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1. DETERMINATION OF THE QUANTITATIVE AND QUALITATIVE NEED OF HUMAN RESOURCES DEVELOPMENT

1.1 Importance of Human Resources Development for corporate success: Human Resources Development as a “strategic factor of success”

1.1.1 Properties of business analysis

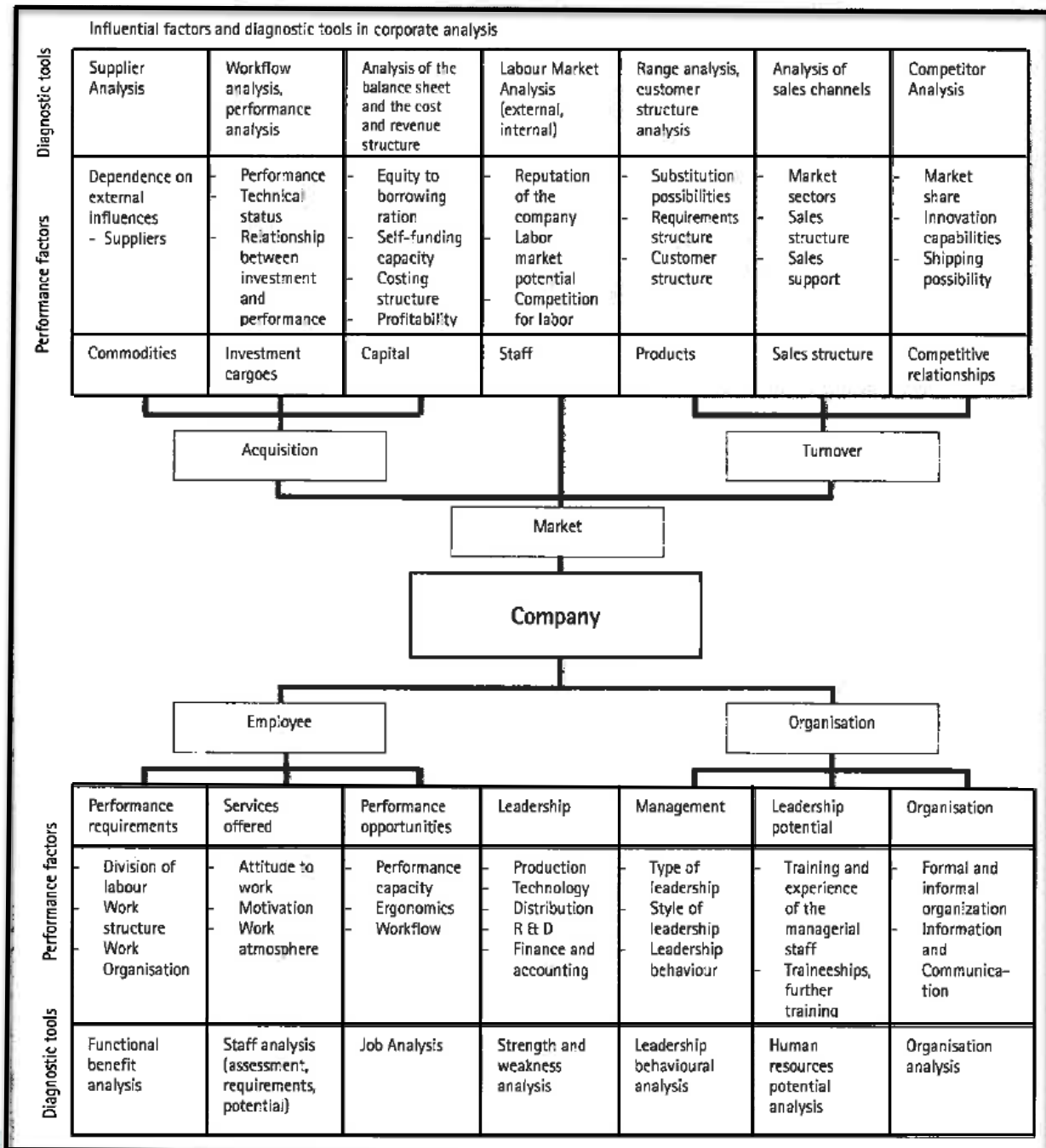


Figure: Properties of Business analysis (according to BISANI)

The studies by Peters and Watermann (“In search of top performance”) have confirmed that successful people from not so successful businesses do not differ from each other when it comes to the hard facts (for example planning systems, controlling, distinct organisational structure, etc) but that the so-called “soft facts” are what make the difference.

A company’s ability to perform is heavily dependent on the employees and the flexibility of the organisation.

The overall performance of the employees is composed of the following performance factors:

- Performance expectations (division of work, organisation of work, work structure etc)
- Performance offered (attitude to work, motivation, work atmosphere etc.)
- Performance possibilities (capability to perform, ergonomics, work flow etc.)

Human resources development determines the improvement of the ability to perform, according to traditional definition, but in the meantime this definition has been broadened to include improvement to the performance offered, although the attitude to work, identification with the company and its products, self-motivation, good interpersonal relationships in the working group, and the entire staff all play an ever greater role in the matter.

1.1.2 Human Resources Development as a regulatory instrument

Human resource management should make the following available:

- the correct employees (qualitative aspect)
- the correct number of employees (quantitative aspect)
- at the right time
- in the right place
- at reasonable cost
- and in a socially viable way

to ensure that they reach the goals set for them in their particular function. Human resources, seen from a purely business point of view, “manages” the “raw material” that is the staff of the company, but in reality this is another way of saying that in the company, human resources really has to do with people.

All considerations of human resources development are combined to find the starting point to analyse the needs of the company. Together with each department, the human resource needs for the company’s next planning period are ascertained. The requirements of each position are therefore subject to constant change.

In order to ascertain the quantitative human resource needs, the human resources department uses several design procedures.

Strategic human resources development is aimed at future requirements of the individual functions and fields. Here it is about identifying processes of change to positions and the impact of this on the job specifications.

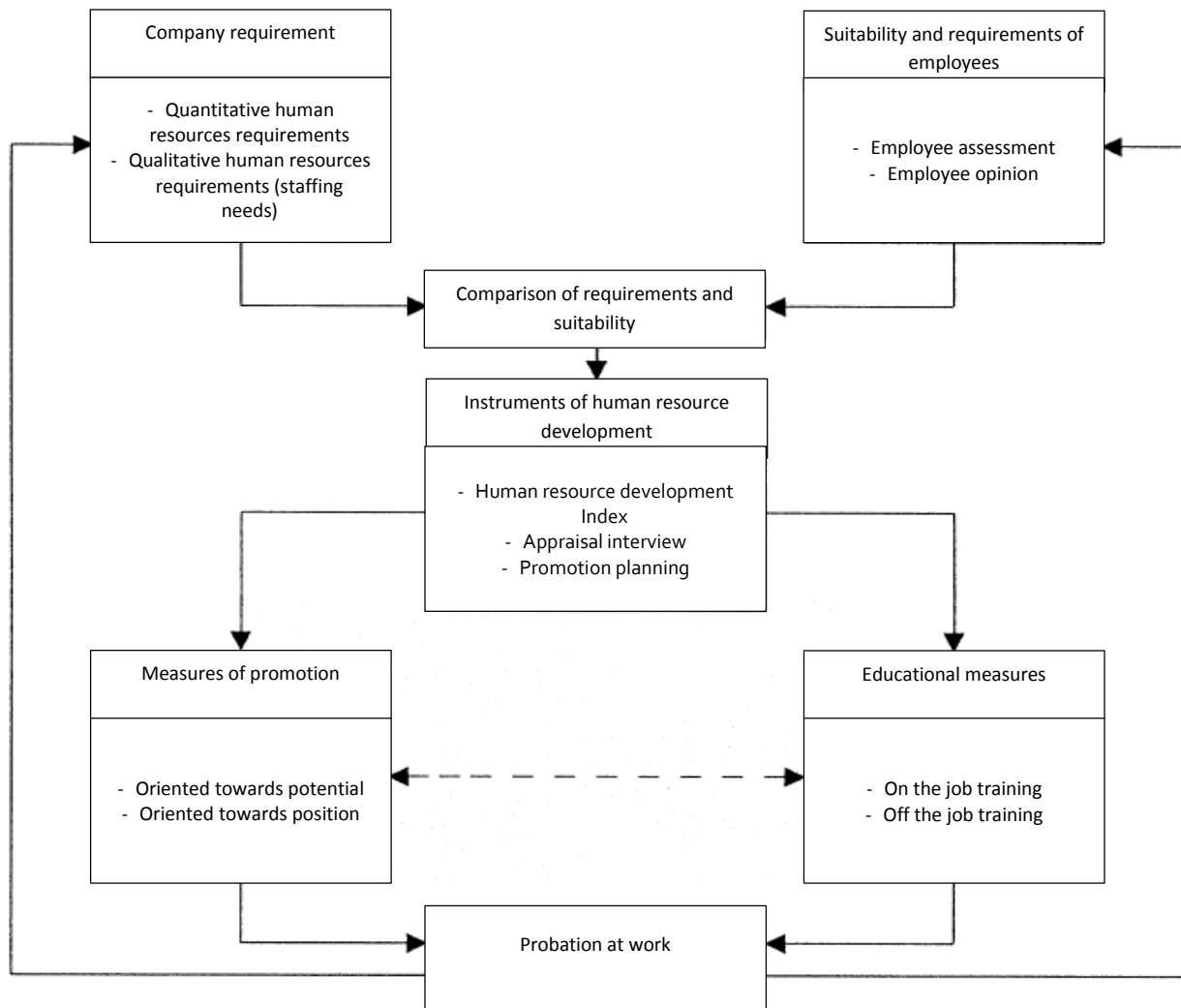


Figure: Concept of Human resource development (according to "MENTZEL")

Human resources development is also always based on the current qualifications of the staff ("where do I pick up the employees?"). This means the employees must have an up-to-date skills profile, and that other potential unused skills are recognised and developed through the correct training measures. In doing this the needs of each individual are of course to be considered.

From the requirement/aptitude comparison, definite methods of individual human resource development can be ascertained. The instruments for human resource development combined with other promotional and educational measures aids the employee in their personal development. The concept is concluded with an on-the-job confirmation of these skills.

1.1.3 Development stages of Human Resources Development

The role of human resources development is an important, often-discussed and considered issue in companies.

In more recent discussions, it has become clear that people (the human resources) have increased in importance for the long term security of existence of the company.

In a very limited and traditional setup, human resources development had the task of closing the gap between the current and future qualification requirements and the current state of qualification of the employees.

Furthermore, human resource development is also responsible for helping the employees to develop a strategic consciousness, to teach them the purpose of their daily activities, so they can work in a more independent and self-directed fashion to implement company strategies more efficiently. This realisation led to the creation of many strategically orientated human resource development concepts:

Human resource development becomes a method of strategy implementation.

Further concepts are seen by strategic company leadership as a systematic learning process in which the employees develop (with the use of long-term and conceptual thinking) a sense of recognising potential future developments and through this the requirements for flexible, active and creative plans of action. Classic planning is detached from this through its necessity for permanent forward-thinking change.

One approach (Berthel, Becker) is based on qualified employees contributing with/assisting in the strategic development: they initiate or influence it.

Sattelberger goes one step further and suggests the approach of “personality building in a learning organisation”. Strategy formulation and implementation no longer is valid only for the person in a position of leadership, but it becomes the task and responsibility of all employees at all levels. Human resources development was responsible for creation of the qualification requirements (in the minds of the employees).

In the end, most future plans become superfluous because of constantly changing environmental factors, and are replaced by the adaptability of people and organisational structures.

The state of human resources development is an important milestone in establishing a company’s philosophy.

Human resources development is used

- in the learning culture of the company
- when making decisions about possibilities for the company, i.e. which human resources are available, what amount of money or which kind of organisation

An important figure to know is the amount of investment in human resource development compared to the other investments in the company, or those of the competition.

Another obvious factor is that the content of further training enables the drawing of conclusions about the value of this particular human resource function in the company.

As a reminder: Traditional further training concentrated on improvements and further developments of expertise and product knowledge, whereas modern forms of advanced training places much more emphasis on personal, social and methodical competency.

It is essential that traditional reactive educational work is developed further to become proactive human resources development. W. Loos differentiates between the seven ideal typical developmental stages:

Stage 1:

The illusion that a decent education at school and vocational school is enough for working life, and that human resources development is reduced to an occasional bout of adaptational on-the-job learning.

Stage 2:

Non-systematically created single units of training are carried out for tradition's sake, even if this does not make sense. Qualification needs are discovered and satisfied by employees who take the initiative, but this is done outside of the company. Because of release of inappropriate employees and engagement of adequately qualified employees from outside the company, the most demanding positions are filled.

Stage 3:

Human resource measures are already adjusted to each other, however, necessary changes to the working environment are still not implemented (organisational development), so that individual employees are only able to implement their newly acquired knowledge in the company with great difficulty.

Stage 4:

With this standard human resource development, the training measures are better co-ordinated, however there is no strategic decision as regards future requirement profiles and necessary qualifications. Furthermore, the interests of the employees are not yet taken into consideration enough.

Stage 5:

Human resources development is seen as a comprehensive complementary package of measures and as a company strategy (also by the line managers).

Stage 6:

Even when carrying out strategic planning and formulation of company strategies, human resources will also be taken into consideration.

Stage 7:

In a learning organisation, human resources development is an integral part of the permanent intra-corporate decision making and awareness process, and is reciprocally co-ordinated with all relevant subsystems.

1.1.4 Tasks and properties of strategically managed Human Resources Development

Human resource development is an important requirement of efficient company leadership. The traditional attitude towards human resources as the "repair service" of the company has changed, bringing advantages to the future-orientation of the company. Modern HRD systematically changes the knowledge and system of values of the people in the company.

Human resources development is an expression - as well as a creative element - of the organisational culture.

Strategically led HRD will be implemented for strategic business units and groups of employees which could have particular importance for the future and the success of the company.

a) Tasks of human resource development

In the following section, the most important task complexes (planning, realisation, controlling) of human resources development are presented (see also “Further education in credit institutions”, H Masemann, Gabler Publishing company):

Requirements of HRD:

Planning tasks:

- Drafting of a human resource development framework concept
- Participation in developing job descriptions, requirement profiles and job catalogues
- Participation in conceptualising and analysing employee appraisals

Realisation tasks:

- Informing employees about available development possibilities in the company according to the HRD framework concept
- Informing all employees about the career paths the company offers

Controlling tasks:

- Regular examination of the aims and principles and of the HRD framework concept
- Examination of requirement profiles, job requirements, selection criteria
- Examination of the career path concepts and their suitability for accompanying further training measures and individual career development

Human resource development programme:

Planning tasks:

- Development of the procedure of human resource needs analysis
- Differentiation between the human resource needs according to possibilities for internal or external fulfilment of the demand.
- Selection of topics with the aid of the managers responsible
- Choice of appropriate methods or combined methods
- Selection of appropriate training materials
- Definition of the programme structures with regard to time management
- Choice of interplant courses offered

Realisation tasks:

- Ascertaining human resource needs
- Defining topics for external further training
- Implementation of programmes to be taken over by the HR department itself
- Organisation of further on-the-job training

Controlling tasks:

- Periodical examination of the possibilities to improve the processes
- Overhaul of the fields covered in the material, because of changes to work tasks and according to the requirements
- Examination of the effects of existing media
- Comprehensive programme examination, after planning and implementation has been carried out
- Examination of external educational institutions, regarding their reputation and appropriateness

Employee promotion:

Planning tasks:

- Formulation of foundational categories for the candidate selection process
- Formulation of processes to determine the success of skill application and further training

Realisation tasks:

- Participation in the selection process of employees who should be sent to external training measures
- Coaching and supervision of these employees during the training period
- Supervision of the participants when implementing further training results in the company

Controlling tasks:

- Regular examination of controlling measures with regard to their effectiveness
- Implementation of success control during and after training programmes, and their implementation into the company processes
- Observation of external courses and other methodical participation in time management

Human resources developers:

Planning tasks:

- Definition of guidelines for compilation and selection of employees for the human resources development department

Realisation tasks:

- Choice of main and secondary human resources developers, coaching of managers

b) Properties of a Human resources development concept

The following representation of a human resources development concept is heavily based on "Human Resources Development" by Manfred Becker, Schäffer-Poeschel Publishing Company, Stuttgart.

Guidelines for human resources development:

- Human resource development acts both in the interests of the employee and those of the company.
- Human resource development is one of the most, if not THE most important leadership task of all managers. It should not be neglected or only used according to popularity of individual employees.
- Participation in qualification and promotional measures is in principle open to all employees.
- Crucial to the qualification and promotion are the factors of personal motivation, performance, flexibility and mobility, but also company needs.
- The necessary training and further training is for the most part implemented during working hours, but it may be expected from employees that they take opportunities to qualify themselves further outside of working hours.

Coverage and content of human resources development

The following aspects make up HRD:

- Contacts in schools and higher education institutions, in order to bring in new employees
- Commercial and vocational training
- Supervision of interns and diplomats
- Expertise training

- Training and development of managers
- Promotion of team development and project work
- Measures to introduce new employees
- Systematic promotion of employees with good performance, etc.

Instruments of HRD

To secure the required experts and managers, the following measures are developed and put in place:

- Organisational planning, job planning and job allocation planning
- Sequence index for managers from the level of departmental manager upwards
- Functional descriptions and job descriptions for all employees
- Short-term, medium-term and long term HR planning
- Comprehensive performance appraisals and HR appraisals for all employees or defined groups of employees
- Appraisal interviews
- Promotional groups to secure bringing in new employees externally
- Supporting data to determine qualifications etc.

Institutional Anchoring of HRD

- HRD is a non-delegable management task, which every person in a leadership role must be aware of; they define the need for training, identifies potential new employees for promotion and actively makes sure they are trained sufficiently, as well as supporting team and project work.
- The department of training and further training and the HR department support managers and employees if they have questions about HRD. They provide appropriate instruments and support their use in the company.
- All managers represent the company's image on meaningful occasions, as well as at attractive institutions for the company.

Concrete measures for HRD

- Training and further training
- Development of decision making and responsibility skills (Expert knowledge, social and methodical competency) at work
- Systematic promotional strategies, for example when including the aforementioned measures, or other measures

Summary:

There are three ways to introduce HRD into companies:

- A concept is developed, concluded, printed and disseminated, and all involved must follow these rules.
- Measures are put into place where they are "necessary", and in time a systematic HRD will come into existence
- A rough concept is developed, discussed with managers, concluded and measures are introduced in a step by step fashion, which are taken on by all employees, but which do not overburden anyone, and which are humanely and economically reasonable.

The third way leads to the best results!

1.2 Human Resource Development its in interface points with other functions of Human Resource Management

1.2.1 Human Resources Development and Human Resources Management

Human resource management could be described as all measures which have a direct impact on the behaviour of employees.

The employees should generate the maximum possible performance level for the company. Individual performance level is consists of the following parts:

- Capability to perform (work distribution, work organisation, work structure, etc)
- Willingness to perform (attitude to work, motivation, working atmosphere, etc)
- Possibilities to perform (abilities, ergonomics, workflow, etc)

The employee's capability to perform is determined by their skills in all areas (including professional expertise and methodical, personal and social competencies), which enable the employee to perform the set tasks to a satisfactory level. Human resources development is also relevant here, as they have been set the task of moderating and maintaining the level of employee qualification needed.

The employee's willingness to perform is the result of the motivation of the individual employee. Here, human resources development is also required, as stipulated above. Conceptual transparency and comprehensible principles make it possible for the employee to act in a way which is in accordance with company policies. Through training, the employees are exposed to a cooperative style of management, which gives them enough personal space for making decisions, as well as the opportunity to contribute actively to decision fabrication processes (in working groups with the guidance of their manager), which gives them the chance to understand company decisions.

The employee's possibilities to perform in the workplace are largely controlled by technicalities and by the working environment. Here, the human resources planning department is involved. Alongside this, the organisational structures (composition) and the processes must be created in a learning-friendly way. This is the task of the organisational development.

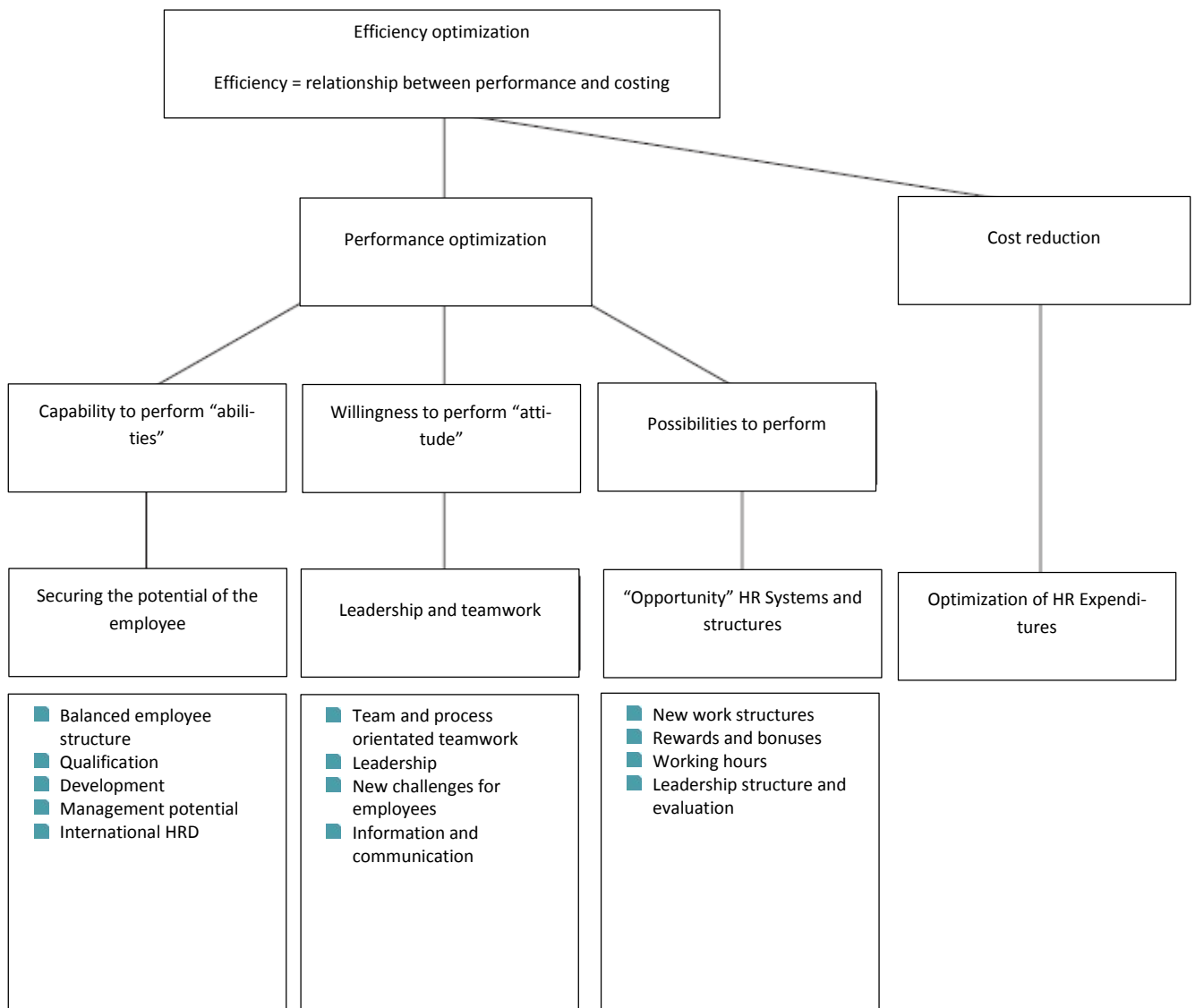


Figure: HR Management as a contributing factor to general efficiency optimization in the company

The subject of HR Management regarding appraisal interviews will be dealt with in detail later in this course.

1.2.2 Human Resource Development and Acquisition of Employees

Employee acquisition is the first step on the path of human resources development. This encompasses all measures for acquiring employees for the prevention of shortages of staff during periods of planning.

In principle, two different principles of action can be identified:

- An employee is brought in from outside, who exactly (or almost exactly) fulfils all of the criteria required for the job. Potential for development is not required, personal career priorities are not desirable and are somewhat illusive, because of the almost exhausted potential of the individual.

The employee will be trained for the position in an immovable way. Their human resource potential is exhausted in adaptive extra-curricular trainings, so that they can regularly carry out their work processes in the same way.

- The employee coming from outside has development potential and the right to personal career choices. Even at the beginning of their time at the company, it is clear that they will only be working on a certain task for a certain amount of time, until they become unsatisfied and feel they are not being challenged enough, and they can then be promoted to a position with more responsibility. After successful job training, the employee will be submitted to various educational training opportunities, as well as the mandatory extra-curricular adaptive training, which will prepare them for taking on tasks with a higher level of responsibility (promotional training)

Human resource acquisition is often a case of company-internal or inter-company transfer of employees. The human resource development department creates the opportunities for staff acquisition from its own resource pool – company-internal transfer is an instrument used by HRD, individually as well as collectively.

Furthermore the presence of a systematic HRD makes a company image attractive to the outside working world. Because of this, the search for new employees is made easier. Candidates also take all other conditions offered by the company into account: Development perspectives are able to compensate for a relatively low starting salary in many cases.

In many cases, the internal occupation of jobs is much more cost-effective than bringing new employees in from outside of the company.

1.2.3 Human Resource Development and Human Resources Layoffs

Layoffs, including both internal and external forms of leave of absence, are used in order to prevent overstaffing.

External influences on the one hand, but also company-internal decisions, occasionally require layoffs.

For these processes, it is necessary to respect and follow clear cut judicial processes laid out for the benefit of the employee and the work council. Layoffs also always have an effect on the working atmosphere and on the motivation of the remaining employees in the company, and also on the attitude of the former employees to their former employer. Therefore it is necessary to deal with layoffs in a judicially clean and socially responsible way. Furthermore, the resulting impact of the layoffs to the company image in society is not to be taken lightly.

In this way, HRD measures can be used to aid implementation of these layoffs, as well as helping the employees concerned to deal with their losses.

- HRD measures in the framework of a social plan helps to cushion the fall for laid off employees, and give them the opportunity to gain qualifications which can aid the process of their re-integration into new employment.
- In the framework of outplacement measures, development measures play an equally large role. Responsible HR management is brave enough to help employees who were driven into a dead end, doing tasks which could not make them happy in the long term, into a position where they can help themselves to steer their career into a more positive direction. In the medium term, wrongly placed employees destroy the working atmosphere in their department, because of their dissatisfaction with their jobs. Mostly, external consultants create a package together with the employee who is to be laid off, in order to kick-start their future career with another company.

The measures which create the fewest problems are the so-called “out of the job” measures, which prepare the employees for a smooth transfer into retirement.

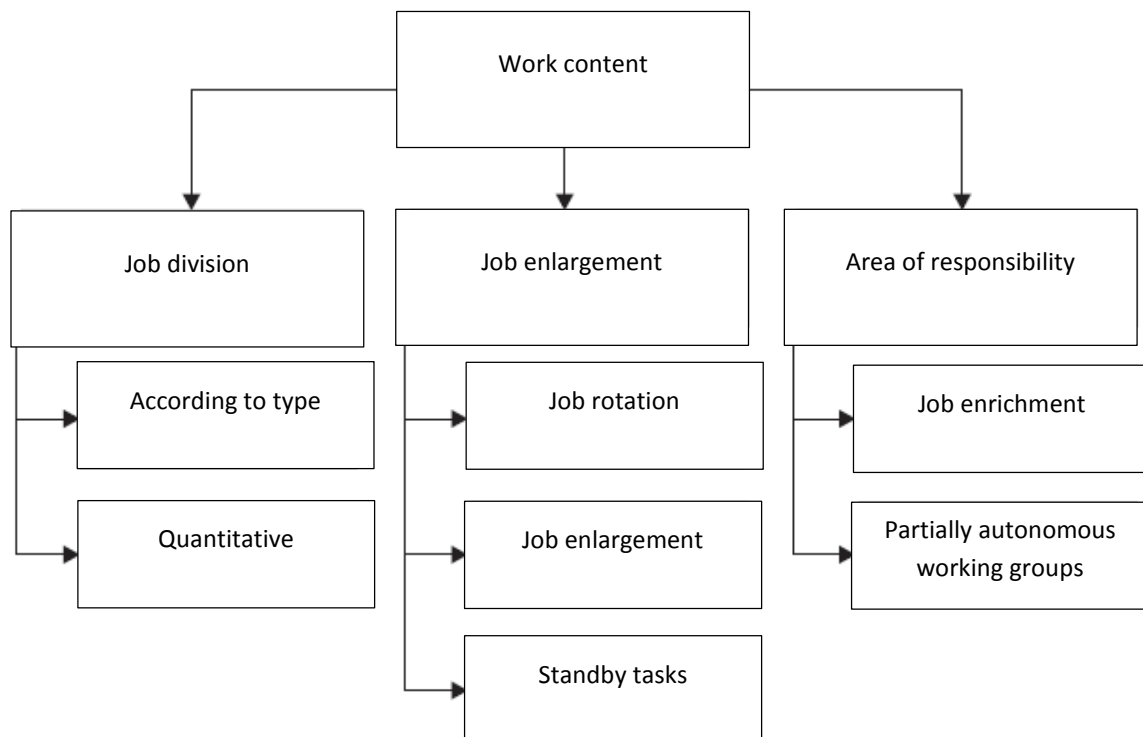
1.2.4 Human Resource Development and Staff Assignment

Staff assignment is part of HRD, just as HRD is part of staff assignment.

Staff assignment distributes the available employees according to the upcoming tasks or according to the positions available. Company requirements, as well as the wishes of the employees, should be considered accordingly. Furthermore, appropriate regard should be given to ergonomics and general working conditions.

Typical measures regarding structural organisation of the workplace are as follows:

Work content



Job division is associated with an increasing amount of specialization which is required from the employees. The individual tasks are generally less challenging, the requirements from the employees decrease. The qualification measures are reduced to an apprenticeship or a short traineeship.

Job rotation is known for its systematic workplace rotation. The aim of this is to keep a certain stress balance, and to prevent employees from becoming one-trick-ponies. This means a comprehensive qualification is necessary. The employee must have command of various scopes of duty. This is often associated with implementation of standby tasks in practice.

Job enlargement is representative of a horizontally expanding scope of tasks. The employee takes on new tasks, which can be qualitatively comparable or similar to the tasks which they already carry out. To optimize the time management of the position, the employee must improve their own self-management and time management.

Job enrichment encompasses the transfer of qualitatively higher-order tasks, requiring of the employee that they acquire additional methodological competences, e.g. planning techniques, interview techniques, controlling techniques, etc.

When establishing partially or completely autonomous working groups, the employees concerned must learn to coordinate themselves better, which brings up the issues of conflict management and communication; these become important fields of qualification for the employees concerned.

Health and safety measures become invalid if the employees have no problem awareness for possible accidents in the workplace, and do not respect the prevention procedures. The same applies to behaviour towards prevention of harmful influences on the working environment.

1.2.5 Human Resource Development and Human Resources Expenditure

All human resources management measures cost money, and this is also the case for human resource development measures.

Corporate management must be interested in the fact that human resource development measures pay off (so-called “return on Investment”). This requires efficient and sophisticated cost management (in the planning and implementation phase) and a retroactive inspection (evaluation) of the improvements caused to task completion and the net operating result. HRD must also prove their legitimacy.

While it is possible to implement cost and profitability controlling in a precise enough fashion, thanks to the ingenious information systems used in accounting and controlling, the evaluation of learning processes remains a challenging task.

Controlling in HRD should be understood as an instrument of planning selection and regulation of measures, dependent on financial factors. A retroactive evaluation of profitability for the capital invested in human resource development will be utilized.

This important factor will be dealt with in detail later on in the course.

The rewards system supports human resource development strategies. This can happen for example when employees who have completed a further training module are moved to a higher wage bracket. Employees abstain momentarily from income in order to fulfill future hopes for income (during further training measures) or (more modestly) in order to keep their present position.

Naturally, the further training measures promote willingness to participate (should they require employees to take the initiative themselves, voluntarily or in their free time) by being financed either partially or fully by the company.

2. INSTRUMENTS FOR THE DETERMINATION OF REQUIREMENTS IN THE WORKPLACE AND CHANGES TO THESE REQUIREMENTS

Companies which are constantly changing are in need of further training. Triggers for this need could be current problems, such as the following:

- Low or decreasing production
- High or increasing reject and loss rates
- Existing or increasing necessity for more time to complete jobs
- Low or decreasing operation of machinery or use of equipment
- Augmented or increasing times of delay or idling
- High or increasing times of employee absence
- Augmented or increasing number of conflict situations
- Augmented or increasing number of occupational accidents
- Permanent difficulties in acquiring staff

Triggers could also be future problems such as the following:

- Changes to technology
- Changes to products and services
- Organisational changes
- Market changes
- Changes to corporate strategy
- Personal changes
- Legal changes
- Political changes
- Relocation etc.

Definition of “Training Needs Analysis”:

The sum of all measures which are planned through identifying deficits in training and qualification of employees.

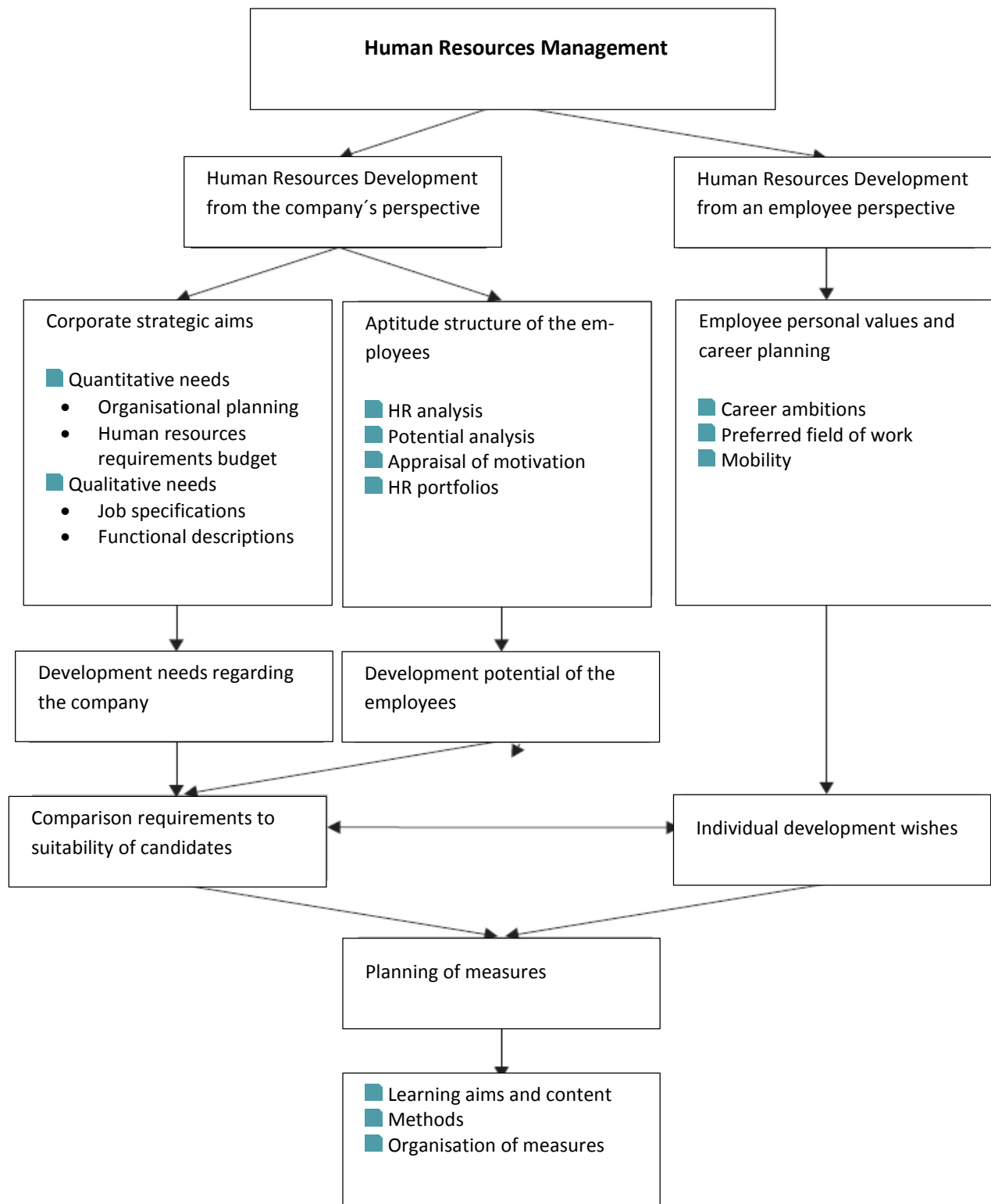
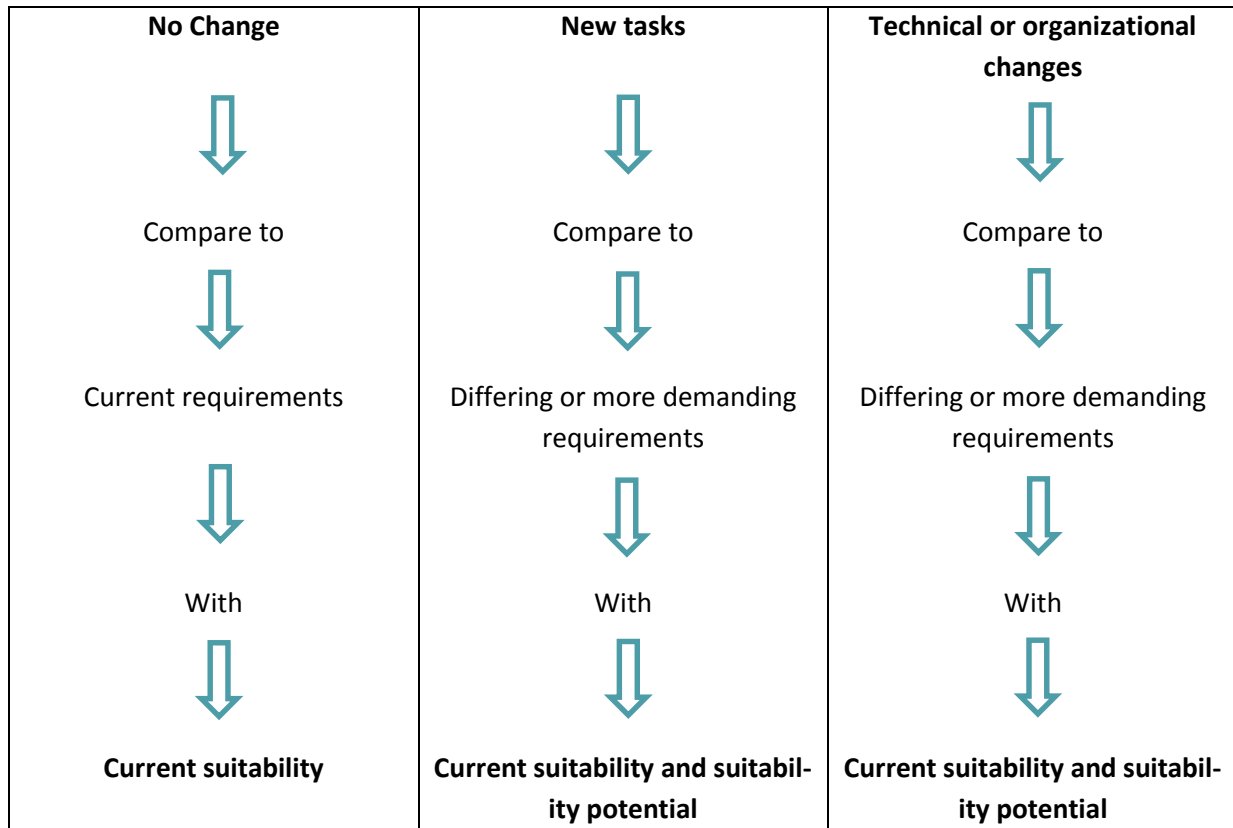


Figure: Process of HRD

2.1 Human Resource Development Needs from the perspective of the company

In principle there are three different possible constellations from which a human resources development need could be derived:



■ No change

if no changes are made to the positions available and positions filled, the current requirements still must be compared to the current suitability of the employees in the positions.

An optimal staffing is only possible if the requirements are adequately, openly and operationally documented. In most companies there are job descriptions from which the information for a requirement profile can be ascertained, with the aid of a requirements analysis.

Older job descriptions were generally very comprehensive and detailed with their descriptions of the tasks and competencies required (up to 5 A4 pages). From these, it was possible to derive the appropriate requirement profiles.

The current requirements for certified job descriptions according to ISO 9000 require clear documentation of structures, responsibilities and processes and are short and general in comparison. Their analysis allows only for a superficial requirement profile. They contain (in comparison with former descriptions) more key skills and methodical competency, and fewer lists of specific professional skills.

Training measures are considered in order to keep the possible employee up to date and well-adapted with their skills and competencies, as well as to allow for changes in operating methods.

■ New tasks

An employee may be given new tasks. This happens in the following ways:

- Horizontal transfer – i.e. the employee takes on similar tasks but on the same hierarchical level, of similar difficulty and/or unchanged wage level
- Vertical (promotional) transfer -

Technical or organisational changes, i.e. the employee will take on more management tasks in the future than their regular operational tasks.

If these jobs already exist, a requirement profile already exists.

If these jobs do not yet exist, it is necessary to carry out work analyses, define activity content, ascertain requirements and implement an evaluation process. For this, information from various sources will be processed.

Training measures are necessary here, as the employees must be prepared for dealing with the new tasks set for them in the future.

■ Technical or organisational changes

Technical or organisational changes can materialise either in the form of a larger step or many small evolutionary steps. In the latter case, reviews need to be regularly carried out, in order to determine whether or not the job descriptions are up-to-date, and whether the requirements are still relevant (organisational reviewing).

Qualification measures are necessary in order to make it possible to improve productivity levels.

2.2 Human Resources Development from the employee perspective

HRD should not only orientate itself around the needs of the company. The needs (i.e. interests, tendencies) of the employees must also be taken into consideration. If this is not the case, development measures will be seen by the employees as an annoyance, or at best a welcome change to the daily routine. Their actual aim, making improvements to performance reserves and motivation, falls short.

In the same way, the perceived changes and wishes are not static, but they are part of the ever-changing process which is dependent upon the following:

- The personal development of the individual in a social context
- Immediate personal experience
- Awareness of the experience amongst colleagues and friends
- The current function field

2.3 Organisational Instruments for Human Resource Development

2.3.1 Organisational plan / Organigram

(organisational chart, corporate structure, structural plan)

= graphical representation of structural organisation (=sustainable effective regulation of static relationship coherence);

The organisational plan demonstrates the following in the form of a general overview:

- The task distribution system and distribution of partial tasks between the individual positions
- The arrangement of organisational structures and their allocation to departments
- The hierarchical order of individual cases (super and subordination of positions related to one another)
- The assignment of staff
- Service and individual solutions for alignment and reports (information and communicational relationships)
- Type of organisation

2.3.2 Position plan

A position (or job) is the smallest organisational unit in a company. According to this definition, this is a network of tasks, limited in number and type, for a particular task bearer, whose material and information needs will be provided for by the company.

The position plan is more comprehensive than the organisational plan. It contains various authorised established positions in a particular company sector, and communicates a complete impression of the organisational classification of task fields and positions.

2.3.3 Staffing plan

Definition of "Staffing plan": Information on staffing for the arranged established positions.

The staffing plan contains information in its simplest form, regarding the following:

- The job description (name or alphanumerical number)
- The name of the employee currently in the position

In practice, this is mostly extended to further details:

- Information about the hierarchical status of the job
- Name or functional description of the deputy or substitute employee for this position
- Start date of the current employee (possible end date for the current employee)
- Number of directly (and if appropriate indirectly) subordinate employees or established positions

2.3.4 Job descriptions

(Activity descriptions, specifications, working area descriptions, etc)

Definition of “job description”: Formal documentation of all main attributes of a position.

Job descriptions are regarded as one of the most important instruments of professional organisation and human resources work in a company. They are useful especially for the following:

- As an aid to the creation of an organisational structure
- To determine functions and areas of responsibility
- To document the organisational structure
- To clarify the relationship between jobs, to avoid overlap of (or gaps in) responsibility
- For information about individual instances, and how to deal with them
- To objectify wage/salary structures
- As a foundation for qualitative and quantitative staff requirements planning
- As a foundational source of information for internal and external job descriptions
- To define the desired skills and characteristics for candidate qualification
- For the information of the current holder of the position
- As a foundation for selection of candidates or for job interviews
- As a framework to aid formulation of a contract
- As a basis for training new employees or new managers
- As an orientation for performance appraisal
- For the information of the employees about tasks and competencies (also according to § 81 of the German Works Council Constitution Act)
- To determine and communicate qualification gaps or qualification potential
- For the development of human resource development programmes

With relation to HRD, job descriptions are used to communicate the need for employees to develop, planning career paths and when determining the measures needed to acquire new staff, and in addition, job descriptions are useful as an instrument to measure the success of staff training measures.

Strategically-orientated job descriptions (in comparison to classic job descriptions) not only have the aim of collecting information, but also of using this information from the beginning for its synergy effect, for the sake of human resources development. Especially the formulation of task aims and descriptions of the main tasks, and their relation to corporate objectives and strategies can be observed.

A pragmatically formulated, systematically processed, specifically designed job description is considerably more efficient than long-winded halfway scientific descriptions.

Job description			
1. Description of the position:		2. Rank:	
3. Aim of the position, short description of the sphere of activity:			
4. Job description of superior(s):		5. The employee may also receive professional instruction from to (provide information on job description, type and scope of work):	
6. Job description of subordinate(s):		7. The employee may also give professional instruction to (provide information on job description, type and scope of work):	
8. The employee is a substitute for:		9. The employee will be substituted by:	
10. Special authorisations and eligibilities, not specified in the general provisions:			
11. Description of the tasks which are to be completed independently by the employee:			
The activities described will be taken on – if this is not already the case - a maximum of 12 months after the job description has been introduced.			
_____	_____	_____	_____
Date	Date	Date	Date
Signature	Signature	Signature	Signature
Position holder	Direct superior	Indirect superior	Position to be filled
Modification notes:			

Figure: Template of a job description form (according to "MENZEL")

Survey for job description		
Your name:	Your job title:	Your rank:
Actual state		Target state
1) Who is your direct superior? (Name and rank)		1a) Could you work more productively under a different superior? (If yes, in which other position?)
2) Do you receive instruction from people other than your superior? (If yes, what kind and from whom?)		2a) Should the current regulations be changed in order for you to work more productively?
3) Which positions are directly subordinate to yours? (Number and description of the positions)		3a) Do you require more subordinate employees in order to work more effectively? (Please give reasons)
4) Do you give instructions to any other employees other than those mentioned in section 3)? (If yes, what kind of instructions and in what scope?)		4a) Should the authority over others be changed? (if yes, please give reasons and state ways and scope of suggested change)
5) In the case of your absence, who is your substitute?		5a) Should this substitution be changed? (If yes, in what way?)
6) For whom are you a substitute in case of absence?		6a) Should the existing substitution rules be changed (If yes, how?)
7) Which extra authorisations and eligibilities have you taken on, which are not included in the general provisions?		7a) Should the specific authorisations or eligibilities be extended or restricted, in order for you to work more productively?
8) Describe your current activity (please be precise in which cases you make decisions or advise others)		

Figure: Survey for job description (according to "MENZEL")

Advantages of job descriptions (according to Stop)

■ From a company perspective:

- Avoidance of competency overlaps, double shifts, overtime
- Relief from single-activity jobs
- Improvement of the working atmosphere by consideration for employees' needs in terms of status, competence and self realisation
- Quicker decisions and better coordination

■ From the perspective of the employee:

- Protection from arbitrary areas of responsibility and therefore avoidance of conflicts of competency between colleagues
- Better self control through arrangement of job-related aims
- Better understanding of individual contribution to the collective task in hand

Possible disadvantages could arise in the following forms:

- High costs for development and updating
- Promotion of over-organisation and narrow-mindedness
- Inability to implement flexible forms of cooperation
- Restriction of personal initiative of employees

Impossibility to keep job descriptions completely up to date

2.3.5 Training index and Qualification data

The human resources index makes up the central information instrument of human resources development (=inventory)

The information in this index is used in all levels of human resources development and beyond this, in some areas of human resources management, as the following:

- Overview of the employees with development potential
- Choice of employees to be promoted, according to the urgency of the company, social factors regarding equal opportunities
- An aid in decision making when determining development measures, according to the wishes of employees and needs of the company
- Coordination of promotional and training measures, for example summaries of similar cases from other departments, creation of company internal "training measure packages"
- Controlling and supervision of learning and usage success
- An aid in human resources planning for optimum staffing of vacant positions in the company from its own employee pool
- Cost planning in the framework of budgeting and controlling

Human resources development must take care that the following is fulfilled:

- All employees who are able and willing to develop are in the index
- All the data necessary for human resources development are summarised in time and are regularly updated and extended
- All decisions for staffing consider the information included in the human resources development data

Which data is received into the human resources development index is decided by way of observations of the usefulness of particular pieces of data; however, the following data is conventionally used:

- Name, human resource, start date
- Educational information (school, higher education)
- Career development (previous jobs)
- Participation in previous training measures
- Suitability and development appraisal
- Development wishes, interests, tendencies and aims
- Predicted development measures
- Predicted fields of work

Generally, the initiative to include an employee file in the HRD index is taken by their direct superior. It is also possible that the employee themselves applies for inclusion, but inclusion will only take place if their immediate superior approves of the decision.

It is also possible that an external employee is immediately included in the index, if there are enough indicators (e.g. previous career path, candidate selection, application, interview) that the employee possesses the potential which reaches far above the current position to be filled.

2.3.6 Strategically development requirement profiles

Definition of “Requirement profiles”:

= typical professional and social requirements, sorted by type and weighted by value, mostly graphically represented. The width of a required qualification structure is able to be recognised from this representation.

The requirement parameters should be:

- precisely defined
- representative
- socially orientated
- able to be observed and appraised

However, if we take a look into real practices, it is to be noted that this is seldom completely the case.

Importance of the job		No im- portance	Medium importance	High im- portance
Work perfor- mance	Professional knowledge and competence	○	○	○
	Quality of work	○	○	○
	Division of work	○	○	○
Work habits	Independence	○	○	○
	Resilience	○	○	○
	Flexibility	○	○	○
	Initiative	○	○	○
Teamwork	Cooperative behaviour	○	○	○
	Information-seeking behaviour	○	○	○
	Conflict management	○	○	○
	Ability to make decisions	○	○	○
Professional skills	Strategical decision-making skills	○	○	○
	Cost awareness	○	○	○
	Profit awareness	○	○	○
	Behaviour with regard to risk awareness	○	○	○
	Professional initiative	○	○	○
		○	○	○
Leadership skills	Planning and organisational skills	○	○	○
	Ability to set aims	○	○	○
	Delegation skills	○	○	○
	Motivation	○	○	○
	Employee promotion	○	○	○

Figure: Requirement profile of a supervisor (according to "MEIER")

According to Riekhoff, it is apparent that the requirement profiles should be tailored to the corporate strategy, especially in the case of positions required to make important decisions. Differentiation is also appropriate, as the requirements of various positions can be quite dissimilar, for example in the case of the life cycle of a particular market:

- Investment strategies necessitate employees with a high level of professional expertise, with regard to products and experience in the associated markets. Pioneering spirit, assertiveness, creative thinking, perseverance, frustration tolerance (the likelihood of setbacks is high) and strategic thinking are qualities required of an employee. Needless to say, other necessary characteristics are enthusiasm (both internally and towards the outside world) and acquisitive strength.

- Skimming strategies require other management skills. As these kinds of positions have to do with stabilising and consolidation of a market or defence of market positions in cutthroat competition situations, recognition of rationalisation potential in the company, and the implementation of this potential (more efficient processes, strict cost management) is of utmost importance here. It is sometimes necessary to eliminate products or reduce the selection of products.
- Exit strategies necessitate the ability to redevelop. Organisational talent and cost awareness are also important requirements.
- Selection strategies require a comprehensive knowledge of the company from the managers responsible, as well as sensitivity for market trends and marketing opportunities.

To communicate the requirements to the employees, so-called “responsibility catalogues” are utilised. These are comprised of a list of all possible responsibilities of the established positions and the possible division of work between this established position and supporting administrative staff.

2.3.7 Staff surveys

The creation of requirement profiles is generally carried out between the human resources department and the responsible superior. The necessary information can be ascertained by observation, surveys (oral or written), and occasionally by way of experiments.

In order for surveys to be constructive, the following rules should be observed:

- All employees should be asked (not only managers)
- In order to avoid false expectations and later disappointments, at the time of the distribution of documents, the employees should be advised that not all interests and tendencies of every individual can be catered for
- Participation is always voluntary
- Written statements can be extended orally if necessary
- All data is handled confidentially and anonymously

Individual surveys are added to group surveys and diagnosis workshops.

2.3.8 Promotional interviews

(Supervisory, HRD, career planning and follow-up interviews are marked as “structural appraisal interviews”)

This specific form of appraisal interview is of particular importance for staff members who have the potential for promotion (according to their superiors). Often, this is carried out at the same time as a classic appraisal interview, as an evaluation and consequence of a positive appraisal regarding past experiences and performance record.

The same applies to the integration of career and further training considerations, in accordance with management by objectives.

In a promotional interview, the same rules apply as in other appraisal interviews:

- The interview should begin on a positive note, in order to create a motivational atmosphere.
- Through well-prepared interview structuring, the risk of leaving out anything of major importance can be avoided.
- All points of concern should be discussed in dialogue (monologues are to be avoided)
- The aim of the interview should always be kept visible – too long interviews are tiresome, too short interviews give the impression that the employee is not important enough. Nevertheless, enough time should be taken. This is not the time to be in a hurry.
- Negative points should always be made on an impersonal level, never as a personal attack.
- If a manager makes a judgement mistake, they should also admit to doing so.
- When summarising parts of an interview, a general conclusion can be pointed to by way of intermediate results.
- During the interview, only consequences which can be promised should be spoken of.

The interview should always end on a positive note.

2.3.9 Departmental development meetings

This unusual concept refers to a very widely used type of meeting, namely the meeting which takes place between managers of a department, with the aim of determining a possible need for development and to agree upon possible measures. Topics could be the following, for example:

- Future tasks and requirements in the department
- Current positions and positions needing to be filled in the future (e.g. because of HR planning, retirement, foreseeable fluctuations, etc)
- General exchange about experiences
- Evaluation of qualification potential of individual employees or groups of employees
- Deconstruction of departmental egotism

Reciprocal sensitising for human resources development

2.3.10 Succession and career planning

a) Succession

Definition of succession: a systematic operating method to occupy currently free positions and positions which will be free in future with the correct employees.

Succession planning is orientated towards the positions to be filled, and determines the requirements and recommended/necessary qualifications for the position.

Further to these general succession principles, the positions are to be determined for succession and possible requirement criteria. Potential successors are to be communicated, selected and prepared adequately to take on the new position.

b) Career planning

Definition of career planning: obligatory definition of development and career possibilities for employees, planning for attainment of particular “career positions”.

Career planning is orientated around the employee and their knowledge and skills and defines medium term and long term desired development and obligatory qualification measures.

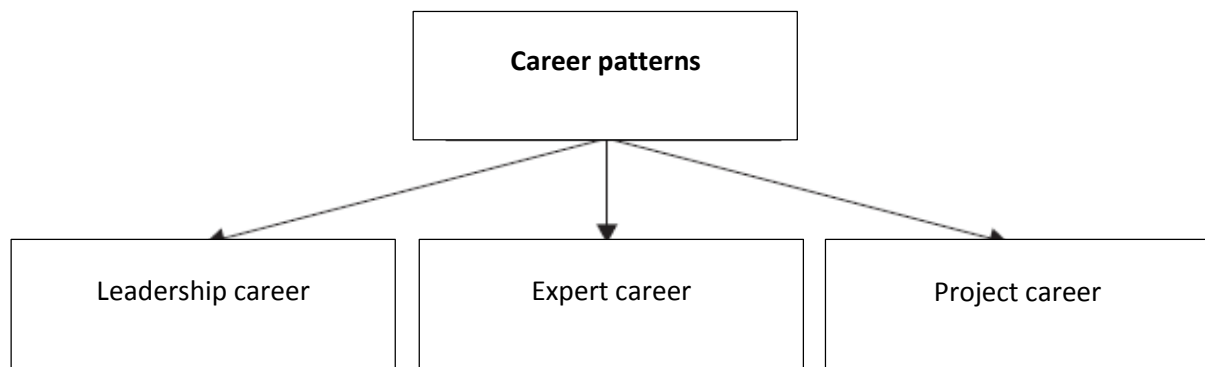
The general career planning model is transferred to the personal career and development plans, however sometimes the general planning model is superfluous or is not in agreement with an individual, for personal reasons.

Succession planning			
Dept/company/branch:		Job ID:	
Position:			
Current position holder:	Position held by current holder since:	Notes:	Succession necessary: <input type="radio"/> immediately <input type="radio"/> in 2 years <input type="radio"/> in 3-5 years
Surname:			
First name:			
Date of birth:			
Start date:			
Suitable successor (immediate):	Current position:	Job ID:	
	Since:		
Surname:		Notes:	
First name:			
Date of birth:			
Start date:			
Possible successor in 2 years:	Current position:	Job ID:	
	Since:		
Surname:		Notes	
First name:			
Date of birth:			
Start date:			
Possible successor in 3-5 years:	Current position:	Job ID:	
	Since:		
Surname:		Notes	
First name:			
Date of birth:			
Start date:			
Compiled by:			
_____		_____	
Date:		Signature:	
Further remarks:			

Figure: Succession planning (RKW Handbook on HR planning)

c) Career patterns

Definition of career: the preferred pathway of positions of an individual in a company (upwards, downwards, sideways), subjectively seen as important changes (growth, loss, indifference)



- Previously, the classic “leadership career” was the prevalent type, with vertical organisational structure of a company, with internal hierarchies, tightly connected to concepts such as broadening of competence, institutional and positional domination and the reward for the employees. These possibilities have been limited with the growth of lean management. Hierarchies and career steps have been abolished, and therefore the potential to be mobile and the frequency of career mobility have diminished. Because of this dynamic change, there are fewer “promotion opportunities” and traditional positional pathways have disappeared. Through the ever-growing popularity of the concept of teamwork, there are fewer opportunities to allocate individual successes. It is no longer possible to have a career without a team.
- An expert career is a horizontally mobile career. Expert professional knowledge is honoured (and paid accordingly), and the main aim of this type of system is to attain and reward specialists who do not wish to (or are not suitable to) take on leadership roles, but who wish to provide and use their expert knowledge to aid staff in a particular department, in the position of a departmental leader. This type of structure documents the value of experts, whereas the disadvantage to this system is that these people are also seen as having decreased flexibility (and experts gain in strength).
- Project careers are horizontally mobile careers, to honour methodological expert competences, Employees are sent into project groups. A “project” in this case is defined as a complex and comprehensive, one-time (and therefore mostly new or innovative) set of tasks for the temporary members of staff from various departments. Typical project groups are “task forces” “circles” and “new venture teams” (with growth in organisational strength).

All the above career paths are permeable and therefore employees should not be limited to a single one of them, or put on a one-way street. Modern companies regularly examine the possible transitions between the different advancement structures. Project work has especially been used to find leadership potential in new staff.

d) Principles of advancement planning

Advancement planning can have long term effects for future development of the company. Wrong decisions about staffing and insufficient employee qualification levels can be potentially damaging to the overall company net operating result. Disappointments and inconsistent action can damage the

company working atmosphere. Therefore, the rules and modalities must be clear to everyone a priori:

- Internal advancement has priority over external staff entering the career ladder. Chances to move up the ladder are only motivational if the employee is given the option to do so in a foreseeable amount of time.
- Mandatory choice guidelines will be determined, to avoid the impression of arbitrariness (i.e. favouritism) and coincidence, as these can hold the employee back from leaving their current position, affect their individual performance and the length of time the employee wishes to work at the company. (NB: participation rights of the workers council according to §95 of the German works constitutions act)
- Transparency of organisational structure and job descriptions are obligatory.
- For the sake of security, it is important to prepare and select several candidates for a particular succession for a position, or prepare one candidate for several (alternative) positions (reservoir theory).
- The nomination for succession or substitution does not officially entitle the employee to anything, but improves the chances of later being accepted for the position. (Here there is the danger of seeing oneself as the “crown prince”)
- The individual career planning offers no guarantee of getting the particular envisioned positions in the particular order and time span, as the company must be flexible to external frameworks which change constantly.
- Development is also no guarantee for a higher income, although the reciprocity between the wage system and development planning is to be regarded.

2.3.11 Performance appraisal

This organisational instrument serves as an appraisal of the past performance record of the employees, as well as being used as a future-orientated estimation of potential, and it should therefore be represented accurately in the appropriate processes and practices.

2.3.12 Assessment centre process

This organisational aid is for inspection of human resources (for external or internal candidates) and should therefore be represented in a thorough way during the process of estimating potential.

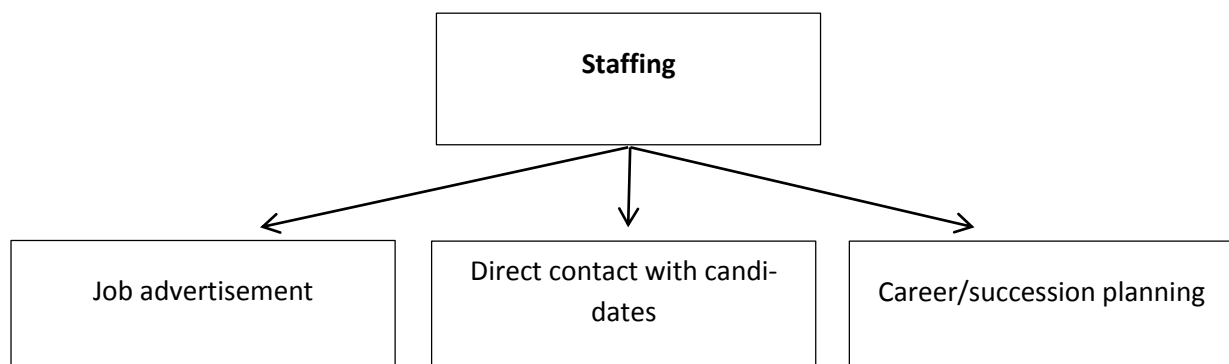
2.3.13 Company-Internal staffing

Company internal staffing, according to a tradition, only solves staffing issues qualitatively, not quantitatively, because relocation closes one gap, only to leave another one elsewhere. In times of downsizing, however, this has become a welcome side effect.

Furthermore, company internal staffing leads to a worsening of the working atmosphere. On the one hand employees who have no chance for promotion are frustrated, which sometimes leads to their decision to leave the company, and on the other hand, their immediate superiors are often offended when they hear that their employees are interested in other activities and departments.

However, company internal staffing taps into companies' undiscovered resources, promotes internal mobility and motivates ambitious employees. In general internal staffing solutions lead to shorter training times and fewer acquisition costs. Also, generally internal employees tend not to be disturbed by the payment structure, whereas external employees are more likely to be particular about this.

If internal staffing is exaggerated, especially regarding managerial positions, there is the possibility that the managerial employees could become blind to shortcomings in company processes.



According to §93 of the German works constitutions act, the works council can demand that all or particular positions available may initially be advertised internally. Company agreements also exist for this type of issue.

Internal job advertisements adhere to a certain level of coincidence. Firstly, the employees with the will to change have to be made aware of the advertisement, and secondly they need to have current interest in the position and thirdly, they should be suited to the position better than the external applicants.

Process of company internal job advertisement

It has been proven that the best method is a written advertisement, completed in agreement with the terms of the works council, and the following issues are to be noted:

- Function of the company-internal job advertisement (e.g. internal staff promotion having a higher priority level than new staff acquisition)
- Naming of the positions which always need to be advertised
- Exceptions to the normal rules of advertisement
- Participating entities (HR department, ingoing department, outgoing department, works council)
- Form, place and type of advertisement (e.g. noticeboard/internet)
 - Content of the advertisement
 - Description of the department seeking employees
 - Description of the position
 - Task description
 - Start date
 - Professional and personal requirements
 - Wage group or payment
 - Application deadline
- Required documents for application
 - Form (or specific application form for securing particular details)
 - Documentation necessary for application
 - Address and name of contact person
- Requirements for application
 - Minimum time permitted to be employed at the company
 - Minimum time in the current position
- Confidentiality of the application process
 - Information is sent to the manager only when the selection process has narrowed the choice down to fewer candidates
 - Written correspondence only to be sent to the private address of the applicants
- Dealing with declined applications
 - Written letter of declination to the applicant
 - No further correspondence with the applicant
 - Selection criteria and procedures
 - Selection according to professional and personal qualifications
 - In the case of a head-to-head, giving the chance to internal rather than external applicants
- Rules for acceptance (clearance and training)
- Times of output regarding content and information, in agreement with the works council

The choice of internal applicants follows the same procedures as the selection process of external applicants.

The possibility of direct contact to applicants is a pot-luck situation, i.e. The right employee is available at the right time, and according to the HR department, is capable of taking on the position, and whose outgoing department can deal with their relocation.

Career and succession planning consciously turns off the possibility of coincidence, by preparing appropriate employees for attractive positions even before there is an acute need for change, enabling them to take hold of the opportunities as soon as they do appear.

Company internal job advertisement	
ID:.....	
In this Department/Branch:..... from (date)..... This position is to be filled:	
Tasks: Category:.....	
Requirements:..... Training required:..... Work experience re- quired:..... Special knowledge/skills re- quired:..... Other requirements:.....	
<p>Employees interested in this position and who fulfil the requirements may apply until the deadline of, provided they have been employed in this company for over 12 months. Please direct your application to Mr/Ms in the human resources department, using the official internal application form. Your application will be handled confidentially.</p> <p>.....</p>	
Location, Date	HR department

Figure: Company- internal job application form (according to "MENZEL")

3. MEASURES AND INSTRUMENTS FOR COMMUNICATING AND EVALUATING POTENTIAL OF HUMAN RESOURCES DEVELOPMENT

In all the following representations of processes, the aim is to get an accurate representation of the performance levels of the employee, and on this basis, to make estimations about the employee's further development potential.

The degree to which an employee's potential is being used is of course dependent upon their qualifications and requirements in their current position, and added to this, probable developments in the position concerned, and possible required changes.

There will also be additional considerations, for example where the individual employee could alternatively be suitably placed in the company, in the medium and long term. The requirement changes to these positions are also recorded for use when considering possible career changes.

The higher up the hierarchical level in which the employee is currently working at, the more important the attention paid to their willingness to perform. Companies require corporate thinking and actions from all employees, but this is especially important for employees who are in a position of leadership or who are in important specialist positions.

For companies with many locations, the mobility of the employees also plays an important role. For companies who have many locations or business connections abroad, the willingness to change location, either temporarily or permanently is a particularly important criteria when analysing untapped potential in employees.

Human resources development is the connection between individual employees and company expenditure. As with any investment, these must redeem themselves. Therefore the age structure of the company is an important factor, and investing in younger employees usually leads to a longer expertise utilisation period.

3.1 Methods and instruments used for employee potential appraisal

a) Human resources file:

In these documents, data is collected about the employee, compiled and systematically ordered. It is started when the employee starts working for the company, and contains the application documents and the accompanying written correspondence, the work contract and the results of any selection processes. During their "employee life" at the company, the file will be added to with all necessary documents, for example with appraisal results, confirmation of participation in further training measures or pay rises. After the employee leaves the company, the file will be archived (in part) for up to 30 years.

For HRD, the following pieces of information are important:

- School certificates
- Vocational training
- Further training (those with certificates and those without)
- Individual skills and knowledge
- Work experience up until the present
- Vocational development, including in prior jobs
- Individual interests (hobbies, vocational ambitions) etc.

b) HR index card / file

HR index cards (traditional) and files (computer-supported) are specially designed collections of data. Ideally, the company has a so-called human resources information system, which creates the possibility to combine basic and additional data in all manner of ways, and to therefore make use of the data for evaluating new information.

- The basic data of the HR file contains (as well as the basic personal information, school, vocational, and data on function in the company) various change reports, i.e. relocations, changes to references or wage group.
- The appraisal data is used to:
 - save the appraisal results
 - compare the results to various other employees
 - keep track of and control the appraisal appointments
- Trainee data gives the human resources department a good overview of the number and qualification level of trainees in the company.
- Human resources development data represents a major element of the human resource development concept. It comprises all employees worthy of promotion and all information pertaining to this concept.

c) The biographical survey:

The implementation of this instrument is based on the assumption that one can foresee future behaviour relatively accurately by looking at present and past behaviour. With the aid of this survey, the applicant is to answer questions, fill in details of their present living conditions by answering highly personal questions (demographic viewpoints, opinions and attitudes), for example:

- Family situation, occupations of parents, siblings, style of parenting
- Own family situation, relationship to partner, to children, to partner's siblings, etc.
- Living situation: Address, number of changes to address reasons for moving, etc.
- Financial situation: financial circumstances, insurance, credit behaviour, etc.
- Health: own health and health of family, etc.
- Training, further training and extra qualifications
- Reasons for choosing this career, attitude to work, to free time, to life, etc
- Work experience, unemployment (and attitudes to unemployment)
- Memberships in clubs, societies etc, and level of personal engagement.

The number and intimacy of such questions often lead to problems of acceptance. As the applicant cannot refuse to answer the questions, if he/she wishes to take this position or this career path, the given answers are to be regarded and interpreted with the utmost caution.

These data will be compared with existing employee data in the particular field of function. The closer the match, the more likely it is that the applicant will be as successful as current employees.

d) Testing processes

Testing processes are put to use in both external selection processes and to discover untapped potential internally.

The purpose of such processes is constantly put in question, because of the large amount of capital invested and time spent which is connected to the implementation of this process. Contrary to this, the human resources selection processes represent an investment decision – they have long term effects and are partially linked to follow-up investments, for example training measures for new employees who are to be trained further. The risk of a selection mistake gains in importance, the higher up the candidate should be employed in the hierarchy of the company, or for which position the internal applicant should be prepared.

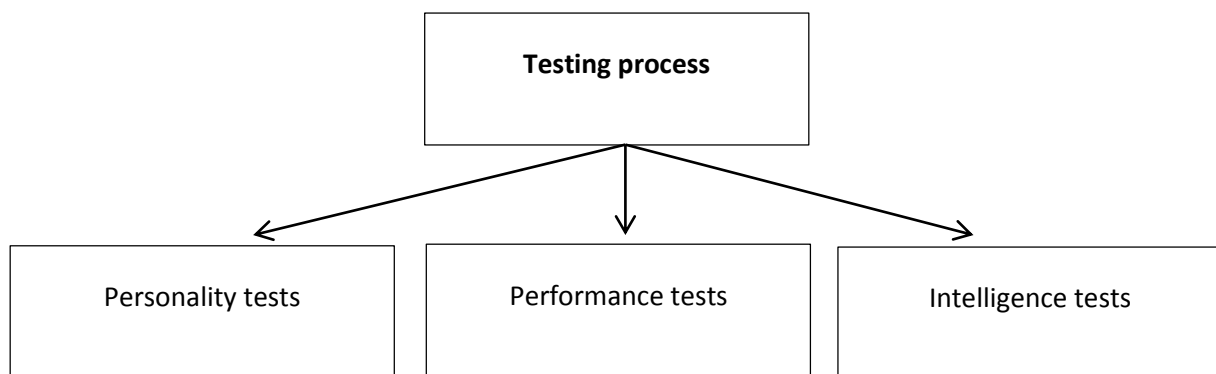


Figure: Overview of testing processes

- Personality tests or character tests are used to determine how a person would react in a particular situation: the observed reactions give the expert an idea about individual attitudes, interests or character traits. These could be, for example:
 - survey tests (MMPI, 16PF, PIT)
 - projective tests (Rorschach, T-A-T)
- Performance tests are for testing the performance of the individual employee as regards particular aspects of vocational requirements:
 - motor ability tests: dexterity, manual dexterity (e.g. wire bending test)
 - sensitivity tests: colour differentiation
 - psychological tests: stamina, resilience, ability to concentrate
 - knowledge tests

- Intelligence tests are used to give an idea of the intelligence structure of an individual, generally or as a test of talent in particular areas with regard to tasks set, which require particular forms of intelligence. Example: I-S-T

3.2 The “traditional” instrument of performance appraisal

The introduction of classic appraisal system into companies had the aim of creating a systematic portrait of the employees, as an alternative to the subjective opinion of the managers about their employees. Particularly the following points are investigated:

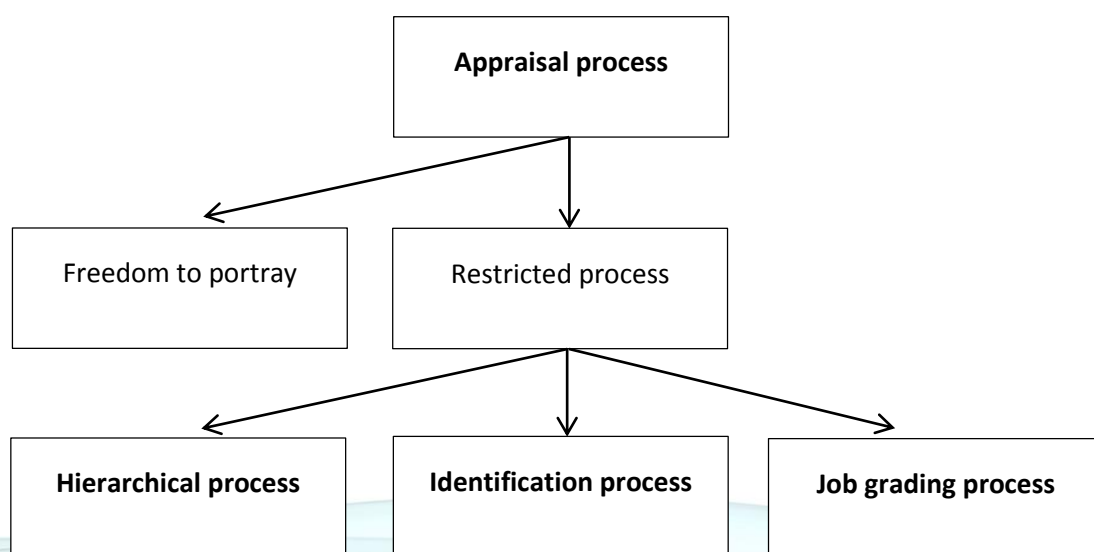
- Individual performance of the employees
- General performance of the department as a part of the whole company
- Individual, as yet undiscovered potential in employees

This led to useful information for:

- the recruitment department, especially staffing of its own department
- optimisation of employee placement
- redundancy decisions
- HR management (motivation through feedback, praise and critique)
- HR planning (particularly qualitative but also quantitative)
- the rewards system (bonuses, etc)

The appraisal – particularly important for this module – lays the foundations for measures of “preparation for further training” where there are deficits, as well as for measures for adaptation. Staff appraisal brings important insights on controlling in human resource development measures.

3.2.1 Process of performance appraisal



Freedom to portray impressions:

The evaluator is not obliged to follow any kind of strict process (schemes or forms), they decide autonomously which employee activities they will observe, as well as which criteria and scale they will use to evaluate. They are also free to choose the time period over which they will observe the employee.

As well as the advantage of the near negligible administrative and preparation expenses, the individuality of this appraisal of an employee is an important advantage of this method. On the other hand there is a lot of room for capriciousness, and furthermore, the statements and results of different managers are almost incomparable with each other, meaning that a unified evaluation, if this is at all possible, is a drawn out and costly process. The net value of this process is strongly dependent upon the linguistic competence and formulation capacity of the evaluator.

Because of this disadvantage, often in German companies, this process is not implemented, and instead, the following is used:

Restricted process:

In this process, the rules are put into definite categories, and this creates restriction to creativity of methods of each manager. In this case, the subjective judgement of the manager is counteracted through a uniform system.

Hierarchical process:

All employees to be evaluated are compared with each other and brought into an order. Summarising processes do not differentiate between particular attributes.

In an analytical process, behavioural attributes are defined, for example punctuality, creativity, precision, and following this, the employees will be put into a hierarchical order.

- Punctuality: A>B>C...
- Creativity: C>B>A...
- Precision: C>A>B...

Identification process

A checklist of possible characteristics and behavioural descriptions is available to the employees, but these catalogues of attributes can differ vastly, depending on the group of employees.

The manager documents (by way of checklists) whether or not, and to what degree a particular behavioural attribute is present in the individual employee, or whether or not the result has been reached:

■ As a **checklist process**

What is applicable to the employee? He/She is creative YES NO

■ As a **mandatory selection process**

Is the employee punctual? YES NO

■ As a **process due to critical occurrences**

Only notable occurrences, relevant to success will be recorded.

Job grading processes (Scaling processes)

All performance attributes are included on one form. On the scale, the supervisor decides to what degree each characteristic applies to each employee.

Requirements for appraisal processes

To judge whether or not an appraisal system is effective, there is a set of scientific requirements which are to be followed. At this stage, particular requirements should be stringently followed by those practising this technique, for this instrument to be used effectively in everyday working life. All systematic appraisal processes should therefore:

- summarise only important behavioural attributes relevant to the performance
- be only related to work activities
- facilitate future prognoses (reliability)
- be able to differentiate fully between attributes (distinction)
- be able to differentiate between groups of employees
- facilitate ultimately comparable appraisal results
- be comprehensible, transparent and informative to all concerned (simplicity)
- facilitate definite descriptions of causality
- be economically viable
- have a visible effect on the behaviour of employees
- support a behavioural/performance feedback system

3.2.2 Foundations of Appraisal

In order for the appraisal concept in a company to work systematically, processes and elements must be defined clearly. This is implemented by the use of so-called “foundations of appraisal”.

These regulate the following:

a) Appraisal permission:

Appraisals take place regularly, normally on an annual basis, but occasionally also on a half-yearly or biennial basis.

There are also a few current situations where appraisal can also take place, if permission is given to do so, is agreed upon and announced ahead of time. For example:

- At the end of the probation period
- If relocation or promotion is to occur
- If there is a change in supervisor, often in conjunction with an employee's wish for an interim report
- In the case of a non-standard pay rise
- After completion of circumscribable training or further training periods in a company
- If an employee is leaving the company, in order to complete an accurate reference.

b) The person of the evaluator and of the person to be evaluated

In companies with a modern leadership strategy, each person has the right to appraise another; this concept is known as "360-degree appraisal".

■ **When the supervisor appraises employees**

This is the most normal case of performance appraisal

■ **When colleagues appraise colleagues**

This variety of appraisal will increase in importance in the future. Colleagues can best judge how well individuals in a group complete their tasks in the team. This also applies especially to project work and positions in group work.

Problematic in this case is, for example

- if colleagues have too little insight into the tasks of others or into the personality of others
- if personal rivalries can lead to misjudgements
- if the working atmosphere is damaged by the fact that the employees feel they are constantly being watched.

The introduction of this appraisal type has often led to conflict in companies. Employees are encouraged to exchange thoughts about their expectations and their fulfilment. This happens in moderated appraisal conferences. These measures bring with them a new quality to communication and team-work.

■ **When the employee appraises themselves**

typical performance appraisal gives the employees a chance to evaluate their own performance and character. If their perspective and the perspective of other people about them are vastly different, the HR department follows this issue up with an extra interview, for clarification.

■ **When employees appraise managers**

Exceptional circumstances of upward appraisal:

The first trials of this approach were implemented in the late 80s, with the aim of giving the managers feedback on how their behaviour reflects on their employees, and to give concrete suggestions about desired changes which could lead to better teamwork.

The appraisals were then therefore only carried out by those managers who were to some degree sure that they were doing their job correctly. This principle created a peer pressure effect which encouraged managers with less successful track records to also take part.

The following process is standard:

- The employees fill out an anonymous survey (to make sure of confidentiality)
- The filled out surveys are collected, the results summarised. This ensures that employees are able to be honest and open with their opinions, without fear of repression from their managers
- The evaluation is then given to the manager
- The manager is given the freedom to do as they wish with the results. It is, however, common to bring up the summaries in departmental meetings and to come up with solution as a team. The manager should be able to be sure that they will not be at a disadvantage by taking part in this, (although the truth in this point is controversial).

c) Appraisal categories/ attributes

Ideally, attributes which occur frequently should be noted (according to “MENZEL”):

Adaptability	Assertiveness	Creativity
Appearance	Honesty	Knowledge of human nature
Commitment	Operational readiness	Organisational talent
Attitude to work	Ability to develop	Conscientiousness
Quality of work	Willingness to make decisions	Knowledge
Quantity of work	Expert skills	Independence
Work behaviour	Expert knowledge	Behaviour regarding safety
Pace of work	Leadership skills	Precision
Sincerity	Capacity to absorb information	Drive
Manner	Initiative	Caution
Ability to express oneself	Interpersonal skills	Negotiating skills
Resilience	Control	Attitude to responsibility
Behaviour	Cooperativeness	Agreeability
Delegation skills	Cost awareness	Teamwork skills

Mostly these criteria are seen as main attributes, and there is also the possibility to link the attributes to each other using the “external weighting” principle, e.g. in a pay contract for the Bavarian metal industry:

- Quantity of work
- Quality of work
- Commitment
- Precision
- Teamwork

In principle, the higher the number of criteria, the more varied the attitude to observing the employees; however, it was found that a rise in the number of attributes diminishes the ability to differentiate between the attributes. In this way, a characteristic behaviour of an employee (e.g. precision) can be expressed by a few others (punctuality, observation of appointments, ordered working processes, etc). Furthermore, too many attributes makes creation of transparency and an overview more difficult.

Too few attributes leads to generalising summaries and stereotyped categorisation.

Defined behaviour and attributes should, however, from time to time, be checked for their current relevance. Appraisal is not a long-term institutionalised instrument, but should be a constant process of evaluation.

d) Appraisal measurements (Scale)

Differentiation between evaluators is controlled by the number of grading possibilities given:

- If there is an even number of grading possibilities (mandatory parameter when grading), there is no median value, therefore the evaluator must decide whether there is a positive or negative tendency.
- If there is an uneven number of grading possibilities, there is a median, and the median characterises a “norm” value. Norm means in this case the expectations the company can have of an employee over a longer time period, excluding possibilities of abnormal technical or organisational conditions.

There are 3 types of scale used:

■ Nominal scales

= order according to a named concept, for example:

Educational certificate:

- Secondary school, GCSE
- Apprenticeship
- A-Levels
- College
- University degree

■ Ordinal scales

order according to a hierarchy, grading, for example:

- Excellent
- Good
- Satisfactory
- Unsatisfactory

■ Interval scales

The intervals between the grades given are equal, for example birth year:

The two defined styles are

■ “**verbal**” (adjectives or descriptions of behaviour) and

■ “**numerical**” (grades or numbers) scaling.

In order for these scales to be made completely clear to all concerned, examples and explanations are added.

e) Appraisal process – phases of the process

Phase 1: Observation

= over a longer period, details and facts will be systematically collected (=data collection, data selection)

Phase 2: Description

= judgement-free protocol of the observations

Phase 3: Appraisal

= documentation and evaluation with regard to particular factors and scales (=interpretation and judgement)

Phase 4: Consequences

= interpreting logical consequences from the appraisal

All phases are to be carried out openly with regard to the employee.

f) Appraisal Form:

Appraisal forms help the process and appraisal interview to be carried out systematically and at the same time document the remarks made about the individual.

g) Appraisal interview:

The appraisal interview gives the supervisor the opportunity to give appropriate feedback to the employee about their previous performance. The supervisor may give his opinion and illustrate it with examples.

The employee may also give his opinion on the situation and give reasons and background information to illustrate their point of view.

Typical interview content is for example:

- Work performance, and in addition a diagnosis (causality research) with specific examples
- Recognition and confirmation of good performance
- Qualification needs and employee's wishes for further qualification
- Suggestions for improvement of the general working situation, for example capacity to absorb information, work processes, environmental influences, group dynamics)
- Agreement to improve future work collaborations

This is not a substitute for everyday feedback, but as an addition to this, which can lead to disagreements but ultimately leads to summarised appreciation.

h) Appraisal training

Appraisal should not be a process which happens only once a year, but instead a permanent process; however in practice it has been observed that many managers see appraisal as an annual and short-term process.

For this reason, repeated appraisal training is necessary in order to keep the instrument of performance appraisal working as it should.

Contents of the training are:

- Representation of the appraisal system: aims and contents
- Basic rules
- Tendencies for appraisal and common mistakes
- Interviews and interviewing techniques

Representation of the appraisal system:

This includes the representation of all basics of appraisal, including explanations of attributes and scale allocation

Basic rules:

- The employee's personality is to be respected.
- This is an opportunity to talk about performance on an impersonal level, not a chance for revenge.
- Advancement does not necessarily mean promotion.
- A good appraisal does not guarantee a pay rise.
- Not every weakness discovered requires special attention.
- Judgements are not alibis, but complicated interpersonal processes.
- A fair discussion of the employee's performance always has a motivational effect.

The systematic approach is also to be represented.

Common mistakes Mistakes can occur because of

■ **the situation:** the evaluator behaves distinctly abnormally (whether consciously or subconsciously) during the observation. (This may be caused by fear, insecurity or self representation)

■ **awareness:**

Each person has the same awareness problems:

- Not every day is the same, in terms of performance
- People only see what they know already
- People do not see others as equally reliable

Awareness of these issues is heavily dependent upon previous information about the person being appraised.

First/Last impressions: These influence the judgement of another person quite heavily and are only able to be changed or corrected by many more impressions proving an opposing reality.

Sympathy/Antipathy: These occur as a consequence of similarities or differences (e.g. because of certain ideologies) and limit objective cognition.

Pygmalion/Andorra effect: Previous information or prejudices steer awareness towards behaviour which confirms these (self-fulfilling prophecy)

■ **Attribute correlation:**

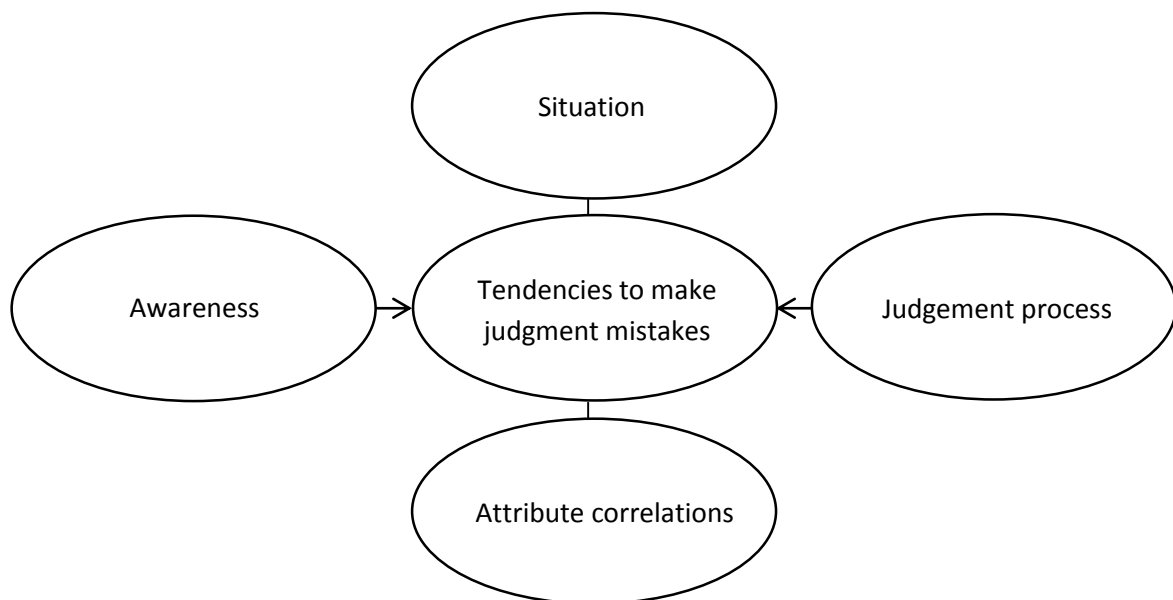
= incorrect correlations are established, e.g. that there is a direct link between “orderliness” and “systematic thinking” or between “being friendly” and “emotional intelligence”.

Halo effect: particular attributes seen as more important than others are overemphasised

■ **The judgement process:**

Data mistakes: There may be underlying but completely falsely interpreted attributes.

Preferential treatment or victimisation can be seen as a managerial objectivity mistake (e.g. being too strict, too lenient or too cautious).



■ Interviews and interviewing techniques:

Here, the general rules on interviewing techniques apply.

3.2.3 The Appraisal interview

Each manager must prepare themselves for an appraisal interview.

This is part of the careful and thorough implementation of the observation of employees and the evaluation of the observations. The manager can give reasons for their judgments and give examples for plausibility of their judgments.

Furthermore, the manager is obliged to think about the structure of the appraisal interview. This could be similar to the following:

- Introduction
- Discussion about the task fields of the employee
- Short representation of the appraisal system
- Discussion about individual attributes and results, as well as the consequences for the manager
- Position and opinions held by the employee
- Expectations of the employee
- Discussion of possible further development measures
- End of the interview: on a positive note!

Needless to say, enough time should be planned for such interviews and the whole process should be carried out undisturbed (i.e. no telephone calls or interruptions).

3.3 The “promising” Instrument of the Assessment Centre

a) Foundations of the assessment centre

Definition of Assessment Centre:

The series of links between game and test situations to discover potential internally as well as in external applicants.

In Germany, there are also other names for this simulation method, for example “appraisal seminar”, “HR development seminar”, “human resources observation days”. It is one of the situational processes for observing and selecting employees.

During this process:

- several candidates (8-12)
- will be observed by several assessors (6-8)
- in various test and game situations
- over a period of several days (1-3 days, occasionally 5)
- according to a series of defined observation criteria.

Afterwards, they will be assessed and evaluated as to whether or not they are sufficiently capable of taking on the tasks to be acquired.

For the managerial selection process, the following criteria are used:

- Leadership skills and style
- Ability to make decisions
- Assertiveness
- Initiative and independence
- Creativity and flexibility
- Organisational aptitude
- Behaviour under stress
- Interpersonal skills and cooperativeness, etc.

The candidates have, in most cases, already made it through several rounds of the selection process. Practical phenomena are to be simulated artificially. The way in which the candidate deals with these situations can be key to diagnosing their potential behaviour in a genuine work situation on a day to day basis.

b) Typical tasks in assessment centre implementation

The assessment centre itself contains an amount of individual and group exercises, partially in competition situations, partially working together. The following tasks are common:

- The “in-tray exercise”: the test candidate must administrate the incoming paperwork for the position they wish to take on (letters, notices, questions, advertisements, files). Mostly a time limit is set and disturbances will be made, to interrupt concentration, in order to simulate a realistic environment. There is already standardised in-tray exercise software available for PC.

- Text formulation (promotional texts or invitations) and checking, to be analysed and assessed
- Individual and group interviews, to make opinions, values and attitudes of the candidates clear
- Group discussions about pre-selected topics, or topics chosen by the candidates, to show how and in what way the individual integrates and asserts themselves in the group. Sometimes candidates are asked to judge each other or put themselves in a hierarchy (peer ranking)
- The groups are given work tasks or case studies. In this case, the result as well as the process is relevant, the group is assessed for its way of handling the task.
- Role-plays to simulate realistic interview situations. The individual participants must occasionally implement “directions” given by the assessors, regarding their behaviour.
- Rarely, company planning games are built into an assessment centre process
- Individually or in groups, candidates are required to give a realistic presentation on a given subject.

Also, non-situational elements are sometimes built into assessment centre processes, e.g. biographical surveys, interviews similar to a job interview, test processes.

c) Principles of commitment for assessment centre procedures:

During the implementation of the assessment centre process, the following principles should be observed:

- The foundation for being selected is fulfilment of requirements for the potential position on offer.
- Behavioural tendencies will be observed and judged from the viewpoint that the candidate is already working on the job they applied for
- Method variation leads to various different forms of observation
- Comprehensive information given to the participants secures their acceptance of the stressful process involved
- The constellations of participants should be changeable
- The criteria determined in the requirement profile should be present in many exercises and should be observable independently

d) Training of Assessors

The implementation of tests and in particular of their evaluation is to be put in the hands of experts. Furthermore, the success of the process is heavily dependent on the quality of the observers and their identification with the process. In practice, the following question is constantly being asked: Should the company order external professionals to carry out the assessment centre, or use our own qualified managers for this?

At IBM for example, the observers are at minimum third level managers who have been thoroughly prepared for their extra task through intensive training.

In selecting the team, homogeneity of groups is strived for, as well as line managers from the field in which the position is to be filled.

Also, human resources representatives should be part of the team.

Training of the internal assessors contains a representation of the whole process, as well as information on the philosophy and “manual tools” used. The assessment criteria must be understood by all assessors and the observation situations must be interpreted homogeneously. With the implementation of appropriate exercises, it is shown to them clearly that behaviour must first be registered before it can be judged.

Before their first observation in the role of an assessor, they may passively take part in an observational assessment.

To secure neutrality, and because external consultants are often specialised experts, their use is often favoured. This is particularly the case with the leader of the assessment centre, who oversees the whole process and is responsible for an appropriate and problem-free implementation.

e) Implementation of the assessment centre process:

The preparation for an assessment centre process includes the following:

- Administrative tasks, such as
 - informing and inviting the participants
 - selecting a location
 - appointments and time planning
- Content planning, such as
 - implementing a current requirements analysis
 - formulation of other requirement criteria
 - planning relevant tasks
 - selection and preparation of assessors
- The implementation of the AC itself:
starts with the reception of the participants and informing them about aims and structures
- Continues with implementation of the exercises and the further processing of possible documents by the participants, where they are observed further by the assessors, and
- Ends with the evaluation of observations.

The evaluation includes the following phases:

- Creation of a report from the observation conference
- Final voting procedure and selection of candidates
- Feedback for participants
- Reflection on the whole proceedings

At the end of the AC, participants are given a summative evaluation of individual observations. These are shared with the candidates, in the case of reputable ACs, this happens directly afterwards. Many companies also create a written report, which is used as a safety net for recommended consequences of the proceedings for each candidate, as well as for the information of the external assessors.

i) Evaluation of the assessment centre as an instrument for analysis:

Even critics of this method agree that it has large objectivity benefits in the selection process. The percentage of selected candidates who met the expectations, career paths and potentials predicted for them in the assessment centre is high, although it can be argued that managers choosing to take on new employees must often make more effort later in order for this to take place. It is possible to make direct comparisons between candidates, as all candidates are set the same tasks at the same time.

ACs lead to learning effects for all involved, especially the assessors raise their awareness abilities and social competencies.

A particular disadvantage of ACs is the high level of monetary expenditure, as well as the considerable preparation and implementation efforts necessary.

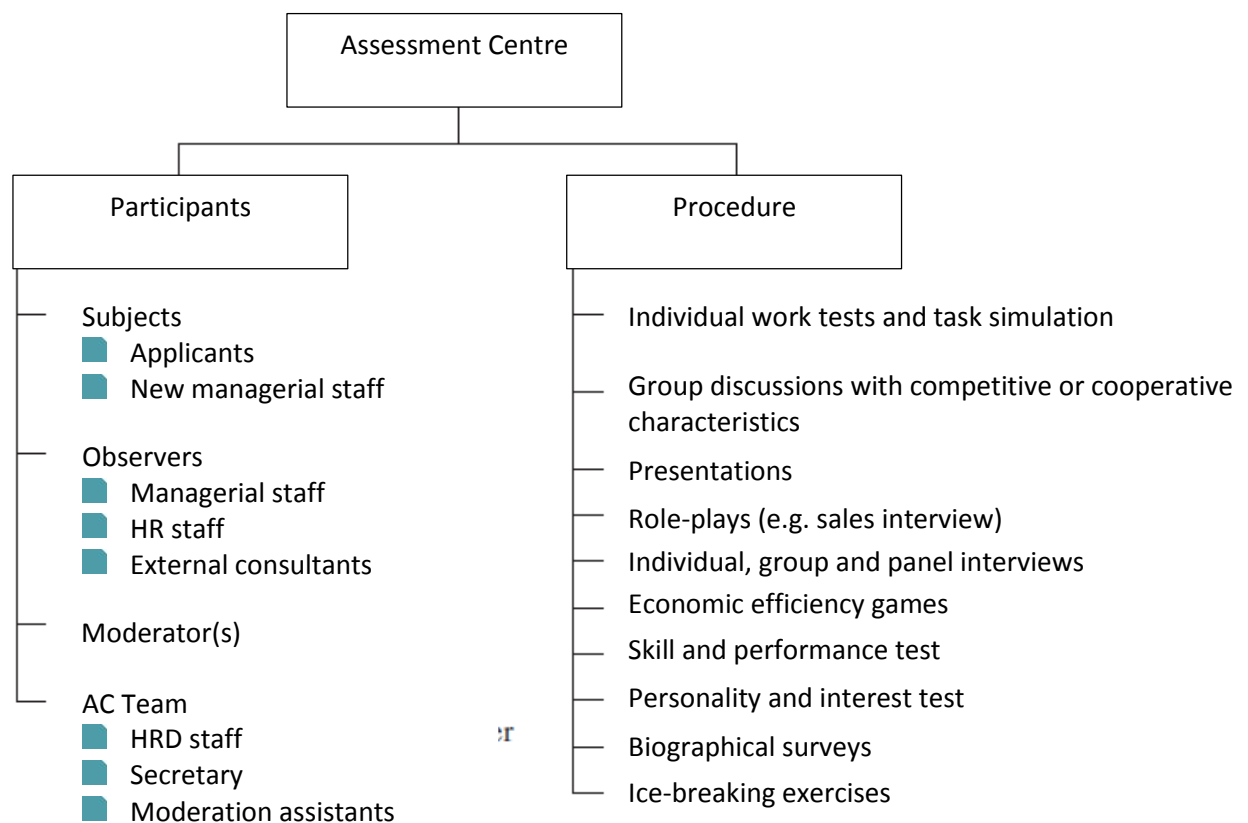


Figure: Overview of assessment centre procedure

3.4 Structured interview

In general, unstructured tasks are often displaced by a structured interview.

This is another name for the annual periodical meeting between the supervisor and their employees. The aims of such interviews can be quite varied:

- **Information:** informing the employee about their performance according to their direct supervisor, planning new aims, self-evaluation of the employee.
- **Motivation** of the employee: negative feedback incites the employees to be more ambitious. Positive feedback leads to a higher level of satisfaction, and therefore also promote performance.
- **Cooperation:** possible tension can be identified and cleared.
- **HR Development:** Supervisor and employee can come to an agreement about possible further training measures for the employee.

Directly connected are past, present and future measures – there is a continuous transition between evaluation of past performance record and future potential.

The systematic comparison of current and target situations requires a good understanding of performance and behavioural standards. These vary from employee to employee and from observation period to observation period. Therefore they are to be regularly redefined, which is a time-consuming and conflict-provoking procedure.

Therefore such interviews should be prepared with extreme care. This applies to the organisation

- planned appointments,
- agreement about aims, contents and time requirements,
- room reservations etc

as well as to content:

- reflection on the requirement profile of the employee, tasks, competencies, responsibilities
- possible newly discovered strengths and weaknesses of the employee
- entry perspectives for the employee
- as an element of development potential
- comparison of aims set with the performances given in the preparation period and hereto parameters which are not able to be influenced
- and finally considerations for improvements

Occasionally, the implementation of this variety is known as a “targeted assessment”, an integral part of the concept of “management by objectives”:

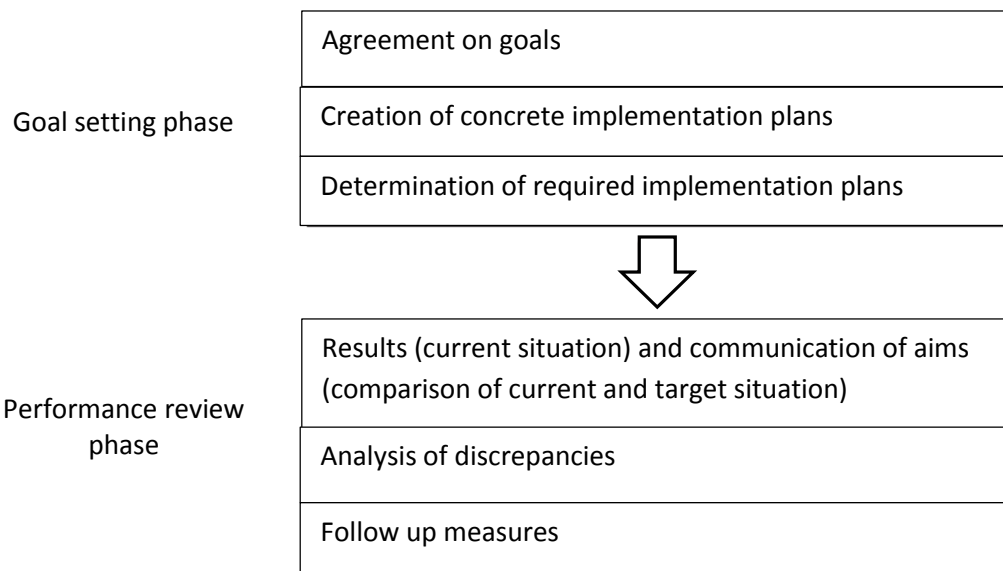


Figure: Goal oriented performance assessment

Particularly for the introduction of such an interview into a company, it is compulsory that the human resources department support the managers. This happens by the creation of structured guidelines for interviews, as well as implementing relevant training and occasionally individual coaching.

It is recommended that a catalogue of criteria be put together for the assessment of employees. This can be similar to the catalogue for performance appraisal. These catalogues are inevitably much more comprehensive. They have no mandatory characteristics, but are instead used for assistance purposes.

In this way, a company-wide minimum standard is ensured in all interviews.

Catalogues and checklists may contain the danger of a “cut and dried” perspective and critique-free acceptance; however this is in direct opposition to the fundamental intentions of this “new” instrument. Managers are to be made aware of this danger.

The results, agreements and decisions are to be recorded in a protocol. This serves as proof of occurrence and generally leads to a more consequent implementation.

3.5 The profile comparison method

The results of the communication of requirements are summarised in a so-called requirement profile (RP), which consists of verbal descriptions of individual characteristics and numerical graphical representation of the attributes and their level of occurrence (with scales/graphs)

The same thing happens with the communicated competencies and characteristics of the employee. The result is called a skill profile (SP). It contains a list of all knowledge, skills, talents and behavioural attributes which are relevant to efficiency of performance.

The **qualitative needs** are able to be derived in the following way

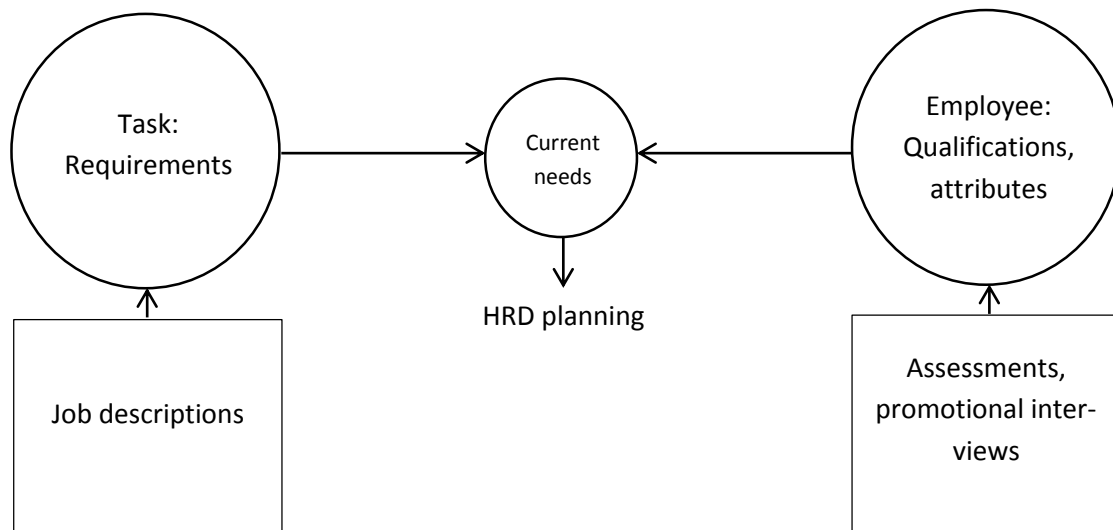
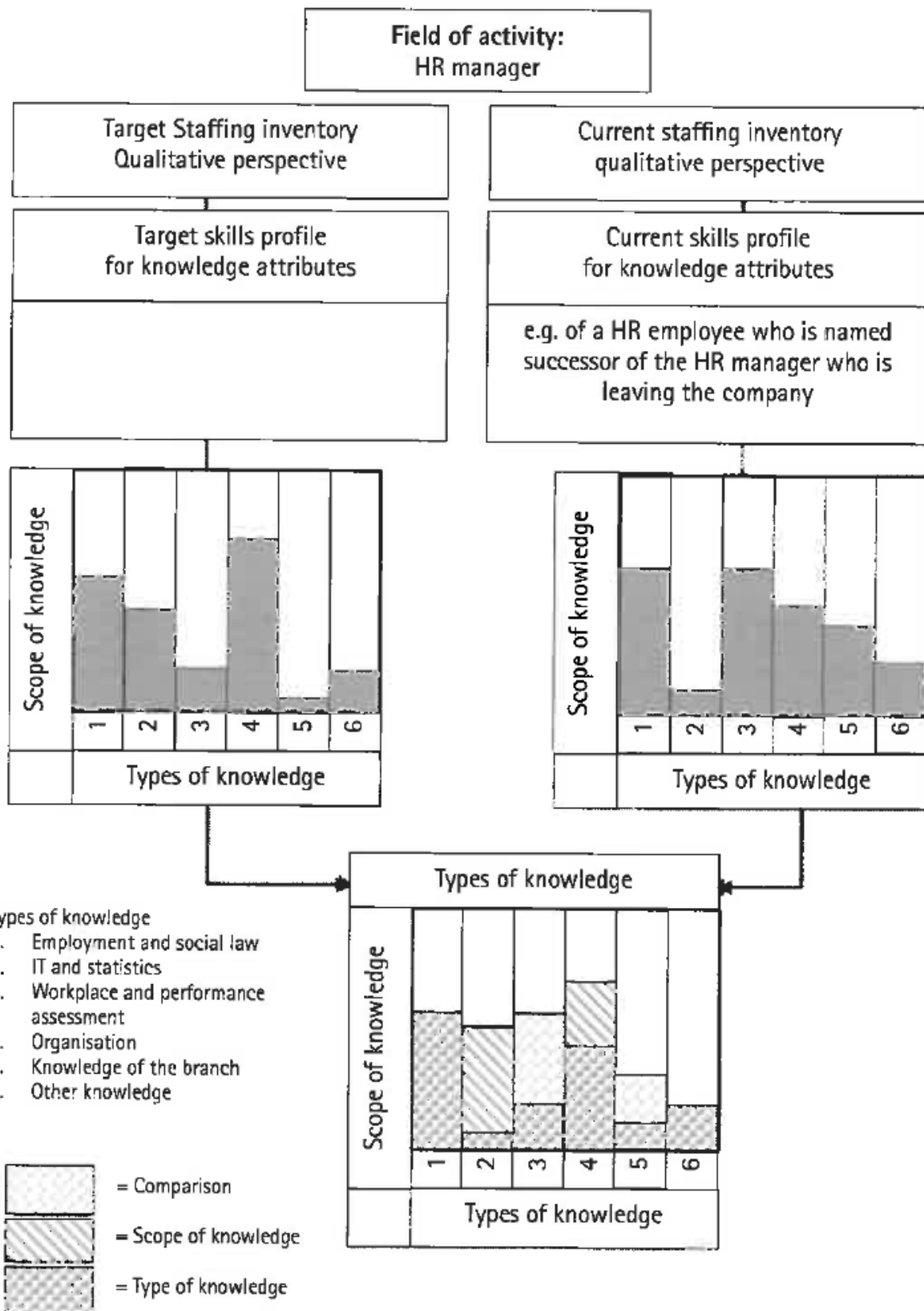


Figure: Scheme for deriving training needs

Through direct comparison of both profiles, the suitability profile can be created: the better the agreement between both profiles, the better the employee is suited to the position.

Strong differences represent either over-qualification of the employee ($SP > RP$) or show the need for further qualification ($SP < RP$)



3.6 The “strategic” instrument of the HR portfolio

The instrument called HR portfolio is a part of corporate analysis. It attempts to communicate strengths and weaknesses in the staff, and to represent these in a demonstrative summary, according to the dimensions of:

- performance and
- development potential

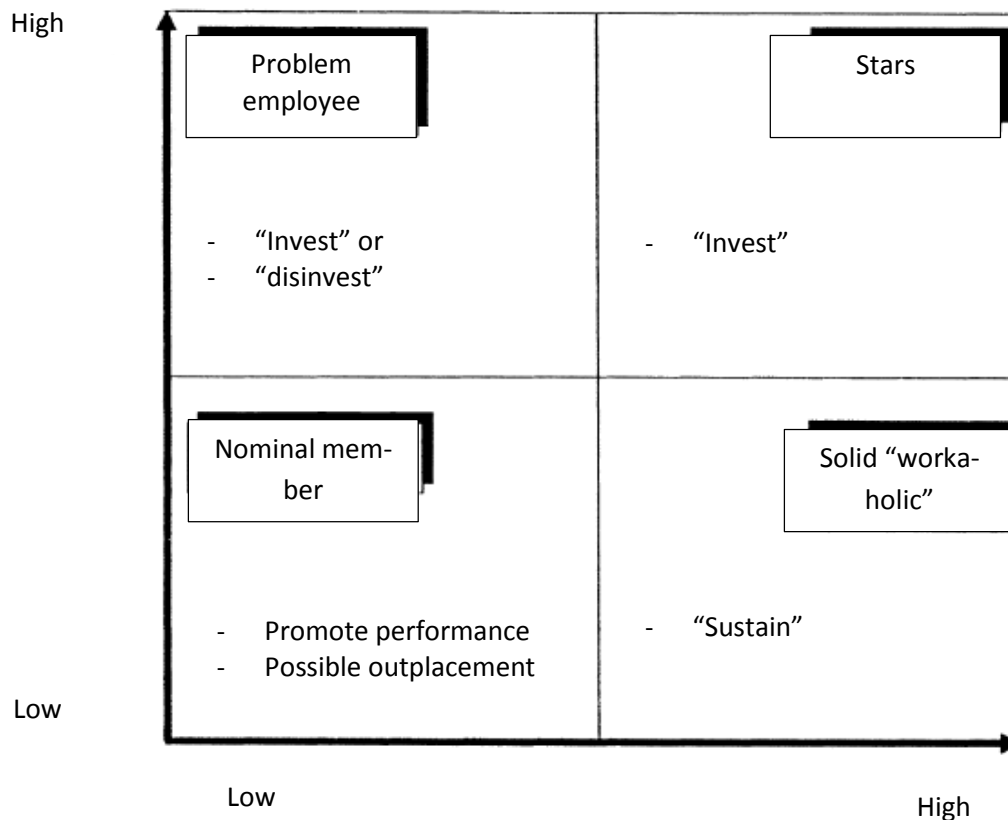


Figure: HR portfolio

The potential available amongst the company's staff (individuals and groups) is represented summaratively in the portfolio matrix above, to give the opportunity to take inventory effectively.

The evaluation of the HR portfolio is done using the following strategies, by the management:

- HRD strategy or restructuring (= replacement or exchange)
- Reinforcement (quantitative) or reduction of employees in particular parts of the company

If there are not many “question mark” employees, but many performers, an intensification of successor planning is recommended. This is also useful for changing general frameworks and could help to promote higher performance efficiency of all staff in the future.

However if there are many “question mark” employees, they need to be given enough training measures and put into the “stars” section.

With the nominal members, it is necessary to find out the reason for their low performance (whether it is caused by lack of skills or lack of motivation).

4. EMPLOYEE SUPPORT MEASURES

Coaching, challenging and supporting employees with regard to their vocational development.

Learning aims:

After working on this chapter, you should be able to:

- understand and identify vocational training and schools as indicators for vocational development
- understand vocational orientation as well as qualifications gained in their function as guideline themes
- recognise and analyse vocational situations which arise from the process of the reciprocal effects of communication
- take into consideration the best fit of selection processes to learning processes
- take cultural social values into consideration
- give employees the chance to use their full potential for development
- create an individual support programme operating in parallel with work processes
- put personal interest in a future-orientated Human Resources Development to use
- plan HRD (Human Resources Development) interviews

4.1 Vocational development as an element of personality development in work processes

4.1.1 Aims of employee support

Roughly speaking, the aims of employee support and HRD are seen as being equal. If we look at this in more detail, however, employee support is tailored more towards the social responsibilities of a company. According to this principle, employee support mainly has the following aims:

- the balance between the needs of employees and the general aims of the company
- promotion of motivational and self-motivational skills
- promotion of monitoring and self-monitoring
- promotion of involvement in activities
- promotion of independent thought and actions
- promotion of mobility and flexibility
- promotion of independence and decision making skills
- promotion of quality awareness
- promotion of co-operational and teamwork skills

4.1.2 School and vocational trainings as indicators for vocational development

In contrast to other countries, in Germany, specific school leaving certificates are required in order to be accepted into continuing further education systems, as well as when choosing a vocation or to gain permission to take part in the exams.

Examples:

- | | |
|---|-----------------------------------|
| ■ Hauptschule (German secondary “general” school) | → Painting work |
| ■ Realschule (German secondary “intermediate” school) | → Gas and water installation work |
| ■ Complete vocational training, plus work experience specialist/technician | → Business administration |
| ■ Complete vocational training, plus work experience, plus training as a technician or engineer → | |
| Technical master of business administration | |

Depending on their type and with various priorities, schools bring knowledge, capabilities, skills and also different approaches to gaining social and methodological competences. However, surveys by the German Chambers of Industry and Commerce (IHK and DIHT) show that training according to the German dual system is opening up chances of promotion to middle as well as upper management level jobs.

It is also necessary to ensure a positive attitude to lifelong learning and the will to constantly develop personally. The foundations of success are learning processes which are experienced in working life, implemented by the individual, in a constructive way, as these heavily influence a person’s attitude to work processes.

As well as this important impulse, spurred on by the working environment (socialisation processes), the capability and willingness to learn is partially genetically predisposed. A person’s disposition in terms of behaviour and character traits (introversion/extroversion, spontaneity/caution, low-context/high context) are relatively difficult to influence and must therefore be considered an independent variable in terms of promotion and mentoring.

Therefore the foreman should tailor the individual mentoring to the employee’s vocational qualifications and previous work experience.

Useful questions to ask are, for example:

- Which content from the course is particularly meaningful?
- Are there already particular trends and talents which can be recognised for this individual?
- Have the vocational choices made up until now been the correct ones for the individual? Were they in accordance with these trends and talents as well as with the structure of the individual’s personality?
- What experiences have the individuals had with themselves in typical work situations? Which types of work suit the individual best (i.e. operative/administrative)?
- What has the employee already achieved? What have they not yet achieved? What were the outcomes? Which types of work were they doing?

Schools and vocational training need to be in the foreground in the context of vocational mentoring for the foreman, ahead of individual personalities. Learning processes – whether acquired in school or vocationally, whether cognitive, affective or psychomotor – are to be utilised and aligned with future challenges and personal career goals.

4.1.3 Mentoring of employees in challenging (conflict) situations in everyday working life

Performance and willingness to perform of each employee does not only depend on the characteristics of company policy on hygiene (keyword: Herzberg theory), but also to what extent the individual is able to create a positive work ethic for themselves and during contact with others. Only if the individual

manages to integrate themselves co-operatively, can there be a positive climate for implementation of innovative ideas (in a business context). Furthermore, each individual employee will gain vocational satisfaction in correlation with the tolerance and acceptance of their ideas, individuality, etc, when in problem-solving situations. This requires the company to create a positive working environment and also the ability and willingness of the individual employees to learn to deal with challenging situations (social competency). The managers can and must involve themselves in a helpful fashion, in order to strengthen the social competencies of the individuals.

Examples:

1. Conflicts:

Whenever there are differing viewpoints, opinions and behavioural patterns which appear not to be able to co-exist peacefully, conflicts can occur. The main sources of all conflicts are disturbances on an interpersonal level. The foreman has to get involved to regulate this. For example, in a seemingly conflicting situation between 2 employees, they could work out where the sources of the conflicts lie, whether it is on an interpersonal or an objective, work related level, an open or latent level, and for how long it has existed.

To do this, they can implement the use of questions which will produce first person perspectives (Statements starting with "I...") to help the employee to open up.

- How do you feel with regard to this situation?
- What is upsetting you?
- What is annoying you?
- Which behaviour would you like to see from your colleague?
- What needs to happen in order for you to feel better about the situation?

In this way, the manager can identify the structural patterns and values of individuals, in separate interview sessions. In subsequent interviews, the manager will moderate the process of conflict management between both parties. They will be made aware of differences, as well as involving themselves heavily in making more effective contracts on the necessary levels for the future. As for with any appraisal interviews, the ground rules of "P.A.R." apply with special emphasis:

PAR Checklist for preparation of appraisal interviews	
Meeting aim: What do I want to achieve?	
RULES	Steps, measures and formulations to achieve this
Participation <ul style="list-style-type: none"> ■ How do I get them to open up/talk? ■ How can I avoid the participants making statements? ■ How do I let them come to their own conclusions? ■ Which decisions can I let them make for themselves? 	
Active Compassion <ul style="list-style-type: none"> ■ What situation do they find themselves in? ■ How do I show understanding for ____? ■ What do they/don't they understand? What can't they understand? ■ What might cause them to be scared? 	
Respect <ul style="list-style-type: none"> ■ How do I show them to have self-respect, in terms of their person, their performance and their good will? 	

Only if the interests and (rightful) wishes of both parties are able to flow into the solution completely (i.e. not a win-lose-strategy), will the situation be resolved, and a sustainable work ethic will be possible. The particularly challenging nature of such meetings should not only be used to solve difficult work-related situations, but should also use the opportunity to transfer knowledge and social competencies to do with problem solving, for use in future conflict situations. (Keywords: social learning with a practical example, pedagogical opportunity, helping people to help themselves). This process will become even more important when the newer concepts of company leadership and creation of work structures based on a strengthened role played by each individual, as well as an altered constellation to the role of the foreman (keywords: foreman=moderator of social and technical processes, team spokesperson, partially autonomous groups, TQM, CIP, Kaizen, lean management)

2. Working together in difficult situations:

- Similar recommendations are applicable for other critical developments, when employees are working together: for example, for employees with different behavioural patterns pointing to certain roles (the ambitious one/the star/the schemer/the shy one, etc) the strategy of integrating all members' positive aspects into play, making the employees aware of negative behavioural tendencies and risks in their personalities, coaching positive behavioural programmes and occasionally "baring your teeth".
- In the case of mobbing/bullying, the manager must get involved immediately and selectively. Mobbing is not a trivial offence, but a potentially very serious injury to someone's personality, not seldom with grave results (leaving the company, illness, psychosomatic disorders, depression, loss of employment, loss of decision making capabilities)

4.1.4 Best fit of candidate selection to learning processes

For the foreman, creation of selection processes starts with selecting internal employees and external applicants, continues with allocation of work tasks or other projects, is present during promotional decision making and follow-up considerations, and finally, can be an important tool in decision making when it comes to malpractice sanctions (verbal warnings, written warnings, notice to quit). Every selection process needs relevant criteria or groups of criteria.

These must be overwritten in a way which is easy to grasp (for example “teamwork means...”, “An employee taking the initiative means...”, and the attributes of the milestones must be decided ahead of time (Scaling). Radius, number of fixed factors, amount of work needed to create a system of categories for selection all depend on the definition of the decision-making process. Every selection process is also an evaluation process and is therefore able to be separated into the following phases:

Observation → Description → Judgment → Evaluation → Decision making → Communication & Implementation of the Decision.

The entire process can be connected to a row of hurdles (keywords: errors of assessment in detection, errors in criteria, errors in management).

The manager can improve his leadership skills by internetworking the selection and learning processes, making these useful for themselves, the company and its employees.

Feedback loop 1

Given an employee is suggested to his manager for a particular task (selection process), this happens because of particular, relevant decision milestones and their judgments (e.g. skill areas, leadership capabilities, actual appraisal). What is of interest is what happens to the attitude of the employee during the implementation of their new task. Do they show a high ability to complete the tasks correctly? Can they organize themselves and others? (and other such issues). These observations should be arranged for a short time frame, but are also necessary for a longer time frame.

If the employee manages to complete the task with a positive outcome, it can be assumed that the decision (at the time of selection) was made correctly – with all aspects connected to it (decision making capabilities of the manager, choice of instruments, methods, criteria, meetings and implementation of the decision). The manager experiences positive feedback about their behaviour and methodological competence in the choice process. Should this not be the case, it is necessary for them to continually analyse the process, find its weak points and to continue to work on improving these in everyday working situations (whether alone or with help from others). The permanent connection between selection processes and the successes and weak points, which the people involved have been made aware of, leads to constant learning processes which support and improve the leadership capabilities of managers. The “external perception” (i.e. what others think of us) in the judgment process becomes ever increasingly close to reality.

Feedback loop 2

If we look at the same advancement circumstances from the viewpoint of the employee, learning processes can also be put in place, or be initiated by the manager: The employee has an opinion about themselves and their skills (which can be visible or hidden, conscious or unconscious, clearly structured or diffuse). They will also gain further experience themselves when dealing with their new task. If their own opinion of themselves gets confirmed more and more often, their own self-evaluation will also be strengthened. The opposite is also true in the case of a negative result.

The manager can consciously connect these feedback loops (learning processes) by for example:

- presenting the selection criteria openly to their employees
- openly stating their estimation (transparency of external perception) of strengths and risks of the employee's personality, in his own opinion
- motivating the employees to state their own opinion of their manager's ability to deliver on the tasks set, to state any doubts and talk about strengths and potential risks.
- talking openly to the employees in the case that completion of the task is not successful (failure in a new situation) (Causes? Differences between self-perception and external perception? Errors in the general framework?)

Not only does the employee take on responsibility for the new process, but the manager also only takes on the responsibility of leadership if they have chosen the right employee, put them in the right place, helped them to learn the processes of the new task and tested them, i.e. they have successfully fulfilled the requirements of their delegation.

In the conscious connection between the selection and learning processes – on both sides, for the start of personal changes and during their implementation – is particularly challenging for both the employee and the manager

4.1.5 Consideration of cultural and social values

Mentoring and promotion can only be successful if the manager can use their own experience to respect the combination of motivations and values of the employees, by showing knowledge during the promotion process and meeting the employees with a positive attitude.

In recommending the PAR ground rules for interviews (compare above), this was already expressed. In detail, this implies (for the manager):

- respecting the employee's personality, learning to accept their particularities
- trusting the employee
- using the "station" principle (picking up the employee, wherever they are in terms of the situation)
- not forcing "pre-baked" values onto the employees, for example:

A 27-year old employee does not show particular willingness to take on high value tasks. He only wishes to do a certain limited amount of overtime. His reasoning being that his family (he is married, with an 8-month-old child) and the building work on his inherited house are particularly important to him at the moment. Furthermore, he does not want to neglect his role as an active member of the local village football club. His work at the company has been positively evaluated, with his teamwork abilities being particularly praised.

From the viewpoint of his manager, it would be wrong to use a “psychological crowbar” and offer a “one-time only” chance from the company, to tell him that he can “only imagine how many others have waited for this kind of opportunity”, and to say something such as “I am very disappointed in you”. The employee has placed his priorities (as regards family, career, personal and career requirements) elsewhere and this is to be respected, despite the fact that the attitude of the manager may differ from the employee’s attitude and values about family and career.

The importance of a positive attitude towards people, as well as the necessity to create a positive working environment, through respect of hygiene factors and creation of motivational techniques for improvement of employee performance and satisfaction (Motivators), is shown in the theories of McGregor, Maslow and Herzberg. In practice, these models have gained in importance; however, they could not be scientifically proven. There have been many critical remarks, particularly regarding the pyramid of needs.

As follows, the foundations of the aforementioned theories:

XY-Theory according to McGregor

In 1970 with an empirical study, D. McGregor determined that people have 2 contrasting attitudes to other people. He named them as follows:

- the negative attitude “X”, i.e.
people are lazy, without ambition, and only with pressure and firm leadership, will they perform to their full capability
- the positive attitude “Y”, i.e.
employees want to work, and mostly they are capable of more than meets the eye.

In his considerations, McGregor called for a step-by-step movement towards the “Y” attitude. In practice, this has been implemented: Only with a positive attitude towards people, combined with trust and appreciation, is it possible to be an effective leader. Managers with the “X” attitude will only have limited leadership success, even when using the right techniques (delegation, motivation, etc).

Maslow

Maslow structured the needs of human beings into a hierarchical order, his so-called “pyramid of needs”, divided into needs during times of growth and needs during times of deficit. This was the foundation for a number of theories about needs and motivation (e.g. ERG theory; 2-factor theory according to Herzberg, based on in hygiene factors and motivation) as well as the endeavours for motivation in practice.

Level 1, “Basic”:	physiological fundamental needs such as self-preservation, hunger and thirst
Level 2, “Advanced”:	Safety needs, long term security of basic needs, minimum income, shelter and insurance, etc.
Level 3:	Social needs, such as group order, communication, harmony
Level 4:	Status needs, such as advancement, title, recognition, competence, group status
Level 5:	Need for confirmation, love, creativity, development of personality

This can explain the main motives of some employees: e.g. having money, security, contacts, competences, status or performance as a motivation.

The question of motivation is also the question involving the reasons for the incitement of human behaviour and experience. Here, we differentiate between motives and motivations. The word “motive” is used when an isolated incitement of a particular behaviour can be identified (e.g. hunger, thirst, need for power). The word “motivation” is therefore used when various motives come together and provide the motivation for a particular behaviour. Skills and capabilities of the individual also carry a large amount of meaning for the driving force behind behaviour. A deciding role is also the current situation. In a constant situation, (for example in the workplace) one could say that a person’s behaviour is the sum of motivation, multiplied by their capabilities and skills. The performance of the individual can be improved by improvement to the capabilities and skills when the individual is highly motivated.

Conclusion:

In general, it is not possible for a manager to recognise the motives, or motive structure directly, in individual employees. This can only be determined by observation of behavioural traits and by identifying which motives attract which individual in which situation (e.g. money, confirmation, career prospects, etc).

2-factor theory according to Herzberg

The results of studies by the American psychologist Frederick Herzberg have also been confirmed for the German language area. According to Herzberg, people have a 2-dimensional needs system, including both the need to be comforted and the need to develop. This means people avoid everything which makes life difficult. Achievements of civilisation are taken for granted. They are not a particular reason to be satisfied with life. Furthermore there are the external working conditions such as organisational structure, leadership climate, the rewards, the interpersonal relationships and the working conditions. These factors are called “hygiene factors” according to Herzberg. With these factors, employees cannot be motivated to give their best performance, however, they are essential for a posi-

tive work atmosphere, and they confirm to the employees that they are “in the right place”. The hygiene factors therefore lay the foundations for a healthy working atmosphere.

What is meant by development needs is as follows: each employee would like to be given the chance to develop. If these needs are fulfilled, real and sustainable satisfaction is possible. Included in this is (among other things) the right type of work, the feeling of achieving something, the transfer of responsibility and advancement in the company. These factors were named “motivators” according to Herzberg.

Motivators are linked to anticipation as well as to successful experiences. They encourage self-motivated activity and lead to a real willingness to perform. For the managers, this means on the one hand that they need to contribute enough that the employee’s comfort needs are fulfilled, and on the other hand they need to use their leadership skills to aid in laying the foundations for fulfilment of the employee’s development needs.

4.2 Promotion of Human Resources Development

For the foreman, putting employee assistance and human resources development into practice means working within certain maxims of activity. Therefore, the aforementioned statements will be summarised with the following key points:

The foreman should:

- utilize the learning processes gained by the employee during school and vocationally to the best of their ability and productivity, when considering relocation, further training, career changes, work accumulation etc.
- help to develop the social competences of the employee, especially for when dealing with challenging work situations (helping them to help themselves)
- use the PAR ground rules to lead the conversation: Participation – active compassion – respect
- encourage networking in selection and learning processes, transparency of internal and external perception when evaluating employees and deduce conclusions to be used in future decisions
- understand the employee as an individual personality, whose justified motives and values should be respected and taken into consideration

The foreman should do this both in the scope of institutionalised appraisal interviews and in other interview situations. They should recognise development potential, try to assess the incentives of the employee in terms of supporting measures, and help to plan and implement the appropriate individual tailored measures and recommendations. They will be able to successfully complete this task if they give the highest priority to promotion and advancement. The foreman is the coach for their employees. “Everyday social work practices” is the highly important field of learning which is at the centre of all experiential growth.