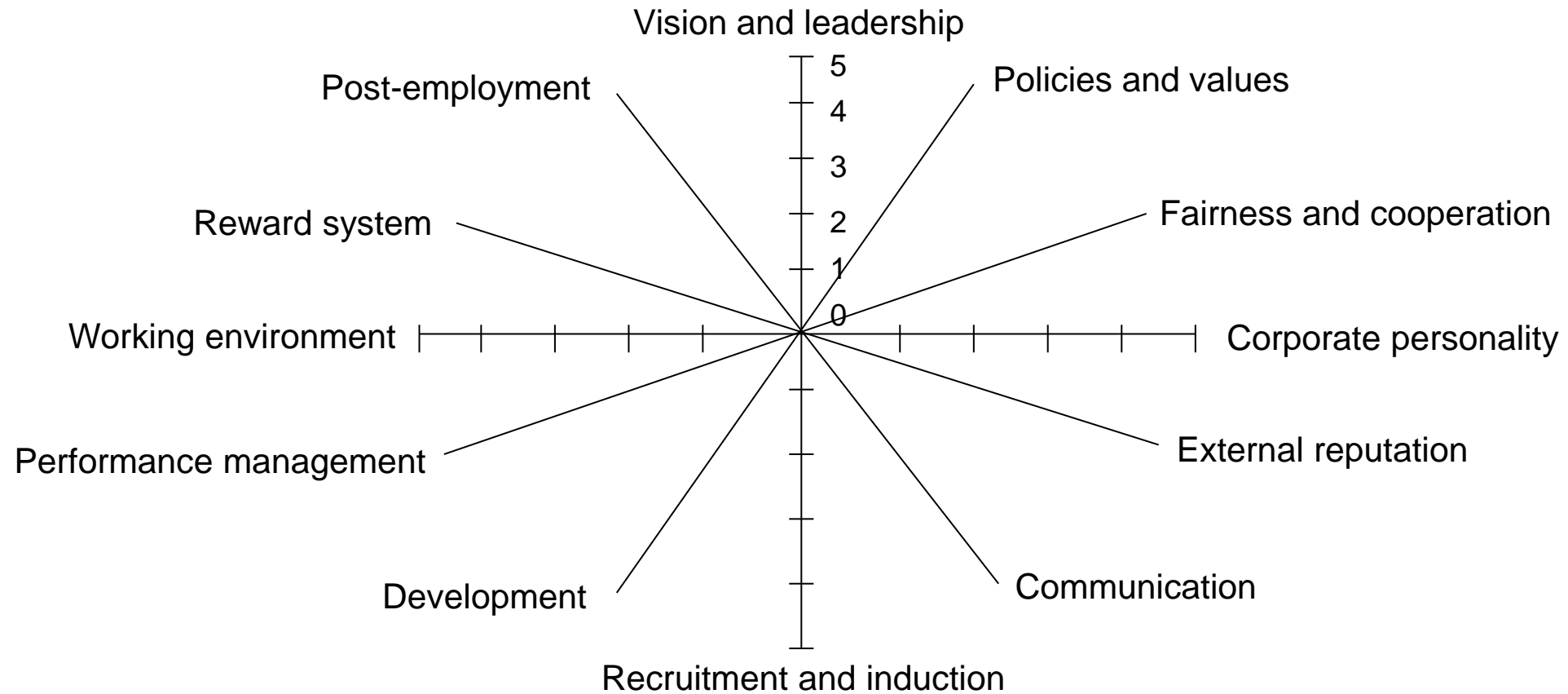
THE EMPLOYER BRANDING PROCESS

1. Be recognised

2. Be believed

3. Be personalised

4. Be remembered

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EMPLOYER BRANDING

‒ More than: how to advertise

‒ Making choices & communicating them

‒ Be consistent

   ▪ "What is the smell of your place?"

   ▪ The need for identity

‒ EB = A state of mind

‒ Branding = rehearsal

BUT ...

– Employer branding vs. RJP Realistic job preview (RJP)

– CUSTOMER vs. EMPLOYEE

– Employer branding: includes all recruitment channels

EVIDENCE BASED EB

– Similar with branding, EB includes:

  ▪ Functional benefits

  ▪ Psychological benefits

– But in addition also:

  ▪ Brand values

  ▪ The DNA of the company

– Brand personality ≈ authenticity

– Reversed socialisation

CONCLUSION: THE BRAND ENGAGEMENT MODEL

THINK — Rational understanding
- Context
- Clarity
- Relevance

FEEL — Emotional engagement
- Leadership
- Dramatisation
- Involvement

DO — Commitment behaviour change
- Substantiation
- Consistency
- Continuity

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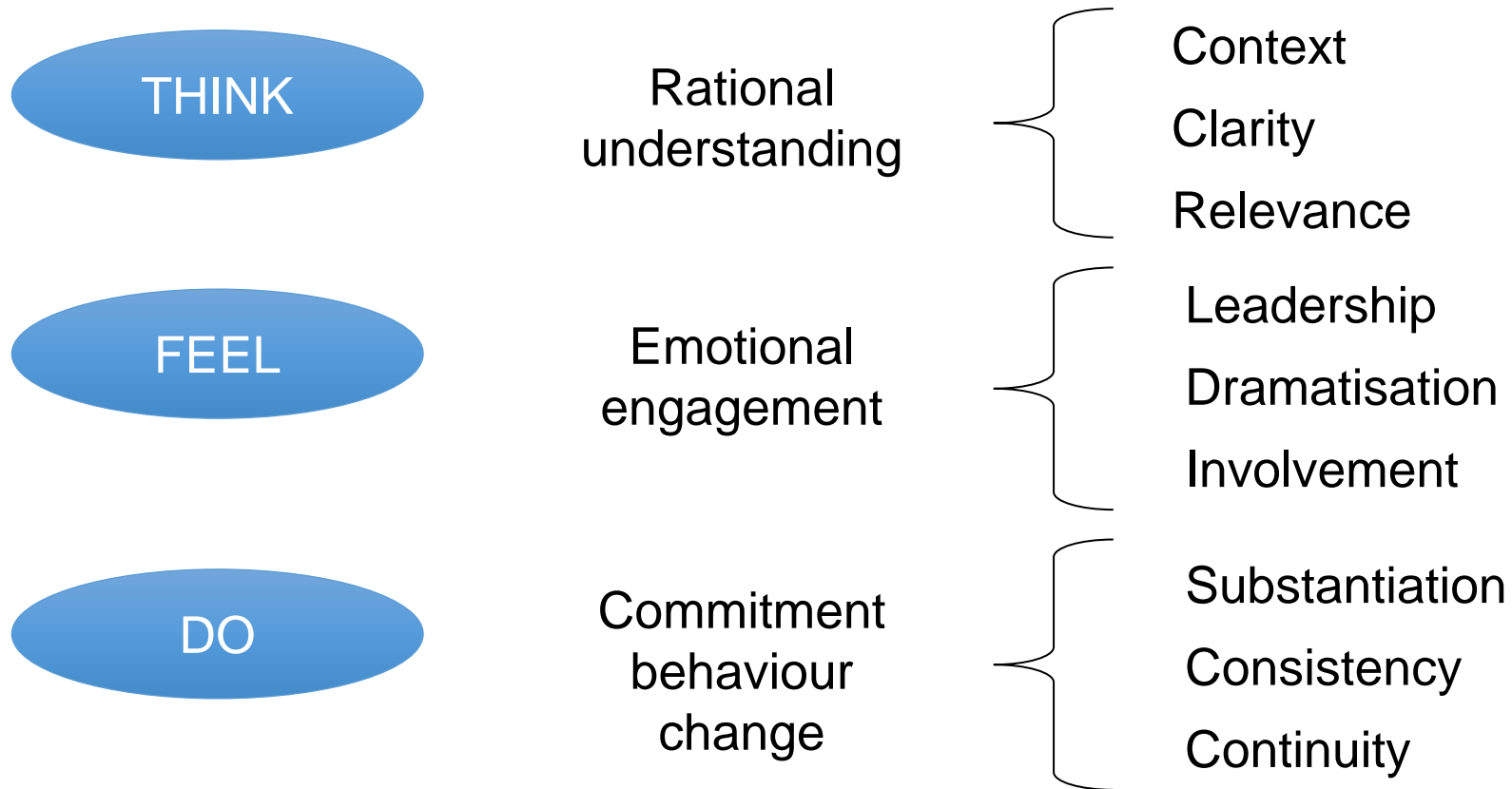
WHY THIS NEED FOR EB?

1. Generational change

2. Consumers of work

3. Market place for talent

4. Social media

5. Brand loyalty

(Schuman & Sartan, 2009)
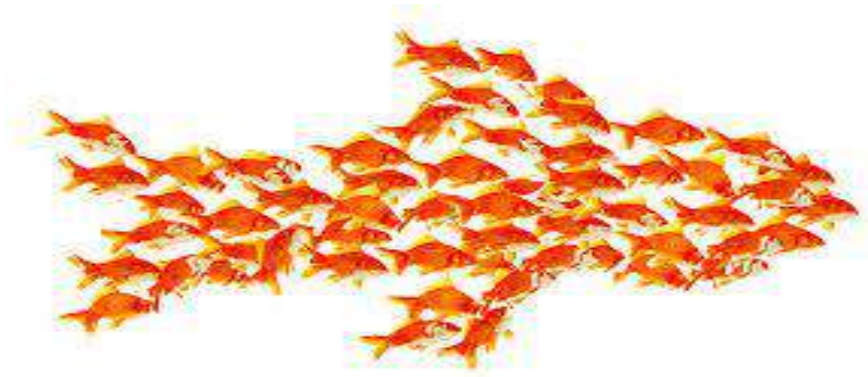
The most important brand in most people's lives is not a product or service

It's their employer brand

(R. Mosley)

Great Place to Work® Model©
Relationships are KEY

Management
TRUST the people you work for...

Credibility
Communications | Competence | Integrity

Respect
Support | Collaboration | Caring

Fairness
Equity | Impartiality | Justice

Employee

Job
...have PRIDE in what you do...

Pride

Other Employees
...and ENJOY the people you work with.

Camaraderie

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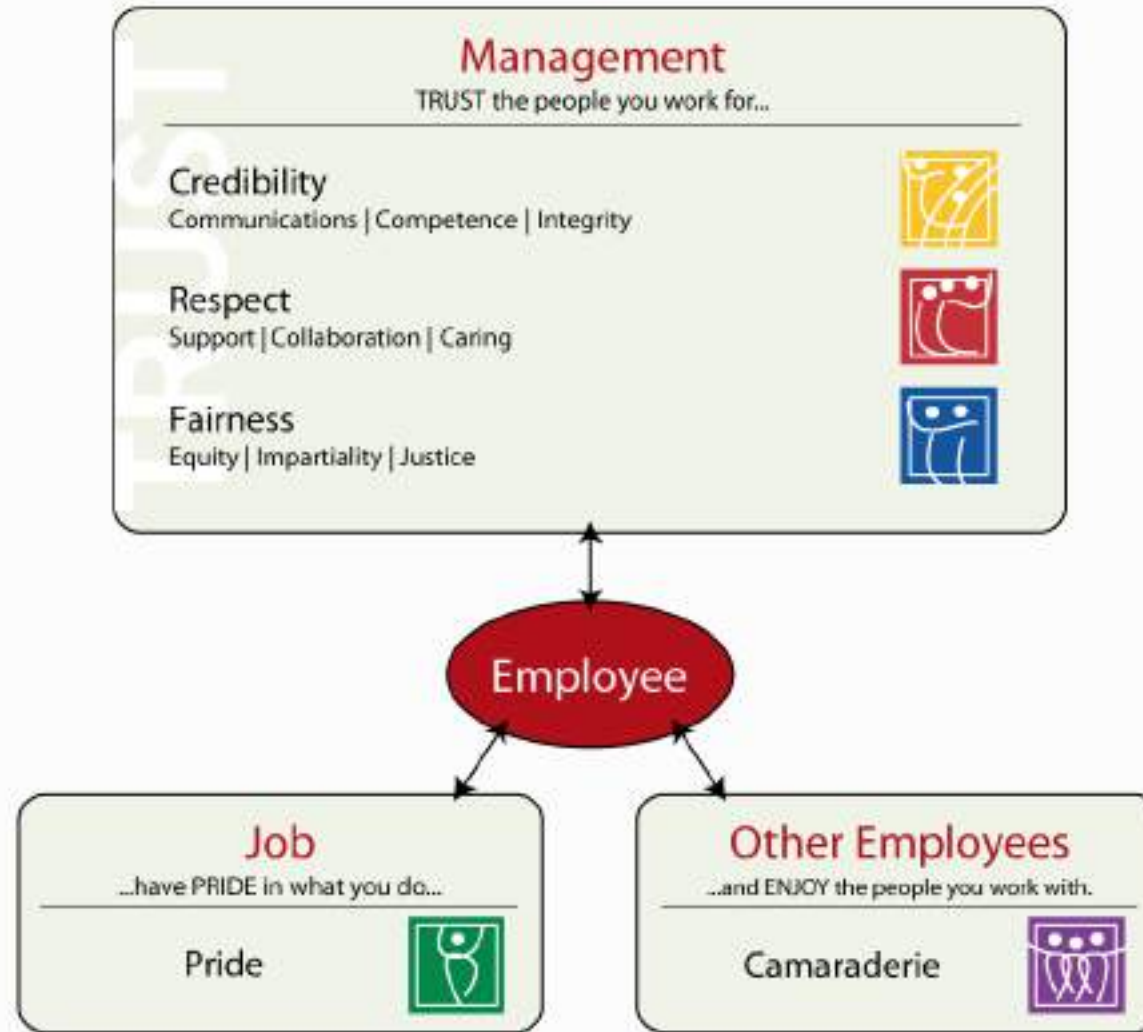
Dimension	How it plays out in the Workplace	
Credibility	• Communications are open and accessible • Competence in coordinating human and material resources • Integrity in carrying out vision with consistency	**T**
Respect	• Supporting professional development and showing appreciation • Collaboration with employees on relevant decisions • Caring for employees as individuals with personal lives	**R** **U** **S**
Fairness	• Equity—balanced treatment for all in terms of rewards • Impartiality—absence of favoritism in hiring and promotions • Justice—lack of discrimination and process for appeals	**T**
Pride	• In personal job, individual contributions • In work produced by one's team or work group • In the organization's products and standing in the community	
Camaraderie	• Ability to be oneself • Socially friendly and welcoming atmosphere • Sense of "family" or "team"	
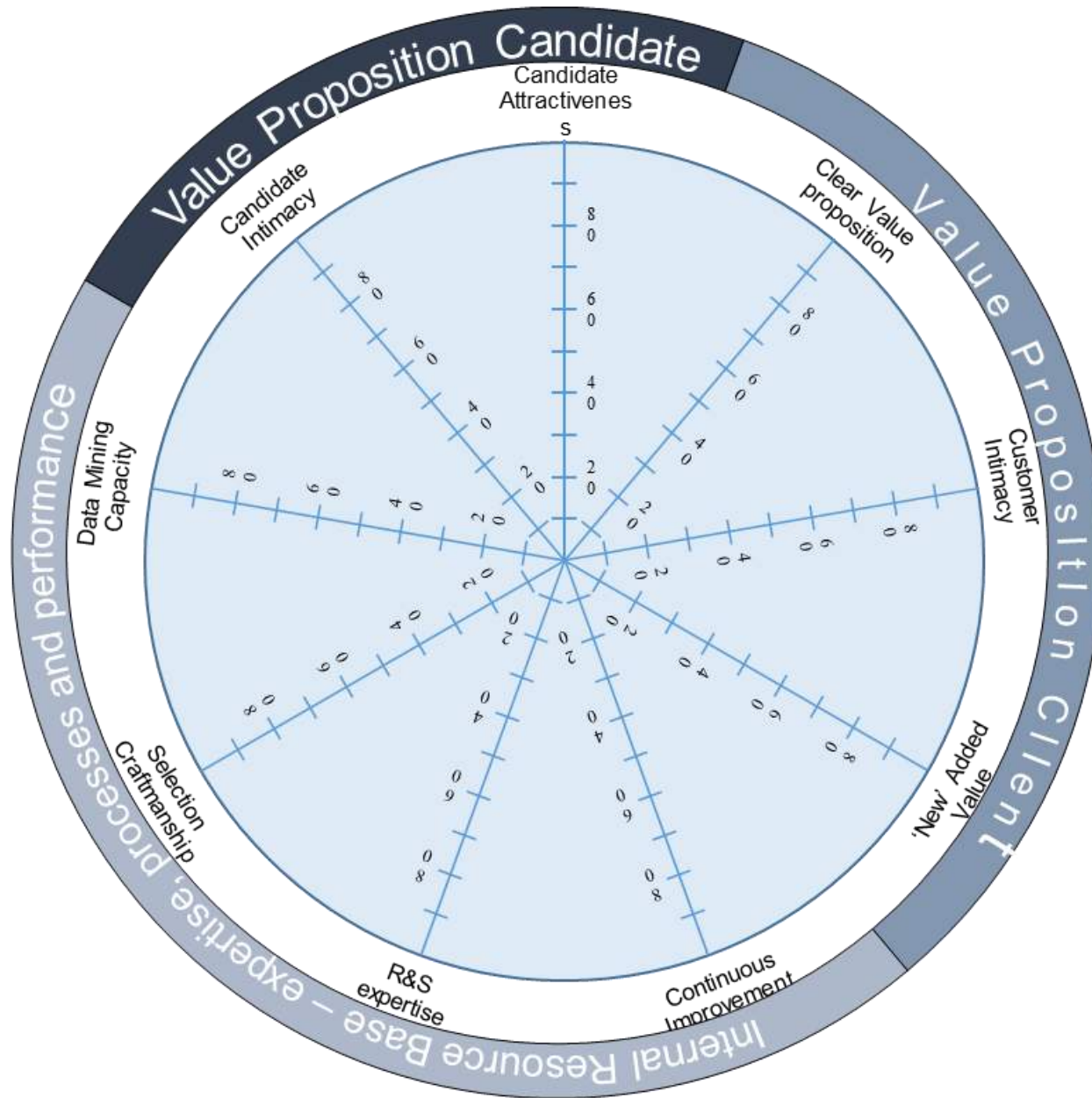
D.
GENERATION Y & THE R&S PROCESS:

WHO ARE THEY?

WHAT DO THEY WANT?

WHERE ARE THEY FROM?

WHAT ABOUT YOUR PSYCHOLOGICAL CONTRACT?

What are your expectations?

– ....

– ....

– ....

– ....

What are the organisation's expectations:

– ....

– ....

– ....

– ....

TENDENCIES WITHIN THE NEW ECONOMY

– Tight labour markets

– High economic growth

– New Deal at work: "Serial monogamy"

– Power shift: employer → employee

– Employees did become more assertive

– Generation shift: Veterans → Baby boomers

– Generation X → the Nexters → the Dot.com generation

TIGHT LABOUR MARKET?

– Demographic effect

– Participation effect

– Between 2010 & 2030:

  ▪ Demographics ↓↓

  ▪ Participation effect →

  ▪ Net result ± (- 250.000)

Bron : Steunpunt WAV (op basis van Planbureau en NIS EAK)

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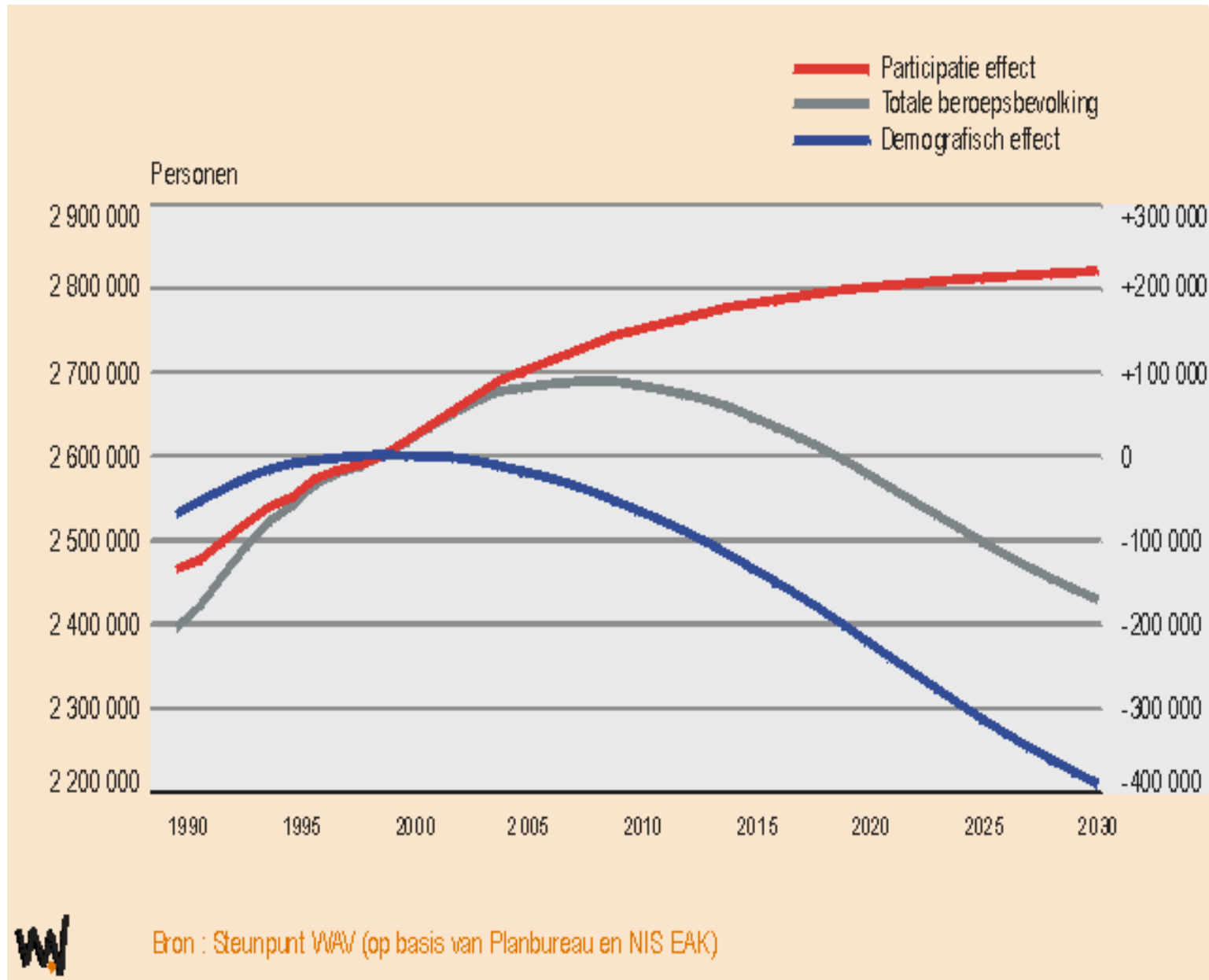
FOUR GENERATIONS ON THE WORKFLOOR

– Four generations on the workfloor?

- Veterans: born between 1930 and 1945

- Babyboomers: born between 1945 and 1968

- Generation X: born between 1968 and 1980

- Generation Y – Internet generation – dot.coms: born between 1980 and XXXX?

– Is your organisation ready for Generation Y?

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THE CHANGING PSYCHOLOGICAL CONTRACT

— From loyalty to "my company" to loyalty to "my career"

— From a "passion for my work" to "a passion for my leisure time"

— Organisations: "bind" or "challenge"

— People want to be "bound" or "challenged"

BINDING OR CHALLENGING?

The organisation tries to:

	BIND	CHALLENGE
BOUND	**B B** +	**B C** -
CHALLENGED	**C B** -	**C C** +

The individual wants to be

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GENERATION Y: WHERE DO THEY COME FROM?

1. They grew up in an era without fear

   - Economic advancement

   - The end of the "cold war"

   - Optimism about the future

2. They grew up in an information era

   - The "Digi kings" and "Digi queens" of this world

   - World wide web, Cyberspace, MP3, DVD, SMS, MMS, Webcam, Wireless access, E-mail,

     …
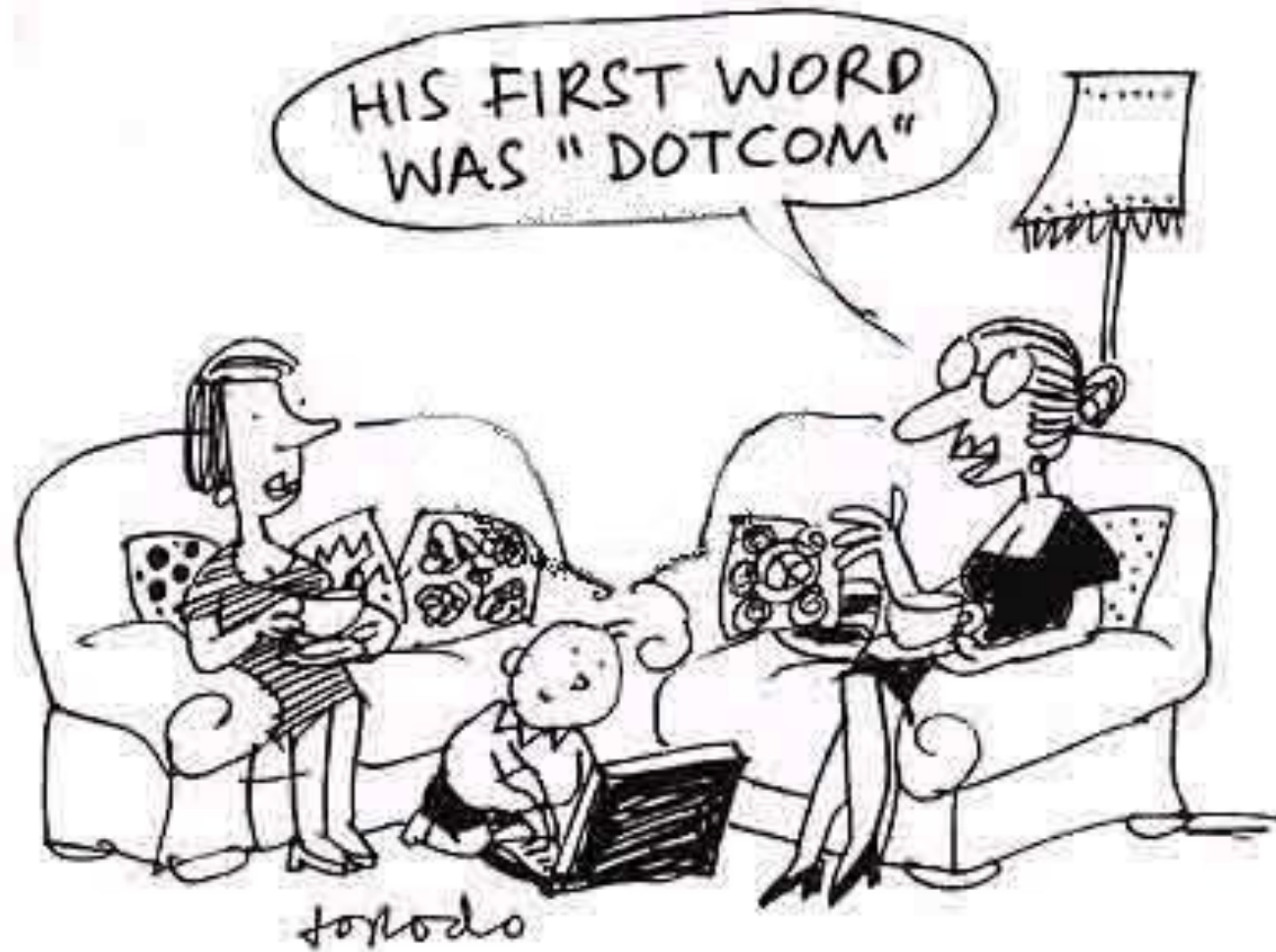
GENERATION Y: WHERE DO THEY COME FROM?

3. They grew up in the postmodern era

   ▪ Conventions and values

   ▪ Networking, individualism and social embedding

4. A generation at the top of the Maslov pyramid?

GENERATION Y: THEY GREW UP WITH...

CURRENT SCEPTICAL VIEW ON THAT GENERATION

– They're dumber than we were at their age

– They're screenagers

– They have no shame

– Because their parents have coddled them, they are adrift in the world and afraid to choose a path

– They steal

– They're bullying friends online

– They're violent

– They have no work ethic and will be bad employees

– This is the latest narcissistic "me" generation

– They don't give a damn

NET GEN MAIN CHARACTERISTICS (1)

— Technology is like the air to them

— According to the Net Geners, the older generation is obsessed with technology

— Imagine: a TV show where "people watch you surf TV"?

— Net Gen is antithesis of TV gen;

there is a shift from 1-way

broadcast media to interactive

media

NET GEN MAIN CHARACTERISTICS (2)

– "For the first time there are things that parents want to be able to know about

and do, where the kids are, in fact, the authority!"

– "The smartest generation" – (smart or good-looking: 7/10: smart)

– They are/were being coddled by

their parents: "helicopter parents"

6 NET GEN NORMS

– The right of freedom in everything they do, from freedom of choice to freedom of expression

– The right to customise, personalise

– The right to scrutinise

– The right to have a feeling to make the world a better place

– The right to play and work at the same

time

– The right for "instant feedback",

not just in video games

"Children today are tyrants. They contradict their parents, gobble their food, and tyrannize their teachers."

Socrates (470-399 B.C.)

THEY ARE BATHED IN BITS

— 78 % of parents who consider mobile phones as holiday gift were motivated by safety

and not entertainment

— For kids = an indispensable social tool

— In Japan: of last year's 10 bestselling novels, 5 began as mobile phone novels

— # Mobile phone owners > # cordline phone owners

— # Internet users > # computer users

— "Dad, my high school reunion happens on Facebook, all day, every day!"
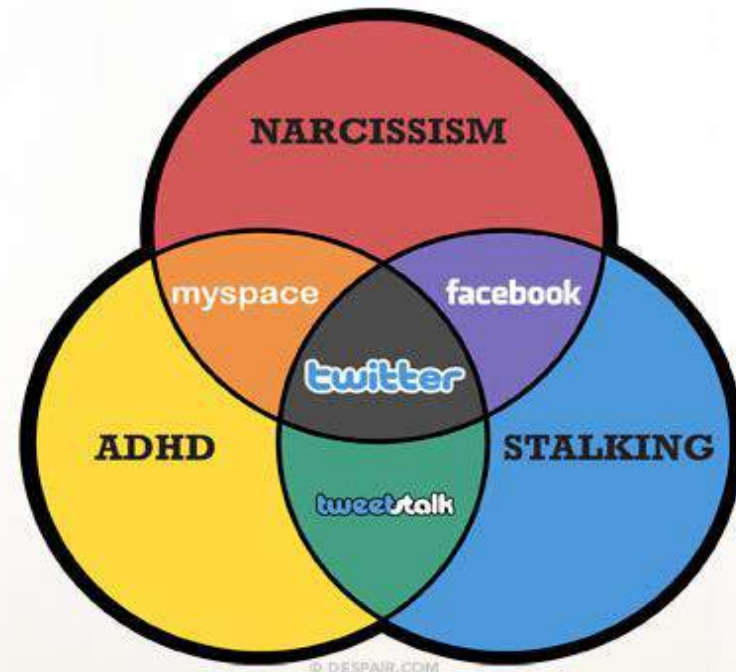
THE NET GENER AS CONSUMER

– "Power to the people: friends are more important than professional reviewers"

"YourcompanySucks.com"-type websites

– Types of "N-fluence" networks

  ▪ Best friends

  ▪ My social network

  ▪ The world

FIGURE 7.1   THREE CATEGORIES OF N-FLUENCE NETWORKS

Weak Ties

The World

The New Social Network

Best Friends

Strong Ties
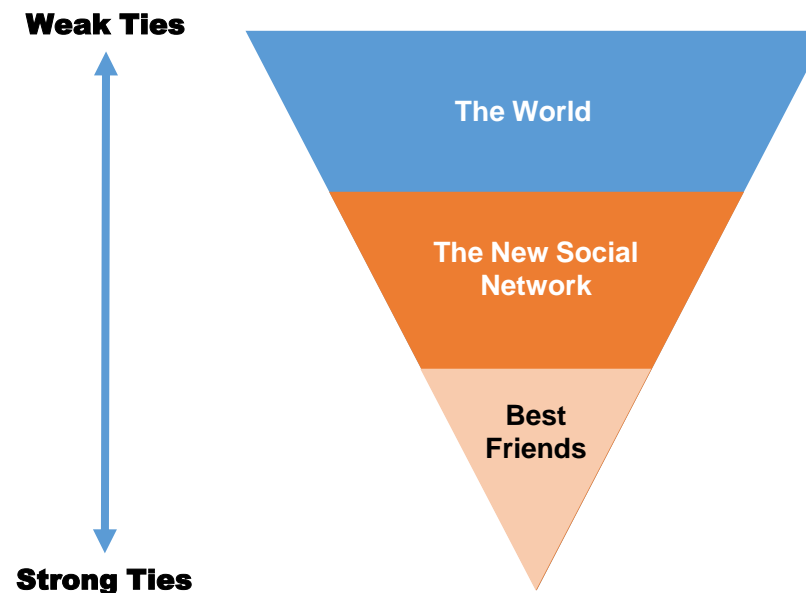
THE NET GENER AND THE FAMILY

— "The Freedom flip": Boomers Youth

   found freedom outside; Net Geners

   find freedom inside

— Helicopter parents are "HOVERING"

— Some companies offer a "freshman

   orientation" workshop for parents

Type of parental involvement as reported by employers in 2007

Type of parental involvement	Percentage
Obtaining company info	40%
Submitting résumé	31%
Promoting child	26%
Attending career fairs	17%
Complaining if not hired	15%
Arranging interviews	12%
Negotiating salary and benefits	9%
Advocating promotion, raise	6%
Attending the interview	4%

Percentages Reported by Employers

Source: Collegiate Employment Research Institute (2007)

E. STAFFING: RECRUITING & SELECTION: ANALYSIS OF THE PROCESS ITSELF

THE STAFFING PROCESS

Job analysis

↓

Specification of tasks and responsibilities

↓

Definition of the KSA's required

↓

Recruitment activities (internal - external)

↓

Evaluation of applicants via selection process

↓

Decision
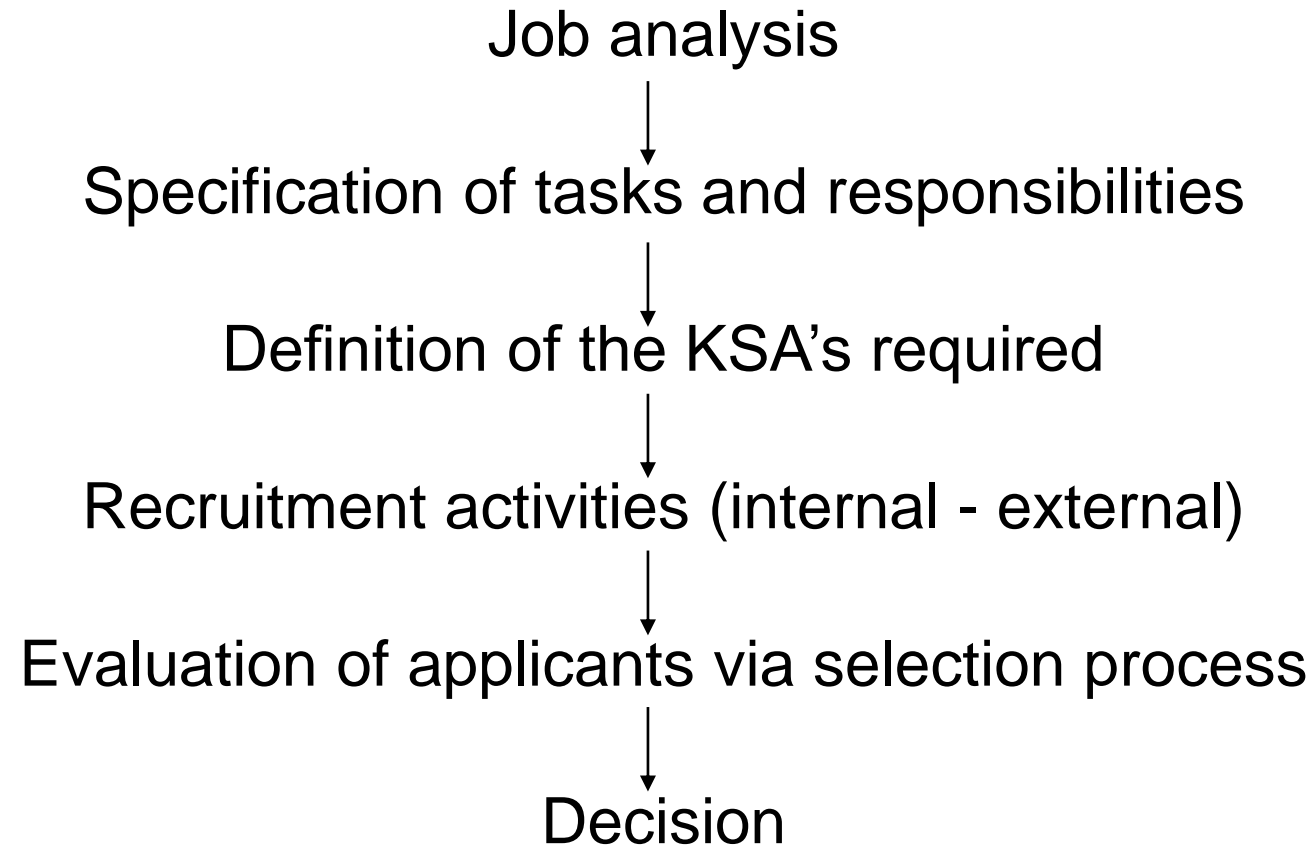
INGREDIENTS OF THE JOB ANALYSIS

1. Job identification data

2. Relationships with others

3. Job content

4. Working conditions

5. Performance standards/objectives

6. Human requirements

7. Special additional information

– Who does what?
  - Personnel department
  - Supervisor (line manager)

RECRUITMENT STRATEGY

– Determining the vacancy

- "When do you have a vacancy?"

– HR Marketing & "Employer Branding"

- (the glossy)

– Selecting your recruitment method depending on:

- job characteristics

- labour market

- organisational characteristics

– Alternatives to recruitment

RECRUITMENT STRATEGY

– Methods of recruitment

- Internal advertising

- External advertising

- Job centres

- Youth training scheme

- Recruitment & selection agencies

- Commercial employment agencies

- Personal recommendations

- Executive search

- Campus recruitment ('The Milk Round')

- The internet

– Note: QS = f (QR)

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SELECTING PEOPLE

1. Selection criterion

2. Type 1 & 2 errors in selection

3. Analysing the selection process

4. Selection methods

5. Validation of selection procedures

6. Selection interview

SELECTION CRITERION

Ultimate criterion

Actual criterion

A   B   C

E
D   F

G
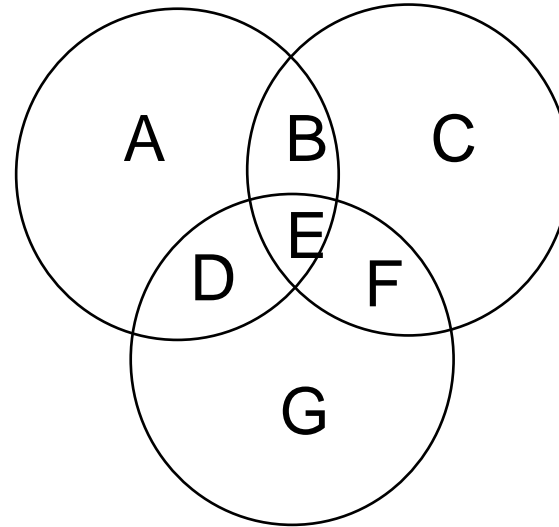
Predictor

Objective:
- maximize E

Problem:
D = a good testing instrument, but we don't know
F = a bad testing instrument, but we don't know

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TYPE I & II ERRORS IN SELECTION
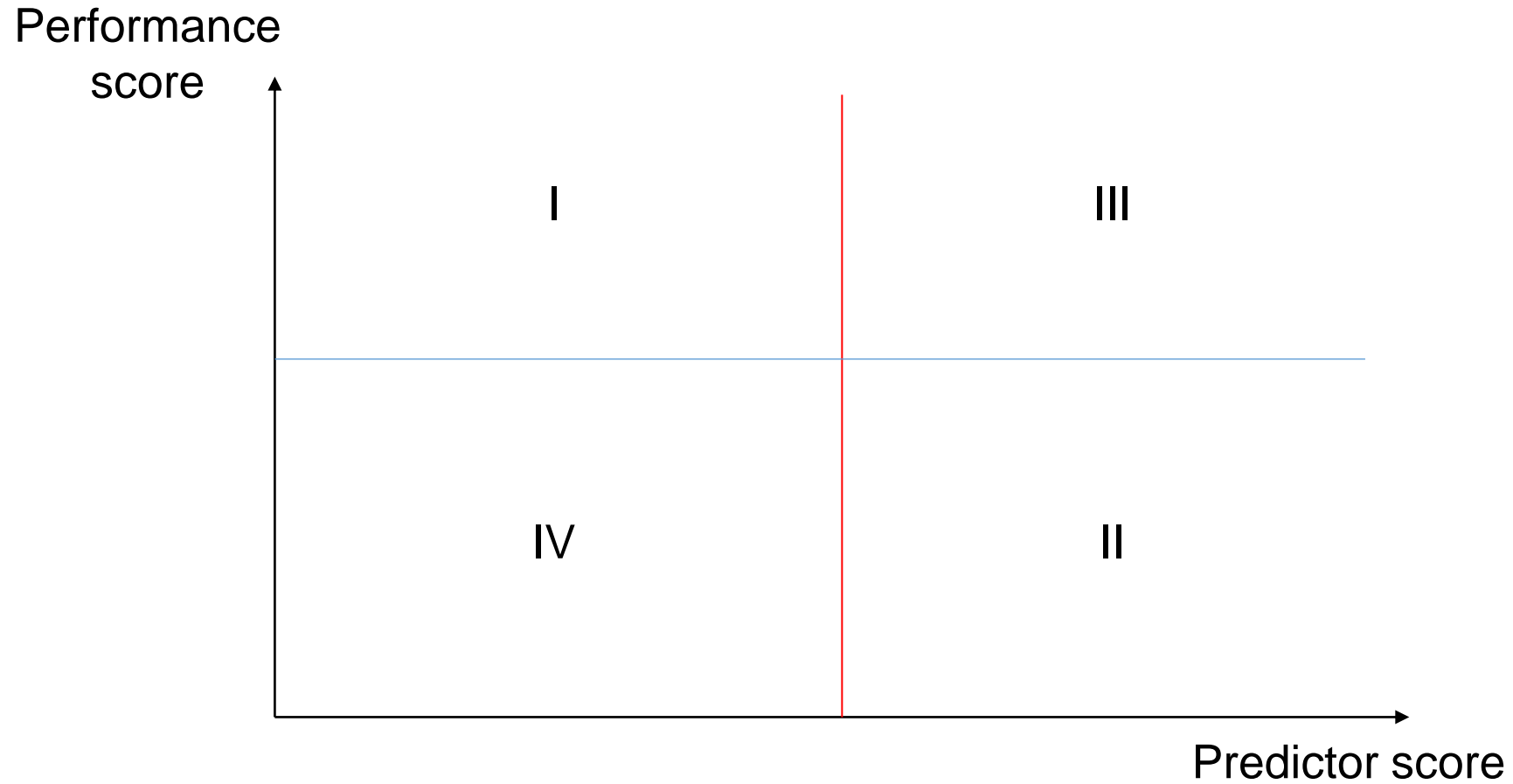
ANALYSING THE SELECTION PROCESS

– A two-way process

– RJP-effects (realistic job previews)

– Types of criteria

  ▪ organisational

  ▪ functional/departmental

  ▪ individual job criteria

SELECTION METHODS

1. Application letters / CV's / application forms / telephone screening

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SELECTION METHODS

2. Biodata
   (fit people & professions)

'The typical Green Giant production worker lives [locally], has a telephone, is married and has no children, is not a veteran [ex-serviceman], is either young [under 25] or old [over 55], weighs more than 150 pounds but less than 175, has obtained more than 10 years of education, has worked for [company name],...'

Table 5.1 Some typical biodata items.

1. How old was your father when you were born?
   (a) about 20 (b) about 25 (c) about 30 (d) about 35 (e) I don't know

2. How many hours in a typical week do you engage in physical exercise?
   (a) none (b) up to 1 hour (c) 2 to 3 hours (d) 4 to 5 hours (e) over 5 hours

3. In your last year at school, how many hours in a typical week did you study outside class hours?
   (a) none (b) up to 2 hours (c) 2 to 4 hours (d) 5 to 8 hours (e) over 8 hours

4. How old were you when you first kissed someone romantically?
   (a) 12 or under (b) 13 or 14 (c) 15 or 16 (d) over 16 (e) never kissed anyone romantically

5. How interested in current affairs are you?
   (a) not at all (b) slightly (c) fairly (d) very (e) extremely

6. Which best describes your present height/weight ratio?
   (a) definitely overweight (b) somewhat overweight (c) slightly overweight (d) just right (e) underweight

7. How often did you play truant from school?
   (a) never (b) once or twice (c) 3 to 10 times (d) once a month (e) once a week or more

8. What do you think of children who play truant from school?
   (a) very strongly disapprove (b) strongly disapprove (c) disapprove (d) unconcerned (e) can sympathise

9. How would your superiors at work describe you?
   (a) very lazy (b) fairly lazy (c) average (d) quite hard working (e) very hard working

10. How many times did you have to take your driving test?
    (a) once (b) twice (c) three times (d) four or more times (e) never taken it
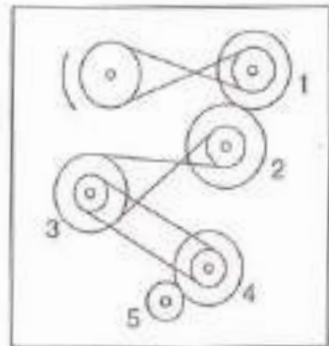
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SELECTION METHODS

3. Tests

- Aptitude tests
  - General: example General Aptitude Test Battery (GATB)
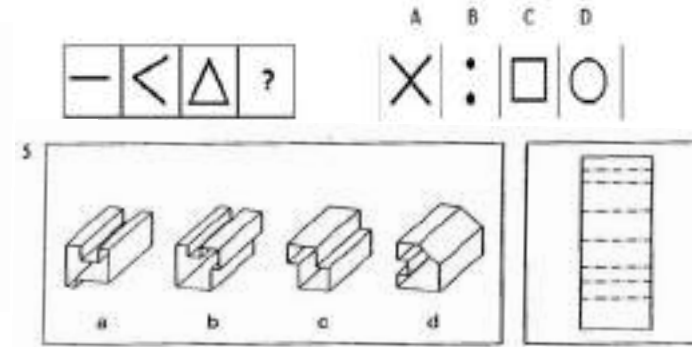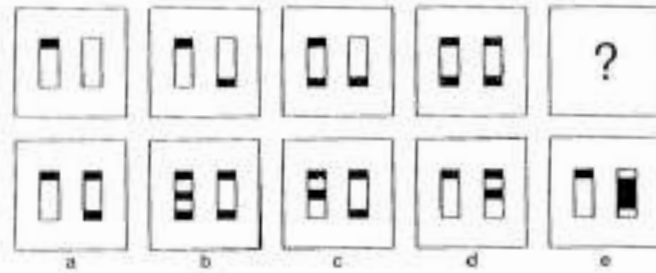
  - Specific: Mechanical Aptitude Test

Two wheels move in the same direction as the drive pinion What are they?

1) 1 and 4
2) 1 and 3
3) 4 and 2
4) 2 and 5

SELECTION METHODS

3. Tests

- Trainability tests

  e.g. medical entrance exam

- Attainment tests

You are reviewing a routine drug chart for a patient with rheumatoid arthritis during an overnight shift. You notice that your consultant has inappropriately prescribed methotrexate 7.5 mg daily instead of weekly.

Rank in order the following actions in response to this situation (1 *Most appropriate*; 5 *Least appropriate*).

a. Ask the nurses if the consultant has made any other drug errors recently.

b. Correct the prescription to 7.5 mg weekly.

c. Leave the prescription unchanged until the consultant ward round the following morning.

d. Phone the consultant at home to ask about changing the prescription.

e. Inform the patient of the error.

Reduced Vision

a. Basilar migraine

b. Cerebral tumor

c. Cranial arteritis

d. Macular degeneration

e. Central retinal artery occlusion

f. Central retinal vein occlusion

g. Optic neuritis (demyelinating)

For each patient below select the SINGLE most likely diagnosis from the list above. Each option may be selected once, more than once, or not at all.

1. A 75-year-old man, who is a heavy smoker, with a blood pressure of 170/105, complains of floaters in the left eye for many months and flashing lights in bright sunlight. He has now noticed a "curtain" across his vision.

2. A 70-year-old woman complains of shadows that sometimes obscure her vision for a few minutes. She has felt unwell recently, with loss of weight and face pain when chewing food.

SELECTION METHODS

3. Tests
   - Personality tests

   e.g. Big Five (NEO-PI-R)

The Toothpaste Personality Test

| IMPULSIVE, LIFE OF THE PARTY | THRIFTY, PRONE TO DEPRESSION | STUBBORN, SLOW-WITTED | ANTISOCIAL, BAD BREATH |

1 = Disagree strongly
2 = Disagree a little
3 = Neither agree or disagree
4 = Agree a little
5 = Agree strongly

I see myself as someone who...

1. ...Is talkative
2. ...Tends to find fault with others
3. ...Does a thorough job
4. ...Is depressed, blue
5. ...Is original, comes up with new ideas
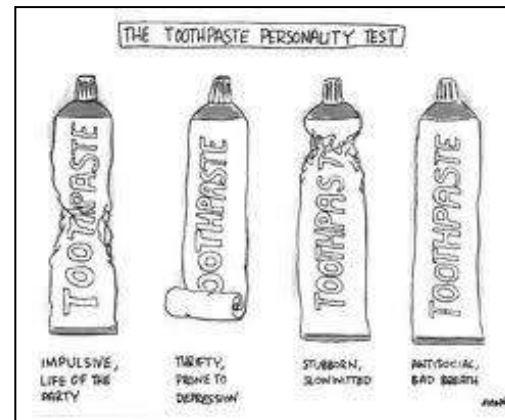
   - Interest tests

7. ☐ Operate machines and keep them in good repair
8. ☐ Read and follow blueprints and/or instructions
9. ☐ Picture in my mind what a finished product looks like
10. ☐ Work with my hands
11. ☐ Perform work that requires precise results
12. ☐ Solve technical problems
13. ☐ Visit and learn from beautiful, historic, or interesting buildings
14. ☐ Follow logical, step-by-step procedures

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SELECTION METHODS

3. Tests

- Integrity tests

  e.g. integrity SJT, cartoon-SJT examples via: http://www.vandermaesenkoch.nl/ecartoon/en

You are aware that large amounts of company property have been going missing over the past couple of weeks. You have noticed one of your colleagues putting stationary and other equipment from the office into her bag on a number of occasions and suspect that she is responsible.

What is your response to the situation?

Rank the following options in number order from the **least effective** to **most effective** response, with (5) being the least effective and (1) being the most effective.

A - Gather more evidence and catch her red handed.

B - Confront your colleague and ask her about what you have noticed.

C - Inform your manager that you suspect your colleague is stealing.

D - Don't do anything, if guilty your colleague will be caught.

E - Privately ask some of your colleagues if they have noticed anything suspicious recently.

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SELECTION METHODS

4. Interview

5. Assessment centres

6. Work samples

Figure 1. O'Connor Tweezer Dexterity Model 32022

Complete Script of Candidate 1 in Role-Play with Disgruntled Subordinate.

Candidate 1	Role-player
Hello, David, take a seat. How are you?	Mmm, fine.
If you ask me, you do not sound very enthusiast. What's wrong?	Well, I've been very busy. These last three months, there have been a lot of new accounts: Onkion and Heys. Multivision was also a difficult one but in the end I managed it.
Hmm, hmm, and therefore, lately, you are a bit ...	At this moment it's not going as smooth as in the past. I've been doing this job for almost three years. I gained a lot of new customers. Now things are going somewhat difficult.
I understand. What do you suggest?	What I suggest? That the workload be reduced. It's been a hell around here, these last months.

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SELECTION METHODS

— e.g. In-tray exercise
  - It's Friday afternoon and you're clearing your desk, as you're about to start your holiday on Saturday. You still need to pack. There are some items in your in-tray for you to clear before you go. Decide:
    - A: What needs your immediate attention?
    - B: What can be postponed until you return?
    - C: What can you delegate to someone else?

  - Minutes of a recent management team meeting circulated for your information.
  - A mail shot from a regular supplier, asking you to act within 5 days to qualify for a huge discount.
  - Phone message from the CEO's secretary. He needs to deliver a speech at an important function tonight and wants to clarify some figures.
  - Message from the marketing department – have you had a chance to look at her proposals for your product?
  - The report of the latest customer survey you've been waiting for with anticipation.

SELECTION METHODS

7. References

8. Other: graphology (?)

"I'm afraid we can't accept you as a medical student, your handwriting is far too legible."
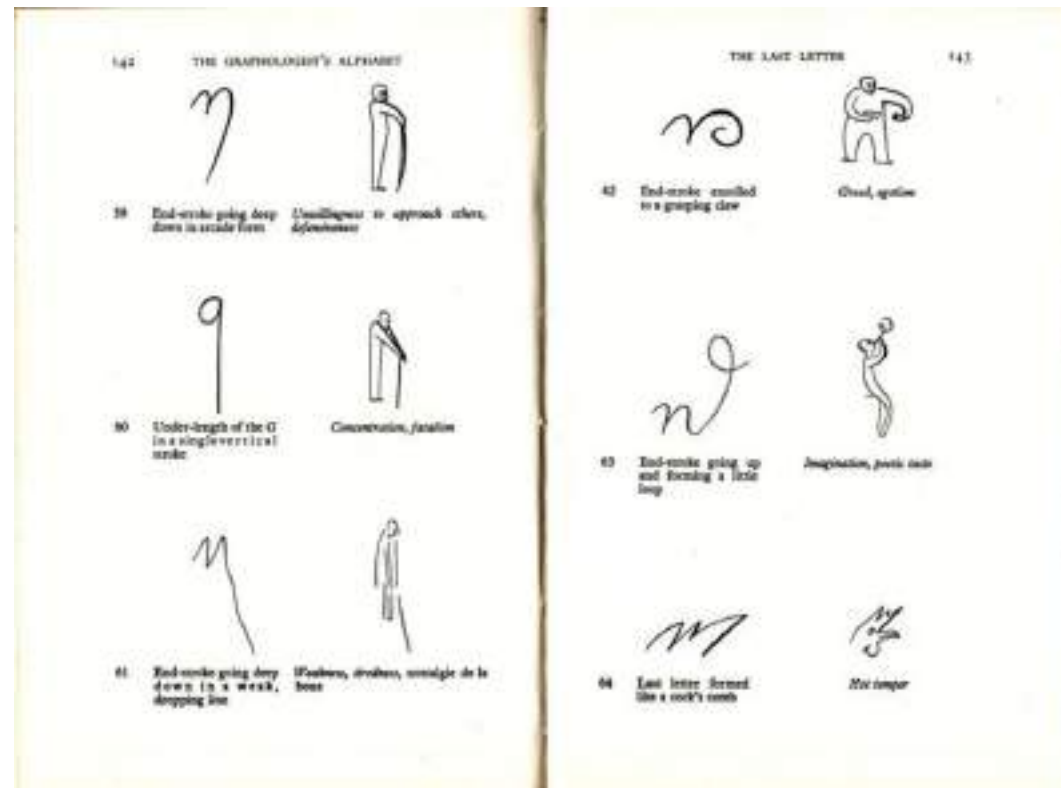
CHOOSING THE APPROPRIATE SELECTION METHODS

Evaluation criteria for choosing a selection method:

1. Practicality

2. Acceptability

3. Reliability

   – Over time

   – Inter-rater

   – Internal consistency

4. Validity

   – Face validity

   – Construct validity (e.g. personality tests: Big 5)

   – Predictive validity (often max. r =.4)

     ▪ Discussion: job specific versus general fit in the organisation

PREDICTIVE VALIDITY OF SELECTION METHODS?

Validity research (Schmidt & Hunter, 1998)	
Work samples	.54
Cognitive ability tests	.54
Structured interview	.51
Tests on function knowledge	.48
Trial period	.44
Integrity questionnaire	.41
Unstructured interview	.38
Assessment centres	.37
Biodata questionnaire	.35
Personality questionnaire	.31
References	.26
Years of work experience	.18
Unstructured experience	.14
Years of education	.10
Interest questionnaires	.10
Graphology	.02
Age	-.01

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PREDICTIVE VALIDITY OF MEDICAL PROCEDURES?

Validity research (Meyer et al., 2001)	
Coronary bypass-operation – 5 year survival rate	.08
Smoking – Lung cancer risk within 25 years	.08
Effect of antihistamines on cold	.11
Effect of ibuprofen on pain reduction	.14
Effect of Viagra on headache	.25
Viagra – improved sexual functioning	.38
Height and weight American adolescents	.44

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SELECTION INTERVIEW

– Definition

– Purpose

- collecting information

- providing information

- giving a fair hearing

- ritual & human aspects and behaviours

– Criticism

- unreliable

- invalid

- subjective

- * Webster's research results!

– Conclusion: not the interview but the interviewer is the heart of the problem

– Review topic: how to improve manager's interviewing skills?
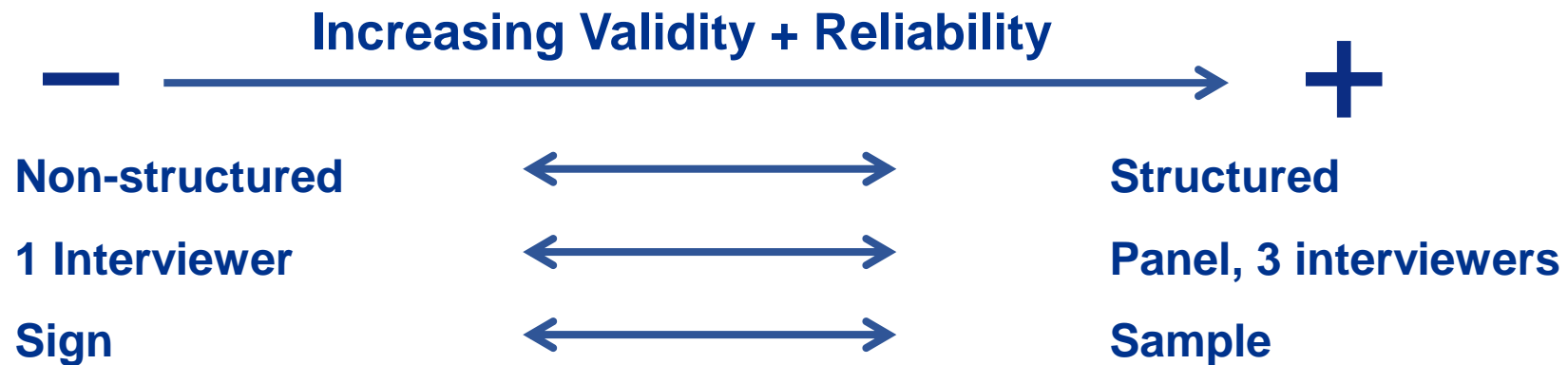
COMMON PITFALLS

– First impression

– Physical appearance

– Generalisation

  ▪ Halo effect

  ▪ Horn effect

  ▪ Overemphasize rare qualities

– Job label impact

– Contrast effects

– Interpretation rather than observation

HOW TO IMPROVE MANAGER'S INTERVIEWING SKILLS?

– From situational interview to behaviour-oriented interview

−　　**Increasing Validity + Reliability** ⟶　**+**

Non-structured ⟷ **Structured**

1 Interviewer ⟷ **Panel, 3 interviewers**

Sign ⟷ **Sample**

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STAR INTERVIEW TECHNIQUE

SITUATION
What happened?

TASK
What was expected?

ACTION
What did you do?

RESULT
Effect?
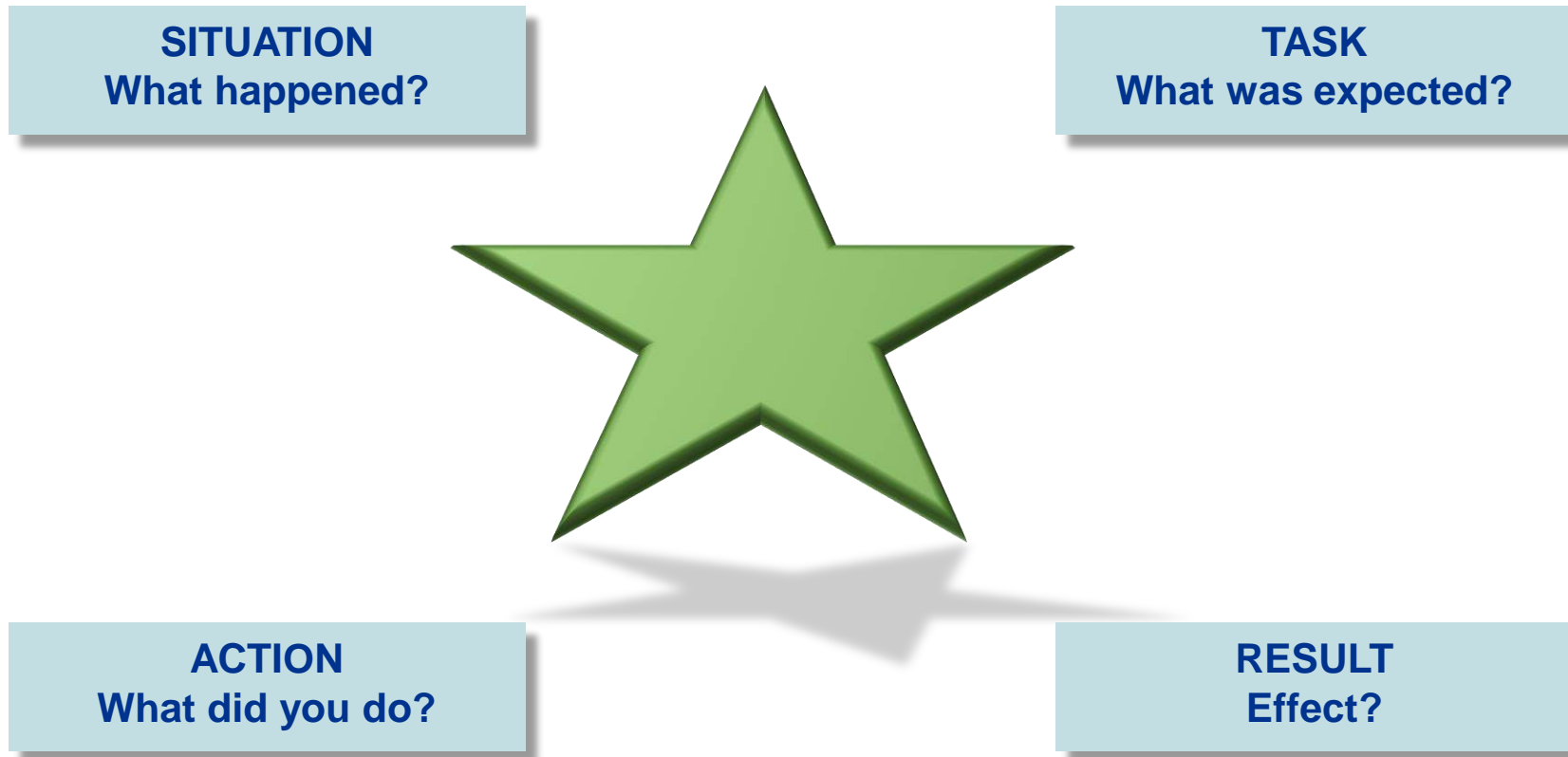
INTERVIEW STRATEGIES

1. Frank and friendly strategy

2. Problem solving strategy

3. Stress strategy

4. Sweet & sour strategy

– # interviews

- Individual interview

- Sequential interview

- Interview in tandem

- Panel interview

- Group interview

– Review topic: role of personnel vs.. line manager

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THE 'HARD TO INTERVIEW' ONES

– The "silent introverts"

– The "pleasers"

– The "try hards"

– The "talkers" – (you can't stop me)

ASSESSMENT CENTRES

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ASSESSMENT CENTRES: WHAT?

– Present behaviour as predictor

– Behavioural criteria

– Job related simulations

– Interaction of candidates

– Multiple assessors (discussion)

– Multiple exercises

– Several days (2 to 3)

HISTORY

— German army after World War I

— British & US War Office Selection Board

— In industry AT&T from 1956

  ▪ "The Management Progress Study"

  ▪ 25 criteria

  ▪ Predicting promotion to MM functions

— Today:

  ▪ Selection

  ▪ Promotion

  ▪ High potential policy

ASSIGNMENTS

– In-basket

– Group discussion

– Presentation

– Role playing

– Interview

– Attainment tests

CRITICAL ISSUES

– Assessor training
  ▪ Observation ↔ interpretation
  ▪ Managers ↔ consultants
– Selection of exercises
– High acceptability for candidates
– Validity
  ▪ Criterion related: .6
  ▪ But ...
– Cost ↔ utility

– Conclusion: it is a good technique but we do not know why

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HUMAN RESOURCE MANAGEMENT

WE WILL START AT 1.30PM

Academic year 2019-2020

Prof Dr Dirk Buyens

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