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A brief introduction

Dear Readers

or we should say rather

Dear Future Industrial Master Craftsmen and Craftswomen

Let me cordially invite you to accompany me on a guided walk through the field of human resources management. In this and the following issue of our tutorial notes, we will be dealing in detail with the employees of a company – in other words, with you.

In the first part – that is to say, the tutorial notes at hand – we will be talking about the assessment of and methods to determine human resources requirements. You will be made familiar with the instruments for choosing personnel and learn how employees can be assigned to positions in keeping with their talents and interests. Together, we will work on developing requirement profiles and job descriptions and become familiar with position descriptions as a means of developing organizational structures. Being able to delegate tasks and pass on responsibility counts as one of the most important challenges of a superior. Here, you will find out what you have to watch out for when delegating. The last chapter in the first part of Human Resources Management is titled “Promoting Willingness to Communicate and Cooperate.” In the course of recent years, you have certainly witnessed that companies are increasingly interested in having their employees become actively involved in operational processes. This has a positive impact for both sides; it is a win-win situation for both the companies and their employees. ((So that we don’t get too lonely on our guided tour through these pages, Max, a trainee at ELCONT Ltd, is going to accompany us. ELCONT Ltd is the company which we will be focusing our attention on in the future and which will be providing us with the necessary information for getting our job done. In addition, there is the chief accountant who knows everything and a boss who can do everything. What can happen to us?

Are you now ready to delve into the secrets of human resources management?

1. DETERMINING HUMAN RESOURCE NEEDS, IN TERM OF BOTH QUALITY AND QUANTITY, TAKING TECHNICAL AND ORGANIZATIONAL CHANGES INTO CONSIDERATION

Learning objectives

You will learn to design personnel requirement structures in accordance with relevant qualifications and activities, while taking into consideration the type of work which is needed and the required specialization. Furthermore, you will take into consideration both the internal and external factors that determine the personnel needs of a company. You will learn to apply methods for determining requirements with regard, not just to job positions and orders, but also processes.

1.1 Determining personnel requirements

Determining what is needed in the way of personnel is the result of information input from the management, e.g. the production program for the coming year. Information about the number and qualifications of employees in certain positions is needed. Determining the qualifications of the required personnel is one of the areas of human resources that entails a great deal of work and a planned and measured approach. In connection with qualitative planning, requirement profiles are created which contain the mental and physical requirements for a specific position. As you know from your own personal experience, there are jobs which relatively unskilled employees can do and, on the other hand, jobs which only specialized and highly qualified employees are capable of doing. One can also apply the often used saying here: "The right man/the right woman in the right place."

Which criteria have to be taken into consideration when creating personnel requirement structures?

The following short list might be helpful:

- Is it a position that requires manual skills?
- Do machines just have to be switched on and off?
- Are there extremes of heat and cold to be endured?
- How much responsibility do the employees have to carry?
- Are the employees subject to stress due to noise?
- Does the position involve working in a team?
- Is it a short-term project?
- Is further training due to technical specialization required?
- Will the employee be taking on a management position?
- Will the employee have a certain budget at his/her disposal?
- Is mobility, e.g. being able and willing to travel abroad, required?
- Is the company currently undergoing a restructuring or being reorganized?

You are welcome to add anything to this list of suggestions.

As mentioned under learning objectives, we also have to discuss the factors that determine personnel needs. These factors are not shaped exclusively by the internal needs of a company. The development of the job market, among others, would be a relevant external factor. A high level of unemployment, for example, could lead one to assume that this development will make it easier to hire new personnel, and this would certainly be true for certain fields that don't require employees with a high level of qualification. However, specialists - regardless of the employment market - are always relatively difficult to find. Further external factors could be the overall economic development, changes in labor laws and demographic developments. If the economy shows signs of weakness, companies usually try to adapt to the situation and start rationalizing. This leads to a drop in the demand for personnel. Internal factors influencing the demand for personnel could be, among other things, the need to adjust to changes in the production program, changes in manufacturing processes or also the restructuring of the workflow. Capacities could be increased or decreased. The age structure of the current staff also plays a role. If a company has a large number of older employees, it has to start thinking early about finding adequate replacements. Otherwise, a company might find all its older employees retiring at about the same time and having to replace half its staff within a short period of time.

One should have a close look at the qualification structure of one's employees. Can improvements be generated through further education measures or will one principally have to fall back on specialists? Personnel needs are also oriented to working times. Consider alone what it might mean to adjust to shift work or flexi-time. Furthermore, there is a natural fluctuation that has to be taken into consideration. There is another important thing: The possibility of hiring temporary or free-lance employees can be considered in many fields of enterprise.

Summary

When determining personnel requirements, one should take into consideration, among other things, the production program, the qualifications of the employees and the requirements of the various positions. Personnel requirements are planned with regard to both quality and quantity. They are dependent on internal and external factors.

We have another puzzle question: In a bookstore, paperbacks are sold for €7 each at the one sales stand and coffee table books are on special offer for €25 at another stand. A customer buys books at these stands for a total of €273. How many paperbacks and how many hard-cover books does he buy?

1.2 Methods for determining requirements

Let's first have a closer look at the types of personnel requirements. Let's count off what we have learned over the years: Replacement demands, new demands, increased demands, catch-up demands, and additional demands. Let's briefly explain what is meant by the different types of demands or requirements.

Replacement demands occur when employees leave a company, e.g. they retire, resign or on parental leave. Employees who are drafted into the military are also included in this group even though their leaving the company is only temporary.

A new demand can occur due to an expansion of production capacities.

An increased demand for employees does not incur an increase in production. Capacity and amount remain constant. The increased demand can occur, for example, due to new legal requirements or regulations (employing a work safety engineer or a data security specialist. An increased demand can be caused when flexible working times or job-sharing measures are initiated.

Catch-up demand covers calculated, short-term shortfalls (stand-in for people on break, sick leave or holiday). How many people will actually get sick within a given period cannot be directly calculated, but probable estimates can be made.

The following chart can be used to calculate personnel demands.

$$\begin{array}{r} \text{current number of positions} \\ + \text{ number of new positions within a planning period} \\ - \text{ number of cancelled positions within a planning period} \\ = \text{ gross personnel requirements} \end{array}$$

The gross personnel requirements indicate how many positions have to be filled at the end of the planning period.

$$\begin{array}{r} \text{current number of staff} \\ - \text{ expected number of staff losses} \\ + \text{ number of newly hired staff} \\ = \text{ adjusted number of staff} \end{array}$$

The adjusted number of staff provides information about the expected number of employees at the end of the planning period.

$$\begin{array}{r} \text{gross personnel requirements} \\ - \text{ adjusted number of staff} \\ = \text{ net personnel requirements} \end{array}$$

The net personnel requirements let us know whether too many employees (surplus) or not enough employees (shortfall) are currently employed. Of course, one cannot rely completely on the numbers since employees are not 100% predictable and the one or the other can decide to strike out and become self-employed.

To determine personnel requirements, a number of different methods are available. There are, among others, the estimation method, the position method, the key figure technique, the multi-variable method, the empirical investigation method etc. We don't have to go into detail for each of these methods, but will simply concentrate on a few selected examples. As the need arises, you can find out more about the other methods on your own.

Work-place related determination of requirements

In connection with a work-place related determination of requirements, that is when personnel requirements are to be determined on the basis of the tasks that need to be carried out, one can set up the following, simple calculation:



personnel requirements of the position =

$$\frac{\text{average amount of work} \times \text{average time needed per piece} \times \text{distribution time factor}}{\text{average number of working hours}}$$

Order-related determination of requirements

What do you think is the basis for the order-related determination of requirements? With the aid of the production program, resp. the level of orders, a capacity requirements analysis with regard to personnel is implemented. This is followed by a deterministic calculation of the need, i.e. based on available work plans from the past one can project the number of workers needed in the future. Using the personnel needs of the production sector as a starting point, one can then deduce the overall personnel requirements of the enterprise. This method, however, is not suitable for long-term planning.

Position method

Let's have a brief look at the *position method*. One considers the procurement of supplies, the production and the distribution and, based on these factors, the resulting, resp. projected personnel changes. This is followed by a systematic updating of staff requirements. Since processes in an enterprise are interdependent, with one step leading to another, staff changes in one department will have an impact on other departments. Fluctuations – increases or decreases – in the number of jobs is usually presented in a table. We created the following example for you:

	Procurement of supplies	Production	Distribution	Administration
Workforce 1 st January		218		
Implementation of product LEA		+27		
Switch to manufacturing islands				
Implementation of SAP		+2		
Implementation of indirect sales channel				
Etc,				
Workforce 31 st December		247		

Changes in the number of staff in the other departments are then entered into the corresponding cells, as indicated on hand from the example production.

2. SELECTION AND DEPLOYMENT OF PERSONNEL TAKING INTO CONSIDERATION THEIR PERSONAL DATA, SUITABILITY AND INTERESTS, AS WELL AS THE REQUIREMENTS OF THE COMPANY

Learning Objectives

You will get to know personality traits to which, for example, autonomy counts. You will use your knowledge about the mental, physical and know-how related characteristics of staff members to select suitable employees for specific positions. In addition, we will be focusing on instruments for the selection of personnel and their deployment in keeping with their interests and the requirements of the company.

2.1 Selection of personnel involving appropriate procedures and instruments

Something which every superior should keep in mind is that the production factor work has very specific personality characteristics which should be particularly taken into consideration for each individual. Employees do not just perform work which they are paid for, but they are part of the decision making process and contribute their own ideas and aims to the company. A successful enterprise, a rational thinking management, will try to make use of the potential of its qualified employees. If care is not taken and employees are simply seen as a means to an end, an “internal stagnation” on the part of the staff is inevitable.

Max has considered which criteria could be used for differentiating between personality characteristics. He suggests the following:

People take center stage			
Social behavior	Work behavior	Mental ability	Leadership skills
Aggression	Quality of work	Memory	Delegating
Openness	Resilience	Logical thinking	Ability to motivate
Cooperation	Sense of responsibility	Creativity	Sense of authority
Etc.	Etc.	Etc.	Etc.

Know-how can be acquired through vocational training, further training measures and work experience.

Vocational training refers to one’s initial training. There are no special prerequisites unless they are specifically work related (a roofer has to be sure-footed and free of vertigo).

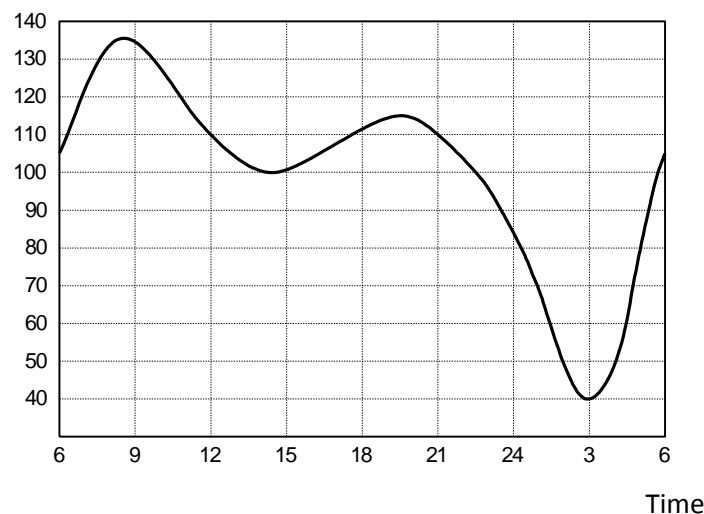
When talking about further training, we distinguish between updating measures and upgrading measures. The former are designed to improve the professional competence of an employee in their current occupation. Upgrading measures enable an employee to acquire leadership skills and the necessary knowledge in order to be able to gain a foothold in the management area.

Vocational experience can help employees gain, resp., enhance their self-confidence and self-assurance. A certain sense of personal maturity develops which expresses itself in the ability to judge matters, make decisions and to have the courage of one's convictions, even in dealings with superiors.

Physical characteristics have to do one's physical condition. The ability to perform includes not only the motivation to achieve which depends, for example, on the working atmosphere. It also encompasses the service scheduling, an employee's physical condition, his/her biological circadian rhythm, tiredness and environmental influences. Handicaps can also have a negative impact on one's physical condition.

How does your biological clock tick? A real early riser might have the following biological power curve.

Achievement in %

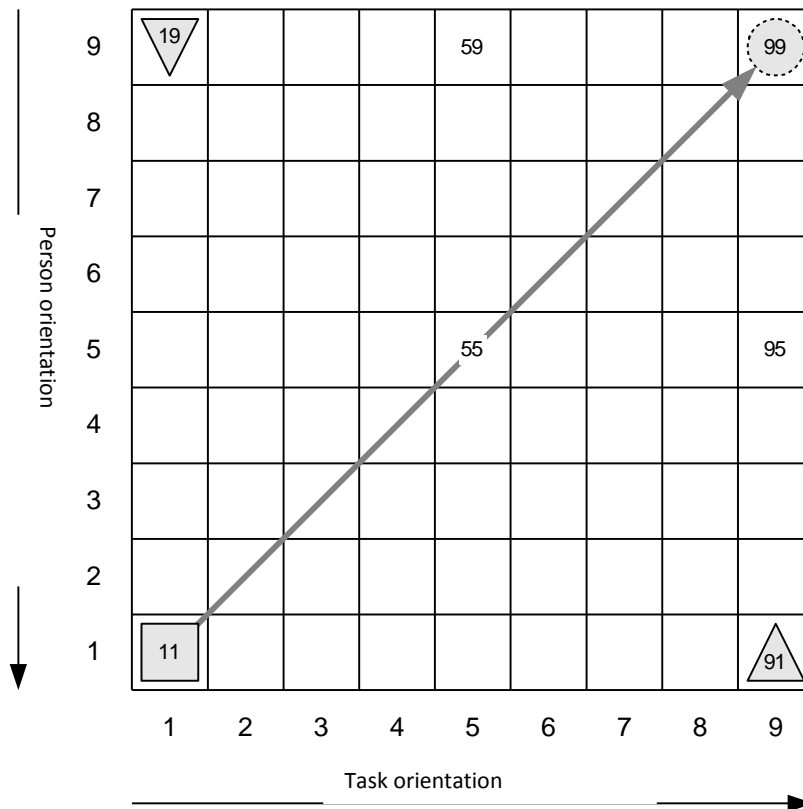


Some people are physically very active and cannot give themselves a ten minute break. They are constantly on the go and always busy. In contrast, however, there are employees who tend to be more passive and who have to first be given a boost before they can perform their daily tasks. Reflect and consider to which group you belong.

Let's turn our attention now to behavioral traits. These include mental abilities, work behavior, psychomotor skills and the capacity to deal with emotional stress. Mental abilities were briefly mentioned at the beginning of this chapter. Let's list some others we can come up with:

- Memory
- Willingness to learn
- Quick on the uptake
- Understanding of technical concepts
- Powers of judgement
- Ability to express oneself
- Creativity

Work behavior can be task related or person related but should be related to both the task *and* the person. You can use a diagram when you want to explain this concept to someone. The illustration below is referred to as behavior grid or a managerial grid. The performance, resp., the social orientation of the superior, is depicted in the form of a two-dimensional coordination system.



The **task orientation** reflects the more performance related factors that serve to fulfill a company's objectives:

- Set and interpret goals
- Analyze situations
- Solve problems
- Make decisions
- Plan, organize and coordinate work processes
- Assign, delegate tasks
- Control

The **person orientation** is the summary of staff or group related functions that make it possible for employees to maintain their activities and contribute to the achievement of given goals and that guarantee a good working atmosphere in order to achieve a maximum degree of satisfaction among the employees.

- Motivating, taking the initiative
- Giving orders, informing, introducing, giving instructions
- Recognizing and solving conflicts
- Counseling
- Cooperating and promoting group cohesiveness
- Taking the personal needs of employees as far as possible into consideration
- Acting as a role model
- Taking group dynamics into consideration

On closer observation of the behavioral grid, a number of typical behavioral patterns can be highlighted:

- **1,1-behavior:** In this style of leadership, there is neither pressure to perform nor is the superior concerned about employee satisfaction.
(→ Laissez-faire leadership style)
- **1,9-behavior:** The superior is primarily concerned with focusing on the interests of the employees; there is no pressure to perform so that it is questionable whether the goals of the company will be able to be achieved in the long-run.
(→ “buddy” leadership style)
- **9,1-behavior:** Achieving results plays a central role, the company’s goals are reached by exerting massive pressure to perform. The needs of the employees are ignored.
(→ authoritarian leadership style)
- **9,9-behavior:** The superior tries to take the needs of the employees into consideration while, at the same time, achieving the company’s goals and to coordinate both of them together.
(→ co-operative leadership style)

This style of leadership should be our goal for the industrial master craftsman/woman.

Whether a 9,9-behavior can always be achieved depends on the situation of the company and the personnel-related factors within a department. For example, if the members of a work group are poorly trained it won’t be possible at first to delegate much and more detailed instructions have to be given. In consequence, more authoritarian elements inadvertently enter into the leadership behavior without, however, the leadership style necessarily becoming authoritarian. Co-operative leadership means that the leadership behavior takes place in the rectangle 99-95-55-59.

The psychomotor skills include dexterity, manual skill and the control over movement execution. Body factors (age, size) and strength both play a role. Resistance against negative environmental factors also has to be taken into consideration.

Environmental factors can have a negative or positive impact on employees. The capacity to deal with emotional stress can be increased or, of course, decreased by environmental factors. What is included under environmental influences? Let’s do a brief brainstorming.

The following are possible points:

- Temperature
- Gases
- Dirt
- Dust
- Noise
- Poor lighting
- Danger of accidents
- Restrictive protection gear

Can you think of anything else?

The **indoor climate** is made up of the temperature and the humidity. A normal person is capable of working to capacity at a temperature of 20°C and a humidity of 50%. As the temperature rises, however, the more uncomfortable people become. They suffer from a lack of concentration, more mistakes are made, the level of performance drops and there is an increase in the number of accidents. The heart and circulation are subject to stress and people tire quicker.

Noise has a negative impact on the mental and physical performance levels of employees. The noisier it is, the more often nervous disorders and a reduction in the level of performance occur. The blood vessels become constricted, people lose their interest in work and their performance levels drop. Noise can lead to a loss of hearing and even to nerve damage. Intensive concentrated thinking over a period of time, for example, studying for an exam requires more quiet than cooking a dinner of pasta and tomato sauce.

Light and color should also not be underestimated. The more difficult a visual task is, the better the lighting should be. Someone who has to shovel coal in a cellar doesn't need as much light as someone who is sitting at a desk and correcting homework assignments. Colors influence our mood. Blue generally tends to have a quieting effect and yellow and orange are stimulating

Instruments for choosing personnel

Let's focus now on the instruments for choosing personnel. A wide range of possibilities for choosing applicants are available to the head of the department and human resources. We will first present a short overview and then go into detail concerning specific points. The following methods are possible, either in combination or as individual instruments:

- Application documents
- Testing procedures (personality tests, skills tests, intelligence tests, motor tests)
- Job interviews
- Assessment center
- Biographical questionnaire
- Graphological expertise
- Medical examination

Just a few more words concerning tests: Did you know that in purely statistical terms a test only has a validity of approximately 70 percent? As a superior, you should never believe blindly in test results because statements based on test results are always dependent on the time the test persons were given to answer the questions, on how conscientiously and honestly they answered them and on other external influences. Reputable tests need to fulfill three criteria: They have to be valid, reliable and objective. The three terms can be explained as follows:

Validity: This means that the tests are bona fide. The relationship between what is actually measured and what is supposed to be measured has to be balanced. The question, for example, is whether leadership skills can be determined by means of a personal interview.

Reliability: This means trustworthy, sound. Test results are reliable when the same results occur when the test is used repeatedly for the same group of persons and also when parallel tests are used. One can assess, for example, the ability to work with numbers.

Objectivity: A test is objective when different examiners arrive at the same results.

Application documents

Let's have a closer look at some of the instruments used to select personnel. We will start with the analysis and assessment of application documents. As a general rule, a written application encompasses the following documents:

- The cover letter should be written in a professional style and use the forms and layout appropriate for a formal business letter.
- The application photo should be of recent date and depict the applicant as neat and professional in appearance. Normally, the photos are passport size, unless you are applying for a job as a fashion model or circus performer.
- School leaving certificates with grade averages are standard for younger applicants. One should, in any case, remember that grades do not reflect an objective picture of an applicant's performance ability but are simply an indication of his/her focus.
- The curriculum vitae (AE: résumé) is usually presented in tabular form and without any gaps. Any job changes or career advancements can be deduced from the CV.
- Proofs of working experience, along with possible references, should also be submitted. They provide information about areas of deployment to date and also assessments of previous employers.
- Applications for certain types of jobs might also demand work samples or references that could contain additional information.

Depending on the position one is applying for, different aspects of one's application documents might play a more important or less important role, as we have already indicated when discussing the matter of the application photo or school grades.

The cover letter conveys the first impression of an applicant. Whether the first impression is positive depends to a large degree on the layout and design of the letter. A cover letter that does not deviate at all from the standard could indicate an orderly person who acts in keeping with given rules, as well as an insecure applicant who clings to formalities. The cover letter should provide information about why the applicant is applying for the job, whether he/she is currently employed, what outstanding skills he/she possesses, the earliest possible date he/she would be available for employment etc. The style of the letter itself can convey information about certain characteristics. A writing style using a preponderance of nouns indicates a sense of slowness, complicated sentences awkwardness, the smooth connection between sentences maneuverability or an extensive vocabulary diversity.

Drawing conclusions based on an applicant's photo is very difficult because how a photo turns out also depends on the photographer. It is easy to determine, however, whether the photo was taken by a professional photographer or not. How recent the photo was taken and the applicant's clothing also provide information about the applicant. The clothing can give an impression of being well-groomed or careless, modern or conservative.

The curriculum vitae can be analyzed in terms of time sequence, development or sector. In the time sequence analysis, one checks whether the curriculum vitae has any gaps and whether there was a frequent change of jobs. For certain professions (e.g. the hotel branch), this might even be positive. In the development analysis, also called position analysis, one looks to see whether an applicant has remained on the same career path or whether they have diverged somewhere along the line. Last but not least, the sector or company analysis tries to determine whether the candidate possesses the knowledge and skills set that the advertised position requires. It might also be important whether a candidate has previously worked for a large or a small sized company.

There is not much to be said about school grades. Good grades make it possible to draw conclusions about the applicant's favorite subjects; bad grades could be a sign of laziness or lack of motivation. After a number of working years, school grades cease to be of interest and no longer play a role.

In contrast, work references become the focal point of interest. We distinguish between simple references and qualified references. A simple reference contains information about the person and the type and duration of the employment. The employment itself is described in detail. The employee can express the wish that the reason for the termination of employment be included in the reference. The qualified reference is issued at the request of the employee and contains, in addition to the information provided by the simple reference, an evaluation of the employee's leadership skills and achievements. A reference may not contain any lies and it has to be written in a favorable light. Limits are placed here, though, in the interest of potential future employers. Certain statements can be given in encoded form in references.

The following are some examples: "He makes an effort to fulfill the requirements" means: He was a complete failure. "He worked within the framework of his abilities" means he did what he could but it wasn't much. "We got to know him as an approachable colleague" expresses the fact that co-workers would rather not have anything to do with him. Another example is: "He was always good at defending firmly-rooted positions" means that he was stubborn and obnoxious. One last example: "His sense of high spirits contributed to an improvement in the working atmosphere" translates into he had a major drinking problem.

What does this reference want to tell us?

The value of personal references is debatable. The persons providing the references are normally chosen by the applicants themselves and for this reason don't include any negative points. Personal references are also only used for employees in high status positions.

Samples of work are instrumental in providing insight into the qualification of applicants. Such samples can either be submitted to the potential employer or they can be produced under supervision.

Procuring information

The possibility also exists for actively procuring information about an applicant. Information can be procured from former employers even without the permission of the applicant but not from the current employer as long as the applicant has not yet resigned. The employee, however, can press compensation claims for negative statements concerning his/her person. Since no employer who has gotten rid of an unwanted employee would want to have any aggravation, information about even incompetent former employees tends to be neutral in tone.

Another puzzle question: What were the last words of the javelin teacher?

Testing procedures

But let's get serious again and continue with a look at testing procedures. One possibility for classifying types of test is to distinguish between achievement tests, intelligence tests and personality tests. Personality tests attempt to identify the interests, inclinations, attitudes, social behavior patterns, personal characteristics, opinions and perceptions of the test persons. In given situations, the applicants should react in accordance with their predisposition and nature. They should demonstrate their motives and temperament. These types of procedures are not particularly objective and their proven methodology insufficient. There is also the issue of violating the personal rights of the applicants. For this reason, the responsible persons in psychological associations are not in favor of such procedures.

With achievement tests, one can examine, for example, an applicant's ability to concentrate or how eloquently they can express themselves. Perhaps you have heard of the wire-bending test or the crossing out the number or letter test. The achievement score is based on a combination of quantity and absence of mistakes. The wire-bending test is used to determine dexterity and coordination skills.

Regarding intelligence tests, one should remember that intelligence does not consist of just one skill, but rather a combination of different skills. Language fluency, the ability to combine and reason, the ability to deal with numbers and spatial intelligence can be tested.

Special achievement tests are implemented when one wants to study the behavior of the applicants when they perform certain activities under time pressure. For example, one might want to discover how carefully someone works under time pressure (motor skills tests).

Personal interviews

When it comes to personal interviews, some people take on the role of a little gray mouse. Some applicants who seem to give off an air of self-confidence before the interview suddenly seem to become small and shrink into the corner of their chairs when being interviewed. This alone indicates and lets one draw the conclusion that such a person will never develop advanced leadership skills.

What information can be gathered from a personal interview? Applicants get a personal impression of the enterprise and perhaps its staff as well. The head of human resources or the department heads of the company can also get a personal impression of the applicant. If any points are missing in the letter of application, for example, about when the potential employee would be available to start work, they can be cleared up at the interview. Basically we can distinguish between four types of job interviews: the free-style, the structured, the standard and the situational interview. If you would like to find out more about how to apply these interview styles in the practice, more detailed information can be found in specialist literature but it would carry things too far to include more details within the framework of this tutorial. In the literature, one generally talks about the seven phases which take place during a personal interview.

Phase	Topic	Possible questions
Phase 1	Greetings	Why do you want to work for our company? Do friends or relatives of yours already work here?
Phase 2	Discussing personal situation of the applicant	Did you grow up in a urban or rural area? Are you an only child? Are you married? What does your wife think about your switching jobs?
Phase 3	Discussing the applicant's education	As a pupil, were you interested in any particular job? Have you participated in any further education measures? Why didn't you make an effort to get further training?
Phase 4	Discussing the career development of the applicant	What did you especially like about your last position? Why haven't you switched employers till now? Which position do you want to reach at our company?
Phase 5	Information about the company	At this point, the head of human resources or the department head tells something about the company, the organization, the departments and the future workplace of the potential employee
Phase 6	Contract negotiation	How high is your present income? What starting salary do you expect? What priority do social benefits and job security have for you? Do you work anywhere else part-time or do you do volunteer work?
Phase 7	Conclusion	At this point, the interviewers promise to let the applicant know the results and thank him/her for the interview. Remember that as the boss you are interested in getting information as soon as possible. The same goes for the applicant.

In a personal interview many mistakes can be made on the part of the employer as well as the potential employee. Once again, we recommend that you have a closer look at some suitable specialist literature. Consult these works also when it comes to evaluating the interviews.

Assessment Center

You have probably certainly heard about assessment centers. Assessment can be interpreted as observation, evaluation or judgment. In keeping with a description by OBERMANN (Assessment Center) one can define an assessment center as a 1-3 day seminar with 8-12 participants who are observed and evaluated by a team of managers or personnel officers. The assessment is based on questionnaires in interviews, possibly testing procedures but in the main on how the participants perform in role plays and group dynamic exercises. An assessment center offers the applicants the advantage of more objectivity since all the candidates have the same tasks and there are a number of evaluators. The advantage for a company is that, among other things, the applicants can be directly compared to each other and that the applicants' leadership skills and social competence can be tested and evaluated. On the other hand, some critics argue that, for example, big mouths are able to throw their weight around. In addition, participants who have already taken part in a number of assessment centers can have an edge. Furthermore, assessment centers only simulate situations and are not reality. The costs are also very high.

Biographical questionnaires

Let's turn our attention to biographical questionnaires. The assumption is that one can draw conclusions about a person's future behavior based on their past performance. The questionnaires encompass the personal development of the applicants and attempt, on the basis of existing data, to make predictions about future success. Since the questions are recycled in different form, one can ensure that the applicants are answering honestly by checking answers against each other. Certain behavior patterns and value attitudes can be ascertained on the basis of the answers. The questionnaires are evaluated by comparing them with ones filled out by employees who are already working successfully for the company. This is usually done digitally. Studies show that the validity of predictions based on biographical questionnaires is very high. Don't forget that the worker's council also has word to say about how biographical questionnaires are used. That is stipulated in the Works Constitution Act.

Summary

Employees might be designated as a production factor, but they have to be treated as individuals. Every good boss knows how to deploy the knowledge and skills of his staff in order to achieve the company's goals.

One has to distinguish between training and further training, whereby further training can be further subdivided into upgrading job skills training and advanced further training measures.

The biological rhythm of an individual determines his ability to perform. Every superior should try to work both task and person related at the same time (managerial grid). Environmental influences also have an impact on the performance ability of employees.

Different instruments are available for selecting personnel, for example, curriculum vitae, personal interviews, assessment centers. Tests have to fulfill three criteria: validity, reliability and objectivity. An interview normally consists of seven phases ranging from the first greetings through to the conclusion of the interview.

Imagine the following situation: You see a fire engine, behind the fire engine an ambulance, behind that a police car and then a horse. Where are you?

2.2 Deployment of employees in accordance with their interests and the requirements of the company

A company is subject to constant changes which it has to adjust to in order to stay competitive. This means that employees also have to be constantly evaluated as to whether they are being deployed in a manner appropriate to their skills and the company's requirements. Employees have to learn to adapt to changing circumstances by means of qualifying measures. Before sending employees on workshops, a needs analysis should be implemented in order to determine the requirements which are necessary for a specific workplace. One should, thereby, take into consideration that while certain requirements are needed at a workplace, not all of them can be fulfilled 100%. According to the Geneva Scheme, requirements can be subdivided into the following four groups:

1. Ability
 - a) Knowledge (training, experience, cognitive ability)
 - b) Dexterity (manual dexterity, good coordination)

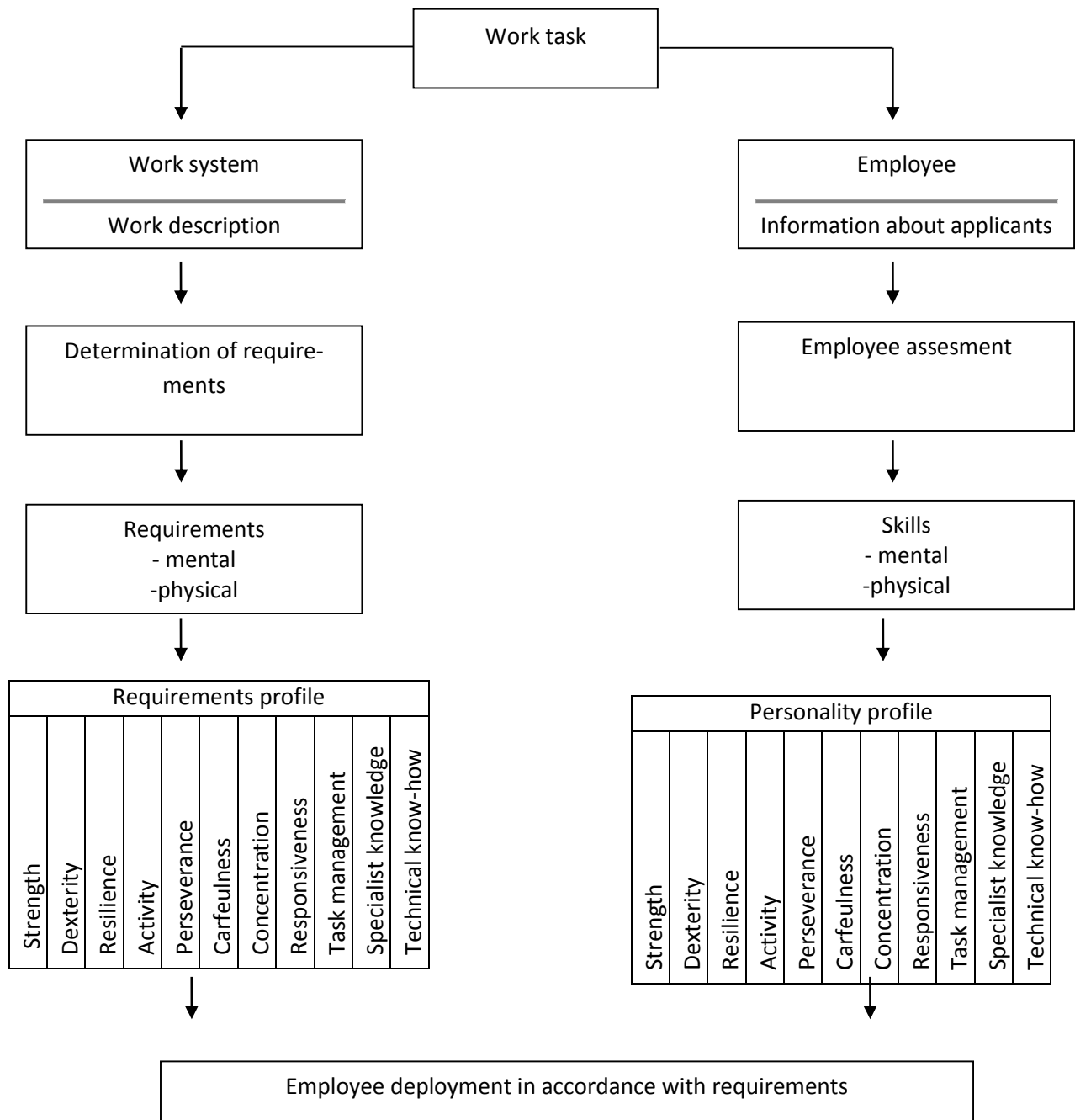
2. Responsibility
 - a) for one's own work
 - b) for the work of others
 - c) for the safety of others

3. Stress resistance
 - a) mental workload (attention span, thinking activities)
 - b) physical work (static, dynamic or one-sided muscular activity)

4. Environmental influences
 - Climate
 - Temperature
 - Humidity
 - Acids
 - Gases
 - Vapors
 - Oils
 - Fats
 - Dirt
 - Dust
 - Noise
 - Vibrations
 - Poor lighting
 - Danger of catching a cold
 - Danger of accidents
 - Restrictive protective clothing

With the help of these types of requirements, one can describe every type of workplace. Personality profiles can then be created for the employees. Afterwards, one can place the requirement profile of the position and the personality profile of the employees on top of each other and can then select those which have the greatest degree of overlapping. It is not necessarily the case that an employee is not suitable for a position simply because he/she does not fulfill the one or the other criteria. For example, though the employee might not be a trained specialist, they have perhaps acquired the necessary skills for the job by means of further qualifying measures. On the other hand, if an employee is simply not strong enough to carry out the required physical tasks of a position, no amount of training measures or workshops will be able to compensate for this lack.

The following scheme can help you better recognize the connection between the requirement and the personality profiles:



When looking at the above illustration, one should keep in mind that it is also a matter to what degree the requirements are met. The degree can be expressed in terms of plus/minus or numerically, with 1 representing a high degree and 10 a low degree of requirement fulfillment. The suitability profile of an employee is normally made for the first time when the employee applies for a job but should be repeatedly updated in the course of his/her career at the company. Every employee keeps developing – positively, as well as negatively – so that a suitability profile can be used as the basis for job transfers.

Let's bring this chapter to a conclusion.

3. CREATING REQUIREMENTS PROFILES, STAFF PLANS AND DESCRIPTIONS, AS WELL AS POSITION DESCRIPTIONS

Objectives

You will learn what is needed to determine requirements. You will learn to differentiate between the desired requirements profile and the actual requirements profile. In addition, you will discover that personal qualifications – the so-called soft skills – play an important role for certain positions. You will study job descriptions and create staff plans. In the last step we will have a closer look at function descriptions.

3.1. Requirement profiles as a benchmark for certain individual characteristics

Certain quality demands are placed on the procedures for determining and defining requirements. If you think carefully you will remember that we have already discussed testing procedures.

Determining requirements

A few pages ago we talked about validity, reliability and objectivity. Let's now add understandability, comparability, acceptance and practicality. Procedures for determining requirements should fulfill all of these criteria.

The prerequisite for optimal job placement is to have knowledge about the requirements of every position. The requirements, as we mentioned previously, are compared to the skills profile of the applicants. The requirements profile, in turn, is created on the basis of a requirements analysis. By means of observation or surveys, one tries to determine the factors which serve to fulfill the given tasks. After the characteristics have been determined, they have to be weighted. Do you remember? We spoke about this point in the last chapter.

Let's brainstorm and see what we can think of in connection with a requirements catalogue. One of the main criteria could be mental requirements. These could include judgment, willingness to learn, verbal communication skills, ability to grasp new concepts, mathematical skills etc. Work behavior could constitute another aspect of relevant requirements. This could include, among others, the following: carefulness, versatility, ability to negotiate, concentration, awareness and the willingness to take on responsibility.

Now it's your turn. Which characteristics match the requirements criteria for leadership positions? Another challenge: Which characteristics match the requirements criteria for social behavior? What about a short summary at this point?

In order to determine a requirements profile, one has to have a look at the given job or position. For this purpose, one has to consult the staff plan. This includes the required and authorized positions. In addition, one needs information about the tasks required for each of the given jobs. These can be determined on the basis of the job descriptions. This is followed by a requirements analysis. One tries to determine the requirements that are necessary for each and any given job or position. Requirement criteria are developed for this purpose. Every criterion, in turn, is described in more detail with three or more characteristics. Finally, the characteristics are weighted. The result is the finished requirements profile.

Task analysis

In task analysis, the structure of a given task itself and the type and number of features characterizing a task are taken into consideration. Where are there connections and how free is an employee to decide matters independently? The qualitative work analysis consists of a work evaluation in which the work process is broken into its sub-components. Which individual steps are required to do a job is determined on the basis of observation and surveys. Included in a qualitative work analysis is a job description in which the different work steps, the material used and the overall activity as a whole are described, as the name implies. What is the benefit of this kind of determination of requirements? It can serve to differentiate pay scales, help in organizing staff and can be consulted for work planning. Let's summarize:

Step 1: Work description

Step 2: Requirements analysis

Step 3: Quantifying/evaluating requirements

Weighting requirements

We have mentioned weighting but till now have not yet gone into detail about what is actually meant by weighting. Weighting simply means comparing the importance of the requirements by assigning them a numerical value. Let's look at a simple example. We will just take the requirements and weigh them. You will do the further evaluation on hand from a case study.

Type of requirement	Weighting factor
Knowledge	0,9
Dexterity	0,3
Responsibility	0,9
Mental workload	0,8
Physical workload	0,2
Environmental influences	0,5

Work analysis

What has to be observed? The concrete work analysis deals with environmental conditions and the conditions for implementing the work steps from a technical-technological standpoint. The work process is divided into individual work steps or segments, whereby one distinguishes between micro work cycle elements and macro work cycle elements.

Micro work cycle elements are cycle elements which cannot be further sub-divided. A whole process can always be sub-divided into partial processes, process steps, procedures, partial procedures, procedure steps and procedure elements. The manufacturing of a desk, for example, is the whole process. Making the table-top could be a partial process. This work process could then be further broken down into individual steps till one arrived at the process step in which one dips the brush into the paint in order to varnish the tabletop. There are seven system elements that belong to each work system under study:

- The work task itself
- The input which consists of work items, information, energy, as well as people
- The person as an active element of the work system
- Production facilities as the capacity of the work system
- The work process itself as the spatial and temporal sequence of interactions between people, production facilities and work items
- Environmental influences and finally

- The output which, in turn, might consist of work items, information or also energy

Environmental influences can be physical, biological, chemical, organizational or social in nature. The physical, biological and chemical influences are generally characterized as one's surroundings.

Desired and actual requirements profiles

We would now like to turn our attention once again to the topic of requirements profiles. There are the actual requirements, that is to say, the requirements which have already been fulfilled, and there are the desired requirements which are those that one would still like to achieve. Due to increasing globalization, the switch to lean management or the introduction of profit centers, the need to re-write requirements profiles can be very sudden. Employees can, in turn, adapt to the new requirements by participating in qualification measures. This translates into the need for lifelong learning, as you might have heard at some point in your school career.

What occurs to you when you hear the term "personal qualities" or "soft skills"? Correct: the higher you climb the career ladder, the less one's technical expertise counts. It is, of course, still necessary, but other matters take center stage. These skills which become more important as you advance in your career are called key qualifications. The following are among the most important key qualifications:

- Leadership skills
- Flexibility
- Communication skills
- Ability to deal with conflicts
- Powers of concentration
- Ability to cooperate
- Creativity
- Performance
- Problem solving skills
- Autonomy
- Ability to work in a team
- Tolerance
- Sense of responsibility

Strategic, social and personal competences

It is important to also include these qualifications in a requirements profile. Let's have a closer look at the three points. What does one understand, for example, by *strategic competence*? Let's just list a few factors:

- Ability to make and stick to one's decisions (willingness to take risks)
- Prudence and balanced caution
- Command of modern means of communication and information, able to develop and implement ideas
- Organizational talent and ability to improvise

Another important point is social competence which includes:

- Ability to communicate goals and work content to employees
- Motivate employees and allow their creativity enough room to develop new ideas and products
- Make and take responsibility for personnel decisions
- Demonstrate socio-political responsibility for staff members, as well as the general public with reference to employment and environmental policies.

- Willingness to take on socio-political tasks, as well demonstrating openness for new political and economic ideas and advances (environmental protection)

Among the personal competences, one could include the willingness to take on responsibility and a sense of commitment, as well as the ability to cooperate and work in a team. It is important for managers to realize that personal qualities are necessary, no matter whether one is working in a technical or a business field or in an upper or lower management position. Technical expertise alone is no longer adequate. As soon as one comes into contact with other people – and which job doesn't involve such contacts? – such key qualifications are necessary. In this connection, you might want to leaf back a few pages and look at the illustration of tasks and employee orientation with the help of the managerial grid.

Summary

Knowledge about the requirements of a job is the prerequisite for being able to optimally fill the position. The job description is the basis for the requirements profile. Since not all characteristics are equally important for different jobs, they have to be weighted.

The work analysis deals with conditions for implementing work steps from a technical-technological standpoint and in terms of environmental conditions. A whole process is sub-divided into partial processes, process steps, procedures, partial procedures, procedure steps and procedure elements. Every work system consists of seven system elements.

Employees have to adapt to the desired requirements by means of qualification measures. In upper management, technical expertise does not count as much as key qualifications.

Now for a mathematical exercise: Three runners have different step lengths, the one 90 cm, the second 92 cm and the third 95 cm. Why are all three runners again in step after the start?

3.2 Importance of job descriptions and staff plans for personnel management and long-term human resources planning

Job descriptions list all the important characteristics of a job with the help of forms. They can be in the form of work place descriptions, job descriptions, task descriptions or position descriptions. A job description normally includes the following points:

- Job title
- Job ranking (lower ranking, job, higher ranking job)
- Job tasks
- Job powers (e.g. signature power)
- Job responsibility
- Job goals
- Job representations
- Job requirements (e.g. knowledge and skills)

2 teach is
+ 2 touch a life
= 4 ever

A given company uses, for example, the following form for job descriptions:

Job description	
1. Job title	2. Job ranking
3. Job purpose, resp., short description of the task area:	
4. Job title of direct superior	5. Job holder receives further technical instructions from:
6. Job title and number of direct subordinates	7. The job holder gives further technical instructions to:
8. The job holder represents:	9. The job holder is represented by:
10. Special powers and authorizations which are not included in the general guidelines:	
11. Description of the tasks which the job holder implements independently:	
The described job tasks are to be taken on, at the latest, if not earlier, 12 months after the job description has been implemented.	
..... Date, signature of job holder Date, signature of direct superior Date, signature of next higher-level superior Date, signature of implementing position	
Comments:	

What are job descriptions used for? They serve, for example, to rank positions, to differentiate competences, to plan personnel development and they can be used by employees themselves to carry out their work tasks. Job planning always has to be undertaken taking into consideration changing work processes. Once a job description has been made that doesn't mean that is valid for the next 20 years. In the job planning method, one has to differentiate between qualitative personnel deployment planning, the quantitative personnel deployment planning and the temporal personnel deployment planning.

Qualitative, quantitative and temporal personnel deployment planning

Qualitative personnel deployment planning means determining the skills staff members must have by a certain point in time. Thus, future needs regarding knowledge and skills have to be planned. Quantitative personnel deployment planning has to do with comparing current and planned/future staff figures in order to be able to react in the case of divergences. This can lead, on the one hand, to hiring new employees or, on the other hand, when reducing staff, to taking personnel adjustment measures. In the temporal personnel deployment planning expected absences can be compensated for in advance.

Staff plan, succession plan, career plan

There are three more topics to be covered: the staff plan, the succession plan and the career plan. The staff plan contains all of the job positions in a given organization with the names of the jobholders. The succession plan has to do with a certain position that will change hands in the near future. This plan regulates the succession so that the chosen candidate for the position can be prepared to take over specific tasks. Sometimes two candidates are groomed for the post so that the company is not left in the lurch should the first candidate drop out. The career plan is the concern of the employee. The plan contains positions which are earmarked for the employee in the near or far future. The basis of a career plan is the qualification of the employee which can be augmented by further training measures in sync with the timetable of the career plan.

Staff plan

Due to increasingly rapid changes, fluctuations, restructuring or also technological progress, the staff plan can be seen as an alternative to job descriptions. It offers much more flexibility and intervention opportunities. Rigid structures prevent competitiveness and progress.

Summary

Job descriptions contain all the features of a job. They contain, among other things, all the relevant tasks, responsibilities and requirements of a given position. Job descriptions serve not only the company for ranking position, but also the employees themselves so that they know which tasks they are supposed to perform.

The staff plan method deals with the qualitative, quantitative and temporal planning of staff deployment. Due to its greater flexibility, it can be viewed as offering an alternative to job descriptions for staff planning.

Another puzzle question: Why can't you make snowballs at very low temperatures? What holds a snowball together?

3.3 Function descriptions as a method for developing organizational structures

With the help of a diagram or matrix, one can illustrate the tasks of different jobs. Let's look at an example of a matrix in which the tasks are listed vertically and the positions horizontally.

	Position 1	Position 2	Position 3	Position 4	Position n
Task A	C	D	I			
Task B		C	X			
Task C	P		X			
Task D				X		
Task N						

Symbols:

- C Control
- D Decision making
- I Implementation
- P Planning
- X Overall function

Creating this kind of overview can possibly enable one to better structure a company in that related tasks or positions can be combined. The basis for function descriptions can be differentiated. A company, for example, places an emphasis on resource oriented function descriptions because its production operation deals primarily with resources. Other companies which belong to the service sector, in contrast, might place more emphasis on achievement oriented function descriptions. It is also possible to make technical or leadership functions the main focus of orientation.

Try to imagine what a dynamic function diagram from real life would look like. Have a look at the next illustration which has been prepared for you.

Ranks	1	Company management								
	2	Center heads								
	3	Department heads								
	4	Supervisors and employees								
Tasks ↓	Positions →		Management	Sales director	Domestic			Export		
					Sales Head	Sales Office	Representative	Sales Head	Sales Office	Sales Representative
	1. Sales policy									
	2. Sales program									
	3. Market research									
	4. Design of samples									
	5. Sales strategy									
	6. Price calculation									
	7. Advertising									
	8. Visiting customers									
	9. Hosting customers									
	10. Sales correspondence									
	11. Sales statistics									
	12. Order processing									
	13. Finished products warehousing									
	14. Shipping									
	15. Billing									
16. Complaints										

- Dp = Principal decisions
- Dn = Normal decisions
- Di = Important decisions
- Dp = Right to participate in decision making process
- C = Right to be consulted or make suggestions
- I = Implementation of case processing
- li = Implementation of important case processing
- CE = Control and evaluation of results

As you have probably already noticed, the diagram includes the ranks or hierarchy of a company. You might want to develop another example for a function diagram based on your own work experience.

Summary

Function descriptions provide a method for structuring a company since it helps one to easily recognize related tasks or positions. The basis for function descriptions can vary. For example, they can be resource oriented or performance oriented.

4. DELEGATING OF TASKS AND THE CORRESPONDING RESPONSIBILITIES

Objectives

You will discover that not all tasks can be delegated and employees are not equally suitable for being assigned a higher degree of responsibility. You will learn more about the impact delegating tasks has on work operations as such, as well as the employees themselves. You will learn to take into consideration some basic principles when delegating tasks.

4.1 Delegating as an essential element of positive leadership

Due to changing structures, complex task fields and the accelerating pace of technological developments, managers nowadays can no longer solve every problem and make all the necessary decisions on their own. In addition, a given manager might not always have the necessary knowledge, skills or required information to be able to even make a decision. Employees are more ambitious than ever to establish their own area of work expertise in which they are free to make their own decisions and work independently.

Decisions are no longer made exclusively on the “top floor” of a company, but where they inherently should be made. Responsibilities can only be delegated to employees that have the appropriate knowledge and skills, as well as the motivation and self-confidence to fulfill the responsibilities they have been entrusted with. The employee is not assigned individual orders, but must act independently in accordance with the overall objectives of the enterprise at large. The competences and powers of employees are specified in the job descriptions. Delegating results in more interesting assignments for employees and makes better use of their potential. Delegating, as we have already indicated, is done by and large for the following three reasons:

1. Due to the complexity of operations, it is not possible for a superior to absorb and process all the required information.
2. The decision is made where it inherently belongs, i.e. one can react quicker and more effectively.
3. Delegating increases the motivation of employees since they are allowed to participate in the decision making process.

Delegating allows employees to better identify themselves with the company’s goals. They are more willing to accept what is required of them. The quality of the decisions can also improve due to input and know-how from multiple sources.

What is the impact of delegating? The manager saves time since he/she is not held up by routine tasks (monkey management). Do you know what is meant by monkey management? It’s very simple: There are people who just can’t say no. On your way from the canteen to your office, you are accosted by seven different people and each of them wants to know something or wants to have something done. If you take on the jobs of all seven of those people, then you end up carrying seven monkeys into your office with you.

Impact of delegating

Let's focus on the advantages or the positive impact of delegating. The employees undergo a process of building up trust because they are involved in decision making. Employees can be better evaluated when they start climbing the career ladder. The need for self-realization is fulfilled. Creative potential is released through the strong identification with the company.

Difficulties, however, can occur in connection with delegating. Employees can be over-challenged. Employees receive inadequate or incorrect information and thus cannot fulfill their task, or only partially. It is possible that tasks are delegated which cannot be delegated.

Leadership and responsibility for actions

Let's have another look at the last remark made. Which tasks cannot be delegated? These are the tasks which can be found under the heading "management responsibility". A manager has the responsibility of fulfilling his duties with regard to his staff. Responsibility for actions, that is to say the responsibility for specific tasks, can be delegated. Management responsibility encompasses setting objectives and planning, staff deployment, demarcation of competences, giving orders, passing on information, evaluation and control of the employees, acknowledgement and criticism. There is one other matter of priority: When delegating make sure that the tasks, the competences and the responsibilities match. Without the appropriate competences and responsibility, nobody can adequately fulfill their assigned tasks.

Summary

Delegating is the transfer of tasks, competences and responsibilities on a permanent basis to staff members and for which they are independently responsible. Possible reasons for delegating are:

- a) Socio-political reasons:
 - Evolution away from an authoritarian towards a democratic society
 - Employees want to participate and cooperate
 - Humanization of the working world
- b) Objective reasons:
 - Saves time for managers
 - Specialization of staff members
 - Makes use of the creative potential of employees
 - Improvement of the working atmosphere
- c) Psychological reasons:
 - Great incentive for fulfilling tasks independently
 - Motivation of staff
 - Stronger identification with the company

4.2 Delegating as the vertical decentralization of decision making competence

Delegating is understood as the vertical decentralization of decision-making competence. This means that tasks, competences and responsibility are transferred from one person to another within the hierarchy of an enterprise. The more qualified an employee is, the greater his/her personal understanding and the more advanced his/her development status is, the more tasks can be assigned to him/her. There are a large number of prerequisites which employees have to fulfill before they can be delegated with new tasks and competences:

- They have to enjoy taking on new responsibilities.
- They have to be willing to act independently and to cooperate with superiors and other co-workers.
- They need to be able to competently and efficiently fulfill the tasks assigned to them.
- They must be able to make decisions independently.
- Despite their sense of independence, they must be willing to subordinate themselves to the common objectives of the enterprise.
- They must have the personal courage to stand up to their way of doing things and to express contrary viewpoints if the specific case calls for such acts.
- They must be willing to admit mistakes.
- They must be able to work in an enterprise oriented manner.
- They must have the necessary resilience to fulfill the required tasks and make the decisions that are called for.

The more of the above-named characteristics that an employee possesses – or let's put it negatively for a change – the fewer of these characteristics he/she possesses, the less suitable he/she is for being delegated to. On the other hand, it is not just up to an employee whether delegating functions or not, as the manager also contributes to the success of delegating.

- He/she has to clearly demarcate the area of responsibility.
- The responsibility has to match the competences.
- The scope of the tasks has to be manageable.
- He/she has to carefully choose whom to delegate to, based on the persons' technical expertise, their temperament and their inherent capabilities.
- He/she has to know that not all employees are able to work creatively and that critical thinking cannot be expected of everyone.
- He/she has to ensure that his/her employees have the required qualifications, possibly by initiating training measures.
- He/she has to make sure that adequate information is readily available.
- He/she has to control the employees and discuss the results with them.
- He/she has to let the employees work independently and not interfere all the time.
- He/she has to be able to differentiate between what is essential and what is not essential and to recognize when he/she has to intervene.
- He/she has to be willing to cooperate fairly with staff members and to also admit if an employee is more than competent in a certain field than him or herself.
- He/she has to bear responsibility for any mistakes when representing the matter to the next higher instance.

To lighten up things a bit you might want to keep the following two sayings in mind:

“A manager is not judged by what he can do, but by what he has achieved and can still control”.
“Whenever a manager notices that his/her work is becoming a matter of routine, he/she should quickly start delegating!”

Basic principles of delegating

Let's have a closer look at the prerequisites, resp., the principles involved in delegating tasks. Tasks, competences and responsibilities for actions are delegated to members of the staff. The said employee must not be able to re-delegate or sub-delegate the tasks. Exceptions to this rule are to be explicitly stated. The manager is not allowed to intervene as long as the delegated employee is dealing competently with the matter. The manager has the duty to intervene when mistakes occur or events that are exceptions to the rule take place. The manager has managerial responsibility. He/she has to create a suitable information system.

Summary

Principles of delegating

- Specification of tasks, competences and responsibilities
- Differentiation between managerial responsibility and the responsibility for implementing specific actions
- Intervention in delegated matters only as exceptions to the rule

Members of the staff as well as managers have to be suitable for delegating.

“Whoever works more than they have to is a fool – not a hero.”
(Source: Erhard Dietl/Cartoon-Caricature-Contor Munich)

5. PROMOTING THE WILLINGNESS TO COMMUNICATE AND COOPERATE

Objectives

You will learn that the willingness to communicate is the necessary basis for human interaction. You will learn to take the thoughts and actions of your employees into consideration within the framework of mutual trust. You will learn about verbal and non-verbal forms of communication. You will learn to understand that the identification with an enterprise is an important step towards success. You will analyze and evaluate group discussions.

5.1 Promoting employees' willingness to communicate

The willingness to communicate as the basis for conveying information is the prerequisite for the participation and cooperation of employees. Talks, discussions and conferences are part of communication. Think about the following: One can *not not* communicate. Not just words, but behavior is also communication. Every type of behavior in an interpersonal situation has the character of conveying information. This is valid not just for verbal exchanges, but also for non-verbal behavior such as posture, mimic and gestures. Remaining silent is also a form of communication when at least one other person is affected by the silence. Every form of communication has content and every form of communication creates a relationship. Information that is passed on can, at the same time, include factual information, attitude information, relationship information and personal information. Let's look for an example for each of these different types of information content:

Types of information

Factual information: We have 397 teddy bears at home

Attitude information: I finally have the bloody report finished. (In addition to the factual information, namely, that the report is finished, information about the attitude of the speaker towards the report is also conveyed.)

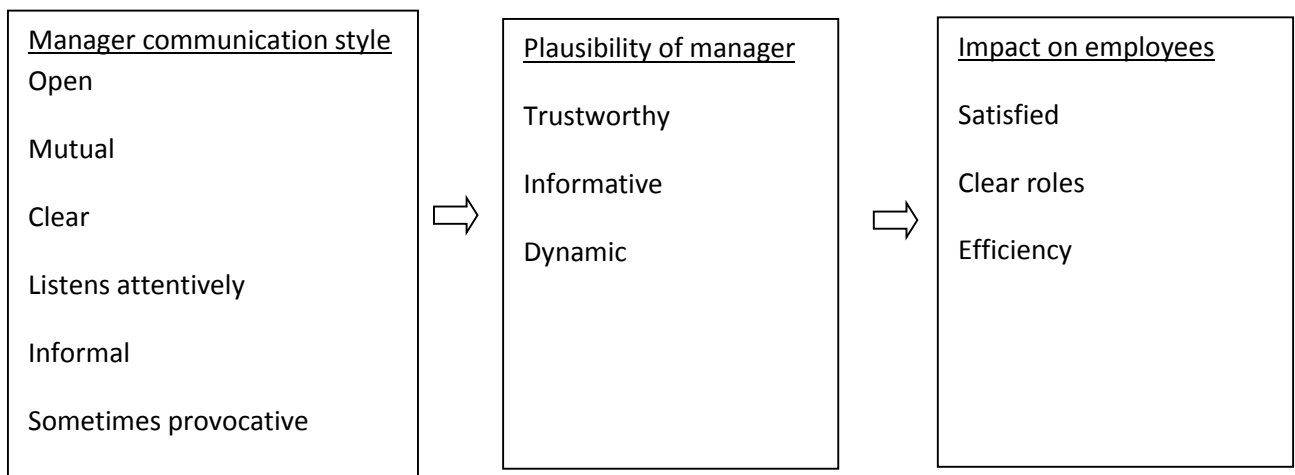
Relationship information: Why are you late again? (It would seem that the speaker is not particularly pleased with the other person.)

Personal information: Well, yeah, I would say, if you give me time, that the report might perhaps be on your desk at the end of the month at the latest – or wait – let's better say not before the end of the month. (I don't think a commentary is necessary.)

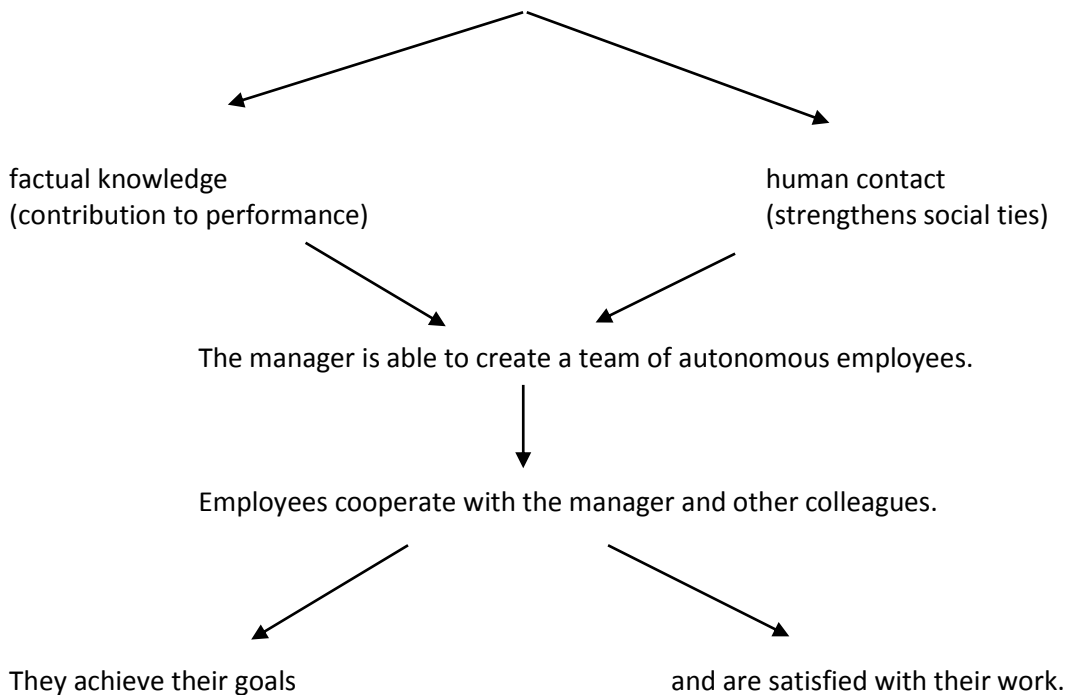
The Tower of Babel

There is a very well-known historical example about a breakdown in communication. You are probably familiar with the story about the Tower of Babel. Make sure that nothing similar happens in your company. Leadership can only have an impact via communication. The ability of an organization to adapt to changing circumstances and the quality of leadership can be measured in terms of communication. While business communication has to conform to certain rational and factual dictates, it also has to take into consideration the emotional and social components of communication. Communication does not serve to only convey knowledge, for example, in order to facilitate decision making, but communication also serves to improve the performance of an organization. At the same time, communication serves in the development of interpersonal relationships and to form and strengthen social ties in an organization.

Have a look at the following illustration to see what good communication can effect.



Managers mediate and consolidate via communication



Gestures

As we have already mentioned, communications does not just consist of the spoken word but also includes gestures. Human gestures can be differentiated as follows:

Nervous gestures (nose blowing, scratching). These types of gestures are unconscious and occur particularly in situations which one is not familiar or which make one nervous.

Indicating gestures: They are often not on purpose but steer a conversation, for example, in a certain direction through eye movements and head movements (nodding).

Supporting gestures: These are movements which emphasize what is being said and are deployed to underline certain points.

Symbolic gestures; They are used consciously, for example holding up your thumb to hitchhike or the two raised and spread fingers of the victory sign.

Paraverbal signals

Paraverbal signals are another important aspect of communication that need to be mentioned. Aside from verbal signals, there are also signals which are determined by the way one speaks. These are the paraverbal signals. Paraverbal means having to do with matters that can be conveyed by a person's voice without necessarily dealing directly with the words spoken. Among these are the following: tempo, volume, pitch, sounds. These paraverbal signals determine to a large extent the meaning of the words we speak. Some sounds convey their own meaning without speaking a word.

- Clearing one's throat = embarrassment, nervousness, calling attention to oneself
- Uh = bridging a pause in the conversation, trying to think of a word, not concentrated
- Sighing = suffering, boredom

Wavelength

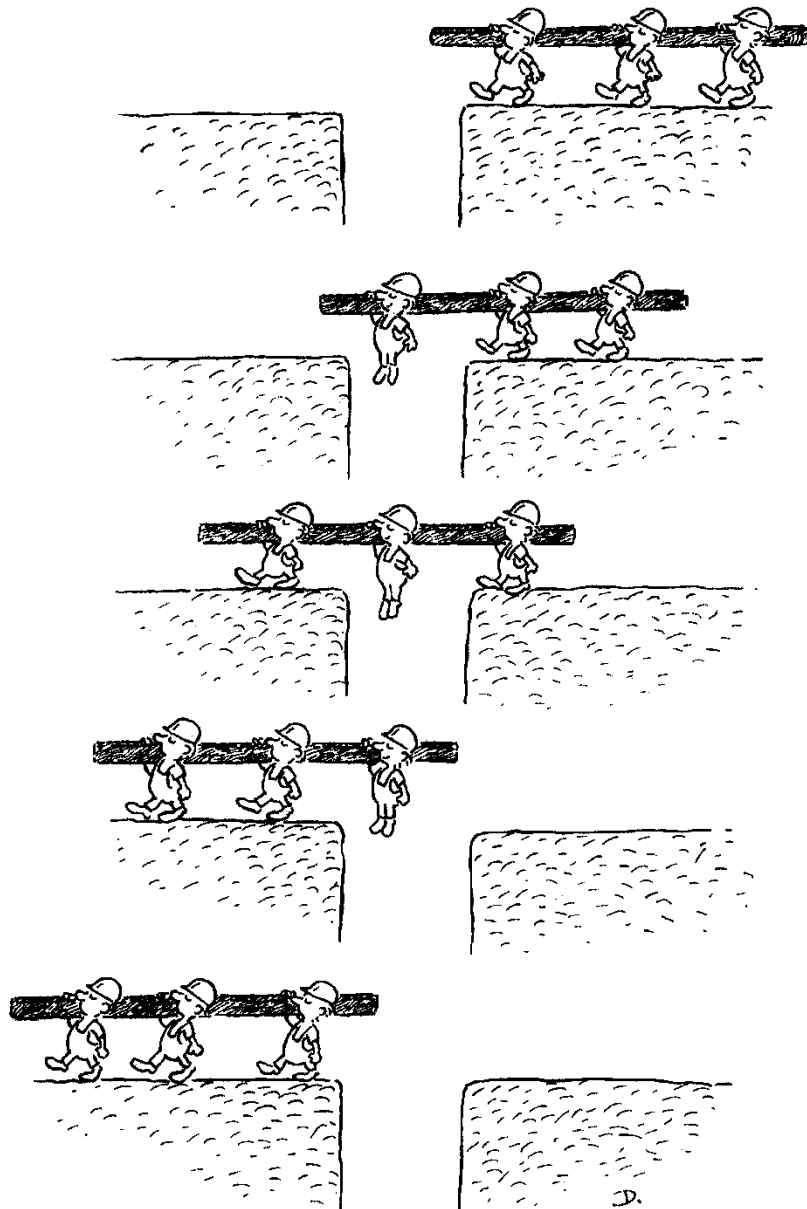
The success of any given communication depends on whether the "sender" and the "receiver" are on the same wavelength. This is a very interesting subject which you can learn more about if you read up on transactional analysis. Again, we refer you to suitable literature to go into the matter in greater depth.

Core principles of communication

Let's close this chapter with the five core principles of communication in accordance with the Palo-Alto school:

1. Core principle: It is impossible not to communicate
2. Core principle: Every form of communication has content and a relationship aspect.
3. Core principle: Every form of communication contains a structure which appears as an arrangement of sequential events from the diverse perspective of the different partners.
4. Core principle: Human communication can be in digital (precisely denotable) or in analogue (figurative) form.
5. Core principle: Interpersonal communication models are either symmetric or complementary, depending on whether the relationship between the partners is based on what they have in common or how they are different.

The fourth core principle requires some further explication. Digital communication is usually synonymous with verbal communication. The terms that are used are explicit. We are dealing with analogue communication when the information is coded and the message is only hinted at or indirectly indicated. Here we are usually dealing with non-verbal communication, for example, mimic and gestures. Good communication can also be depicted pictorially.



*How good is the group staying "on the ball"? Are they working goal oriented?
 (Source: Erhard Dietl/Cartoon-Caricature-Contor Munich)*

Summary

One cannot not communicate. Without communication, participation and cooperation are not possible. Good communication makes for satisfied employees.

Would you like to solve a little puzzle? Which dog can jump higher than a house?

5.2 Promoting the willingness to cooperate

Without cooperation, it is not possible for an employee to identify with the goals of a company and to accept the demands placed on him/her in order to achieve these goals. *Cooperation* and *participation* are terms to denote taking the interests of employees into consideration. A co-worker, as the word implies, is supposed to *co-operate*. Team work is called for.

It is up to the manager to discover the development potential of those persons working under him/her. To this purpose, he/she can utilize the natural learning space of an enterprise. A company always profits when employees are allowed to organize their work tasks themselves because the resulting job satisfaction leads to higher productivity. The degree of autonomy in work groups can vary. In partly autonomous work groups, the members of the group are assigned a comprehensive work task which they can perform together on their own responsibility. On their own they can regulate the distribution of subtasks, as well as plan, control and supervise work processes. In this way, employees are given more freedom to act and make decisions on their own. Surveillance becomes less and less important. The subtasks can be coordinated to match the particular skill sets of the individual members of the group. This opens the way to develop better interpersonal relationships and more democracy in the working world.

Prerequisites for group work

Successful group work depends on a variety of factors. The most important prerequisites are:

- The joint work task, as well as the interrelationship between the different subtasks, must be manageable for all the members of the group.
- The size and the make-up of the group should be suitable for the given work task.
- The work group has to be granted the freedom to develop their own regulations for solving problems and coordinating their work. It also has to be able to be flexible regarding the deployment of its group members.
- A sense of belonging to the group whose members act in close cooperation with each other needs to be able to develop, that is to say, social functioning groups can stay together over longer periods of time.

This form of work organization is associated not only with an enrichment of tasks, but also with a redeployment of operational functions. This leads to an impact on the organizational structure of the company, above all as regards a flatter hierarchy, a more cooperative style of leadership and better coordination of tasks, competences and responsibilities.

Group meetings

Group work often calls for the need to hold group meetings. The topics under discussion can vary widely. The meetings can focus on specific technical problems, organizational matters or also on staff related problems. As group leader or manager, you have to be able to analyze the group meetings, evaluate the results and finally – if necessary – to implement new measures. Minutes of such meetings should also be taken for two reasons: Staff members, as well as the boss, have short memory spans and non-group members might possibly be interested in the results. Important points can be noted right away and participants can immediately correct any points should they feel misunderstood or if they have forgotten something. Notes can be taken with a laptop and projected onto a screen for immediate viewing or emailed to all the participants. In any event, the minutes can serve as proof at a later date. They contain details about who took on which tasks when.

They serve to recall matters for future group meetings. In addition, group members who weren't able to attend the meeting, as well as interested outsiders, can obtain information about the topics treated.

Minutes can be structured in five steps.

- 1st step: The problem is defined and introduced.
- 2nd step: The objective of the meeting is determined.
- 3rd step: The causes are analyzed.
- 4th step: Suggestions for a solution are collected and evaluated.
- 5th step: A decision is made and a plan of action determined.

When *defining objectives*, one has to keep in mind that the content, degree and relevance of the objectives have to be precisely determined and named.

Objectives have to be clearly and precisely defined. In addition, they have to be formulated positively, i.e. one should avoid the "not" word. In other words, instead of saying "Turnover should not fall below 5 percent", one should formulate matters positively: "A turnover of at least 5 percent should be achieved and, of course, can be topped". This last statement, though, is somewhat imprecise. Objectives should be achievable, measurable, verifiable and time-bound. What would make sense for most people but doesn't seem to have gotten through to some superiors, is that objectives should make sense. Employees want to be challenged. The fulfillment of objectives should be achieved without exerting pressure and in accordance with their personal and vocational needs.

Problems are there to be solved. But what do things look like when that is not possible? All fairly rational managers try to give their support in solving problems as quickly as possible. What can they do when that is beyond their power? They can inform their employees about why that is so and ask for their understanding.

Summary

Without the cooperation of their employees, a company has little chance of success. Any manager who does not cooperate with his employees is an inadequate manager.

In partially autonomous work groups, employees are given more freedom to act and make decisions. Steep hierarchies have to be made flatter through cooperation. Leading group meetings plays an important role. It is important to record the important points of a meeting in the minutes. Objectives have to be clearly and precisely defined.

6. EXERCISES

A tip to start with: Among the following exercises, there will be some that you cannot solve simply by turning back and finding the right page in the tutorial. A constructive and flexible mode of thinking is called for. Think about how matters are in your own job and you won't have any trouble answering the questions.

1. Describe both objectives of a modern form of managing personnel.
2. Why should tasks, competences and responsibilities be coordinated?
3. Explicate the development trend regarding the increasing demands on the social competences of managers.
4. Explain the importance of delegating in terms of leadership style.
5. Explain why a manager should create a good balance between a person-oriented and task oriented style of management.
6. What can be achieved through targeted employee development?
7. Interpret the following reference:
Ms Mary Fischer, born on 1st April 1959 in Munich, was employed as an office worker in our company from 1st September 1987 to 18th August 1992. Ms Fischer worked in the bookkeeping department and was responsible for creating statements of earnings, registering bank transfers and supervising the statistics. From the beginning of her employment, Ms Fischer solved the tasks assigned to her with considerable interest. Ms Fischer always demonstrated interest in her work and thus proved that she can be a good office worker. She was always open to new things and diligently fulfilled the tasks assigned to her and was willing to finish them on time. The employment agreement with Ms Fischer ends as of today's date in mutual understanding. We wish Ms Fischer all the best in the future.
8. In practice, conducting two separate interviews at given intervals has proved useful when selecting potential management personnel. What advantages do you think this practice has for helping to form useful judgments?
9. What does one want to achieve with the point "individual tasks" within the framework of a job advertisement?
10. Name five prerequisites for delegating.
11. Each of your employees has been delegated with a task area. You have managerial responsibility. What tasks are left for you to do?
12. You have a meeting every week with your employees. At the meeting you exchange information and report about the latest developments. Through the grapevine, you have heard that two employees would like to discuss personal questions with you. How should you best proceed?
13. The field of human resources has changed over the past decades. How important is it today?

14. The field of human resources has economic and social objectives. These objectives often stand in contradiction to one another. What criteria are the two objectives dependent on?
15. Human resources has a diversity of tasks, e.g. finding and selecting personnel, firing or letting personnel go, taking care of personnel benefits, controlling personnel etc. What criteria determine how these tasks are structured, resp. what weighting is given to the individual functions?
16. What are the objectives of staff planning?
17. Describe the importance of staff planning from the viewpoint of the employee.
18. Name the instruments of staff planning.
19. Explicate the objectives of selecting personnel.
20. What aspects have to be evaluated in order to determine whether an applicant is suitable or not?
21. What criteria are used for evaluating application documents?
22. What objective facts are used in the support of analyzing job references?
23. What is the purpose of personal job interviews?
24. At present, 12 travelling sales representatives work in a given area. Their turnover is €8 million. For the coming year, an increase in turnover of 15% is expected because a rival company has just been bought out. One is assuming that the same basic planning parameters will prevail. How many additional new representatives will be required in the coming year?
25. Name five different possibilities for assessing the further training needs of a department.
26. Why are assessment centers effective at determining the potential of job candidates?
27. The general regulations governing company policy with regard to personnel are the basis for principles of personnel policy. Describe five of these principles.
28. Name five tasks of staff planning.
29. What are the advantages/disadvantages of filling vacant positions internally?
30. Name four reasons why an employee might re-delegate.
31. What goals does the head of human resources want to achieve by dealing with the concerns of staff members and reengineering working conditions?
32. Put the phases of a job interview into logical sequence.
33. At present, your company employs 630 people. The gross need for staff is set at 650 by the current production plan but a reduction of 50 positions is foreseen for the near future. The following changes are already known: 3 employees have resigned, 2 are retiring, 3 are returning from military duty, 3 are returning from parental leave and four trainees are going to be given permanent employment Calculate your net need for staff.

34. Which measures do you have to take when you look at the result of exercise 33?
35. Which internal and external factors influence staff planning?
36. Mr Joe Wanni is the head of human resources for a large company. A number of job applications land on his desk daily. He can only glance through most of them and has to turn down the applicants. A couple of years ago, he received an interesting application. On the 13th October of 2013 the following application was submitted:
“My name is Vincenz Urmel and I was born on the 9th of September 1980 in Munich. My father Rolf Urmel was a teacher at Werner-von-Siemens Grammar School, my mother Angelina Urmel a neurologist’s assistant. From 1986 to 1990 I attended primary school in Freising. In 1990 I switched to the municipal grammar school in Munich where I got my A-levels in 1999. After that, I began studying engineering and graduated 10 semesters later. Following my studies, I worked for four years for the Rempremerding engineering office which is also in Munich. In 2008 I went to Simbabwe for two years where I played a major role in the construction of a number of dams. After returning to Germany, I immediately found work on the engineering faculty of the University of Lüneberg. Two years later, however, I decided to return to working in the practice and have been working for the last two years for the Columbus engineering office in Lindau on Lake Constance where I am employed on a permanent basis.
I hope by working for your company that I will have a wide variety of tasks, practice oriented work and be able to take on a position with more responsibility.
Respect, Mr Joe Wanni thought. This man really has a lot of experience. He was just about to reach for the phone and invite the applicant for a job interview when he glanced at the CV because he was puzzled by something. What was it in the CV that didn’t seem right to him?
37. Are you ready for the next tutorial?
Where is the next tutorial?

7. ANSWER KEY TO THE REVIEW QUESTIONS

- 1.1 Requirements profiles are made which contain the mental and physical requirements of a given position.
- 1.2 Manual work or automation, environmental influences, responsibility, noise, team work, time-frame of the project, mobility etc.
- 1.3 slowed down economy
- 1.4 Employees retire, have to do military duty, are promoted or resign
- 1.5 Even if capacity and the amount of production remain the same, more employees are required if, for example, there are new regulations (hiring someone to be responsible for data protection). Flexible working hours can also be a reason.
- 1.6 additional need
- 1.7 The net need for staff indicates whether there are too many employees (surplus) or not enough (shortage) working for the company at a given time.
- 1.8
$$\text{Personnel need of a positions} = \frac{\text{Average amount of work} \times \text{average amount of time needed per work piece} \times \text{allowance time factor}}{\text{Average working hours'}}$$
- 1.9 order related determination of need
- 1.10 position method
- 1.11 running processes are interdependent and changes in one position have an impact on other positions
- 2.1 When there is "internal stagnation" that means that an employees are only physically present. They do what they absolutely have to and no more and can no longer identify with the company. All enthusiasm and motivation have been destroyed.
- 2.2. Social, behavior, work behavior, mental capacity, leadership skills
- 2.3 Work behavior: willingness to take on responsibility, able to deal with stress, quality of work
Leadership behavior: able to delegate, motivate others and be decisive
- 2.4 The employee continues to do the job they originally trained for but adapts his/her skills to changing requirements.
- 2.5 Biological circadian cycles, tiredness, environmental influences, physical fitness
- 2.6 psychological factors
- 2.7 The objectives of the company are of priority. The employees serve as a means to achieve these aims. The style of leadership is authoritarian.

- 2.8 Employees have more breaks. They only work four or six hours a day. They have to wear special protective clothing. They receive bonus payments.
- 2.9 A test is only viable or valid if the same results are achieved with the same group of persons when the test is used repeatedly.
- 2.10 School grades only reflect certain performance indicators and are no longer relevant for candidates applying for leadership positions.
- 2.11 On the one hand, they are not allowed to include any negative statements in a reference; on the other hand, they might want to warn other potential employers about the poor performance employee.
- 2.12 Quite okay.
- 2.13 Greetings, personal situation is discussed, educational background is discussed, vocational development is discussed, information about the company is imparted, job contract is negotiated, interview is brought to a conclusion
- 2.14 No. Assessment centers take a lot of time and cost money and are only used for selecting management personnel. Assessment centers are for testing leadership skills and for evaluating social behavior.
- 2.15 Certain criteria can be compensated for with further training measures. The employee adapts him/herself to the position. Specialist knowledge and technical know-how can be acquired. If a position requires tenacity and the ability to react quickly, another candidate with perhaps a weaker technical background might be chosen because such soft skills cannot be trained as well.
- 3.1. Validity, reliability, objectivity, understandability, comparability, acceptance and practicality
- 3.2 The structure of the task, type and number of features characterizing a task, existing connections, freedom of the employees to make their own decisions
- 3.3 Breaking down the process into different work steps and then a description of the sub-components, the material and tools used and the overall activity as a whole
- 3.4 individual answers
- 3.5 Work task, input, persons, production facilities, work process, environmental influences, output
- 3.6 Tolerance, ability to concentrate, flexibility, willingness to perform, sense of responsibility etc.
- 3.7 Ability to make and stick to one's decisions, prudence and balanced caution, command of modern means of communication and information, organizational talent and ability to improvise

- 3.8 Makes personnel decisions, communicates goals and work content to employees, motivates employees and gives their creativity scope, willingness to take on socio-political tasks, and is open to new ideas
- 3.9 Willingness to take on responsibility and a high degree of work commitment, cooperation and ability to work in a team
- 3.10 individual answers
- 3.11 Due to globalization and internationalization, work processes are subject to continuous change. Continual adaption is necessary in order to be able to compete in the global market.
- 3.12 The employees can earmark the positions they would like to have in the future and can correspondingly prepare themselves for their potential future job. They are motivated and understand the necessity of qualifications.
- 3.13 individual answers
- 4.1 The task field of managers is becoming more complex. Due to their function as the one giving the orders, managers have very few concrete tasks or activities. They plan, manage and control which requires time which they can only acquire if they delegate “normal” tasks.
- 4.2 Delegating enables employees to take over their own task field in which they have the scope to act independently and to make their own decisions. This makes it possible to motivate employees by means of independence and self-responsibility. This is the basis for a cooperative style of leadership.
- 4.3 Managerial tasks cannot be delegated. Concrete tasks can be delegated.
- 4.4 Management responsibility encompasses setting objectives and planning, staff deployment, demarcation of competences, giving orders, passing on information, evaluation and control of the employees, acknowledgement and criticism
- 4.5 Enjoy responsibility, willingness to work and make decisions independently, willingness to admit mistakes, working in an enterprise oriented manner, have resilience
- 4.6 Organizing training measures for employees, controlling, letting employees work independently, fair cooperation, transfer responsibility and competences, careful selection of employees, assigning manageable task fields
- 5.1 Behavior is communicative. Good or bad moods can be conveyed by means of posture, mimic and gestures.
- 5.2 The content and the relationship
- 5.3 Information about attitudes and relationships and personal information
- 5.4 This tutorial deals with human resources.
- 5.5 Development of interpersonal relationships, forming a social organization

- 5.6 They trust their bosses and are satisfied with their superior and their work and are willing to cooperate.
- 5.7 Nervous gestures, indicating gestures, supporting gestures, symbolic gestures
- 5.8 Speed, volume, pitch and sounds
- 5.9 Sender and receiver have to understand each other. They need to be on the same “wave-length”.
- 5.10 Manageable cooperative work tasks, size of the group, development of group rules, sense of group cohesion
- 5.11 Proof for a future time in point (who has taken on what task when), as a reminder help for future discussions, as information for employees who weren't able to take part in the meeting
- 5.12 The problem is defined and introduced. The objectives of the meeting are formulated. The causes are analyzed, solutions are collected and evaluated. This is followed by making a decision and determining a plan of action.
- 5.13 Content, degree and relevance of the objectives
- 5.14 The manager is not worth his money.

8. SOLUTIONS TO THE EXERCISES

1. Economic objectives: Acquiring and optimally deploying human resources
Social objectives: As far as possible, to do justice to the expectations, needs, interests, and demands of employees
2. Employees might otherwise be under or over challenged and operational processes, company objectives and the working climate can be adversely affected.
3. Employees have more self-confidence, the level of employee's education is higher, managers have less power to issue sanctions, psychological stress in the working world is increasing; there is more and more specialization, a shift in the attitude of employees regarding the balance between working time and free time
4. Delegating is the basis for a cooperative style of leadership. Delegating makes it possible for employees to take over their own task field in which they have the freedom to act and make decisions independently. This makes it possible to motivate employees by means of independence and self-responsibility.
5. Nowadays, in terms of modern human resources, the economic and social objectives of a company are the basis for managerial behavior. All managers have to keep both objectives in mind.
6. Targeted employee development by means of initial training measures, further training or advanced training serves, above all, to improve employee qualifications and the deployment of staff in keeping with requirements.
7. Remarkable is the unusual termination date which indicates that the employment was terminated abruptly. In addition, the task field only includes simple tasks. The wording "was committed within the scope of her skills" indicates a poor level of performance. She is lazy and not a good worker, inflexible and adverse to changes. In addition, her performance is certified as being absolutely inadequate. The wording "mutual understanding" hints that she was fired by the company. It is possible that a termination contract was made. The wording for wishing all the best in the future is very cool.
8. At a second interview, the applicant is familiar with the setting and knows his interviewers and the interview can be more relaxed. The interviewers, in the meantime, have had a chance to think over the first interview and can now ask the applicant additional questions more openly. Since first impressions are often subjective, the second interview offers an opportunity to get a more objective view of matters.
9. In every company there are tasks which cannot be predicted in advance. By including such indications in the job advert, a company can counter any protests that an employee might make when assigned tasks that were not specifically included in his/her original job description.
10.
 - Positive attitude towards delegating
 - Guidelines which promote delegating
 - Clear demarcation between tasks, competences and responsibility
 - Support measures for both employees and managers
 - New forms of communication
 -

11. Controlling the results of the employees, that is the achievement of objectives
12. You could set aside certain hours for consultation in which you are available to your employees for questions of any kind. Or you prefer discussing personal matters face to face and suggest that they arrange an appointment with you.
13. The personnel department used to simply manage matters. Nowadays, it is necessary to be proactive and enterprise oriented. The human resources department has to be involved in making decisions at the upper management level.
14. The economic condition of the enterprise, the current state of the economy, the percentage of people currently employed in the job market, the values of the employees
15. Field, size of the company, form of organization
16. Enough personnel with the required qualifications must be available at the right time in the right place.
17.
 - Less social hardship through downsizing and rationalization
 - Improved chances for personnel development
 - More transparency for personnel policy decisions
18. Job descriptions, performance evaluations, requirement profiles, staff plans, staff deployment plans, suitability profiles, potential evaluations, personnel files
19. The right employees who can do the required work and fit in with the company should be found at the right time as cost-effectively as possible.
20. Technical suitability (skills, abilities, technical know-how), personal suitability (motivation, enthusiasm, personality)
21. Photo, cover letter of application, curriculum vitae, job or personal references, diplomas, certificates, degrees, other documentation of training measures
22. Personal data, tasks performed, how long tasks were performed, scope of tasks, percentage of specialist and managerial tasks, powers, background experience
23. Receive a personal impression of the applicant. The impression of the written application can be augmented or corrected. What sort of person the applicant is with regard to behavior and appearance is made clear. One finds out more about the applicant's expectations and goals. The applicant is able to get information about the company and his future work place.
24. If the turnover increases by 15%, the number of reps has to be increased by 15%. Thus: 12 reps + 15% = 14 reps. Two new reps have to be hired.
25. Analysis of the work place, interview with employees and managers, evaluation of the error rates of a department, evaluation of employee assessments, consideration of future objectives planned by the company (e.g. introduction of new production lines, expansion into the USA market)

26. Same start chances, trained observers, clearly defined observation and evaluation criteria, feedback discussions, behavior and observation, etc.
27. Determination of salary should be made objective by means of requirement profiles and performance evaluation systems. The abilities of the individual employee should be promoted. The expansion of a company offers chances of promotion which should be made available to one's own employees. Should two equally competent applicants, one internal and the other external, be in competition for the same position, the internal applicant should be given preference. Every employee has the right to know how his/her performance and his behavior are evaluated. Every employee should be deployed optimally in accordance with his/her abilities and interests. Etc.
28. Planning regarding acquiring new personnel, downsizing staff, developing human resources, deploying employees, personnel costs, projecting future personnel needs.
29. Advantages: The employee is known, no uncertainty about which applicant to choose, no costs connected with acquiring new personnel such as advertising the position, conducting the job interview, moving the new employee, improvement of chances for promotion, impact on the climate of the company
Disadvantages: No new ideas or plans can be brought in from outside, company blindness, disappointment of employees who were passed over for the position
30. Employee doesn't have enough self-confidence, qualifications are not adequate, employee is not used to working independently, employee is afraid of taking a risk, manager continually interferes
31. Positive impact on the working atmosphere, increase willingness to perform; decrease in fluctuation, achievement of job satisfaction, lowering of costs, improvement in the quality of work

32.

1. Greetings, contact
2. Discussion of the personal situation of the applicant
3. Educational and vocational career and future plans
4. Information about the company and the vacant position
5. Contract negotiations
6. Conclusion of the interview

33.	Gross personnel need	650
-	planned reductions	50
=	gross personnel need on given day	600
	Number of currently employed	630
-	number of people leaving	5
+	number of people returning	12
=	future number of employed	637

Net personnel need: 37 surplus employees

(gross personnel need on given day 600- future number of employed 637)

34. You have to reduce the number of staff, e.g. no hiring of new employees, severance agreements, early retirement agreements, not renewing temporary work contracts, dismissing employees

35. External influence factors: development of employment market, social laws, working time regulations, tariff development, development of the economy etc.
36. According to his birth date the applicant will be just 33 in September 2013 but if you add up all his work experience he would have to be at least 34 years old. Something is not quite right.
37. Of course!