Training Programme
HR-Management and Competence Assessment
(Train the Trainer / Train the Consultant)

HANSE-PARLAMENT
Network for Small and Medium Enterprises

BA|H|
BERUFSAKADEMIE HAMBURG

REGROW

ARBEIT ZUKUNFT

IBC

ESTONIAN CHAMBER OF COMMERCE AND INDUSTRY

Izba Rzemieślnicza w Opolu

RZEMIOSŁO

WIR Wielkopolska Izba Rzemieślnicza w Poznaniu

Introduction of the institution

Overview of the seminar contents
Formalities (short breaks, catering, ...)

Presentation

Sit together in groups of 3

Tell the others about yourself
- **Name**
- **Family**
- **Interests**
- **Job functions**
- **etc.**

Time: 10 min.

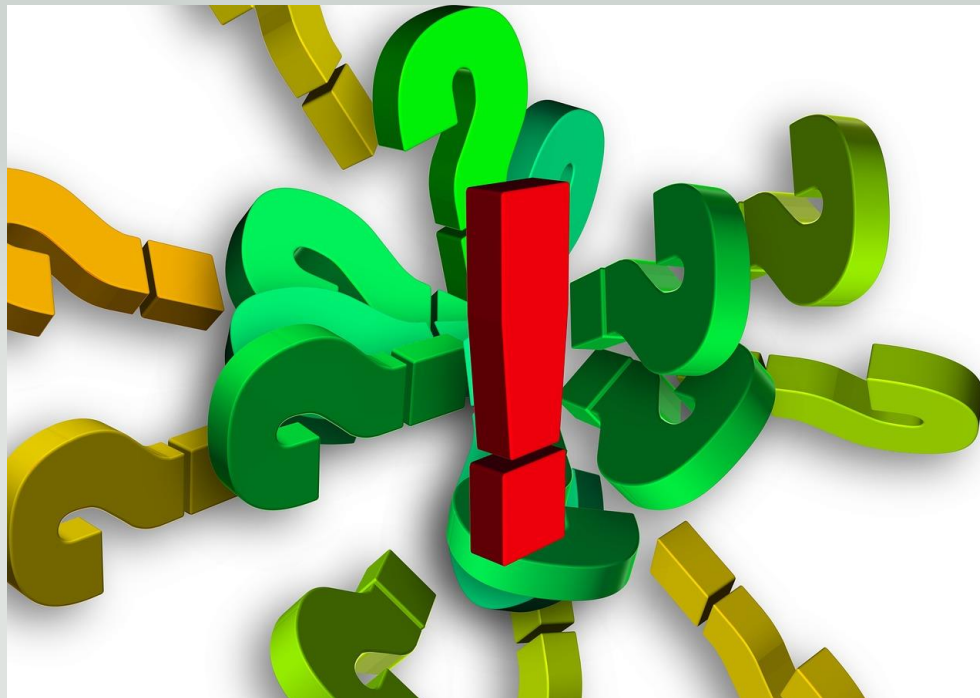**Then introduce each other in the plenum - 3 min. per person**

Presentation

- **Please insert lecturers own introduction here**

What are your expectations for this training?

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Positioning the training in the frame of the project activities

Recruiting the Young Generation Workforce: Innovative HR Management" (REGROW)

- Output O1: Digitisation concept to support personnel management Report: Good Practices and Digitisation Concept to Support Human Resource Policy and Personnel Management in SMEs

- Output O2: Toolbox for the determination of personal competences and conceptions of life as well as comparison with company goals

➢ Output O3 / Work Package 4: Train the Trainer 'Competence Assessment' Programme

Pilot Seminar – Two Target Groups

- **Trainers** (e.g. scientific staff, lecturers)
that will carry out the train the trainer/train the consultants program

- **Consultants** i.e. persons who will carry out consulting processes in particular with regard to recruiting processes

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(Overlapping) Teaching Objectives

(1) The **trainers** get an overview of
- structure, contents, and application of the 'Competence Assessment Toolbox' as well as the train the trainer (ttt) concept,
- role and function in trainings and in process consulting.

The trainers/training institutions should be able to carry out the ttt/ttc seminar independently with the aim of enabling persons to carry out process consulting.

(2) The participating **consultants** (coaches) get an overview of
- structure, contents, and application of the 'Competence Assessment Toolbox'
- and their role and function in consulting processes.

They should be able to support companies in the development of their HR-policy – in particular recruiting processes – with the Competence Assessment Toolbox through consulting and qualifying support.

Aims of the training

The trainers/**consultants** should be able to support companies

- on their HR policy, in particular on recruitment processes
- in the development of target-oriented HR-policies
- by strengthening the awareness and competences of (HR-) managers in respect to employees' needs in different stages of life course

through consulting and qualifying support.

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Objectives

➢ Knowledge about conditions and requirements for
Human Resource Management - HR,
Organisational Development - OD,
Personnel Development - PD)
in SMEs and possibilities of (digital) support, enriched by
international exchange of experience

➢ Master the elements of the toolbox (recruitment, assessment, comparison)

  ➢ **to be able to advice and accompany companies on the application / in the development process and specification of the tools,**

  ➢ **to train consultants**

➢ Checking the applicability of the toolbox elements

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Individual Introduction - Experiences

Please line up along the imaginary line and answer the following questions:

<-->
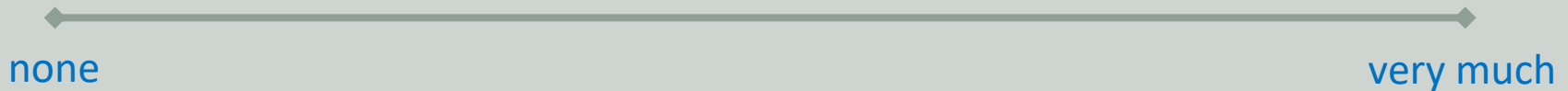
none   very much

I have none ... very much experience

… in the area of personnel development

… in the field of recruitment

… in advising companies

… in the training/qualification of counsellors, coaches or similar

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**Some results of the evaluation of the project survey: Recruiting the Young Generation Workforce:
Innovative HR Management – REGROW**

Some short information about the evaluation of the survey

- The pretest was carried out at the beginning of 2021 with 7 comparable companies (SMEs) in Germany.

- Around 200 SMEs surveyed came from Denmark, Germany, Estonia and Poland.

- By considering the year 2019, the effects of the corona pandemic should not be taken into account.

- 75% of the responding companies had a maximum of 250 employees (full-time) in 2019. Thus, the focus was on SMEs.

- Differentiated statistical evaluations are not permitted due to the lower number of responses, but trends can be shown.

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Q 1: In which country is your company's headquarters located?

n = 216
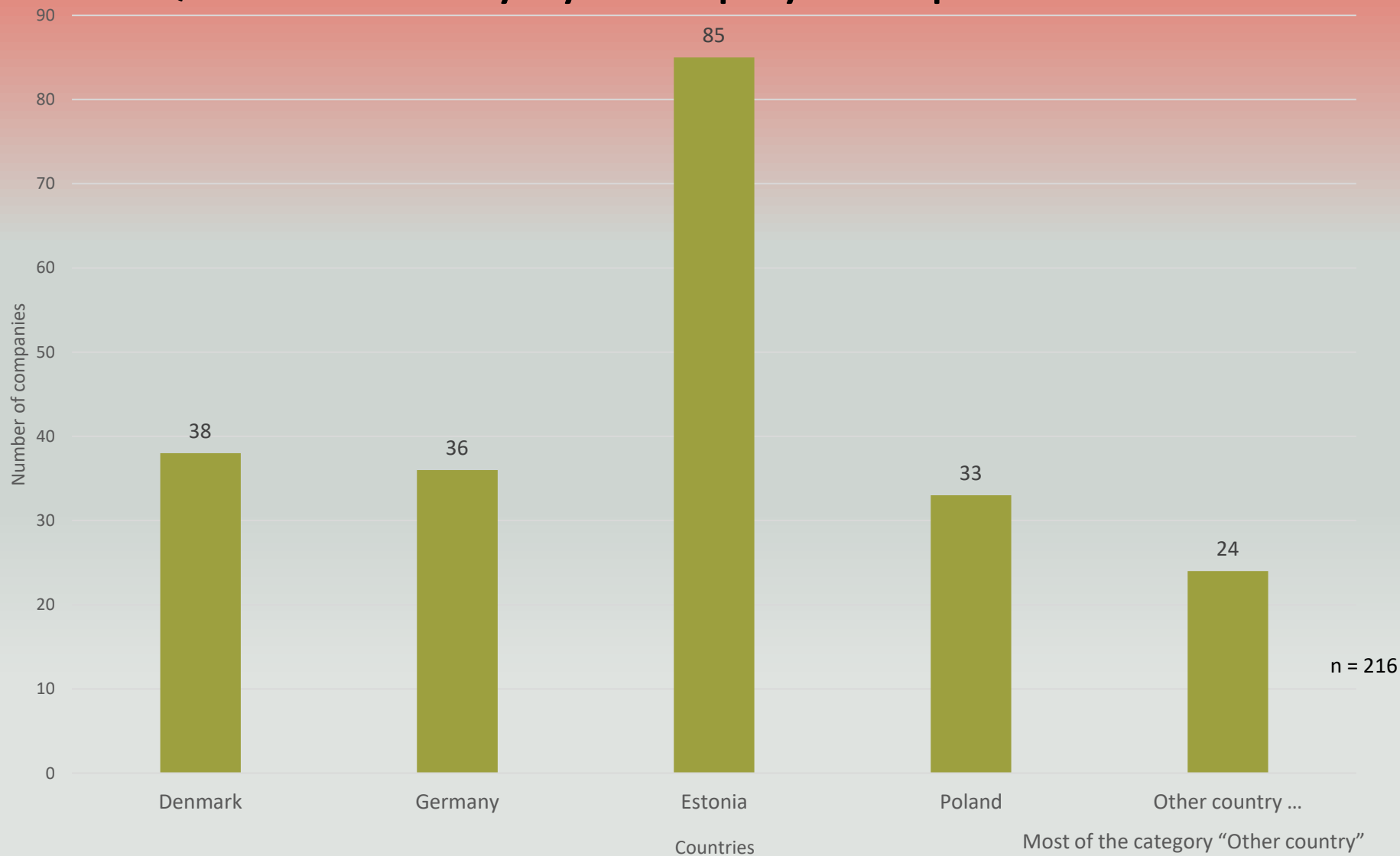
Most of the category "Other country" were given by Estonia (23 out of 24)

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Q 2: Your position or function in the company?
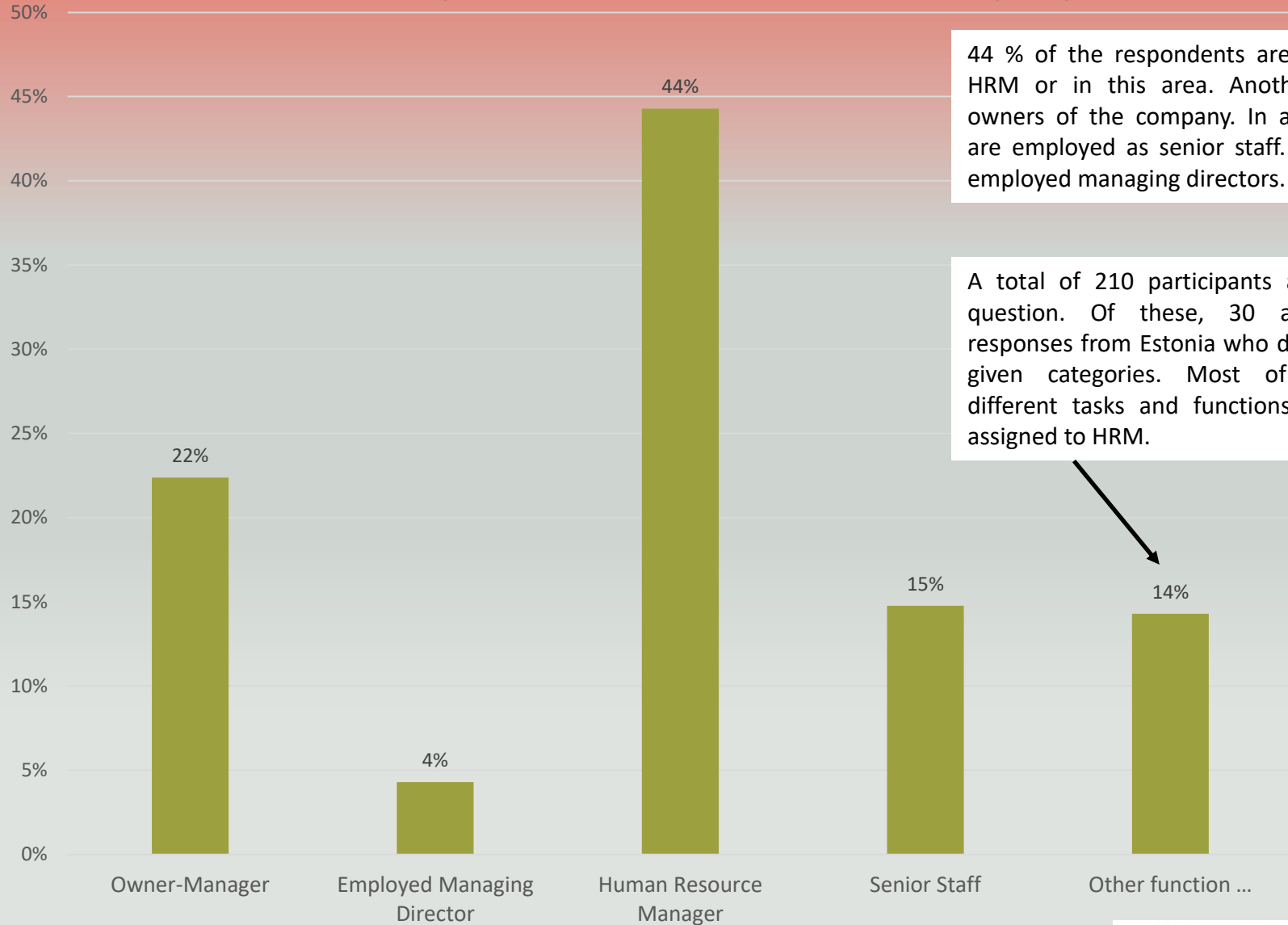
44 % of the respondents are employed as HRM or in this area. Another 22 % are owners of the company. In addition, 15 % are employed as senior staff. Only 4 % are employed managing directors.

A total of 210 participants answered this question. Of these, 30 are individual responses from Estonia who did not use the given categories. Most of them have different tasks and functions that can be assigned to HRM.

n = 210

Chart values:
- Owner-Manager: 22%
- Employed Managing Director: 4%
- Human Resource Manager: 44%
- Senior Staff: 15%
- Other function …: 14%

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Q 3: How many employees were employed on average in 2019?

full-time-equivalent (FTE)

How many employees were employed on average in 2019?
(full-time-equivalent (FTE))

75% of the responding companies stated that they had a maximum of 250 employees (full-time) in 2019. Influences of the corona pandemic should not be taken into account here.

n = 214

Category	Percentage
Less than 10	14%
10 to less than 50	28%
50 to less than 250	34%
more than 250	25%

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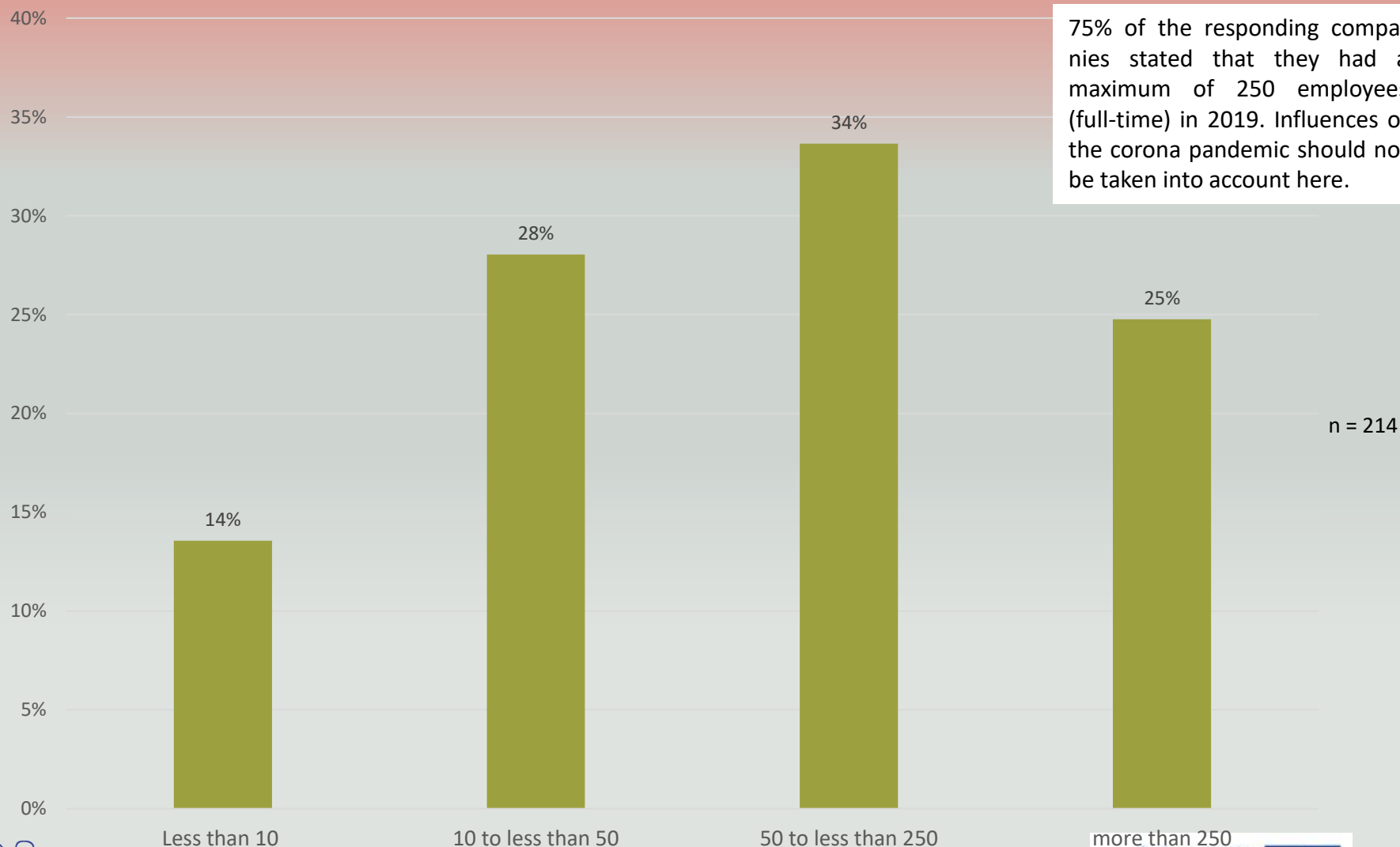
Q 4: Does your company train apprentices?

78% of the responding companies train apprentices regularly or from time to time. 4 % plan to train apprentices in the future. Only 18 % do not train apprentices.

n = 214

- Yes, we regulary train apprentices. — 41%
- Yes, we train apprentices from time to time. — 37%
- Not yet, we plan to train apprentices in the future — 4%
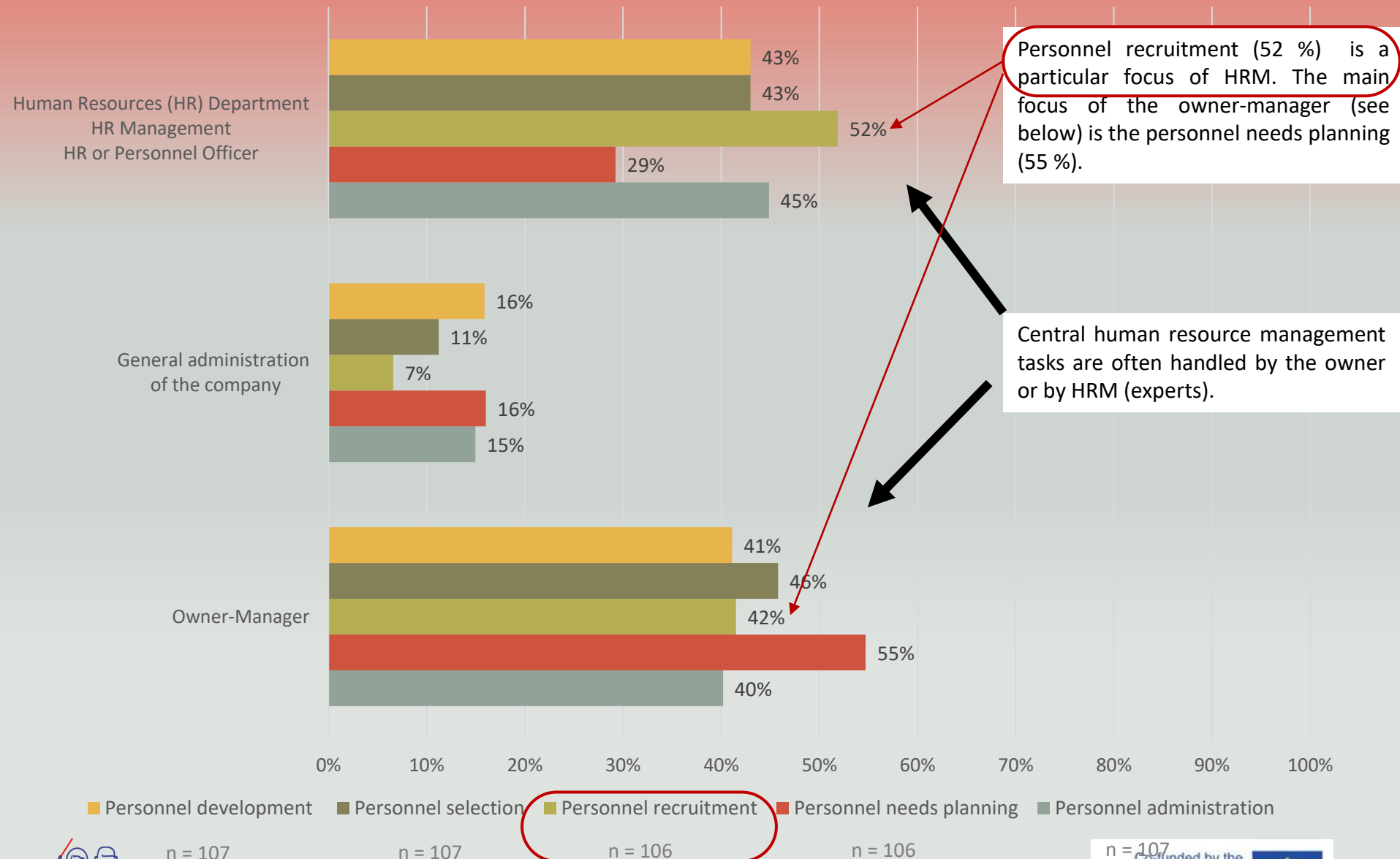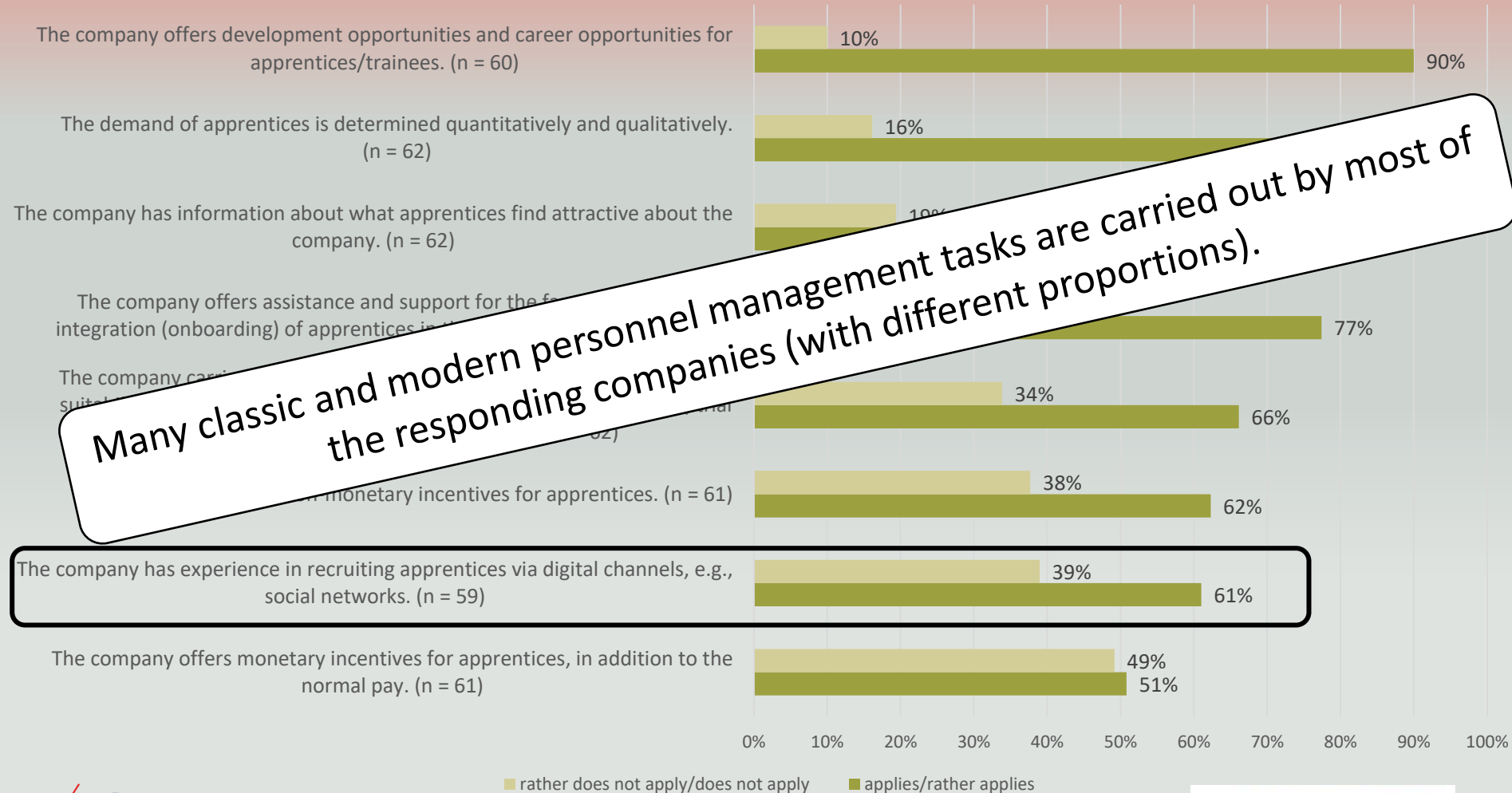- No, we do not apprentices. — 18%
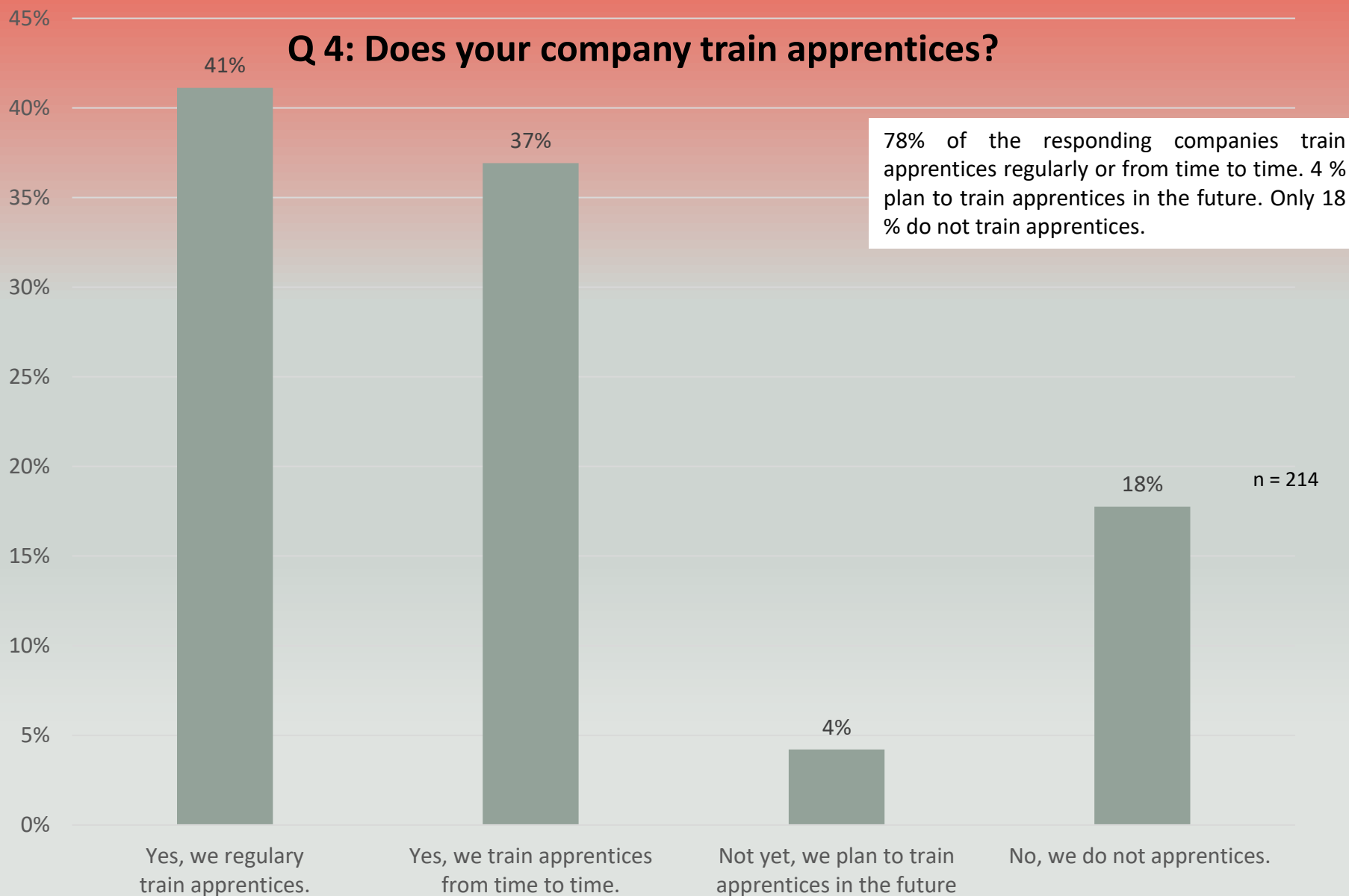
Q 5: Central human resource management tasks are handled by the owner or by HRM. (Reading example: 46 out of 107 (≈ 43 %) participants indicated that task "Personnel development" is handled out by the owner.)

Human Resources (HR) Department / HR Management / HR or Personnel Officer
- Personnel development: 43%
- Personnel selection: 43%
- Personnel recruitment: 52%
- Personnel needs planning: 29%
- Personnel administration: 45%

General administration of the company
- Personnel development: 16%
- Personnel selection: 11%
- Personnel recruitment: 7%
- Personnel needs planning: 16%
- Personnel administration: 15%

Owner-Manager
- Personnel development: 41%
- Personnel selection: 46%
- Personnel recruitment: 42%
- Personnel needs planning: 55%
- Personnel administration: 40%

Personnel recruitment (52 %) is a particular focus of HRM. The main focus of the owner-manager (see below) is the personnel needs planning (55 %).

Central human resource management tasks are often handled by the owner or by HRM (experts).

Legend: Personnel development | Personnel selection | Personnel recruitment | Personnel needs planning | Personnel administration

n = 107   n = 107   n = 106   n = 106   n = 107

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Q 6.1: The company has the following personnel management tasks for the group of <u>apprentices</u>. (Task is carried out.)

Reading example: In the first part of this question for 90 % (54 out of 60) of the responding companies stated that the following statement applies or rather applies in relation to the personnel management of apprentices: "The company offers development o
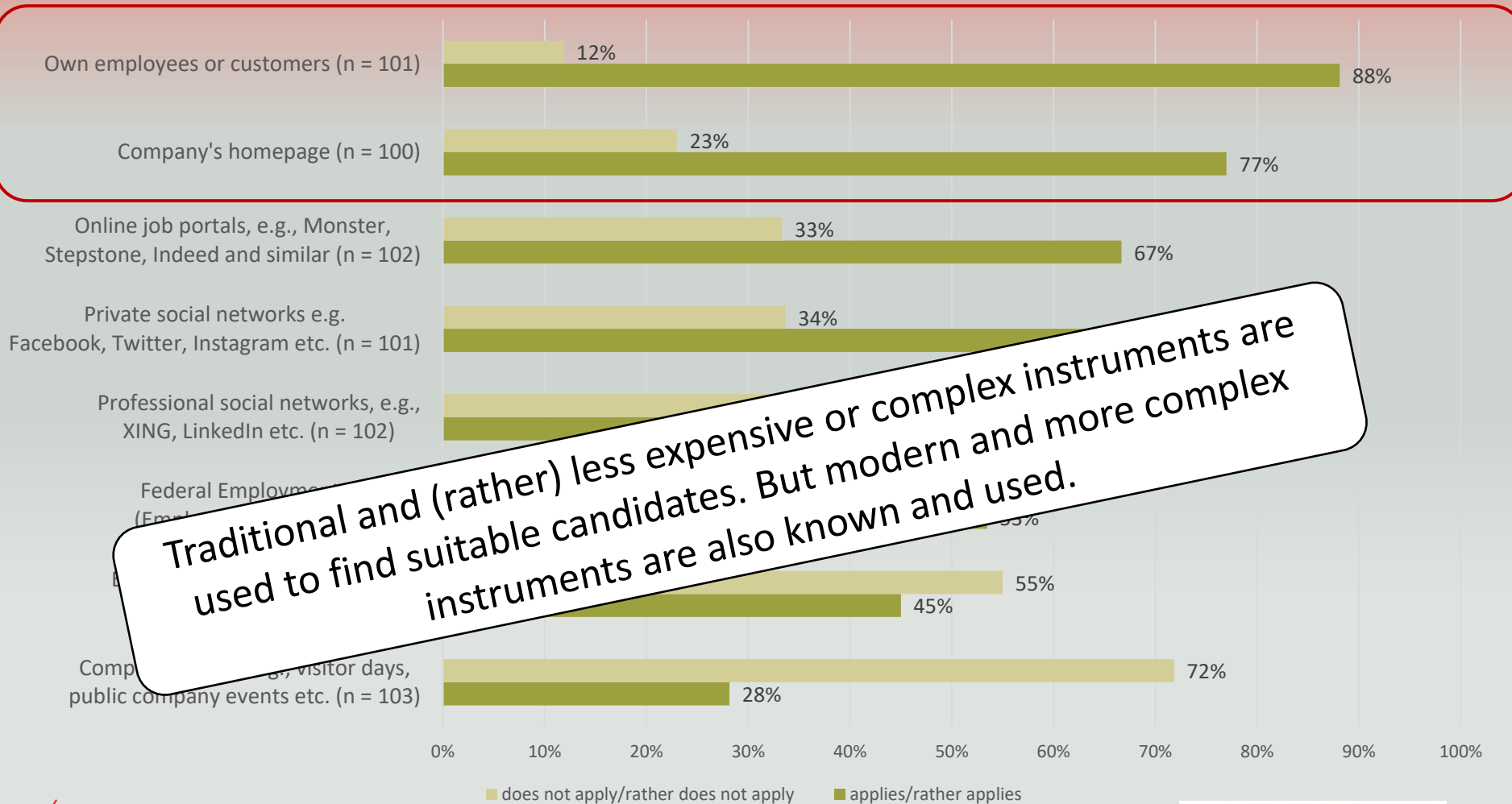
Statement	rather does not apply/does not apply	applies/rather applies
The company offers development opportunities and career opportunities for apprentices/trainees. (n = 60)	10%	90%
The demand of apprentices is determined quantitatively and qualitatively. (n = 62)	16%	
The company has information about what apprentices find attractive about the company. (n = 62)	19%	
The company offers assistance and support for the [...] integration (onboarding) of apprentices in [...]		77%
The company car[...] suitab[...] [...] (n = [...])	34%	66%
[...] monetary incentives for apprentices. (n = 61)	38%	62%
The company has experience in recruiting apprentices via digital channels, e.g., social networks. (n = 59)	39%	61%
The company offers monetary incentives for apprentices, in addition to the normal pay. (n = 61)	49%	51%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ rather does not apply/does not apply   ■ applies/rather applies

Many classic and modern personnel management tasks are carried out by most of the responding companies (with different proportions).

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Q 6.1: The company has the following personnel management tasks for the group of <u>apprentices</u>. (Task is carried out.)

<u>Some key findings:</u>

- The majority of the responding companies stated that they carry out the essential listed tasks of personnel management for apprentices.
- Companies particularly frequently point out development opportunities and career opportunities for apprentices (90%).
- In addition, the need for apprentices is determined intensively (84%).
- Furthermore, 81% of the responding companies state that they have information about what apprentices find attractive about the company.
- "Only" approx. 40% of the companies state that they have had experience in recruiting with digital channels.
- Almost 40% of the companies state that they have non-monetary incentives for trainees.
- And "only" about half of the companies state that they offer monetary incentives for apprentices in addition to their normal pay.

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Q 9: In particular, the company uses the following measures or instruments to search for suitable candidates:

Reading example: About 88 % (89 out of 101) of the respondents stated that they use their own employees or customers to look for suitable candidates.
(answer options: "applies/rather applies")

Category	does not apply/rather does not apply	applies/rather applies
Own employees or customers (n = 101)	12%	88%
Company's homepage (n = 100)	23%	77%
Online job portals, e.g., Monster, Stepstone, Indeed and similar (n = 102)	33%	67%
Private social networks e.g. Facebook, Twitter, Instagram etc. (n = 101)	34%	
Professional social networks, e.g., XING, LinkedIn etc. (n = 102)		
Federal Employment ...		55%
...	55%	45%
Company ... visitor days, public company events etc. (n = 103)	72%	28%

Traditional and (rather) less expensive or complex instruments are used to find suitable candidates. But modern and more complex instruments are also known and used.

Q 13.1: The company takes care of the following tasks in the context of personnel development. (Task is performed)

Reading example: 77 % (75 out of 97) of the respondents stated that all employees are offered oportunities for contiuing vocational training. (answer options: "applies - rather applies").

All employees are offered opportunities for continuing vocational training. (n = 97)
- 23%
- 77%

Measures for the maintenance of health are offered. (n = 92)
- 29%
- 71%

Positions for outgoing employees are mainly filled with own employees. (n = 93)
- 52%
- 48%

The needs of older employees are given special consideration in the context of personnel development. (n = 93)

... are predo...
- 53%
- 47%

Or... ...ning employees ...ered opportunities for continuing vocational training. (n = 91)
- 85%
- 15%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

■ does not apply/rather does not apply   ■ applies/rather applies

Tasks that benefit the interests of the employees in particular are given particular attention. If this is also confirmed by the employees, it is very exemplary in terms of modern, appreciative personnel development.

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Q 13.1: The company takes care of the following tasks in the context of personnel development. (Task is performed)

- Some key findings:
- The vast majority of the responding companies stated that they offer their employees opportunities for continuing vocational training (77%) and measures for the maintenance of health (71%) as part of personnel development.
- Almost half of the participants (48%) state that they filled outgoing employees' positions with their own employees.
- To a comparable extent (47%), the participating companies state that they are given special consideration to the needs of older employees.
- 47% of the positions of exiting executives will also be filled with their own executives.
- Only a small proportion of 15 % of the respondents stated that they only offer opportunities for continuing vocational training to particularly high-performing employees.

Q 13.2: The company takes care of the following tasks in the context of personnel development. (Experience with digital solutions/personnel management software is available for this purpose.)

Reading example: 70% of the respondents (64 out of 92) state that they have no experience with digital solutions for carrying out the personnel development task: "All employees are offered opportunities for continuing vocational training"

	does not apply/rather does not apply	applies/rather applies
All employees are offered opportunities for continuing vocational training. (n = 92)	70%	30%
Measures for the maintenance of health are offered. (n = 79)	70%	30%
Positions for outgoing executives are predominantly filled with own executives' ( )		
( )	77%	23%
The needs of older employees are given special consideration in the context of personnel development. (n = 79)	80%	20%
Only particularly high-performing employees are offered opportunities for continuing vocational training. (n = 75)	89%	11%

Our surveyed companies have rather little experience with digital solutions for various personnel development tasks.

■ does not apply/rather does not apply   ■ applies/rather applies

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Q 13.2: The company takes care of the following tasks in the context of personnel development. (Experience with digital solutions/personnel management software is available for this purpose.)

- Some key findings:

- The figure shows that there is mainly no experience with digital solutions for the various specified personnel development tasks.

- Digital solutions are mostly used - with a proportion of 30 % of the respondents - for offers opportunities for continuing vocational training and for measures for the maintenance of health.

- "Only" 11 - 23% of companies use digital solutions for other personnel development tasks specified.

-

Q 14: In which of the following areas or tasks of human resources management you see a particularly high benefit for your company through digital solutions. (multiple responses possible)

Reading example: 61 respondents see a particularly high benefit through the use of digital solutions in the area of "Recruitment of staff".
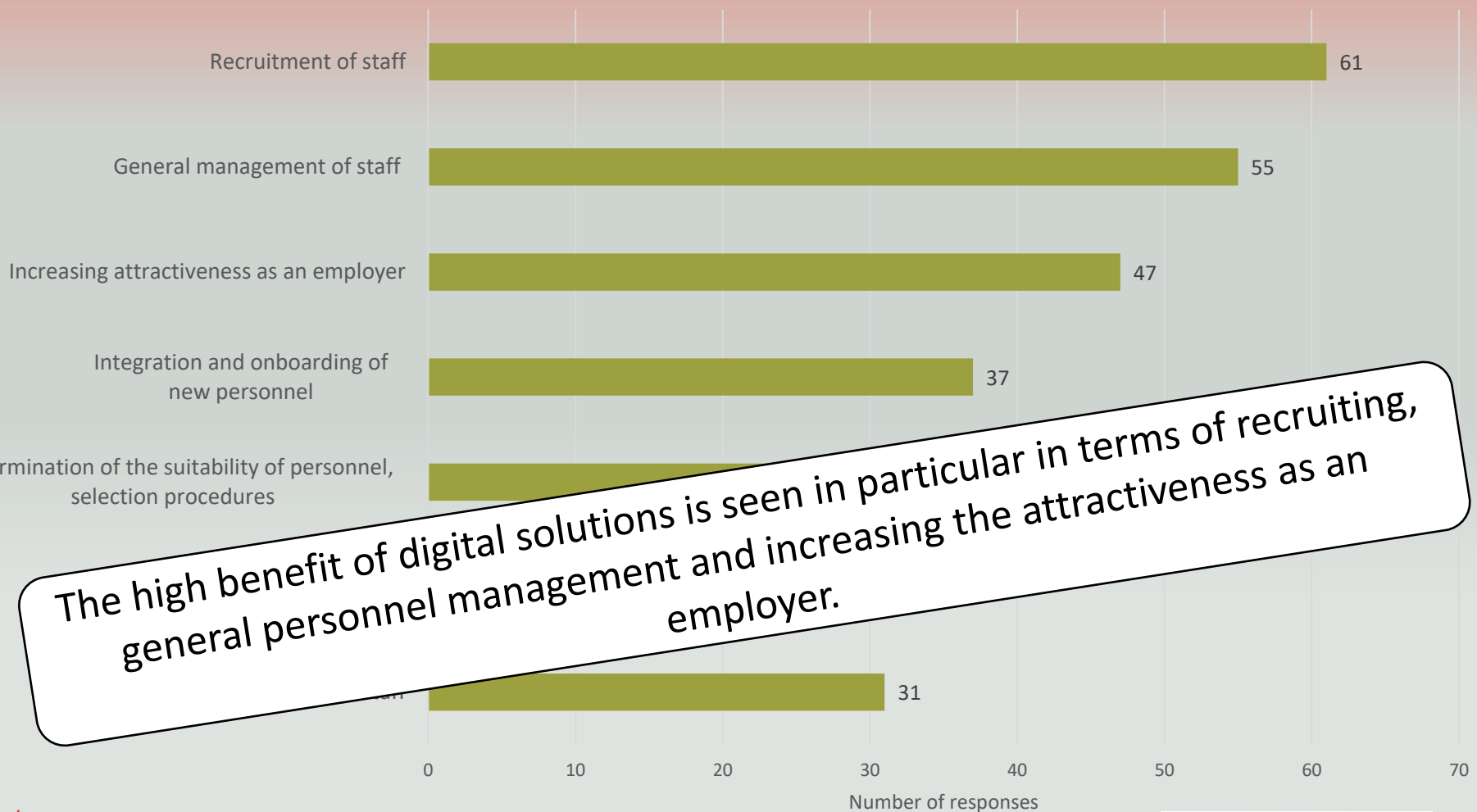
Area	Number of responses
Recruitment of staff	61
General management of staff	55
Increasing attractiveness as an employer	47
Integration and onboarding of new personnel	37
Determination of the suitability of personnel, selection procedures	31

Number of responses

The high benefit of digital solutions is seen in particular in terms of recruiting, general personnel management and increasing the attractiveness as an employer.

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Q 14: In which of the following areas or tasks of human resources management you see a particularly high benefit for your company through digital solutions. (multiple responses possible)

- Some key findings:

- In general, a need for digital solutions is seen for each given topic in HRM.

- The figure shows in detail that the most respondents see a particular high benefit through digital solutions in the area of "Recruitment of staff".

- A relatively high need for digital solutions is also seen for the area "General management of staff" and for "increasing attractiveness as an employer".

How can Human Resource Management (HRM) support company activities, especially through digital solutions?

Some theoretical background
…to create a basis for fundamentally analyzing and evaluating company activities.

- **Terms and starting points**
- Digital changes and related innovations can be described using a simple model of the value chain.
- Value chain = often graphical representation of related company activities that are directly or indirectly involved in the process of creating products and services.
- Particularly important activities are all those that have a direct influence on the creation of products and services, for example production. But also the logistics, procurement, distribution and sales.

Value Chain of (large) companies

Supporting Activities	Human Resources					(Profit) Margin
	Technology					
	Strategy					
	Research & Development					
Primary Activities	In-bound Logis-tics	Pro-duction	Out-bound Logis-tics	Marketing / Sales	Services	

Central question of the owner/manager of big companies to identify the main focus:
What activites are most important for making money in the market?

(Big) Companies need to consider all primary and supporting activites!

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Value Chain of (small and medium) companies

Some perspectives differ from large companies

Supporting activities are particularly interesting for SMEs if they make a timely and recognizable contribution to improving the primary activities.

This can be of great advantage for the use of digital support and digital solutions in a digital economy, especially for HRM.

Are all activities are very important for SME's too?

Supporting Activities	Human Resources
	Technology
	Strategy
	Research & Development

| Primary Activities | Procure-ment | Production | Marketing / Sales | Services | (Profit) Margin |

Central question of the owner/manger of SMEs in order to identify the main focus:

What activites are most important for making money in the market?

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Value Chain of (small and medium) companies

Central question of SMEs in order to identify the main focus in an increasing digital market:
What activites are most important for making money in an digital economy?

All primary activities are necessary to survive in a more and more digital economy.

AND: The supporting activities are also becoming increasingly important.

AND: The Human Resources are especially important in labourintensive companies.

First interim result / consideration

- We can see that human resources (and other supporting activities) become increasingly important if they can support the core business (primary activities) of SMEs.

- Digital solutions in HR that improve primary activities are likely to be positively received by SMEs.

- If companies share this view, there is already an interest in digital solutions in HRM.

- **HRM offers solutions to improve the core business.**

- Furthermore: HR management also has additional options that bring about improvements for companies, especially in the medium to long term:

- In particular, the lack of staff, lack of attractiveness from the perspective of applicants and the difficult and complex requirements of an increasing digital market are permanent challenges for SMEs.

What can be understood by digitization*

- Use of digital data and algorithmic systems as a production factor or as part of new and better processes and products.
- Central characteristics
  - Virtualization and networking of products and processes
  - sharing data and …
  - a platform based organization and controlling of value chains
- The combination of these characteristics creates potential for new digital business ideas

https://www.kizeo.com/en/digitization-and-digital-transformation-the-next-big-thing/

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Central human resource management tasks

Employer branding						Personnel controlling
Recruiting	Induction/ Onboarding	Workforce planning	Support and retention	Performance management	Personnel layoff	

core process: human resource life cycle →   timeline

| Personnel development | | | | | | Employment Law |
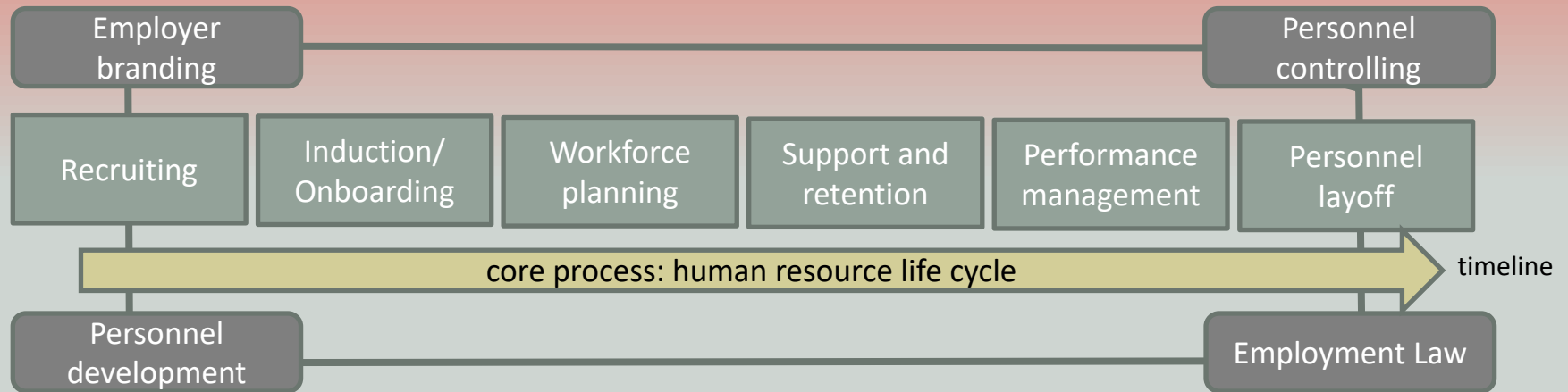
With digitization, many human resource management tasks can be better managed.

But there are still some challenges to be overcome.

Some HRM challenges of SMEs

- Priority of central HRM tasks, such as in particular recruiting and retention

- Awareness of the need to deal strategically with the topic of digitization

- Taking employees with you on the way to digitization

- Increase the skills of employees and, if necessary, reduce fears and identify opportunities and advantages

- …

Digitization in Human Resource Management

Employer branding					Personnel controlling
Recruiting	Induction/ Onboarding	Workforce planning	Support and retention	Performance management	Personnel layoff

core process: human resource life cycle

| Personnel development | | | | | Employment Law |
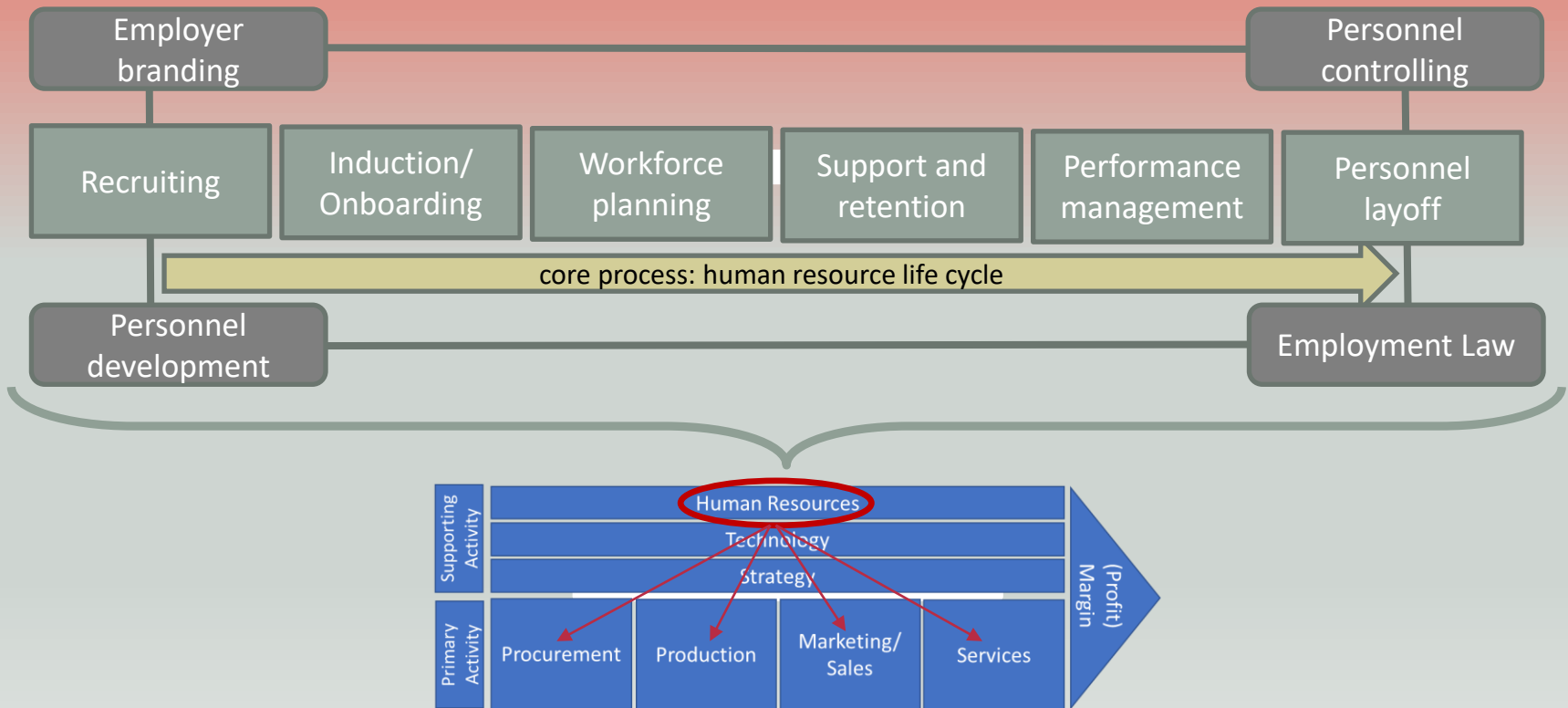
Thanks to digitization, HRM can analyze and improve its own central tasks very efficiently!
In addition, digitizing HRM can help improve the other main activities in the company.
(Double the benefit for SMEs)

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What should companies consider in connection with Generation Z?

Some information about *Generation Z* form various studies

Important remarks:

- The special needs of Generation Z (born between 1995 and 2010) can hardly be consistently identified for all young people of this generation.

- Some studies tend to contain positive traits (in the sense of socially recognized), while other studies tend to contain negative traits and problems that Gen Z can cause.

- Some results also sound contradictory.

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Gen Z*

Today's young people differ from yesterday's.

	B Baby boomer 1940–59	**X** Gen X 1960–79	**Y** Gen Y (millennial) 1980–94	**Z** Gen Z 1995–2010
Context	• Postwar • Dictatorship and repression in Brazil	• Political transition • Capitalism and meritocracy dominate	• Globalization • Economic stability • Emergence of internet	• Mobility and multiple realities • Social networks • Digital natives
Behavior	• Idealism • Revolutionary • Collectivist	• Materialistic • Competitive • Individualistic	• Globalist • Questioning • Oriented to self	• Undefined ID • "Communaholic" • "Dialoguer" • Realistic
Consumption	• Ideology • Vinyl and movies	• Status • Brands and cars • Luxury articles	• Experience • Festivals and travel • Flagships	• Uniqueness • Unlimited • Ethical

McKinsey&Company

Lots of stereo-typical descript-tions but maybe some realistic views.

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Characteristics of Generation Z

- **Some characteristics of Generation Z***

- … most ethnically diverse and technologically sophisticated generation

- … informal, individual and very straight way of communicating

- … social media is a vital part of their lives

- … more realistic about their work expectation

- … a high dependency on the technology and a very less attention span

- … individualistic, self-directed, more demanding, materialistic …

- … very much concerned with environmental issues

- … have a high sense of responsibility towards the natural resources

- … wants to be heard independently of their young age

- … technology is a part of their identity and they are tech savvy

- … but lack problem-solving skills and have not demonstrated the ability to look at a situation, put in context, analyze it and make a decision

- …

*Gaidhani, S./Kumar Sharma, B./ Arora, D.: Understanding the attitude of generation z towards workplace. Jan. 2019. Online (PDF) UNDERSTANDING THE ATTITUDE OF GENERATION Z TOWARDS WORKPLACE (researchgate.net); cf. also the discussions and research on Generation Z of Prof. Christian Scholz in The-Generation Z (the-generation-z.com)

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Generation Z (and Y)

- Additional statements of **Gen. Z***
- (partly in contrast to Gen Y (born 1980 – 1994))

- **Gen Z has more of an entrepreneurial spirit**
  - 17% of Gen Z vs. 11% of Gen Y wants to start a business and hire others.
- **For Gen Z, it's not about the money … yet**
  - Only 28% of Gen Z said money would motivate them to work harder and stay with their employer longer, as opposed to 42% of Gen Y.
- **Gen Z prefers face-to-face communication over technology**
  - Gen Z grew up with technology, yet 53% percent prefer in-person communication over tools like instant messaging and video conferencing. (…)

Generation Z (and Y)

- **If you're the leader, be honest**

- Take note business leaders:
- One-half (52%) of both Gen Z and Gen Y state that *honesty* is the most important quality for being a good leader.
- The generations agree that after honesty, leaders should exhibit a *solid vision* (Gen Z 34%, Gen Y 35%), followed by *good communication skills* (Gen Z 32%, Gen Y 34%).

- Let's talk. In person.
- Contrary to the assumption that younger workers want "*constant connection*" to technology, a majority of Gen Z respondents say they prefer *in-person communications with managers* (51%), as opposed to emailing (16%) or instant messaging (11%).
- The same trend applies to Gen Y: in-person (52%), emailing (18%), instant messaging (11%).
- And few believe that technology actually enhances personal relationships with co-workers (Gen Z 13%, Gen Y 14%).

- Technology is a distraction
- Slightly more than one-third (37%) of Gen Z ranked *instant messaging as the biggest work distraction*, followed by Facebook (33%) and email (13%).
- Gen Y reports being most distracted by email (31%), Facebook (28%) and instant messaging (25%).

Generation Z

- <u>And not all of us like to multitask, after all</u>

- When asked if they like to multitask, just over one-half (54%) of Gen Z responded in the affirmative, while two-thirds (66%) of Gen Y said yes.

- Gen Z is not as inclined to work in a fast-pace environment: 59% of Gen Z report liking a fast pace, while 68% of Gen Y says the same.".

Generation Z and some questions for companies regarded to recruiting acitivities

Are we making Generation Z aware of our company with the appropriate (particularly digital) information?	Yes O	No O
Are the job profiles in our company also suitable for people from Generation Z? (or would they have to be adapted once)	Yes O	No O
Do we consider Generation Z in our recruiting activities in the company and their expectations of employment?	Yes O	No O
Do we have suitable, authentic (digital) information from the company that is interest... or important for Generation Z, e.g. lived values, actual leadership culture... feedback and criticism, consideration of individual needs for f...		
Are our personnel selection procedu... from Generation Z?	Yes O	No O
D... ...t for applicants from Generation Z?	Yes O	No O
...able generation management system that takes into account the ...t needs of the employees of generations X, Y and Z during their employment in the company?	Yes O	No O

Today's view in times of a shortage of skilled workers: Today a company applies to applicants and qualified employees.

Perhaps the answers to these questions are (partly) decisive for whether or not you can get suitable applicants in today's world.

REGROW Best Practices and (digitisation) concept to support Personnel Management

Goal of the concept

- Foundation for the further training HR Management
- Provide a set of actions to SMEs
- Offer digital solutions to SMEs
- Increase SMEs success in recruiting, management and retention of employees
- Increase the competitiveness and decrease costs

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Recruiting, Hiring, Onboarding and Personnel Planning (1)

Advertising

- A variety of channels for advertising job positions can be used
- Social media: Facebook, Instagram, LinkedIn Xing
- Presentations of companies in a virtual format in cooperation with schools

Pursue Diversity

- A diverse team is more resilient.
- Age, personality traits, skills, talents and languages
- Look at the current workforce
- Cast a wider net and rethink the advertising

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Recruiting, Hiring, Onboarding and Personnel Planning (2)

Innovative recruiting processes

- Make use of recruitment assistants and AI recruiting

- E.g.: recruitlab.co.uk or heyjobs.co/en-us
  - Job postings on more than 50 websites, AI screening, large pool of potential future employees

Target Group and Job Market Overview

- Check if the recruiting way is suitable for the target group

Recruiting, Hiring, Onboarding and Personnel Planning (3)

Attractive Employer Branding

- Include the market's view of your business as an employer, but also defines your promise to workers in return for their expertise, abilities, contacts, or skills.

- Authentic campaign and no false promises

- Employer brand ambassadors and up do date website/SM

Onboarding and induction program

- A positive onboarding experience is crucial in shaping a new hire's decision to remain with the company

- Include an experienced colleague as "godparents" or mentors

- Enrich with videos or an eBook.
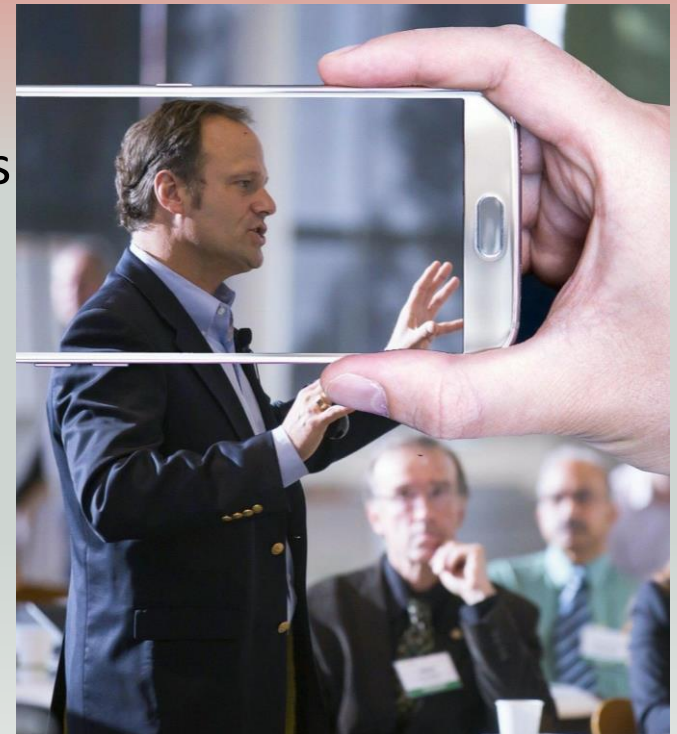
Recruiting, Hiring, Onboarding and Personnel Planning (3)

Including the Staff in the Recruitment Process

- Ask your employees about what competences and skills are needed in the team.

- An online survey can be used

Develop some "tasks to do" for applicants

- Small tasks to verify the skills during the interview

- Can be a roleplay, short case study or crafts exam

Electronic Handbooks

- Personnel policies should be clearly spelled out in an employee handbook

- Include onboarding materials

- Ensure accessibility, availability and timeliness

Remuneration Management

Audit salaries for bias

- Check whether pay practices are equal and legal.

  → Employees talk about their salaries

- E.g., google justifies huge salary by individual performance.

Payroll Automation

- 24% of SME owners spend four or more hours per week on payroll administration.

- 32% […] made a payroll mistake at least once.

- 42% […]use their own created payroll solutions, which can be a waste of time and paves the way for mistakes.

- Check: zenefits.com, gusto.com, paychex.com or others

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Benefits Management

- Benefits are important to attract and retain employees and to increase the company's reputation.

Benefit Management Plan

- Set an amount of points per employee
- Create a list of benefits with certain point values
- Digital support by

solutions like:

WorkforceHub

Credits per employee: **6**

Benefit	Credits	David	Elisa	Jasmin
Mobile Phone	3	x		
GYM Membership	2		x	x
20€ Amazon voucher	1	x		x
Public Transport Ticket	2		x	
Bike	1			x
One day extra vacation	2	x	x	x
Additional dental insurance	1		x	
Total		6	6	6

Performance Management (1)

- How are employees performing? Identifying areas of improvement and recognizing achievement.

- Set individual goals and prioritize workflows.

- Drive employee engagement, increase productivity, and stimulate growth with automated performance management software.

Weekly Feedback Round

- Especially for younger employees' constant feedback is very important. Two-sided feedback.

- 360° feedback model

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Performance Management (2)

Performance Management Checklist

- Checklist to ensure the long-term functionality of the performance management:
  - Planning
  - Performance Standards
  - Performance Monitoring
  - Performance Evaluations
  - Development

Regular Functional Meetings

- Discuss the activities happening on the frontline to achieve the functional objectives set

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Performance Management (3)

AI and Chatbots

- Increase your employees performance with AI and chatbots.

- Use possibilities given by these technologies to support your employees for example in customer service.

Professional Development and Training (1)

- More important to younger employees

Invest in Critical Skills

- The employees skills are crucial for the company's' success

- Identify bottleneck skills and ensure that the staff can is well prepared for all eventualities

- Training abroad, seminars, external specialists,

- Make use of online tools for your employees like: Udemy, thinkific, OpenLearn etc.

Professional Development and Training (2)

Educational Leave

- A special form of leave that encourages professional or political further education

- Different national legislations. For example, 5 days per year in Germany, while receiving the full salary

- All other costs have to been paid for by the employee

Relief from age-critical burdens

- As some activities can become critical, so a risk assessment must be geared to age and ageing-sensitivity and relief must be provided

- Older employees with limitations can be valuable for training processes of younger colleagues

Corporate Culture and Relationships between leaders and managers and their employees (1)

Organization's culture is a set of values, behaviours, written and unwritten rules, which the company and its employees are following.

- Happy employees were 13% more productive than unhappy ones and safe corporate cultures lead to more productive teams and employees.

Employee Surveys

- Help to gauge employee relations and identify areas for improvement

- Keep them anonymous
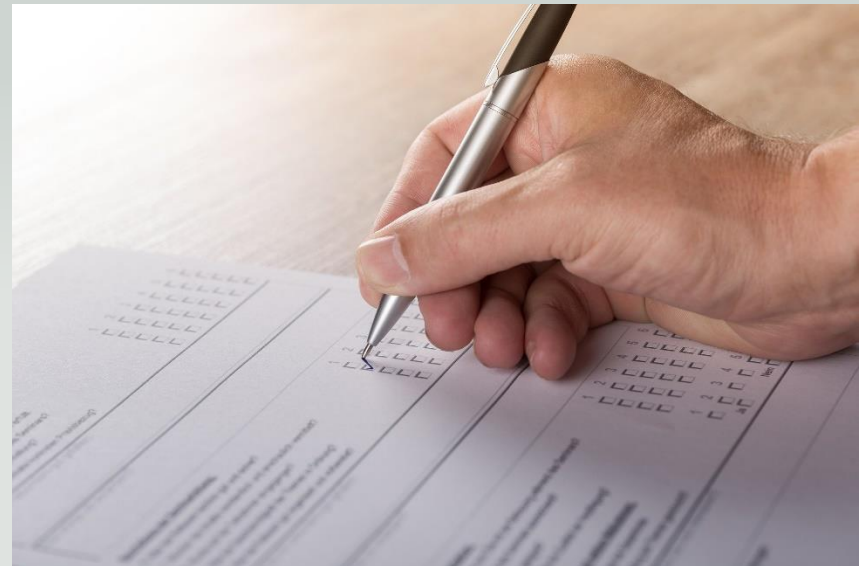
Corporate Culture and Relationships between leaders and managers and their employees (2)

Employee-centric organizational culture

- Happier employees feel more engaged with the company, have more will power to learn new skills and execute new ideas

- Invest in a workplace that takes into account the needs of the employees

Job Design (1)

The work must be appropriate for the person. Work ability is the balance between a person's capacity and the demands of the job.

- **Job rotation:** Exposure to a variety of responsibilities and profiles throughout the firm.

- **Job simplification:** Simplifying a complex job into several simpler parts to increase productivity and reducing work-pressure.

- **Job enlargement:** Adding new duties and values to an existing job profile.

- **Job enrichment:** Giving additional responsibility, value, and decision-making authority.

Job Design (2)

Employee Development Interview

- To get an overview of the expectations from the employee about the job and how it fits in with the company's expectations and strategy and where the gabs might be.

- Should be used frequently and seriously followed up.

Mental Illness Prevention (1)

Work can endanger our mental health in two ways

1) The demands and working conditions themselves can be so unfavourable that they contribute significantly to our becoming mentally ill.

2) Or we may be mentally distressed for other reasons and notice that our performance at work is limited because of it.

- This, in turn, leads to additional stress because performance is a top priority in our society

- Stigmatization and discrimination against people with mental illnesses is common

- The prevention of mental illness is as important as the prevention of accidents
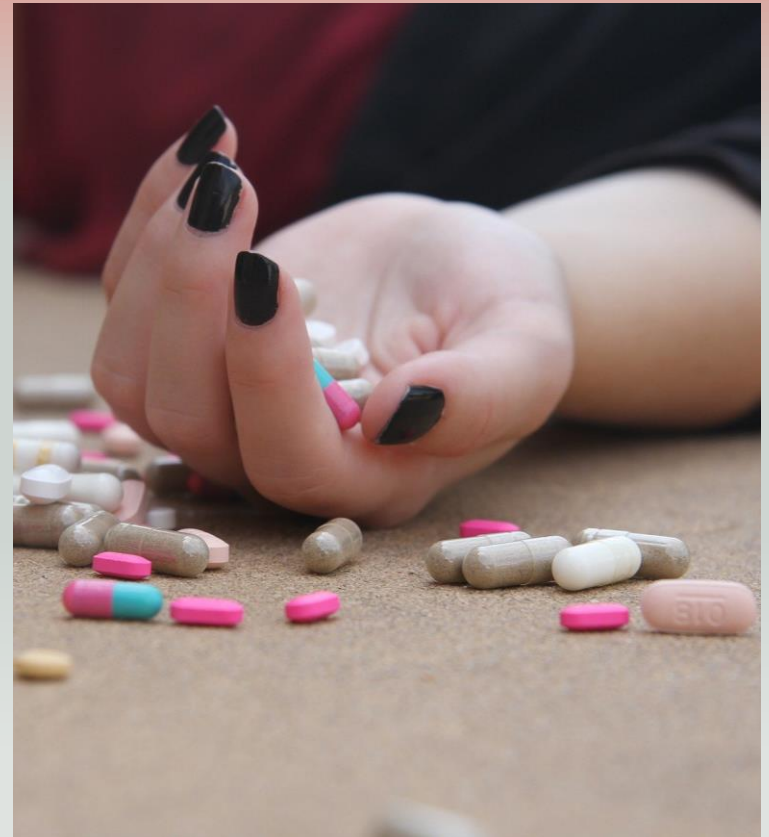
Mental Illness Prevention (2)

Recognize Early Warning Signs

- **General signs:** Fluctuations in performance, unpredictability, thin-skinnedness,

- **Early warning signs of high stress levels:** The neck is tense, the heart is pounding, negative thoughts are circling and cannot be stopped

- **Early warning signs of burnout:** You only see mountains in front of you, a feeling of heaviness spreads.

- **Early warning sign of depression:** You feel tired and exhausted, no matter how long you've slept. One is quickly irritated, feels criticized or rejected.

- **Early warning signs of addiction:** Those affected show thin-skinnedness or even fits of rage. On the other hand, they are often over-friendly. Conflicts and performance fluctuations increase.

Mental Illness Prevention (3)

Talk with your Employee

- A big challenge, but there is never a perfect moment.

- If there really is psychological stress, early action is crucial.

- First, name your perception value-free, but clearly; second, express your appreciation at the same time.

- Such conversations are easier if they don't have to take place in a complete vacuum. As a manager, therefore, get into the habit of regularly giving your employees space to talk about their mental state.

Mental Illness Prevention (4)

Make Mental Health Self-Assessment Tools available to all employees

- Shows them that they are in an environment that cares about their mental health and that potentially emerging problems are taken seriously.

- Please remember that a screening is not a diagnosis and make sure everyone's aware of this too. A screening may simply indicate a need for further assessment and treatment by a qualified mental health professional.

Host Seminars

- Spread awareness, show safe environment

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Phases in the Individual Career Path

Self observation

Individual Work

- Describe (draw) your own life and career history on the timeline - perhaps with a cautious outlook for further professional life [10 minutes]
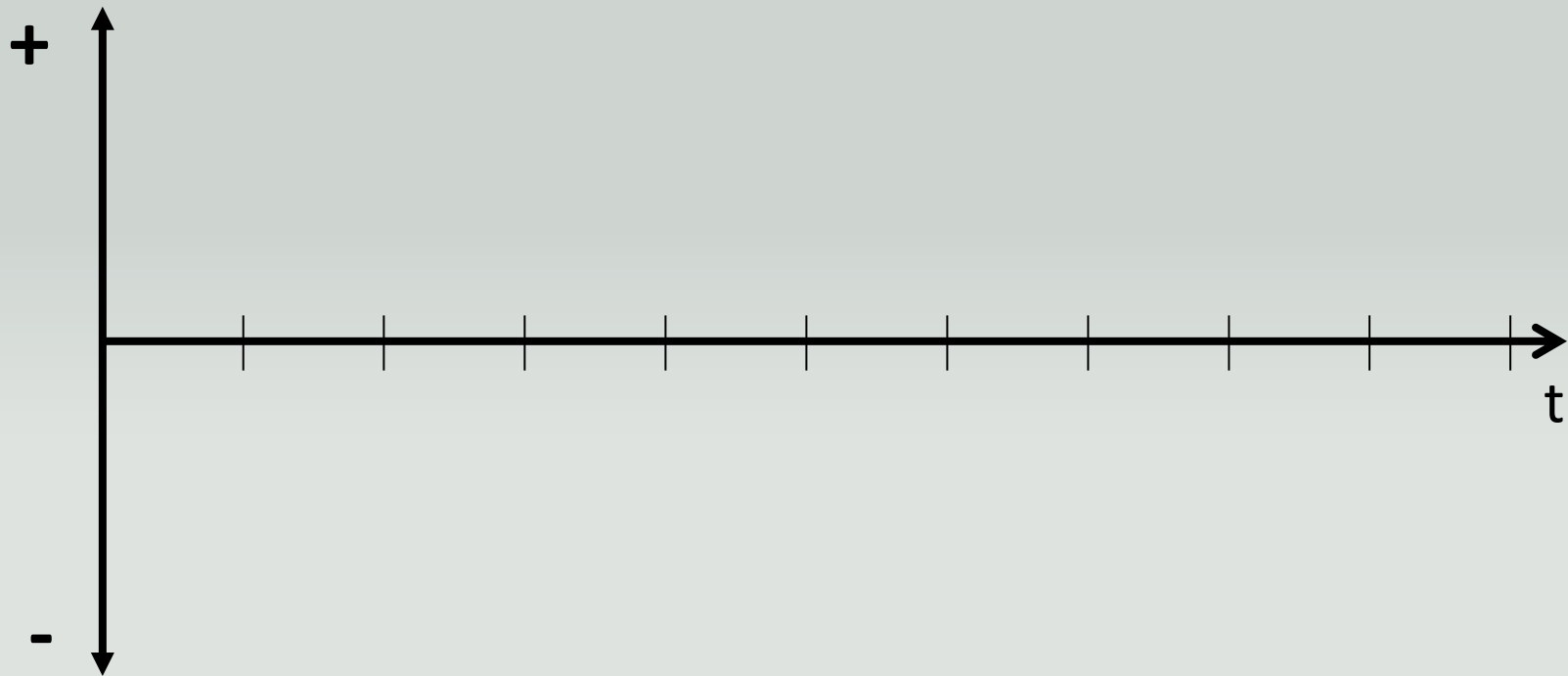
Self observation

- What did the description of your life and career path trigger in you?

- Can you imagine doing your current job until retirement age?

- What must be fulfilled in order to be able to work healthily and happily until then?

Ageing Stages of the Human Being

Phases of Life

Life Cycle

20   Alter   60
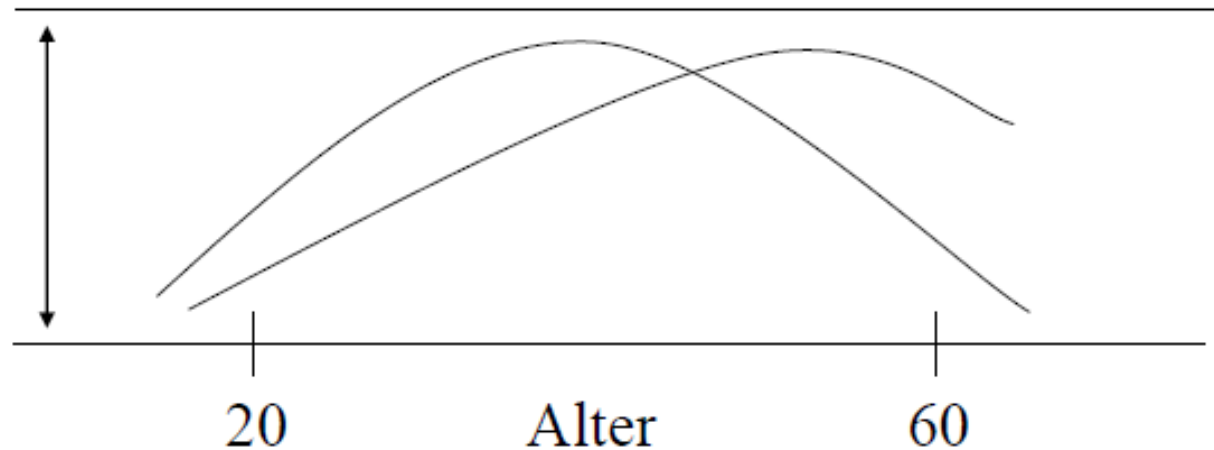
Phases / ⚡ Transitions
- starting a career
- establishing a routine
- career (advancement)
- family/children
- relatives to care for
- …

Different
- physical, mental, psychological, social capacities
- needs
- expectations
- Motives
- …

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Expectations in the course of working life

(5) appropriateness of requirements and abilities
(4) independence/ autonomy of action
(3) secure job

(5) lots of variety
(4) learning new things
(3) good working atmosphere

(2) good salary
(1) interesting job

t

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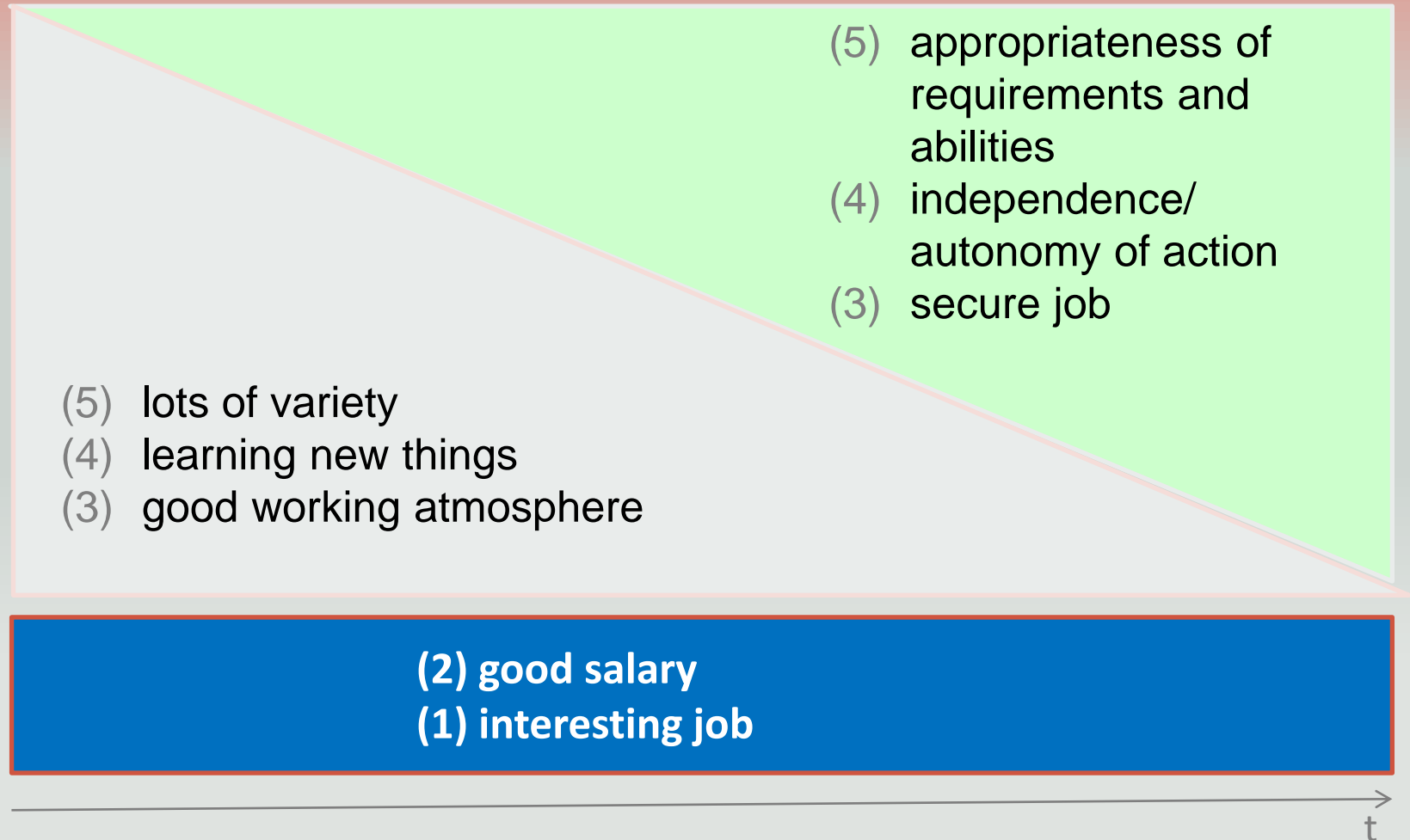
Timeline of general phases in a career path

Small group Work

- Describe the most important phases in working life **in general**
  and attempt a brief explanation of the essential criteria
  for these phases
  [15 minutes]

Present the results in plenary

[each group 5 minutes]

→ Agreement on the ~five most important phases in professional live.

Model for Career Paths / Typology [1]

→ Vocational Education and Training

→ Entry (after VET)

- Deepening professional and interdisciplinary competences

- Gaining experience and establishing routine

↗ Development

- horizontal - similar activity in a different field

- diagonal - similar activity with different/ higher requirements

- vertical - advancement with higher responsibility

Fotos: Böhler Edelstahl GmbH & Co KG

Model for Career Paths / Typology [2]

↘ Relief

in the case of limited activity (duration) due to age/stress or limited ability to cope with tasks through

- changes in organisation (task, working hours), workplace (ergonomics, work equipment)

- change to other activities

- or leaving the employment relationship

~ Remaining

to the standard retirement age, if necessary after a change and appropriate training as well as age-appropriate adaptation of the work requirements

Fotos: Böhler Edelstahl GmbH & Co KG

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Tasks of Personnel Development in all phases of career paths

Small group Work

- Describe the essential tasks of Personnel Development in the agreed most important phases of professional life course. [30 minutes]

Present the results in plenary

[each group 5 minutes]

→ Agreement on the five most important tasks of Personal Development to support and enable employees to remain in employment as long as possible.

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Examples: **Tasks of Personnel Development**

- ✓ Attract and recruit employees
- ✓ Induction and familiarising of newcomers
- ✓ Offer secure jobs and development prospects
- ✓ Development in the professional career (training, assessment)
- ✓ Retain employees in the company (job demands)
- ✓ Promote work ability
- ✓ Provide a good transition to the post-employment phase (Retirement)
- ✓ …

# Overview on "Competence Assessment Toolbox"

Competence Assessment Tools (CAT)

(1) Job Applicants

(2) Managers, Recruiters and HR Executives

(3) Analysis: Comparison of the questionnaires of the applicants with the requirements of the company

(4) Criteria for the selection of applicants and preparation of the interview

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Testing the Assessment Tools

Fictional Company

- **SBE – Sustainable Building Enterprise Ltd.**
  → see short description
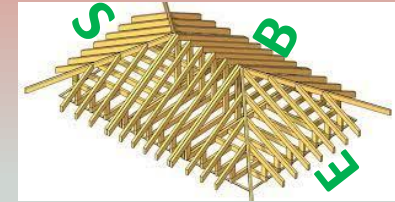
Group Work

- Develop an inspiring job advertisement [30 minutes]
- → Mutual agreement on the tender text

Offer of employment
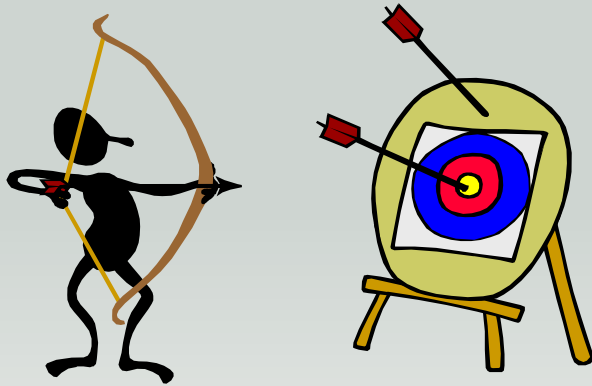Carpenter
2 years of work experience
...

Starting Point

People are looking for an interesting profession (vocational training) and/or employment in a company

Companies are looking for future-oriented apprentices and/or persons with suitable qualifications and an interest in career advancement.
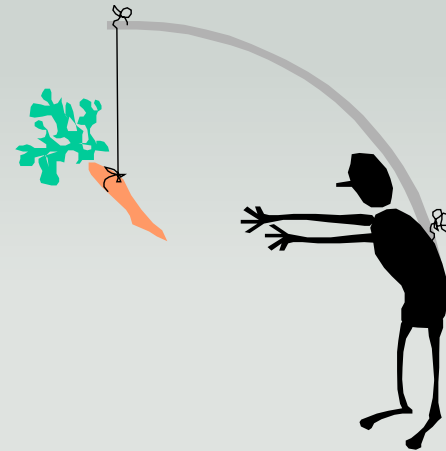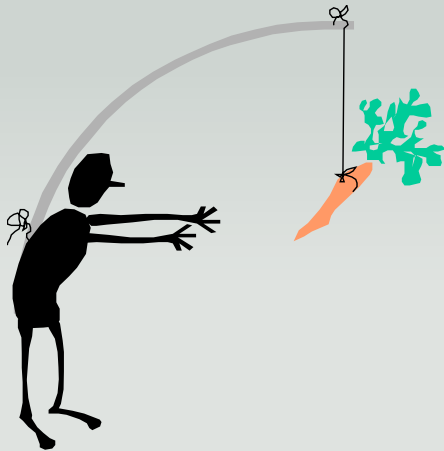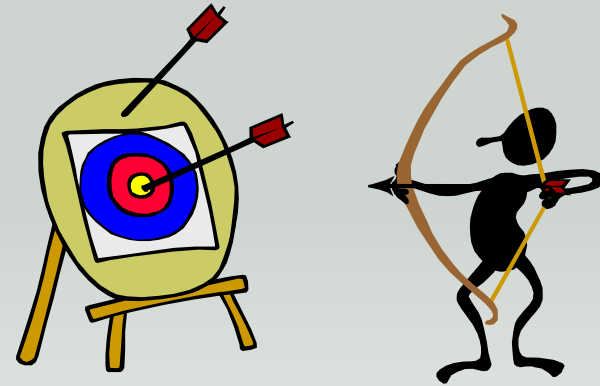
The **applicant** should find the company to which he or she fits best.

The **company** should be able to identify the applicant who fits perfect for the company.

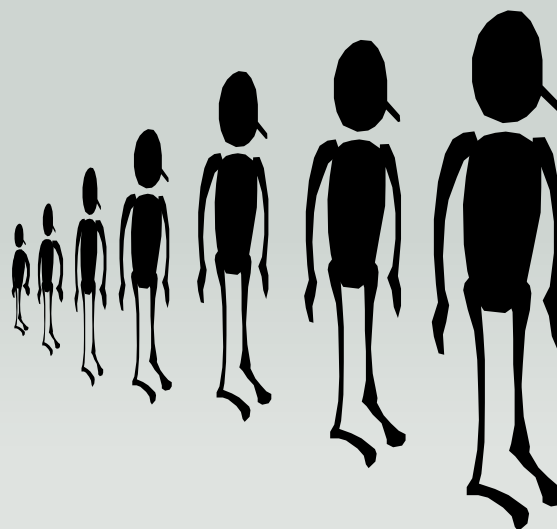➔ **Questionnaire for Applicants (Tool 1)**

➔ **Questionnaire for Companies (Tool 2)**
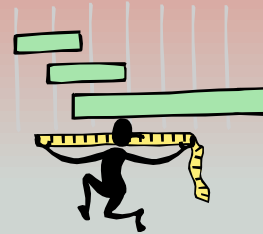
The **applicant** wants to win the selection.

The **company** wants to have good selection possibilities.

The **company**

develops selection criteria

- compares the applications   ➔ **Tool 3**

- and prepares the interviews

The interviews are conducted

➔ Tool 4

The contract is concluded
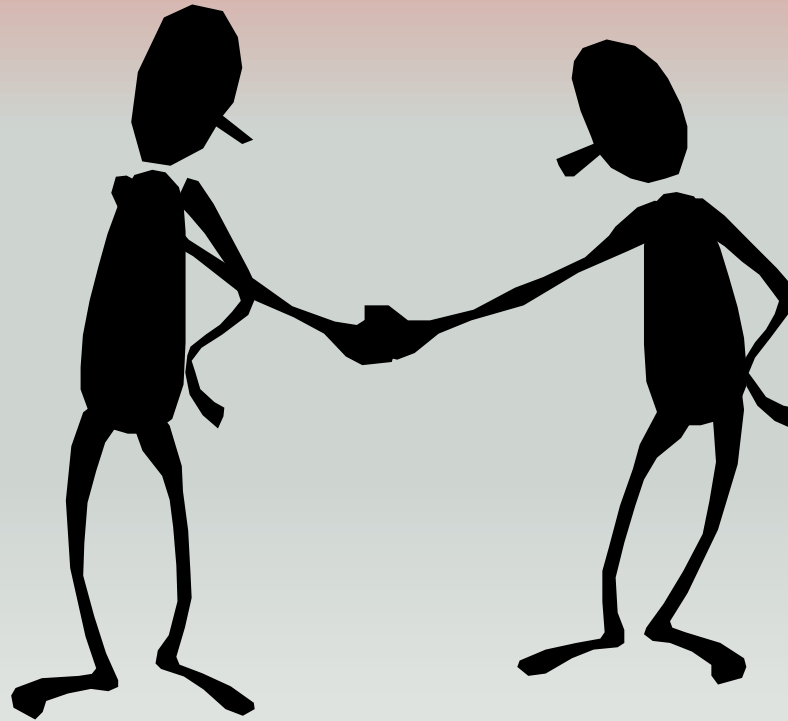
Competence Assessment Tool
CAT (1): Job applicants (apprentices or specialists)

1   Personal background

2   Professional and educational background

3   Skills

3.1 Social skills

3.2 Methodological skills

3.3 Personal Skills

3.4 Basic technical competences

4   Looking to the future

5   The ideal workplace

Read & Discuss the questionnaire together

CAT (1): 1. Personal background (a)

Personal details

Name	
Date of birth	
Address	
E-Mail	
Name of the current school/company	

What is especially important to you ...?

... in your free time	
... at school/university /workplace	
Which are your favourite subjects?	

CAT (1): 1. Personal background (b)

What are your main personal areas of interest/hobbies?

For example, in the fields of • sports • music • arts • cultural events • computers and technology • or other topics of your choice…	
Further voluntary engagement	

CAT (1): 2. Professional and educational background (a)

What is your highest level of education?

No school leaving certificate, basic knowledge	
Some lessons, no degree, conditional knowledge	
School attendance up to the age of 16, good practical knowledge	
School attendance beyond the age of 16, school leaving certificate, solid knowledge	
A-Level	
Completed initial vocational training	
Master craftsman	
Bachelor's degree	
Master's degree	
PhD	

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CAT (1): 2. Professional and educational background (b)

Have you ever done an internship? If so, when, where and what did you like/not like?

Where	When	I liked…	I did not like…

How much professional experience in a company do you have?

No work experience	
Some months but less than a year of professional experience	
1-3 years of professional experience	
3-5 years of professional experience	
More than 5 years of professional experience	

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CAT (1): 2. Professional and educational background (c)

What do you think of your language skills in addition to your mother tongue?

	No knowledge	Beginner	Basic	Good	Very good, fluent
National Language					
English orally					
English in writing					
Any other languages? Please specify:					

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CAT (1): 3. Skills
3.1 Social Skills

Please rate the following statements on a scale of 1 (very important) – 5 (not important at all).

Social Skills	1	2	3	4	5
I'm good at leading the way.					
Criticism helps me to improve.					
I have no problem saying anything if I disagree with someone or something; I can argue my point of view.					
I can work well with different people and groups (regardless of differences in gender, nationality, homeland, origin, religious orientation, political attitude …).					

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CAT (1): 3. Skills
3.2 Methodological Skills

Please rate the following statements on a scale of 1 (very important) – 5 (not important at all).

Methodological Skills	1	2	3	4	5
I can draw up a plan of action that sets out the necessary steps to achieve my objectives.					
I know how to collect and process new information and data to get my work done.					
When I encounter difficulties, I remain focused and try to find solutions.					
I like conscientious work and pay attention to accuracy.					

CAT (1): 3. Skills
3.3 Personal Skills (a)

Please rate the following statements on a scale of 1 (very important) – 5 (not important at all).

Personal Skills	1	2	3	4	5
I'm not afraid to work hard to achieve my goals and pursue my passion, even if I encounter problems.					
I have a strong interest in working with other people and in a team.					
I am interested in providing interactive services in person-to-person relationships.					
I can make new contacts well.					

3.3 Personal Skills (b)

Please rate the following statements on a scale of 1 (very important) – 5 (not important at all).

Personal Skills	1	2	3	4	5
I maintain my contacts and networks.					
I don't need much guidance to know what to do.					
I carry out work and tasks carefully.					
Speaking in front of a group of unknown people is not a problem for me.					
I always perform tasks on time.					
I always check my finished work for errors.					

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CAT (1): 3. Skills
3.4 Basic technical competences

Please rate the following statements on a scale of 1 (very important) – 5 (not important at all).

Basic technical competences	1	2	3	4	5
Working with my hands and creating challenging things is easy for me.					
I work securely with electronic devices such as computers, tablets or smartphones.					

CAT (1): 4. Looking to the future

What are you satisfied with in your life?	
What do you want to be able to do?	
What would you like to know?	
What do you want to achieve in the future (personally and/or professionally)?	
Which topics of current social, economic, and environmental issues are you strongly concerned about?	
What do you want to have achieved in your professional life in 3-5 years?	

CAT (1): 5. The ideal workplace
The position

What is particularly important to you in relation to more general aspects in the company? Put maximum five of the following aspects in order (most important=1, second most important=2, etc.)

Item	Rank
Existence of planned and systematic further professional training or induction	
Presence of a personal contact person at the workplace	
Possibility to work independently after training or induction	
Extensive customer contact	
Intensive teamwork	
Regular feedback	
Business trips	
Working internationally	
A company car	
…	

CAT (1): 5. The ideal workplace
The company

What is particularly important to you in relation to a specific position in the company? Put maximum five of the following aspects in order (most important=1, second most important=2, etc.)

Item	Rank
Safe job	
Safety at the workplace	
Health Promotion	
Respect and appreciative treatment by managers	
Collegiality	
Work-life balance	
Clear separation of working hours and free time	
Benefits for outstanding performance	
Positive working atmosphere	
Sustainability and environmental responsibility in the company	
Corporate events	

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Competence Assessment Tool (2)
Managers, Recruiters and HR executives

1   Company and Job Facts

2   Required Professional and Educational Characteristics

3   Required Competencies

3.1   Social skills

3.2   Methodological skills

3.3   Personal skills

3.4   Basic technical competences

4   Corporate Culture

5   Workplace Conditions

Read & Discuss the questionnaire together

CAT (2): 1. Company and Job Facts

Name	
Address	
Web-Address	
Industry/Branch	
Company's main products and/or services	
Unique propositions or special features of the company	
Year of foundation	
Number of employees	
Name of the open position	
Concrete work content and essential job requirements	
Are business trips common for the open position? If yes, how often? And is the work international?	

CAT (2): 2. Required Professional and Educational Characteristics (a)

What is the required level of education?

No school leaving certificate, basic knowledge	
Some lessons, no degree, conditional knowledge	
School attendance up to the age of 16, good practical knowledge	
School attendance beyond the age of 16, school leaving certificate, solid knowledge	
A-Level	
Completed initial vocational training	
Master craftsman	
Bachelor's degree	
Master's degree	
PhD	

CAT (2): 2. Required Professional and Educational Characteristics (b)

How much professional experience is required?

No work experience	
Some months but less than a year of professional experience	
1-3 years of professional experience	
3-5 years of professional experience	
More than 5 years of professional experience	

CAT (2): 2. Required Professional and Educational Characteristics (c)

What language skills are necessary for the position?

	No knowledge	Beginner	Basic	Good	Very good, fluent
National Language					
English orally					
English in writing					
Any other languages? Please specify:					

CAT (2): 3. Skills
3.1 Social Skills

Please rate how important the following characteristics are to you in an applicant for the position on a scale of 1 (very important) – 5 (not important at all).

Social Skills	1	2	3	4	5
Leadership					
Open to criticism					
Backbone					
Ability to work in a diverse team					

CAT (2): 3. Skills
3.2 Methodological Skills

Please rate how important the following characteristics are to you in an applicant for the position on a scale of 1 (very important) – 5 (not important at all).

Methodological Skills	1	2	3	4	5
Structured way of working					
Have a good grasp					
Stress reliance					
Public speaking					

CAT (2): 3. Skills
3.3 Personal Skills

Please rate how important the following characteristics are to you in an applicant for the position on a scale of 1 (very important) – 5 (not important at all).

Personal Skills	1	2	3	4	5
Hard working/persistence					
Teamwork					
Service orientation					
Ability to contact well; good sociability					
Sustainable networks					
Independent working					
Careful working					
Conscientious work attitude					
Sense of responsibility					

CAT (2): 3. Skills
3.4 Basic technical competences

Please rate how important the following characteristics are to you in an applicant for the position on a scale of 1 (very important) – 5 (not important at all).

Basic technical competences	1	2	3	4	5
Manual skills and creativity					
Electro-technically talented					

CAT (2): 4. Corporate Culture (a)

We live the following important values: …	
With which topics and contents will your potential new employee work with during the next 5 years?	
Which development possibilities do you see for the open position within the next 5 years?	
Do you think that the job can be carried out until retirement age without health impairments?	
Which working time arrangements exist in your company? Is flex and/or part time possible?	
Are there any special corporate benefits you are offering to the employees?	

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CAT (2): 4. Corporate Culture (b)

Do you offer a targeted identification of training needs and matching offers and opportunities?	
Do you offer a structured induction? Do the new employees receive a mentor?	
Do you offer annual feed-back talks or appreciative dialogues with each employee (e.g., 360° feed-back talks)?	
…	

CAT (2): 5. Workplace Conditions
The position

Please indicate how intensively the following points are taken into account in your company. (Scale: 1 (very intensively) – 5 (not intensively at all)

Item	1	2	3	4	5
Existence of planned and systematic further professional training or induction					
Presence of a personal contact person at the workplace					
Possibility to work independently after training or induction					
Extensive customer contact					
Intensive teamwork					
Regular feedback					
Business trips					
Working internationally					
A company car					
…					

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CAT (2): 5. Workplace Conditions
The company

Please indicate how intensively the following points are taken into account in your company. (Scale: 1 (very intensively) – 5 (not intensively at all)

Item	1	2	3	4	5
Safe job					
Safety at the workplace					
Health Promotion					
Respect and appreciative treatment by managers					
Collegiality					
Work-life balance					
Clear separation of working hours and free time					
Benefits for outstanding performance					
Positive working atmosphere					
Sustainability and environmental responsibility in the company					
Corporate events					

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Competence Assessment Tool (1) and (2)

Small group Work

Group 1:   Filling out the questionnaire CAT 1 as an applicant

Group 2:   Filling out the questionnaire CAT 2 as the company
                    offering a job

[25 minutes]

Present the results in plenary
[each group 10 minutes]

Competence Assessment Tool (1) and (2)

Plenary Discussion

- Is the questionnaire … for **applicants**
  - understandable
  - fillable
  - complete in terms of content – or does it require additions

- Is the questionnaire … for **companies** (e.g. Personnel Department)
  - understandable
  - fillable
  - complete in terms of content – or does it require additions

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Competence Assessment Tool (3)
Analysis of the questionnaires

Comparison of the two previously submitted self-assessment questionnaires (CAT 1 & CAT 2)
→ by the company representatives (e.g. HR)
and/or the consultant

	First stage (applicant)	Second stage (company)
First part	Personal background	Company facts
Second part	Professional background	Required professional characteristics
Third part	Skills	Required competencies
Fourth part	Looking into the future	Corporate culture
Fifth part	The ideal workplace	Workplace conditions

CAT (3): Analysis of the questionnaires
1st section: Personal background & Company facts

- The questions about preferences, interests and hobbies give the company a first impression of the applicant. An initial comparison with the possible future workplace and the company's focus areas can show whether a personal interest in the profession already exists.

- For the job interview, the first section of the applicant questionnaire is also a good tool for an informal opening of the conversation.

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CAT (3): Analysis of the questionnaires
2nd Section: Professional background & Required professional characteristics

- Compare the required with the stated qualifications and take notes about +/- differences.

- Check whether differences are knock-out criteria.

CAT (3): Analysis of the questionnaires
3rd Section: Skills & Required competencies

- First decide which skills are the most important for you regarding the open position.

- Look for large differences and elaborate them further in the interview.

- Take into account that this is a self-assessment. Small differences might be not so relevant but can be interesting to elaborate further in the interview.

- Candidates that are introvert or humble might rate themselves lower in the self-assessment, candidates that are more extrovert might rate themselves higher than they really are.

CAT (3): Analysis of the questionnaires
4th Section: Looking into the future & Corporate culture

- Take the opportunity to get a good understanding about the candidates wishes and professional desires. This section is interesting to discuss in detail with the candidate in the personal interview.

- The best employee is identifying him- or herself with the corporate culture, its values and the business purpose. Look out for a good fit to achieve a long-lasting employment relationship.

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- Check if you might need to adapt your workplace conditions if large differences between candidates' preferences and the company's offers appear frequently.

- In case a candidate seems to be a good fit, try to adapt your workplace conditions to convince the candidate to work for you.

- If the candidates' preferences and the company's offer differ frequently, this can be a sign that there is also a misbalance with your workplace conditions and your current employees.

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Competence Assessment Tool (3)

Small group Work

Compare the questionnaires of the applicant(s) with the requirements of the company – analyse the different parts.

[30 minutes]

Present the results in plenary
[each group 10 minutes]

Development of Selection Criteria

- The selection of applicants requires an agreement between management and employee's representatives (works council) on the necessary and desirable skills and qualities of the person to be employed.

- The selection of applicants is fundamentally guided by the principle of **non-discrimination** on the basis of gender, age, nationality, sexual orientation, religion …!
This applies to every company.

- Exclusion criteria could be: Formal errors (spelling, grammar), omissions in the CV or obvious exaggerated or false statements.

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Selection Criteria (Examples)

- Personality (approachability, openness)
- Fitting of the required qualifications with those offered (over- or under-qualified)
- Interesting additional competences
- Similarity of expectations for position and company
- Similarity of expectations regarding working hours and salary
- Willingness to learn new things
- Interest in professional development
- Interests and hobbies are related to the work tasks or show a broad interest
- Ability/Readiness to work in a team
- Mobility (willingness to travel) and flexibility

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Criteria for the selection of applicants and preparation of the interview

Small group Work

Develop some (selecting) particularly important assessment criteria [20 minutes]

Presentation of the results in the plenary
[each group 5 minutes]

➔ Agreement on the five most important criteria

CAT (4): Personal Interview
4.1 Preparation (a)

- Determine which departments, specialists, managers or employees will be involved.

- The company's interviewer(s) should deal intensively with the CV, the self-assessment (first stage) and the results of the analysis (third stage) before the interview begins. → Derive initial questions from the documents.

- The applicant should be given enough preparation time as well, to deal with the first and fourth part of the company questionnaire.

- Create an individual interview guideline that is made available to all stakeholders of the company in advance.

- Determine how and by whom decisions are made in the application process.

- Decide whether there will be one or more selection rounds in the application process.

- You can also prepare a short task that the applicant has to solve during the interview.

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CAT (4): Personal Interview
4.1 Preparation (b)

- Ensure the reception of the candidate. A friendly welcome is an important first impression that the candidate receives from you.

- Prepare the room for the interview. Arrange the tables pleasantly and prepare water and tea or coffee.

- Allow enough time for the interview. A candidate should not meet the next candidate in the hallway, and you should not have to rush out of the interview because you have another appointment.

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CAT (4): Preparation of the job interviews

Small group Work

- Develop questions for the job interview based on (large) similarities and/or (large) differences between the information in the application (CAT 1), the concrete requirements of the company (CAT 2) as worked out in CAT 3, and the selecting criteria.

[25 minutes]

Present the results in plenary
[each group 5 minutes]

→ Agreement on the five most important questions for the candidates.

CAT (4): Personal Interview
4.2 Conduction

- Ask meaningful questions and present your company authentically

Steps

- Smalltalk – ice breaking, introduction of the persons present and their function
- Short presentation of the company
- Candidate presentation
- Job presentation and recommended skills and workplace conditions as well as Salary, (flexible) Working hours, Holiday arrangements, Benefits, … & Questions of the applicant
- Open discussion and questions, e.g.
  - Will there be another interview?
  - When will the applicant receive a reply?
  - Who can he/she contact with any queries?
  - How can the applicant settle any travel expenses?
- Closing

Job interview

If we have time enough …

Is there interest in a job interview **role play**?

- We need one person to introduce him-/herself as an applicant.
- On the part of the company we need at least
  - the managing director of BSE
  - the foreman of the carpentry department
  - an employee of the carpentry department as staff representative

CAT (4): Personal Interview
4.3 Follow up

- Evaluation of the list of criteria agreed by the operational stakeholders and qualified oral assessment of the candidate

- Consistencies in the statements are great; differences need to be addressed.
  If no understanding can be reached, the candidate either has to be invited again or definitely cannot be hired.

- Inform all candidates promptly of your decision.

- Inform the person to be employed of the further procedure for concluding the contract.

Summary 1: Content and Structure

Plenary discussion

- What advice/recommendations do you give for the final formulation of the toolbox elements (structure, content)?

- Are the topics sufficient for
  a) the application?
  b) for the presentation of the company?

- Is the thematic match between CAT 1 and CAT 2 sufficient to be able to carry out a comparison (CAT 3)?

- Is additional guidance needed for conducting the interviews?

Implementation of the Competence Assessment Toolbox

Tasks of Consultants

Tasks of Trainers and Consulters

Small group Work

- Group 1: Compile the most important tasks as a consultant

- Group 2: Compile the most important tasks as a trainer of consultants
  [15 Minutes]

Present in the plenary

[3 minutes each]

→ and discuss in respect to completeness, overlaps etc.

Tasks of Consultants

- Convince companies on the benefits of the toolbox
- Support implementation and specific application
- Possibly / if necessary or requested, support on
  - Description of the company; formulation of job advertisement
  - Analysis of questionnaires of the applicants vs. the requirements of the company
  - Develop assessment criteria
  - …

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Tasks of Trainers for Consulters

- Communicate the contents of the four elements of the toolbox

- Elaboration of the benefits of the toolbox

- Clarification of the function and role, attitudes and behaviour of consultants

- Internally: marketing for training offers & possibly marketing for consulting offers

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Role, Function, Attitudes and Behaviour

Small group Work

Group 1: Compile the main aspects in respect to 'Role and Function' of consultants

Group 2: Compile the main aspects in respect to 'Attitudes and Behaviour' of consultants
[15 minutes]

Present the results in the plenary
[3 minutes each] + discussion of differences and similarities

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Role and Function of a Consulter (1)

Consulting is (has to be) focused on the needs of the companies and people involved. - Each consulting process is unique.

The requested support from the consultants large (polarized)

- from a rather simple general consultation in the sense of passing on relevant information
- to an intensive accompaniment in the sense of coaching or facilitating.

In individual cases, it is usually necessary to consider what kind of support is needed to enable the individual participant to pursue his or her individual and in general the company's development goals.

→ Clarify (your own, individual, and company's) goals, tasks, roles

- Process or technical consulting
- Coaching or Mentoring

Role and Function of a Consulter (2)

- A consulter **accompanies, facilitates, supports and promotes** change processes, here: in companies, organisations and/or administrations.

- Consulters can perceive conflicts and the unpredictable with intuition and attentive composure. They can think out of the (future) potential and point out orientations.

- They need a sure-footedness walk on unexplored terrain towards the future. Consulters open up protected spaces in which teams with their topics can and should show themselves in all their complexity - both in terms of content and emotion. Knowledge, worries and visions that were hidden become visible, audible and perceptible.

- This creates sustainable clarity. The expanded view brought to light by facilitating enables the comprehensive design of future solution and service quality.

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Attitudes and Behaviour of consultants (1)

- The employees are the most important internal experts - for themselves (their health, their interests and needs, their competence, their motivation, etc.) as well as for their perception of the company and the working conditions.

- The approach is as follows: I encounter the people in the company with the consulting attitude that they and the company as a whole have more scope for action through the process than before.

- The own (technical) expertise does not play a superficial role, i.e. the consultants do not give any guidelines for solutions, they do not ask suggestive questions, they do not advise on anything, but support the participants by asking interested questions to support them for expressing their reality/perception and formulating proposals for solutions.

Attitudes and Behaviour of consultants (2)

- A process oriented consultant accompanies, facilitates, supports, and promotes change processes.

- He or she can perceive conflicts and the unpredictable with intuition and attentive composure. The consultant can think out of the (future) potential and point out orientations.

- Consultants need a sure-footedness walk on unexplored terrain towards the future. Facilitators open up protected spaces in which teams with their topics can and should show themselves in all their complexity - both in terms of content and emotion. Knowledge, worries and visions that were hidden become visible, audible and perceptible.

- This creates sustainable clarity. The expanded view brought to light by facilitating the development enables the comprehensive design of future solution and service quality.

# **Attitudes and Behaviour of consultants** (3)

- Listen attentively

- Do not impose

- Inquire critically, but with due appreciative restraint

- Push processes of thinking and doing forward,

- but avoid co-management

- Lead participants from a
  „No, because ...“-   to a
  „Yes, if ...“-culture

Setting objectives with SMART

Consulters should support companies to formulate objectives and tasks. A well known instrument is the SMART-principle.

SMART is an acronym, giving criteria to guide in the setting of objectives

- **S**pecific

- **M**easurable (and Motivating)

- **A**chievable (and Agreed)

- **R**elevant (and Realistic, Results-based, Resourced)

- **T**ime-bounded

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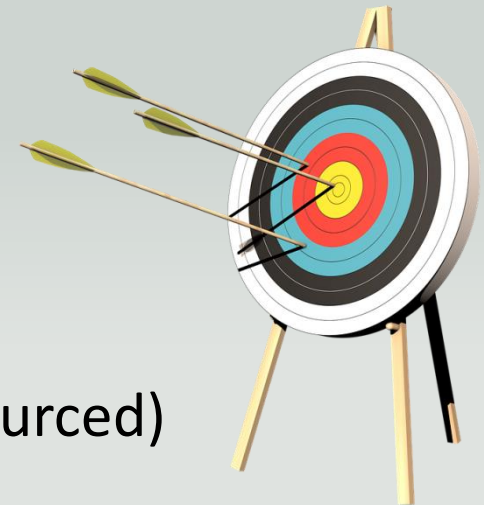
Supporting implementation processes

Process consultants are supporters and facilitators of change processes. For this they need a broad general knowledge of
- change processes
- necessary strategic alignments
- the moderation of decision-making processes – which are certainly prone to conflict,
- all possible topics (areas of design) of operational developments.

Advisors should only provide specific/technical consulting by themselves in those fields of action that they master excellently (e.g. digitisation, ergonomics, health-promoting leadership).

For special advisory tasks it would be helpful to have a network of institutions and persons for all areas of operational development processes which can be recommended to companies.

Arguments for benefits

Plenary Discussion

- What are your arguments for using the toolbox?
  - (1) What is the benefit for companies?
  - (2) What is the benefit for applicants?

[20 minutes]

Marketing of your consulting service

- How can the offer for an advisory service "Assessment Toolbox" be advertised / marketed?

- Who is the target group?

- Is there a charge for the consulting service

  a) for training activities?

  b) for the end clients?

Individual Work [10 minutes]

Convince a manager/HR-representative of structuring their recruitment processes according to the Toolbox <u>in one minute</u> (!)

Presentation (by volunteers) in the plenary

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Summary 2: Process

Group discussion

What advice/recommendations do you give for an optimal
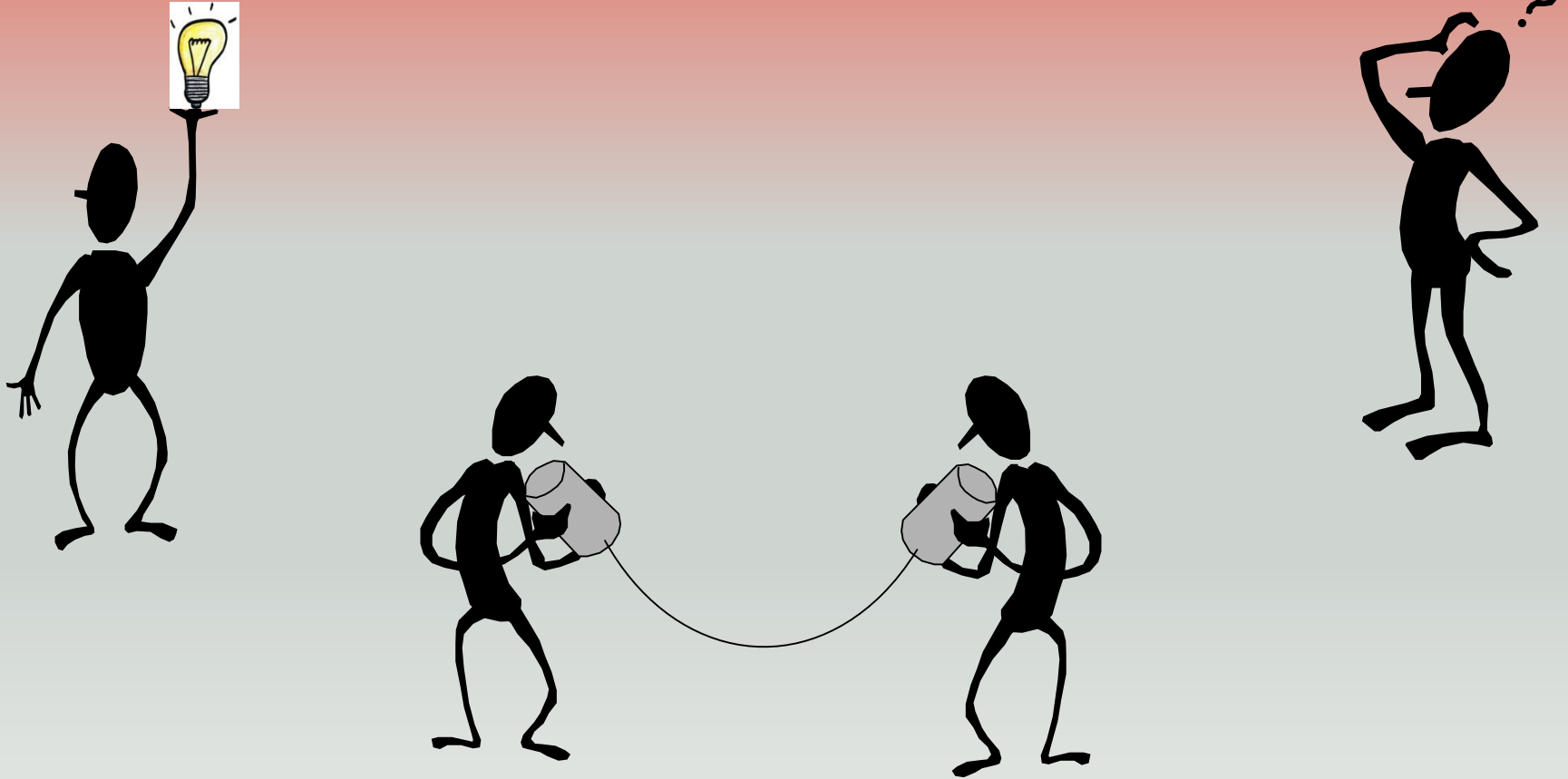a) training process?
b) consulting process?
[20 minutes]

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Topics/Questions
- Eo ipso
- Alea iacta est
- Carpe diem
- Quod erad demonstrandum

Dissolution of the topics/questions memory

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Coming to the end

Conclusions, Recommendations,
Comments, Questions, Suggestions,
Exchange of experiences ...

Evaluation of the training

➢ Written questionnaire

➢ Oral assessment

Farewell

Thank you for your participation.
Stay well and in a good state of well-being!

H-Faktor; Pixabay: Annie Spratt