

# Learning Materials

## **Basis Skills for Team Management**

### **AIM OF THE MODULE**

- To provide the participants with basic knowledge about group processes and practical skills to manage them.

### **ASSESSMENT FORM**

The student will be able to know:

- the principles of leadership.
- the principles of creating teamwork.
- the ways to motivate employees.

The student is able:

- to analyse himself as a leader of a team.
- to own performance skills and knows how to perform more effectively.
- to share information with the team.
- to understand his role as a team leader and is aware of the expectations of the team towards him.

### **TARGET GROUP**

Wide range of learners of various profiles and scales of woodworking and furniture manufacturing companies, as well as different levels of responsibility and competence - from employees directly involved in production technological processes to a medium-sized woodworking plant manager.

### **WORK-BASED-LEARNING**

The implementation of the project is based on the allocation of fields of responsibility based on the area in which their company works, or personal interest. Work based learning is following all the models from the beginning to the end of the studies.

All the topics have been chosen to be relevant to the working environment in a wood processing or furniture company, and all the discussions and case studies have been related to a real work environment, including practical, drafting, layout, planning work. This is also reflected in the Methods and ideas for learning process and Assessment of acquired learning outcomes (optimal level).

## READING LIST

- Daft L. Management. 4th Edition. New York: The Dryden Press, 1997. 712 p.
- Cole G. A. Personnel management: theory and practice. London: Letts Educational, 1997. 410 p.
- Human Resource Management Journal. ISSN: 1748-8583
- The International Journal of Human Resource Management. Print ISSN: 0958-5192 Online ISSN: 1466-4399
- Research in Personnel and Human Resource Management. ISSN: 0742-7301
- Daft L. Management. 4th Edition. New York: The Dryden Press, 1997. 712 p.
- Gibson L., Ivancevich M., Donnely H. Organizations. Behavior. Structure. Processes. 8th Edition. Irwin, Boston, Massachusetts, 1997. 521 p.
- Armstrong, M. A. Handbook of Human Resource Management Practice, 11th edn, London: Kogan Page, 2009. 400 p.
- Buckley M.R., Wheeler A.R. Halbesleben J.R.B. Research in Personnel and Human Resources Management. Bingley: Emerald Publishing Limited, 2017. eBook: <https://ej.uz/ofhb>
- Buryhin B., Gaga V. Achievements in Human Resource Management. Rīga: Zinātne, 2016. 159 p.
- Sims R.R. Human Resources Management Issues, Challenges and Trends: 'Now and Around the Corner' Charlotte, NC: Information Age Publishing, 2019. 100 p. eBook.: <https://ej.uz/xezh>
- "Influence: The Psychology of Persuasion", Robert Cialdini
- "First Among Equals: How to Manage a Group of Professionals", Patrick J. McKenna, David K. Maister
- "Flight Of The Buffalo", James A. Belasco ja Ralph C. Stayer
- "Why Should Anyone Be Led by You?", Rob Goffee, Gareth Jones
- "The Effective Manager", Mark Horstman
- "Extreme Ownership: How U.S. Navy SEALs Lead and Win", Jocko Willink ja Leif Babin

## CONTENTS

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(*Asta Raupelienė*)

# Topic:

**“SUMMARY: EFFECTIVE MANAGER. WHAT MAKES A  
GOOD LEADER?”**

## **Summary of (01) Effective Manager**

- Qualities of a good leader
- Main roles a manager should obtain
- What are organization values and how to develop them, what is a strategic vision and how to develop one, recommendations for effective decision-making and how to improve decision-making, how to build relationships, myths about team leadership and how to develop team leadership, how to promote employee motivation and how to improve motivation, different ways/sources for development and learning
- Definition of mentoring and coaching
- Why orientation is needed to achieve results and tools that can benefit orientation
- Change management process and ideas for development of a change management
- Ethics and ideas for development of ethic values
- How to recognize a leader and which principles are important to develop leadership skills

Students learn which qualities define a good manager and receive practical information on the development of both personal and company-related topics. Organization values, recommendations for effective decision-making, the building of relationships, and team leadership are only some of the discussed subjects. Further topics include an introduction to mentoring and coaching as well as the change management process. The questions how leaders can be recognized and which principles are important to develop leadership skills are answered, as well.

## **(02) How to understand employees, motivate and build successful communication with them**

The importance of human capital in organizations today

- Characteristics of different employer generations and their influencing factors
- The topic of employee loyalty for their company
- The changing needs and attitudes of the Generation Y and their impact on recruitment processes
  - Generation Y does not want a boss, but a mentor
  - Flexible working hours
  - Work for a purpose instead of just money
- Ways to achieve higher engagement and job satisfaction
- Introduction to socionics and how to apply it to employees: How to select employees, development of a team, motivation of staff
- LinkedIn success story
- Definition of artificial intelligence and the impact it will have for the future workplace

Students acquire knowledge which helps them to understand, motivate, and successfully communicate with their employees. To do so, students learn about the increasing importance of human capital in organizations, and the respective characteristics of different employee generations such as the Baby Boomers and Generation X. Due to increasing future relevance, the changing needs and attitudes of Generation Y and their impact on companies are discussed, as well. Additionally, different ways to achieve higher engagement and job satisfaction are illuminated and an introduction to socionics and their application on the recruitment process is given. As an outlook, students receive information on artificial intelligence and the impact it will have on the future workplace.



# Topic:

**“EFFECTIVE MANAGER. WHAT MAKES A GOOD LEADER?”**

Author  
*Lāsma Līcīte*



# **Effective Manager**

## **What makes a good leader?**

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# Summary: Effective Manager

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- Main roles a manager should obtain
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- Students learn which qualities define a good manager and receive practical information on the development of both personal and company-related topics. Organization values, recommendations for effective decision-making, building of relationships, and team leadership are only some of the discussed subjects. Further topics include an introduction to mentoring and coaching as well as the change management process. The questions how leaders can be recognized and which principles are important to develop leadership skills are answered, as well.

## **What makes a good leader?**

- Excellent communication skills
  - Ability to get the team to achieve the goal
  - Ability to delegate
  - Values: honesty and respect
  - Ability to manage both processes and people
  - He/she notices strengths of employees
  - Empowers employees
  - Does not hesitate
  - Provides feedback
  - Has empathy and sense of humour
  - Is a leader
-

## **DNA of a good manager**

The manager has 3 main roles in the company:

- a specialist, who knows the industry and responsibilities of employees;
  - a manager who plans the team's activities, goals and analyzes the achievements, based on the achieved results, makes adjustments;
  - a leader who works with his/her team, motivating them individually and collectively.
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## DNA of a good manager

- The skills of a specialist and a manager can be acquired while working in the industry, but be aware that not everyone can be a manager. It requires innate talent. A leader is essentially a person who likes to achieve results with other people's hands. The management process gives him joy and satisfaction.
  - Why do the "wrong" people become leaders? Why do they see it as their goal? Because, in their opinion, this is the only way to grow professionally. For example, an employee has proven himself/herself to be a great salesperson and is promoted to sales manager. It often happens that a company loses a good salesperson and gains a mediocre manager. The problem is that the person is not aware that he/she does not have the talent of a leader. Moving from a managerial position back to a salesperson's job would mean climbing down the career ladder, so the average manager is looking for a similar job in another company because he/she is not aware that leading other people is not his/her talent.
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# **Effective Manager**

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# Values

- Be aware of the values of your organization, act according to them. Make decisions based on values, praise actions that are consistent with the values.
  - Analyze the actions of your employees and colleagues to understand their motives, their values. In situations where individual values conflict with the values of the organization, indicate this, explaining what action would be appropriate, thus promoting employees' understanding of the values of the organization
  - The internal environment and culture in one's own and other institutions are taken into account in order to develop solutions that are acceptable to the various parties involved.  
Internal culture is a powerful factor that can contribute to achieving results either hinder it.
  - Speak about values
  - Awareness of values will allow you to work successfully in different social, political and cultural environments – you will have clear principles to follow and you will be able to respect values different from yours.
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# Ideas for development

Understanding values begins with an analysis of one's actions and motives. Organizational values can be determined by asking "Why?" three times:

- 1. Why are we doing, what we are doing?– “Answer 1”
- 2. Why is “Answer 1” important for us ? – “Answer 2”
- 3. Why is “Answer 2” important for us ?

While looking for both our own and the organisation's values, view from the outside is important, because we often say that something is important to us, but when faced with a choice or a stressful situation, we prefer something else. Ask how employees, partners and customers see the values of your organization

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# Strategic view

**STRATEGY** is an action plan for achieving long-term goals. Developing a strategy requires both the formulation of goals and a well-thought-out action plan:

MANAGER WITH A STRATEGIC VIEW LOOKS AT THE SO-CALLED "BIG PICTURE":

- political, economic, social, technological,
  - national development priorities;
  - legislative and ecological factors and trends;
  - changes in society's needs;
  - industry development trends;
  - the dynamics of the development of your organization
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# Ideas for development

- To develop strategic view:
  - make your own forecast of political events in the world based on current information and from time to time assess how accurate your forecasts have turned out;
    - be open - listen not only to facts and opinions that are in line with your previous knowledge and beliefs, but also to those that initially provoke resistance and denial;
    - participate in experience exchange - look for inspiring examples of strategy in books, conferences, similar and different organizations;
    - play strategic board games in your free time.
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# ABILITY TO MAKE DECISIONS AND TAKE RESPONSIBILITY

- RECOMMENDATIONS FOR EFFECTIVE DECISION - MAKING:
  - At least two alternative scenarios shall be developed before a decision is taken. Never make a decision if there seems to be only one way out.
  - Evaluate each of the scenarios, taking into account both factual and emotional factors. Who will be winners and who will be losers?
  - Always record evaluations of alternatives in writing and later compare to avoid influence of your mood when making a decision.
  - Consult with others who are not directly interested in one or the other solution for additional information and to be able to prepare a more complete argumentation.
  - Nowadays, one right solution is not possible. Prefer the best possible solution in the specific situation.
  - Any decision and subsequent action has several consequences. Rank the expected results according to their value - what is the most important thing? What is the second most important thing? And what's next?
  - When communicating a decision, also inform why such a decision was taken.
- Always support the decisions made by your employees. Change them only in an emergency situation.

# Ideas for development

To improve decision-making and accountability:

- solve the problem as soon as you notice it. If it seems that there are no problems, their complexity will increase and create additional stress;
  - separate your ego and emotions from the issue. Are you able to resolve this issue objectively? If you are unable to distance yourself from the issue to be resolved, delegate it to someone else;
  - ask an expert! If this is the first time you've encountered such a problem, it's possible that someone else in another country or company has already solved a similar problem;
  - make sure you have the right information.
  - if the decision taken proves to be wrong, a new action plan shall be drawn up.
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## **BUILDING AND MAINTAINING RELATIONS**

- Building relationships with others begins with yourself. What do you answer the question “Who am I”?
  - All good relationships are based on respect
  - Be kind in any communication
  - Openness is a value. Listen to people and try to understand them before expressing your own assessment
  - Good relations do not mean the same opinions. A good relationship means being in human contact, no matter how different the views are
  - Building relationships is an investment in both your reputation and that of your organization
  - Be grateful for every person you meet in your life
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## Ideas for development

- Answer yourself the question "Why is it important for me to build a relationship"?
    - Attend formal and informal events in your industry. Set a goal for yourself
    - To meet a new person in each of them.
    - Listen carefully to the stories of your colleagues. Show a human interest in their lives and work. Remember to ask about what is important to the person the next time you meet them.
    - Keep notes of people 's contact information, occupation, hobbies and
    - other information you find out in the conversation.
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# TEAM MANAGEMENT

## TEN MYTHS ABOUT TEAM MANAGEMENT

- Only an authoritative leader can effectively lead a team. There is no one best management style - the most appropriate style is determined by the situation. There is a directive, an authoritative, adaptive, democratic, guiding and coaching style of leadership.
    - If there is a conflict in the team, it is best not to interfere. Considering
    - the significance of the conflict, assess whether you need to be involved in resolving it.
    - Conflict is not healthy. On the contrary, there are different views and open discussion is the way to a better solution.
  - Teamwork means compromises, so constructive but radical solutions are never accepted. Your challenge is to get the team to choose the most appropriate way to achieve the goal, not to do what causes less opposition.
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# TEAM MANAGEMENT MYTHS

- In order for the team to work effectively, a team-building event must be organized. Such an event does not guarantee good cooperation on a daily basis. The dynamics of the group are changing and evolving, so it is important that you keep up with it at all times and regulate the team's internal climate.
  - The best ideas come from a team, so you need to work **together** as much time as possible. Recent research proves the opposite - creating ideas is **an individual job**, but evaluating and implementing them is better in teams.
  - Leading a team gives you the opportunity to **delegate** to others tasks that you don't like. People are inspired by the examples of others, so you have a much better chance of achieving the desired result, if you also do what you ask your team to do.
  - Leading a team means taking the **initiative**, expressing your opinion, telling and persuading. In order to get a return from the team, it is important to allow others to take the initiative and present their vision. You must demonstrate active listening and respect for others.
  - Everyone in the team is equally responsible for the decisions made. Although decision-making can be a collegial process, only you take full responsibility for decisions and results
  - Leading a team is hard work! Leading others imposes certain obligations, but your own team is also a great source of support and inspiration.
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## IDEAS FOR DEVELOPMENT

- The main way to develop team leadership skills is to work in a team! To understand what you are doing well and what you need to improve, actively seek feedback from your employees or fellow managers who are watching you at work.
  - Of course, in team work, you can not avoid conflicts, so the leader uses mediation or dispute resolution skills. They are best mastered in practical training.
  - Team leadership is a daily task. Regularly (for example, once a week) ask yourself what you have done to make your team work more efficiently, what else you can do. By working with your people, you teach them to work with their own.
  - Make sure the team has a common understanding of the outcome.
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# EMPLOYEE MOTIVATION AND DEVELOPMENT

- Motivated employees are full of energy, successfully perform the assigned work tasks and motivate other employees

## EMPLOYEE MOTIVATION IS PROMOTED BY:

- the fact that a person likes the work he/she does;
- a person has the opportunity to see the result of his/her work;
- he regularly receives meaningful feedback from his/her manager;
- he/she has the opportunity to develop his mastery in a particular job.

Motivation is a person's internal resource, which he/she can invest in work or not. The manager's task is to create an environment in which the employee can be motivated.

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# TRUTH ABOUT MOTIVATION

- Distinguishes motivation from satisfaction. Not always a satisfied employee is a motivated employee.
  - Motivation is individual. Get to know your employees as personalities so that you can talk to everyone about what is important to them.
  - Manager helps the employee to realize how to achieving goals of the organization helps to achieve a person's individual goals.
  - " Provides regular feedback on work results. Especially the younger generation expects an immediate "like" about their work.
  - Create opportunities for employees to meet new people - meeting with partners, guest lecturers, visits to other institutions, etc.
  - When agreeing on goals for each coming year, anticipate which procedure, method will be improved, refined and which employee is responsible for it.
-

# TRUTH ABOUT MOTIVATION

- Motivation arises from the interaction between employee, manager and work environment. Allows employees to be responsible for their own motivation both by creating an environment (houseplants, self-designed cabinet design) and by organizing events to promote their motivation (common traditions, celebration of success).
  - Create a tradition where everyone who attends a training, cultural or artistic event shares new experiences and ideas that could be used to improve the work of your organization or particular unit.
  - Be an example to your employees. Demonstrate your motivation every day, constantly developing and inspiring others to work!
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## IDEAS FOR DEVELOPMENT

- When entrusting an employee with a task, explain how its fulfillment will affect the achievement of common goals. Allows the employee to take responsibility for a specific job and its results. Trust!
- Make sure that the necessary resources are available to the employee (technical equipment, materials, time) for quality work.

Say "thank you" to the person for the work done, indicating exactly what work, behavior or action you are thankful for, in what situation and how the achieved result has influenced the achievement of common goals.

- Provide development opportunities for each employee. Encourage learning the latest techniques, create opportunities to meet people from other industries and prevent the employee from stopping at what has been achieved.
- Be friendly and show human care for your employees
- Celebrate every achievement! Nothing motivates more than satisfaction of a well done job.

# ORIENTATION TOWARDS DEVELOPMENT

Learning and development is possible in many different ways and there are such possibilities every day:

- keep up with current developments in the industry and related areas. This will give you a better idea of what new knowledge and skills might be needed;
  - read specialized publications (business magazines such as Forbes or Harvard Business Review), listen to others and participate in discussions with opinion leaders on topics that are relevant to you;
  - initiate and participate in experience exchange events;
  - analyze your actions, evaluate the results of work, actively seek feedback from others;
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# ORIENTATION TOWARDS DEVELOPMENT

- set challenging goals and higher performance standards for yourself. These can be big or small goals, for example in relation to day-to-day responsibilities: how to persuade colleagues to work together, how to make a process more efficient.
  - use change as an opportunity to acquire and develop new skills, such as ability to persuade, motivate others, make decisions;
  - try new approaches in your work while learning, because theory and knowledge are not enough;
  - experiment, analyze the result obtained and adjust your actions to get better results.
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# MENTORING AND COACHING

- MENTORING is a process in which the manager, as an experienced and knowledgeable specialist, develops (trains, gives advice, guides) inexperienced and less knowledgeable employees in the respective field. This could be an appropriate approach to training a new employee or preparing one of the employees for a managerial role.
  - COACHING, on the other hand, assumes that the person who takes on the role of coach helps another person to achieve the set goal. Coaching differs from mentoring in that the coach does not give advice on how to do it and does not share experience, but helps the employee to work with himself/herself. Coaching is suitable when the employee already has some experience and knowledge in a particular field, but it would be desirable to train his/her competence.
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# **ORIENTATION TOWARDS ACHIEVEMENT OF RESULTS**

TO DETERMINE THE EXPECTED RESULT:

- identify the current situation by summarizing all available and verified information;
  - based on the facts of the current situation, set a target to be achieved, and formulate results;
  - establish a step-by-step plan to achieve the goal, identifying both the main events to take place in the process and the dates on which progress should be reviewed.
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## **TOOLS THAT WILL BENEFIT YOU AS A RESULT ORIENTED MANAGER:**

- **RESULT-BASED PLANNING** - distribution of major goals at the level of each unit and beyond. Define the specific indicators to be achieved. Anticipate how achievement will be monitored and measured (what are the deadlines, what data will be used, who is responsible for it);
  - **ESTABLISHING A RESULT-BASED BUDGET** - prepare budget to achieve the objectives set;
  - **RESULT- BASED DELIVERY** - make sure that processes and policies support, not hinder, the effective delivery of services, and that staff knows that they will be rewarded for actions that lead to specific results.
  - **RESULT - BASED CONTROL** - by analyzing the indicators that have been identified in the planning phase, monitor the results and performance of employees;
  - **RESULT- BASED EVALUATION** - involve other stakeholders to ensure an objective evaluation of the results achieved. The results are evaluated against the plan using a pre-defined methodology.
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# CHANGE MANAGEMENT

## CHANGE MANAGEMENT PROCESS:

- awareness of current situation;
  - defining the goal;
  - preparation of action plan;
  - stakeholder management;
  - action plan implementation.
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## IDEAS FOR DEVELOPMENT

- Change management will work better, if you create work environment and culture which promotes openness to the new. Be an example to your employees:
  - learn a new skill or skill every year;
  - read at least one page in the book every day;
    - get acquainted regularly with young people from other professions, other age groups, with other interests and opposite opinions;
    - if you introduce a new habit, do it for at least 21 consecutive days;
    - learn to recognize your own and other people's emotions, do not be afraid to name them; also invite your employees to do all of the above!
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# ETHICS

- rule of law and accountability;
  - professionalism and efficiency;
  - integrity and trustworthiness;
  - openness and human orientation;
  - cooperation and common interests.
-

## IDEAS FOR DEVELOPMENT

- To develop, clearly define your own and the organization's ethical values. Do it together with your team!
  - Turn ethical values into concrete actions! What is the action that shows that person works ethically?
  - Be consistent in fulfilling the agreement. In the future, at least once a month, involve colleagues in a discussion on ethical issues you have encountered recently.
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# LEADERSHIP

## HOW TO RECOGNIZE A LEADER?

- A leader is one who sets an example for others through his actions. He does not ask others to do what he himself would never do.
  - Leader sets clear goals and explains what is expected.
  - Manages time well and is organized.
  - Praises, encourages and cheers.
  - Increasingly encourages others to try something within the new set standards,
  - Providing subordinates with a significant sense of freedom.
  - Continuously learns and develops himself.
  - Provides valuable, development-oriented feedback.
  - The leader continues to work even when it is difficult and hard.
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# **EIGHT KEY PRINCIPLES YOU MUST FOLLOW WHILE DEVELOPING LEADERSHIP SKILLS**

- Work both smart and a lot. Balancing the roles of professional manager and leader clearly takes time and energy, but your contribution is noticed and appreciated.
  - Work with your employees and entrust them with responsibilities instead of giving orders. In this way, you will form an initiative-rich, capable team that takes responsibility for their field.
  - You don't always have to be the center of attention. Leader is like a picture frame that highlights employee's talents and contribution to the work together. Highlight the achievements of your employees!
  - Leadership means not only the ability to design and implement plans, but even more so to be flexible enough to change them at any time if the need arises.
  - You don't always have to know the answers to all the questions. Ask employees for their suggestions for resolving the situation or ask for time to think about finding the best solution. This will make them feel proud of their professionalism and increase their motivation.
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## **EIGHT KEY PRINCIPLES YOU MUST FOLLOW WHILE DEVELOPING LEADERSHIP SKILLS**

- Leadership is communication. Gives people all the information they need to be successful, ask and listen. Hear your people!
  - Leadership is continuous development. It can not happen without mistakes. You have the right to make mistakes. Admit mistakes, learn from them and move on!
  - Remember that leadership is a competence - it can be learned by doing. Be a leader that you would like to follow in every situation!
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## IDEAS FOR DEVELOPMENT

- Get to know yourself - find out what your values are, what are your good and not so good traits.
  - Allow time for growth - at least an hour a day for solving important, not urgent issues: building relationships, developing your skills, developing long-term strategies. If you have not yet developed leadership skills, start gradually, devoting to it 15 minutes a day.
  - Follow the discipline - if you are committed to developing some of your leadership competencies, do it on a daily basis. Even if you do not succeed immediately, if it seems difficult and you think there is no time to do the right thing. To make it easier to follow the discipline, tell colleagues, managers, and family about your intentions. They will be your best support and will help you keep your promise to become a great leader!
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# List of Literature:

# Topic:

**“WHAT IS DISC?”**

# What is DiSC®?

Each year, more than 2 million people worldwide use research-validated DiSC tools to inspire, energize, empower, and transform.

DiSC® is a transformational assessment tool to help you understand yourself and others to have more effective relationships.



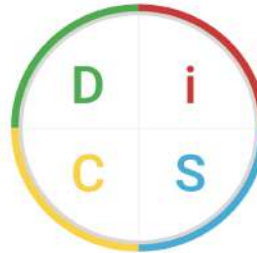
## OVERVIEW OF THE DISC® MODEL

### Dominance

- Direct
- Firm
- Strong-willed
- Forceful
- Result-oriented

### Conscientiousness

- Analytical
- Reserved
- Precise
- Private
- Systematic



### Influence

- Outgoing
- Enthusiastic
- Optimistic
- High-spirited
- Lively

### Steadiness

- Even-tempered
- Accommodating
- Patient
- Humble
- Tactful



## Where is DiSC from?

Psychologist William Marston Moulton from Harvard first proposed the DiSC theory in 1928.

Marston was incidentally also the inventor of the first lie detector.

Modern DiSC assessments are based on extensive scientific research conducted by several generations of scientists.

## Is there a best DiSC style?

There is no 'good' or 'bad' DiSC result.

DiSC is not a test that you can fail.

Each behavioral style has its own unique strengths and limitations.

## What is the biggest DiSC mistake?

Making hiring decisions solely based on DiSC profiles.

DiSC measures behavioral tendencies, not skills. DiSC won't tell you if a person will succeed or fail in a job, but it can be a very useful tool to use in a hiring interview.

## Are there other similar assessment tools?

As in other highly competitive markets, there are products similar to DiSC®, including several branded as "DiSC" assessments (spelled in all capital letters).

Our unique use of the little "i" is one of the ways our world leading DiSC assessments stand apart from other tools available in the marketplace.



## Why to use DiSC?

1

See the world and others through a new lens. These tools have the power to transform learners' understanding of themselves and others.

2

Simple, but not simplistic - DiSC is the simplest and most robust model for understanding people.

3

Proven solutions that establish a common language to improve communication and teamwork and create more productive workplaces.

## How do I find out my DiSC style?

By taking a simple 15 minute questionnaire online



"Realize what you really want. It stops you from chasing butterflies and puts you to work digging gold."

W.M. Marston - DiSC model creator



# Topic:

**“HOW TO UNDERSTAND, MOTIVATE AND COMMUNICATE  
SUCCESSFULLY WITH YOUR EMPLOYEES?”**

Author  
*Lāsma Līcīte*

# How to understand, motivate and communicate successfully with your employees?

Associate Professor, Dr.oec. Lāsma Līcīte







# Lāasma Līcīte

1 + 3,5 + 11 + 5

[lasma.licite@lu.lv](mailto:lasma.licite@lu.lv)


What did you learn from this course?

LAI KO  
TU DOMĀ,  
ĀMOD  
IDĀTIC

‘IT’S NOT HOW GOOD YOU  
ARE, IT’S HOW GOOD  
YOU WANT TO BE’

PAUL ARDEN



A black and white photograph of three budgies perched on a metal rod. The budgie in the foreground is in sharp focus, showing its characteristic yellow and black striped pattern. Two other budgies are perched further back on the same rod, slightly out of focus. The background is a blurred indoor setting with a wire mesh fence visible on the right side.

Nāv jādromā  
ārpus būra

jāsaprot, ka  
būra nav

# This is the era of talent.

Provides, organises and va talents.  
Publishing the mares urespulksten 5 p.m.

Statistics show that **40%** of start-ups  
do not cross the **10** year threshold.

Today, the organisation is centred on  
**HUMAN.**

Company Sycamores. Apples are tangible assets, while roots, trunk and branches are intangible assets. Together, these are

the strength of the wood.

(Stockholm School of Economics  
Jan A. Eklof, Rector of the St. Petersburg University.)



# Capital structure of the company

**TANGIBLE CAPITAL**  
( 25 %)



Funds  
Tangible assets

**INTANGIBLE CAPITAL**  
( 75 %)



Relational capital  
Organisational capital  
Human capital

A company's performance is determined by its financial results, its brand, long-term customer retention and product satisfaction.

**These factors are realised through people's work, skills and motivation.**



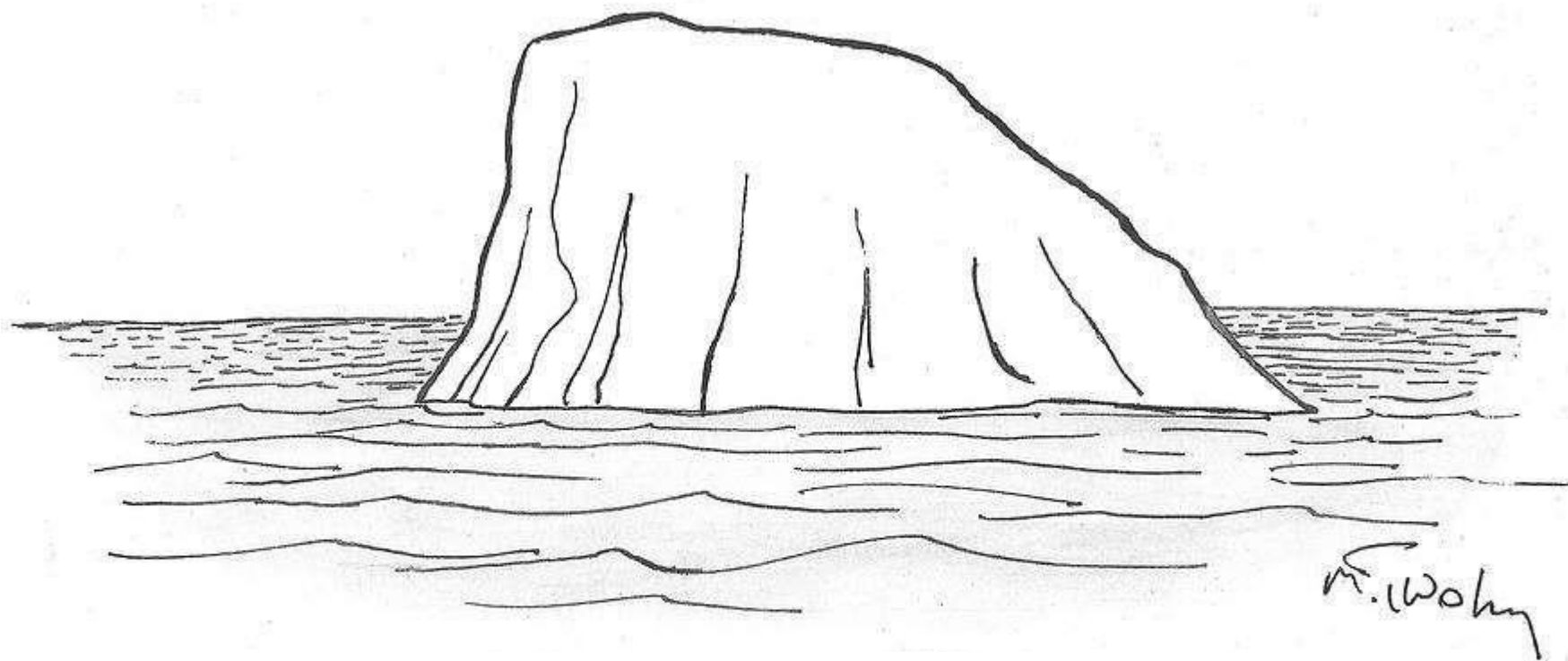


Keep them in the dark, occasionally cover them with dung and pick off anyone who raises his head!



People are **i m p o r t a n t.**

Different.



Each production site has its own "gene pool carrier" to be found.  
**A good manager understands people and knows  
how to steer them in the right direction for the  
business.**

# Generational theory

# Portrait of an employee

60 – 75 years

40 – 59 years

20 – 38 years

Characteristics, values

Attitude to work

Motivation at work

Strengths/weaknesses in the workplace

Type of communication

# Generational characteristics



## **Traditionally STI (Silent Generation)**

***born 1925-1945***

- Don't like change
- Compliance with rules, laws
- Loyal to institutions and organisations
- Easily accept rules and hierarchy
- Respect for position and status, obedience
- Success by earning money



## **Baby boom**

***born after World War  
II (1945-1960)***

- Growing up at a time of protests, people fighting for their rights
- Competition-oriented, often dreams were not realised
- Likes to climb the career ladder
- Difficult to defy authority
- Likes stability, teamwork, important pay and status, good mentors
- Expects loyalty from others, organisation-oriented goals



## **Generation X**

***born 1961-1980***

- Growing up in a time when the idea of freedom, various reforms, and therefore not believing in systems and being careful
- Self-reliant, self-sufficient
- Each man forges his own fortune
- "Trust no one!", only yourself
- Searching for emotions and fears
- Workaholics - successful career is the result of work
- Always prepare a plan B



## **Generation Y (Millennials)**

***born 1982-2000***

- Influenced by technological developments
- Real-time oriented
- Immediate response, action
- Here and now approach
- Multitasking
- Immediate reward
- Confident, optimistic, Committed, communicative
- Believes in their own success and expects quick results
- Wants a job they see meaning in



## **Generation Z**

***born after 2001***

- Looking for a compromise
- Financially conservative
- Risk averse
- Thinking about how to use more efficiently limited resources
- Seek ways to create technologies that conserve resources and the environment

**When generations work together as a team, the most important thing is not to judge each other, but to understand, accept and take advantage of each other's strengths.**



## Baby Boomers (1946 – 1964) – post-war children, hippies, rebels

A green speech bubble pointing towards the Baby Boomers title.

60 – 75 years

### INFLUENCING FACTORS:

- **In the West:** childhood impressions largely shaped by the post-war period (Man in Space, Vietnam War)
- **Latvia:** collectivisation, repression, goods on vouchers

### DESCRIPTION:

- Competition-oriented, often dreams unrealised
- Likes to climb the career ladder
- Difficult to defer to authority, blurs boundaries of social hierarchy
- Likes stability, teamwork, important pay and status, good mentors
- Expects loyalty from others, focused on organisational goals
- Idea generators. Created by big industries
- First "me" generation

### EXPECTATIONS IN THE WORKING ENVIRONMENT IN LATVIA:

- Work is expected to be meaningful
- The most frustrating thing about being a manager is the lack of support in dealing with difficult situations
- A great manager is one who listens to and respects the employee's point of view
- The most convenient communication is face-to-face meetings or by phone

## Generation X (1961 – 1981) – a typical product of the Soviet era or a generation of "victims" of change

39 – 59 years

### INFLUENCING FACTORS:

- **In the West:** women's active involvement in work and business, freer child-rearing, punk rock
- **In Latvia:** the Komsomol's shock troops, the blat system, growing up **in a context of relative economic and political stability, routine**

### DESCRIPTION:

- "Middle-aged people" often feel confused, not up-to-date, competent, professional, young, beautiful, etc.
- The alienated, closed generation, unsuited to change
- Not used to change, perceives it as a threat (job change is a tragedy; tries to avoid constructing new habits)
- Raised to obedience - discipline is more important than their own needs - does not publicly protest against worsening living conditions
- Characterised by low self-esteem, often not feeling 'good enough' and valued

## Generation X (1961 – 1981) – a typical product of the Soviet era or a generation of "victims" of change

A green speech bubble pointing towards the left, containing the text "39 – 59 years".

39 – 59 years

### DESCRIPTION:

- "Digital Natives, Digital Immigrants (Mark Prensky, 2001) argues that members of Generation X belong to a culture of digital immigrants: digital language is not learned in childhood and is therefore more difficult to learn; members of this generation will always speak it with an "accent"
- Print culture is and remains a "native culture" for digital immigrants - in information search trust the real social space first, the internet is the second choice
- Preference for printed text - for both reading and editing, physical things are trusted more than "the cloud", live people more than virtual contacts, etc.

**Generation X (1961 – 1981) – a typical product of the Soviet era or a generation of "victims" of change**

39 – 59 years



**Present shock and moral panic** – Generation X is the last in the old civilisation and the first in the new. Experiencing a change of civilisation.


## Generation X (1961 – 1981) – working habits

39 – 59 years



OK, boss! Of course, of course, boss, I'll do it! Of course I'll do it on  
Saturday and Sunday! Clearly no one will thank me or pay me.  
But who will do it? They?  
They just spoiled everything!"

## Generation X (1961 – 1981) – working habits



39 – 59 years

- In communication with other generations, they often feel resentment, masters of "bad scripting".
- Want to improve quality of life but don't want to take reckless risks, so save money and wealth  
Increase wealth gradually.
- They are prepared to wait for the "good life" - to settle for a small salary, an apartment, good luck.
- Oriented towards "good fortune" - only patience and hard work are needed.
- Professionally, Generation X (brought up to be disciplined) are very good at tasks and rules followers of rules and regulations.
- Independence and individualism - try to cope with tasks on their own, teamwork is not a priority.
- Respect social hierarchy - know their place, respect superiors.

## Generation X (1961 – 1981) – working habits

A green speech bubble pointing to the left, containing the text "39 – 59 years".

39 – 59 years

- Competitive, feel threatened by colleagues, reluctant to share their findings and achievements, i.e. "hold a candle to it"
- Although they work hard, work is not an end in itself, but a means to an end - often they do not work at their dream job, preferring a job that guarantees a stable income
- Fear of making mistakes - making mistakes lowers already "not very high" self-esteem; but wanting to do everything alone, and to "run ahead of the game", does not prevent mistakes
- As if they have reached the top of their career, they are overwhelmed by a sense of stagnation

Generation Y



## Interview with the new...

What do I need to do to be your manager in a year?

Can I come to work at 10 am?

Will I have the opportunity to meet senior management?

Will I be able to make suggestions and decisions on the company's development? Or will my biggest challenge be deciding what to eat for lunch?

What benefits will I get from working for this company?

Will the work be fun, interesting? Will I have to do a lot?

Bye, I won't be in tomorrow. I met a friend from Colombia yesterday, offered to work 2 months in New Zealand... Sorry, good luck!



MAY 28, 2013

Obama's New Boss / Syria face-off / McCain vs. Brzezinski / PLUS: Summer's best movies & more

# TIME

## THE ME ME ME GENERATION

Millennials are lazy, entitled narcissists  
who still live with their parents

Why they'll save us all

BY JOEL STEIN



time.com

## Generation Y (1982 – 2000)

A green speech bubble with a tail pointing towards the Generation Y title.

20 – 38 years

### INFLUENCING FACTORS:

- **In the West:** childhood computer explosion, the fall of the Berlin Wall. Later, the events of 9/11
- **In Latvia:** the fall of the Iron Curtain in 1991, the restoration of independence, the introduction of the Internet into everyday life in 1994

### DESCRIPTION:

- Real-time oriented
- Immediate response, action
- Here and now approach
- Multitasking
- Immediate reward, at least 4 digits
- Confident, optimistic, committed, communicative
- Believes in their own success and expects quick results
- Intolerant of social hierarchies
- Wants a job they see meaning in



**A generation of tolerance and narcissism**

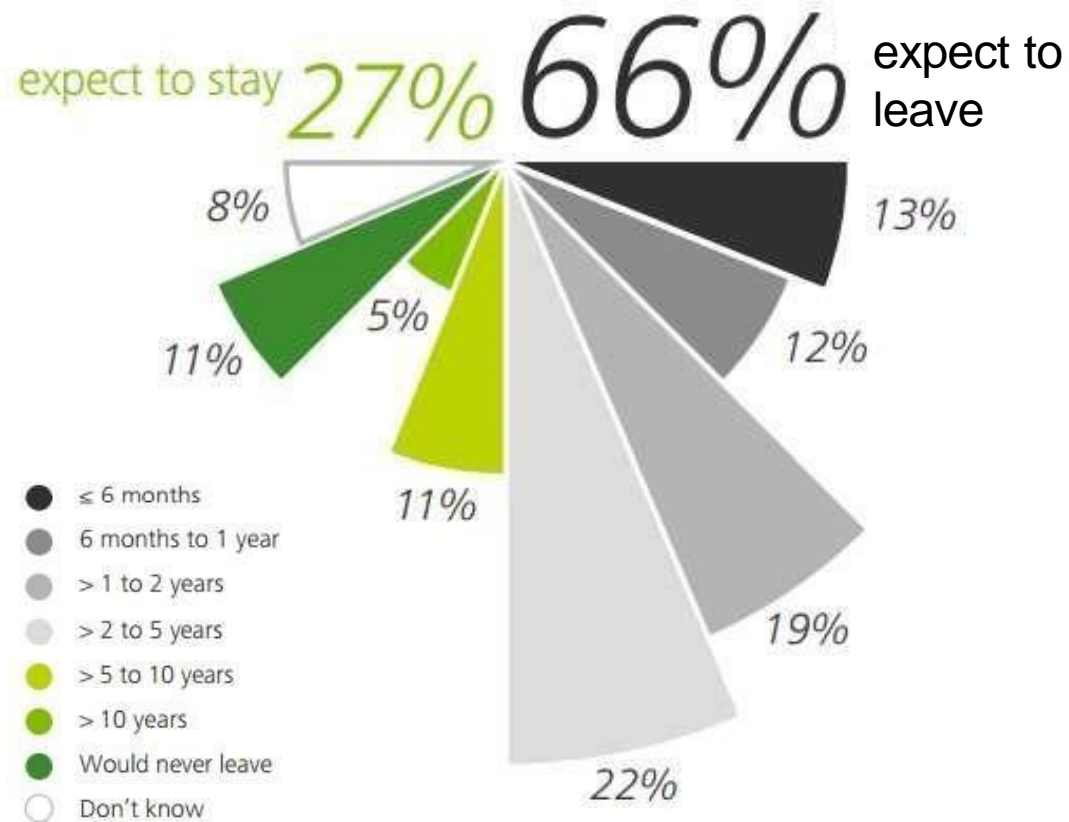
# Loyalty: a challenge for employers

**16%**

Generation Y  
employees see their  
future in their future  
company

**2 out of 3**

plan to leave by 2020



*If you had the choice to change jobs, how long would you stay in your current job?*

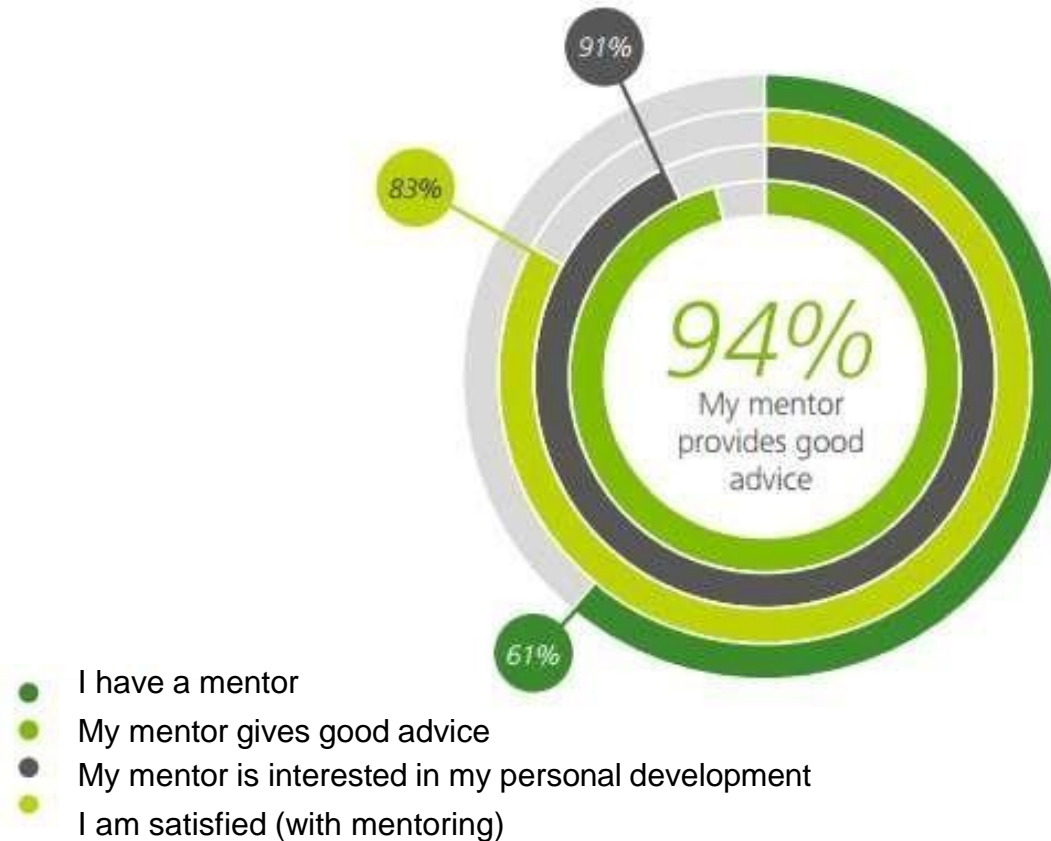


"It looks like you're jumping from one job to another."

## Generation Y doesn't want a boss - they want a mentor, a coach



Loyalty to your employer  
Generation Y employees are supported in their careers and given the opportunity to develop and become leaders.



*How do you rate your mentor in terms of the quality of the advice they give/the interest they show in you and your personal development?*



# Flexible working hours

The ideal working week for Generation Y includes much more time for discussing new ideas, coaching and mentoring, developing leadership skills.

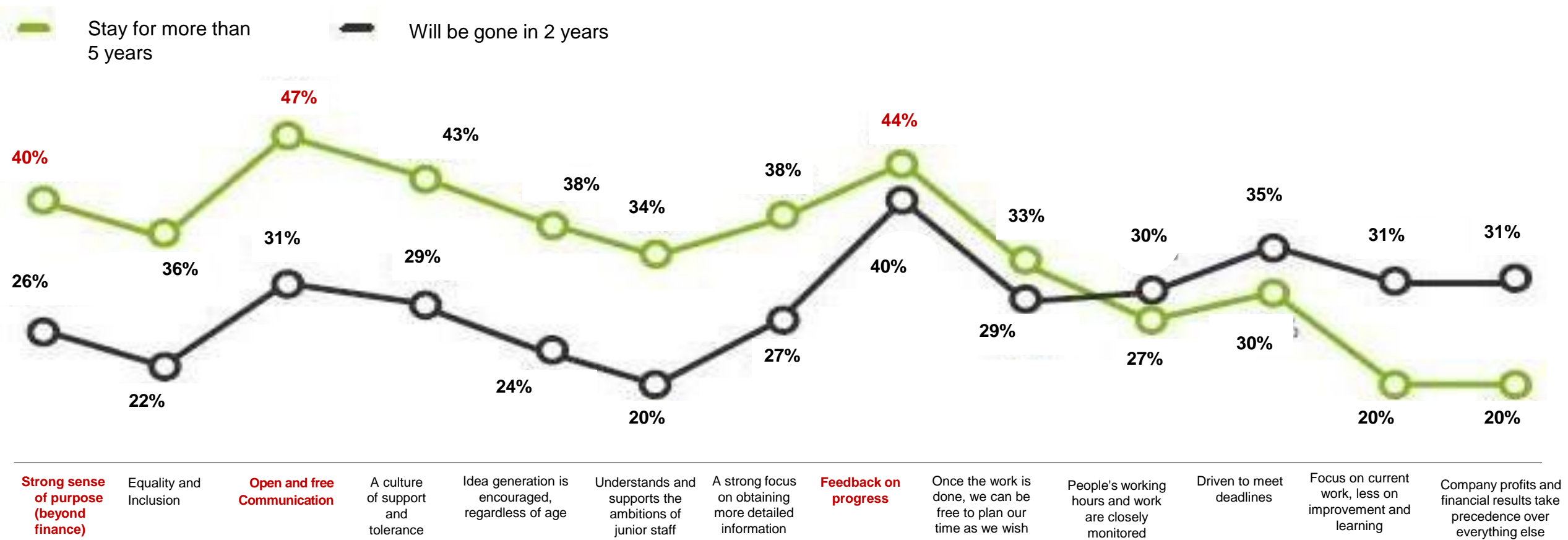


Ideal and actual working week by work tasks (in hours)

**66%**

of millennials want to work in an open and collaborative work environment.

# Generation Y doesn't work just for the pay - they need to see meaning, purpose. They need open communication



What are the key business values that need to be respected in order to be successful in the long term?

## Values: the success of a company is rooted in long-term values



*What are the key values that the company needs to follow in order to succeed in the long term?*

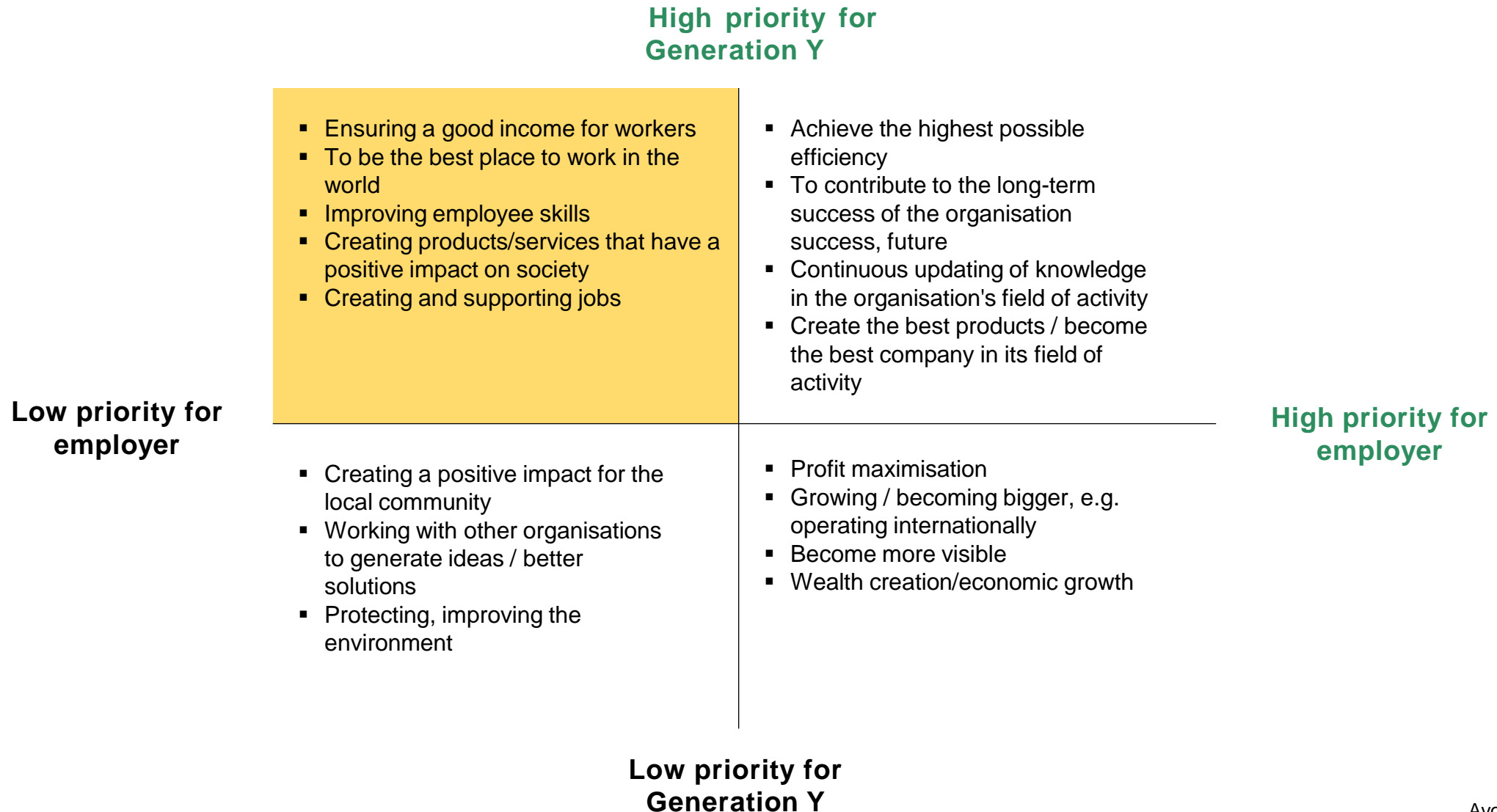
# « Life first, work second »



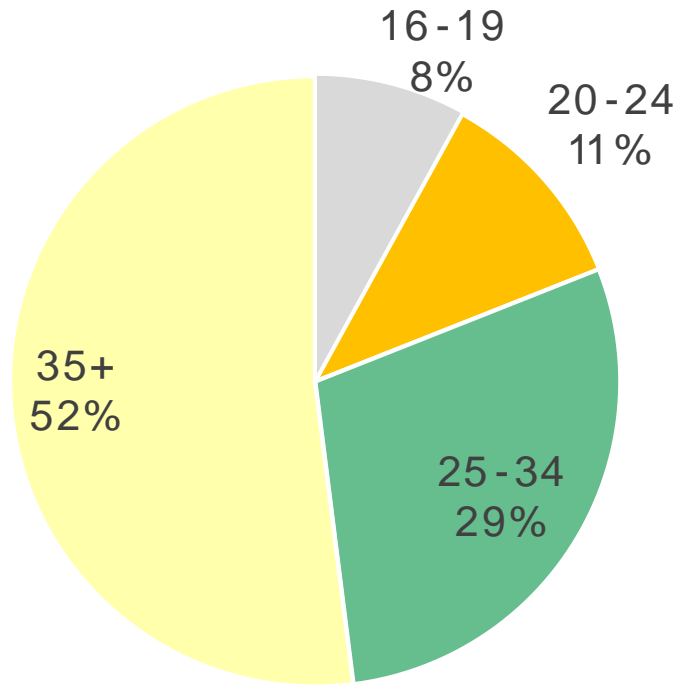
Work/life balance is  
prioritised over  
career opportunities  
(excluding salary)



# Difference in values: Generation Y prioritises purpose and people over profit maximisation

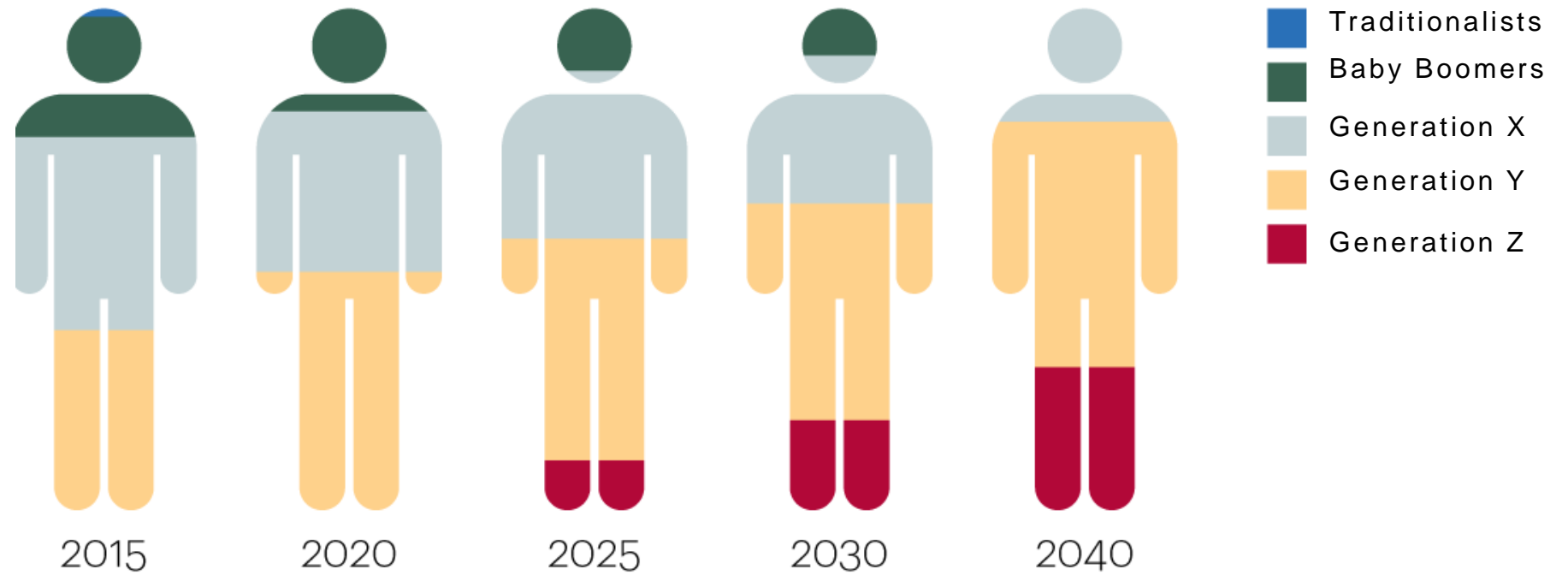


## Generation Y as entrepreneurs



**Self-employment trend  
increases with age**

- *New York Times* Generation Y most entrepreneurial
- Generation Y likes to work WITH companies, not FOR them. Important sense of belonging.
- 54% say they want to start their own business or have already started one
- Studies have shown that half to 2/3 of Gen Y are interested in entrepreneurship and more than a quarter (27%) are already self-driven.



**75%**

By 2025, Generations Y and Z will make up more than half of the world's population and 75% of the workforce. Employers will no longer be able to ignore their demands in the workplace.

**Generation Y makes up the majority of the workforce in 2020**



# Generation Z (2001 – 2013 / 2014) – inhabitants of the digital world, children in crisis



19 years and younger

## INFLUENCING FACTORS:

- **In the West and Latvia:** extensive development of the internet and modern technologies. The true inhabitants of the digital world. Born into a dangerous world after 11 September 2001 and the great economic recession, so-called children of the crisis.
- Living in a world centred on the needs of children

## DESCRIPTION:


- The first generation, raised to meet their needs, grow up in a society that is child-centred and uses technology
- Have ownership rights in childhood
- Inadequate social skills, over-protected, learned helplessness
- Less optimistic, more pragmatic, individualistic
- High self-esteem
- Sensitive to criticism, having grown up in a world of social network "likes"
- Do not view any profession as a lifelong one

What happens if a Generation Y employee works in a distinct Generation X team?

A fresh eel thrown in with the sour ones  
can scream all it wants - I'm fresh!  
Inspired

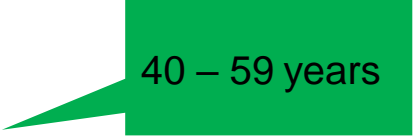
# How to achieve higher engagement and job satisfaction?

How to motivate?  
How to communicate?



60 – 75 years

Baby Boomers



40 – 59 years

Generation X



20 – 38 years

Generation Y

## Baby Boomers (1946 – 1964) – post-war children, hippies, rebels

A green speech bubble pointing to the left, containing the text "60 – 75 years".

60 – 75 years

### DESCRIPTION:

- Competition-oriented, often dreams unrealised
- Likes to climb the career ladder
- Difficult to defer to authority
- Likes stability, teamwork, important pay and status, good mentors
- Expects loyalty from others, focused on organisational goals
- Idea generators. Created by big industries
- First "me" generation

### HOW TO PROMOTE JOB SATISFACTION?

- Listening to employees and valuing their ideas and suggestions
- Manager's assessment of the employee's "contribution" to the overall result
- Giving greater freedom in the choice of means to achieve the objective

## Generation X (1961 – 1981) – a typical product of the Soviet era or a generation of "victims" of change

39 – 59 years

### DESCRIPTION :

- Feels not modern enough, competent, professional, young, handsome, etc.
- Alienated, closed, unsuited to change
- Not used to change, perceives it as a threat (job change is a tragedy; tries to avoid constructing new habits)
- Raised to obedience - discipline is more important than their own needs - does not publicly protest against worsening living conditions
- Characterised by low self-esteem, often not feeling 'good enough' and valued

### HOW TO PROMOTE JOB SATISFACTION?

- The most convenient communication channel: face-to-face communication
- Asking for information also by e-mail. Extensive experience, tries to avoid own incompetence
- Not to show incompetence in the team, so more frequent use of training conferences outside the company, work environment.
- When given new tasks, provide assistance in solving difficult tasks - give your manager support

## Generation Y (1982 – 2000)

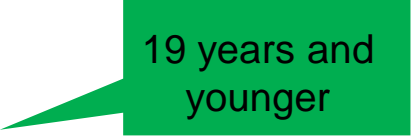


20 – 38 years

### HOW TO PROMOTE JOB SATISFACTION?

- A leader has to do more to "sell" the idea, to explain its meaning and significance. And only then can he count on a more proactive employee.
- Less trust in expert opinion. To convince an employee, the manager may have to "provoke" more often the employee to "step on the rake" and draw conclusions from their own personal experience.
- It is useful to train and experiment within your own team within the company to develop competences.
- It is this generation of employees who will do the best job of finding and processing information in the company, because they have a perception of both the analogue and the digital world.
- If you can't add to your salary, buy a new monitor or coffee machine, or delegate a new responsibility. This is important for change people. If nothing changes, it can create resentment towards the workplace.
- They are talented, but if the employer can't see that, they won't work there.
- Open office with comfortable furniture, plenty of food

# Generation Z (2001 – 2013/2014) – inhabitants of the digital world, children in crisis



19 years and younger

## DESCRIPTION :

- The first generation, raised to meet their needs, grow up in a society that is child-centred and uses technology
- Have ownership rights in childhood
- Inadequate social skills, over-protected, learned helplessness
- Less optimistic, more pragmatic, individualistic
- High self-esteem
- Sensitive to criticism, having grown up in a world of social network "likes"
- Do not view any profession as a lifelong one

## HOW TO PROMOTE JOB SATISFACTION?

- It's quicker to get an answer on WhatsApp, Facetime than waiting for an employee to send you an email
- Want a dynamic working environment and lose interest quickly. To achieve quality work, resources and methods for carrying out the work
- For competence building - put together with experienced staff. Generation Z young people learn quickly by picking up tricks and working methods from experienced colleagues
- Supervisor's support is important for complex tasks



# Staff behavior styles

# Staff flexibility

# Socionics

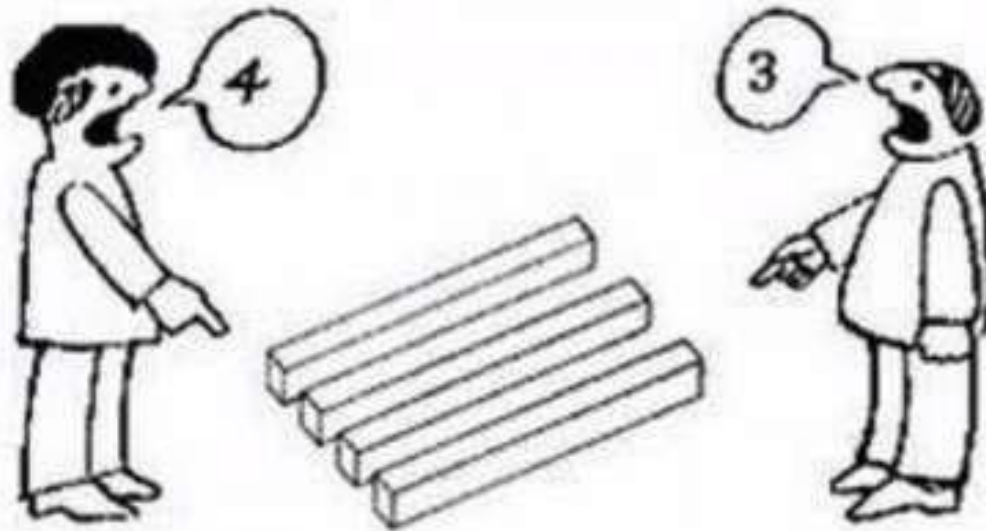
## **Socionics - a new advance in human science**

Socionics is a unique, rigorous and practical science about human beings, their professional abilities, natural their talents, weaknesses - the limits of their abilities and the comfort of their relationships with each other, the building of successful work groups.

## When did socionics originate?

- The basic ideas of Socionics can be traced back to the 19th century. Freud's theory of psychoanalysis and the continuation of his work Jung.
- The Lithuanian mathematician Aušra Augustinavičūtė made improvements and additions to the model developed by Jung. She began to look at the human psyche in isolation from the environment and relationships with other people, and added computer science and sociology to psychology, creating a new branch of science, which she called socionics.
- Socionics is a relational science that claims to classify all people into 16 sociotypes and describes the relationships between them. The main advantage of socionics is that it makes accurate predictions about the relationships between all 16 sociotypes.

**How do we see the world?**



## Type - instructions for use



Everyone's options are  
limited. He works within his  
range.





## **What's in it for me?**

Socionics has long established that it is impossible to change and any human being is only capable of acting in accordance with his inner "programme".

It judges a person by his essence, not just by his education or experience, motivation, etc.

**Don't ask for the impossible!**

# Sociotypical dichotomies

Socionics is based on 4 dichotomies (the division of the whole into 2 mutually exclusive parts) - the stronger 1 dichotomy, the weaker the other.

- **Introversion (I) / Extraversion (E)** - indicates the way energy is extracted.
- **Sensing (S) / Intuition (N)** - indicates a way of perceiving information.
- **Logic (T - thinking) / Ethics (F - feeling)** - describes the way decisions are made.
- **Rationality (J - judging) / Irrationality (R - perceiving)** - indicates a way of living.

Sociotype classification captures and highlights similarities in people based on 4 independent factors. These traits combine to form 16 variants - sociotypes. Each type is characterised by a 4-letter code corresponding to the most strongly developed aspect.

# Extraversion (E) / Introversion (I)

## EXTRAVERSION

- vidēju rezultātu Atdod vai nekā uzkrāj rāk enerģijas, sasniegtu
- Tērē vairāk spēkus, lai
- Sabiedrībā vairāk pamanāms (ar žestiem, kustībām), nekā uzturējas skaļi runāt
- **Always ready to "throw yourself" somewhere, afterthought, if you have to do**
- Ātrums, gribas parunā
- **Komunikabls, sabiedrisks, aktīvs**
- **Iepazīstoties parāda iniciatīvu**
- Labprātāk uzņem atbildību, bet ne konkrētus pienākumus

## INTROVERSION

- Vairāk enerģiju un informāciju uzkrāj, nekā patērē
- Parasti pieliek mazāk pūles, bet vairāk laika, lai ietaukos sasniegtu
- Labprāt grib «aizslīdēt», lai citi nepievērš uzmanību, vairāk atturīgs
- **Nav tik ātrs, vienmēr domā kā nedarīt, lai ietaupītu savus spēkus**
- **Dzīves stils – pasīvs**
- **Ieturēts, mierīgs**
- **Iepazīstoties gaida iniciatīvu no citiem**
- Nav tendēts pārveidot pasauli
- Pasīvuma dēļ maz pamanāms sabiedrībā
- Labprātāk veic konkrētus pienākumus, nevis uzņem atbildību

## Sensory ( S ) / Intuition ( N)

### SENSORY

- Life is perceived by the senses - smell , touch , sight , touch , hearing .
- Concrete, real people
- Unprecedented ideas
- Realistic and practical , who is willing to work in the field of handicrafts, he is doing a good job
- Neat in clothes, noticeable in others tastelessness, self-importance
- Thinking concrete, imagination well developed. Answers yes/no to specific questions
- Stable work ability , not affected by mood , mobilized to finish "Stimulates and fuels" Sees the "tree" ( what's in front)

### INTUITION

- See in detail , as if " back for the brain" Philosophers, artists, scientists -"impractical" people Idea-creator, incredible idea-imagination plan . . . . )
- Dislikes the economic activities , the work carried out forcing, acting with more reason and imagination ( man
- No sense of domestic disorder Trust imagination and fantasy. Difficult to be specific, speaks in a roundabout way - " maybe " , "possible", "seems"
- Variable performance, distracted by unexpected situations, so difficult to finish Soothes and "melts"
- Sees the "forest" (the big picture)

## Logic ( T ) / Ethics ( F )

### LOGICA

- Acts on the basis of reason , judgement , facts
- Deals with any issue in a dispassionate way, does not get involved in what does not concern him/her Relationships are based on honesty, fairness, competence, knowledge and suitability for the job
- Handles own business, avoids asking for help from others

### ETHICS

- Acting on the basis of one's feelings, sympathies, the kosaka " voice of the heart "
- Compassionate, able to empathize with strangers In relationships, values the treatment of self and to their peers, also taking into account their own sympathies
- Seek advice and other assistance in the conduct of business

## Rationality ( J ) / Irrationality ( R )

### RATINALITY

- Laws and regulations give a sense of security
- Preparing everything in good time , hard tolerates frequent changes of situation
- Don't bear that without a moment's notice burdened with the responsibilities of others
- Gets angry if forced to start a job stop and switch to something else Always "tense"

### IRRATIONALITY

- Laws and regulations on the use of certain weapons freedom of expression
- Easily accepts unexpected change , is invigorated by change of situation
- In case of a change in the situation to fulfil the obligations of others
- Switches easily to other operations, does not cause discomfort, prefers variety in work
- All the time " relaxed " , waiting for the muse to come

## Victims of stereotypes

<b>ENTP</b> <i>Innovators</i> <i>Don Quixote</i>	<b>ISFP</b> <i>Medium</i> <i>In Dima</i>	<b>ESFJ</b> <i>Enthusiast</i> <i>Igo</i>	<b>INTJ</b> <i>Analyst</i> <i>Robespierre</i>
<b>ENFJ</b> <i>Teacher</i> <i>Hamlet</i>	<b>ISTJ</b> <i>Inspector</i> <i>Max</i>	<b>ESTP</b> <i>Marshall</i> <i>Zhukov</i>	<b>INFP</b> <i>Lyricist</i> <i>Yesenin</i>
<b>ESFP</b> <i>Politician</i> <i>Napoleon</i>	<b>INTP</b> <i>Critic</i> <i>Balzac</i>	<b>ENTJ</b> <i>Entrepreneur</i> <i>Jack</i>	<b>ISFJ</b> <i>Manager</i> <i>Draizer</i>
<b>ESTJ</b> <i>Administrators</i> <i>Štirlics</i>	<b>INFJ</b> <i>The Humanist</i> <i>Dostoevsky</i>	<b>ENFP</b> <i>Advisor</i> <i>Huxley</i>	<b>ISTP</b> <i>Master</i> <i>Gabin</i>

## 1 . Page selection

Before the selection process begins, you need to know clearly what qualities, skills and abilities the person who will perform the duties of the job will need to have.

A socio-analytical analysis of the job can help to identify a socio-typical "portrait" of the desired candidate.

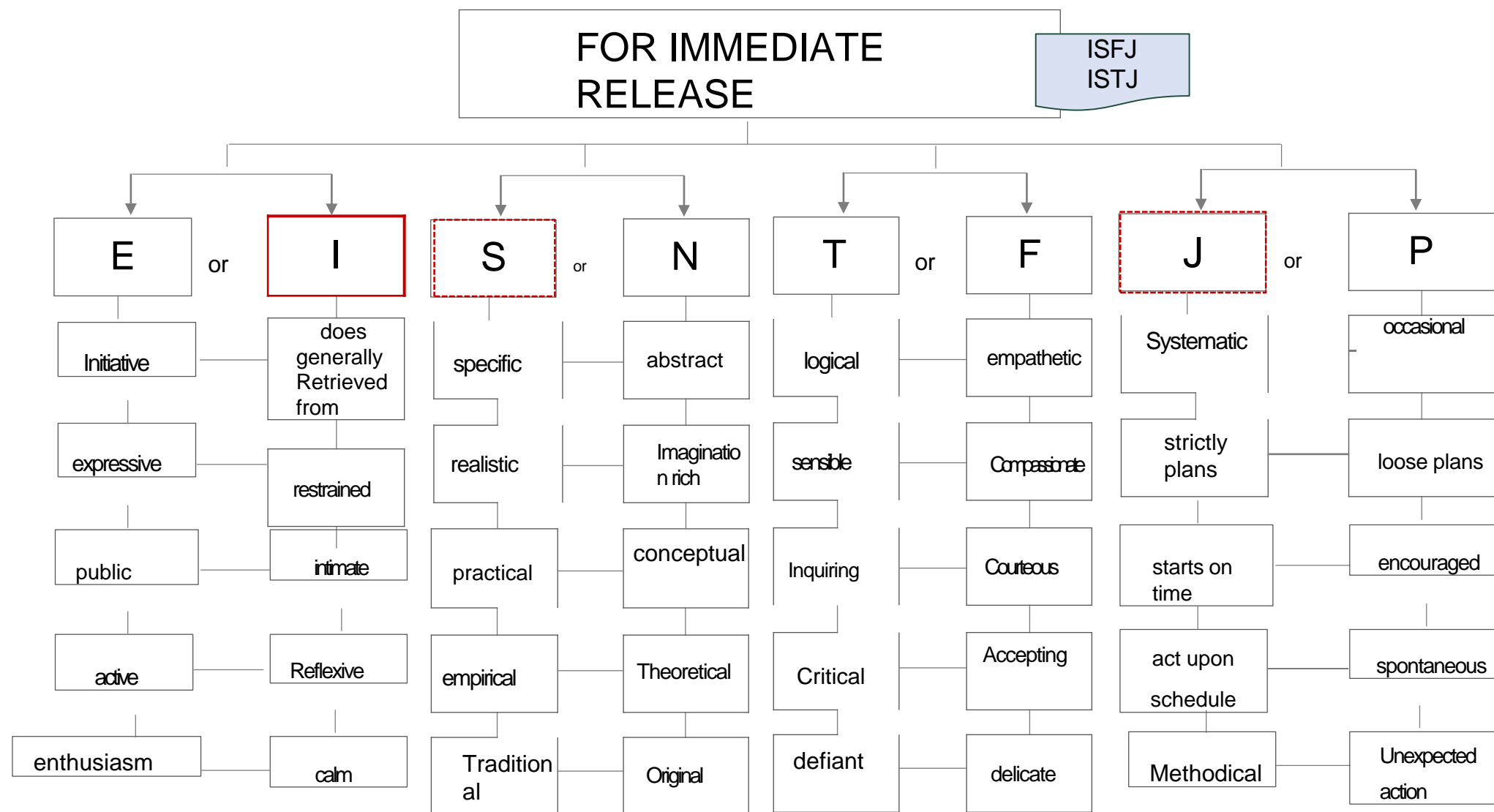




## Example : HR clerk

### Main job responsibilities:

- drafting staff contracts, agreements to employment contracts
- drafting of orders concerning recruitment, secondment, seminars, courses, missions, leave, bonuses and allowances, termination of employment;
- preparing certificates at the request of staff members; recording contracts and orders in registers;
- drawing up personal files;
- enter staff data in the accounting software in a timely manner;
- archive documents in accordance with the file nomenclature;
- transfer files to the archives for archiving;
- update staff job descriptions and personal files.



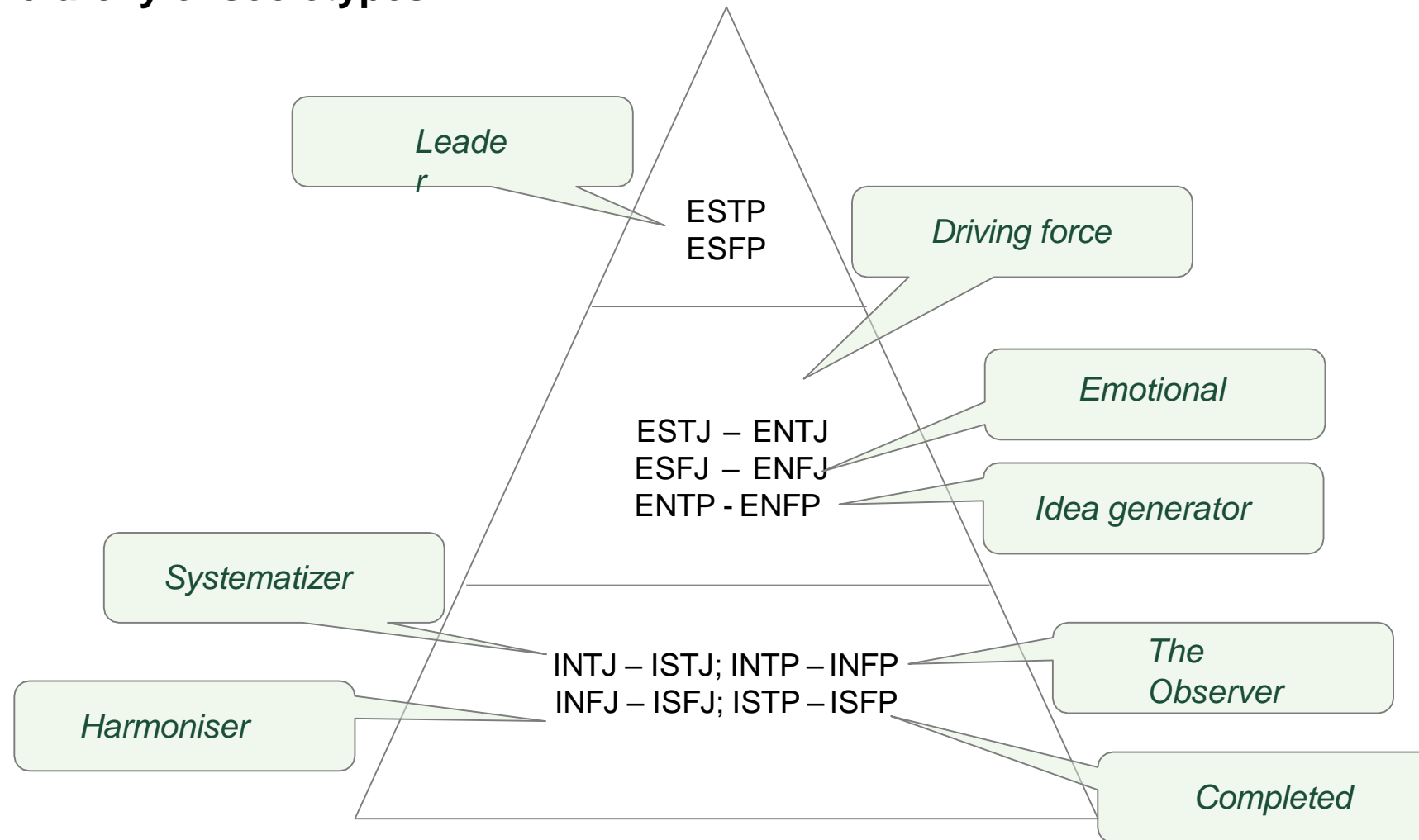
The butical should be complement and the profficient and there is  
 the reinternation of the process. There is thereistancecilver, and  
 the leargest resultation of the results.

## 2. Collective collectivities

Socionics provides a perspective on the work team. When selecting employees from your own workforce, you should analyze not only whether the **qualities of their psyche match** the new but also the employee's **interpersonal relationships**.

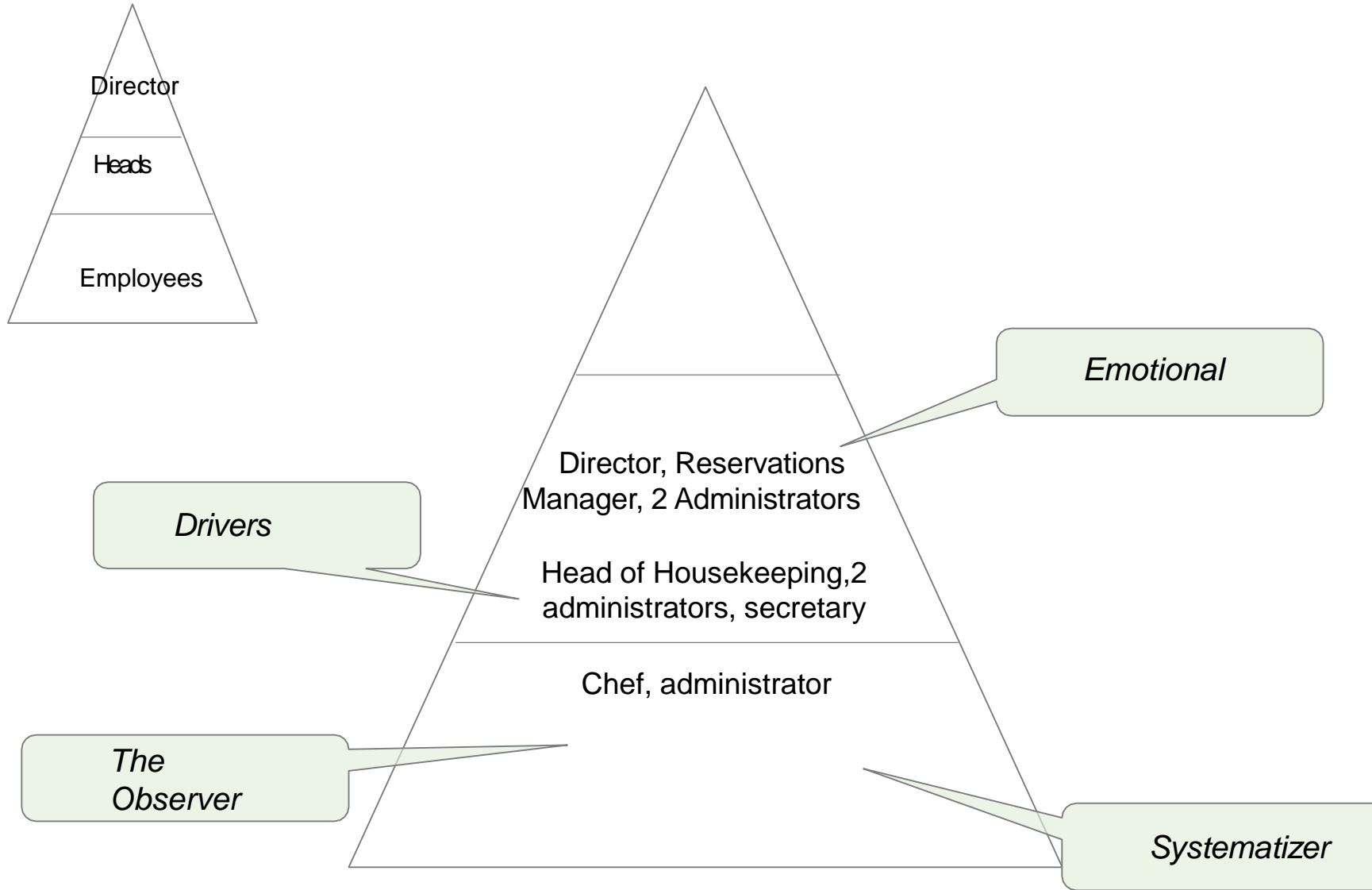
There is a pyramid of informal power in the collective.

## Informal hierarchy of sociotypes



People who perceive and fulfil their formally defined set of responsibilities are more satisfied natural , relaxed , no-nonsense . This is the case in the case of the formal role of the official, amateur massacre, and where there is no need to be a higher colleague in the formal hierarchy.

# Employee sociotypes and non-formal hierarchies

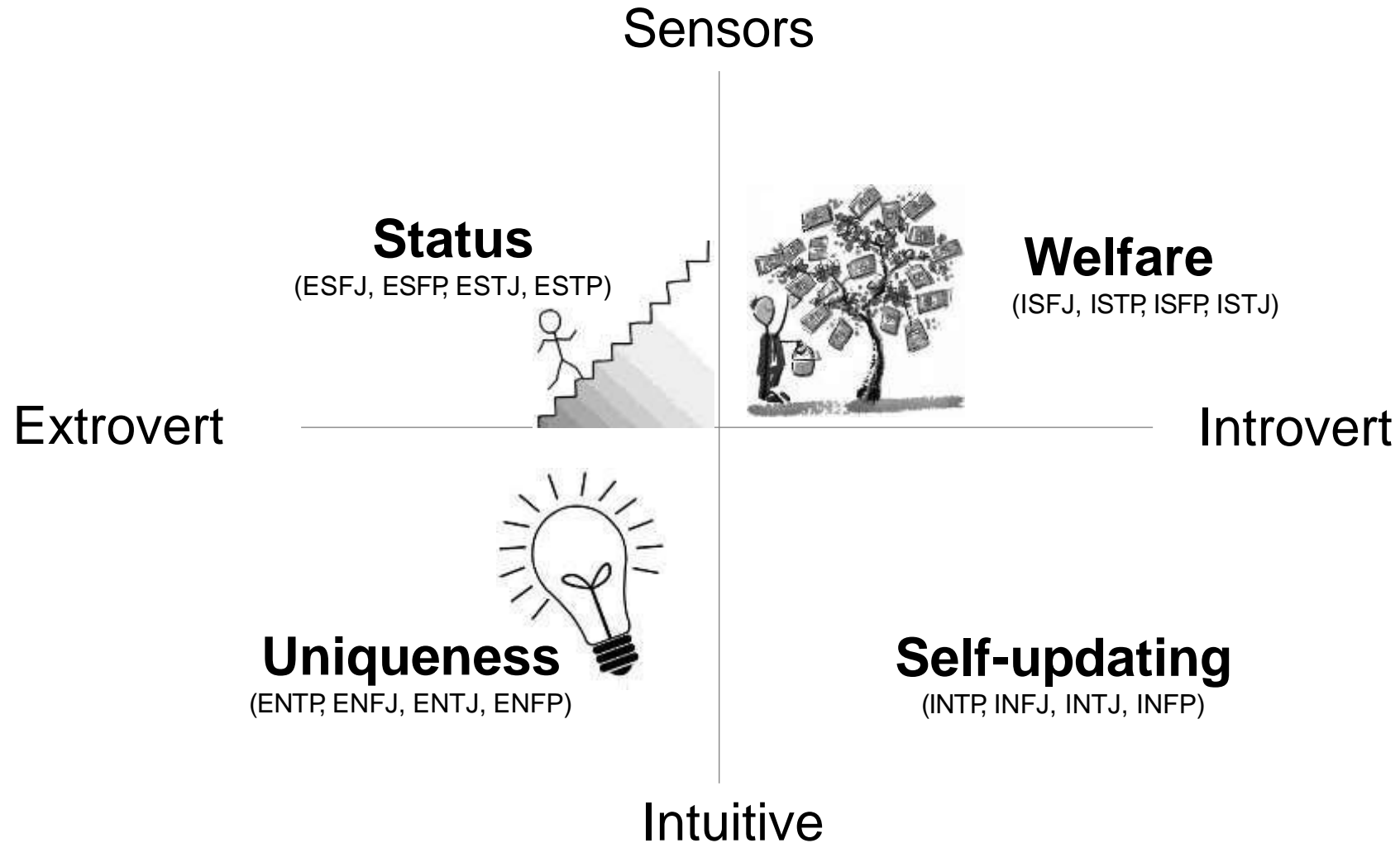


We do not have a dictator, a leader, a non-emperor.

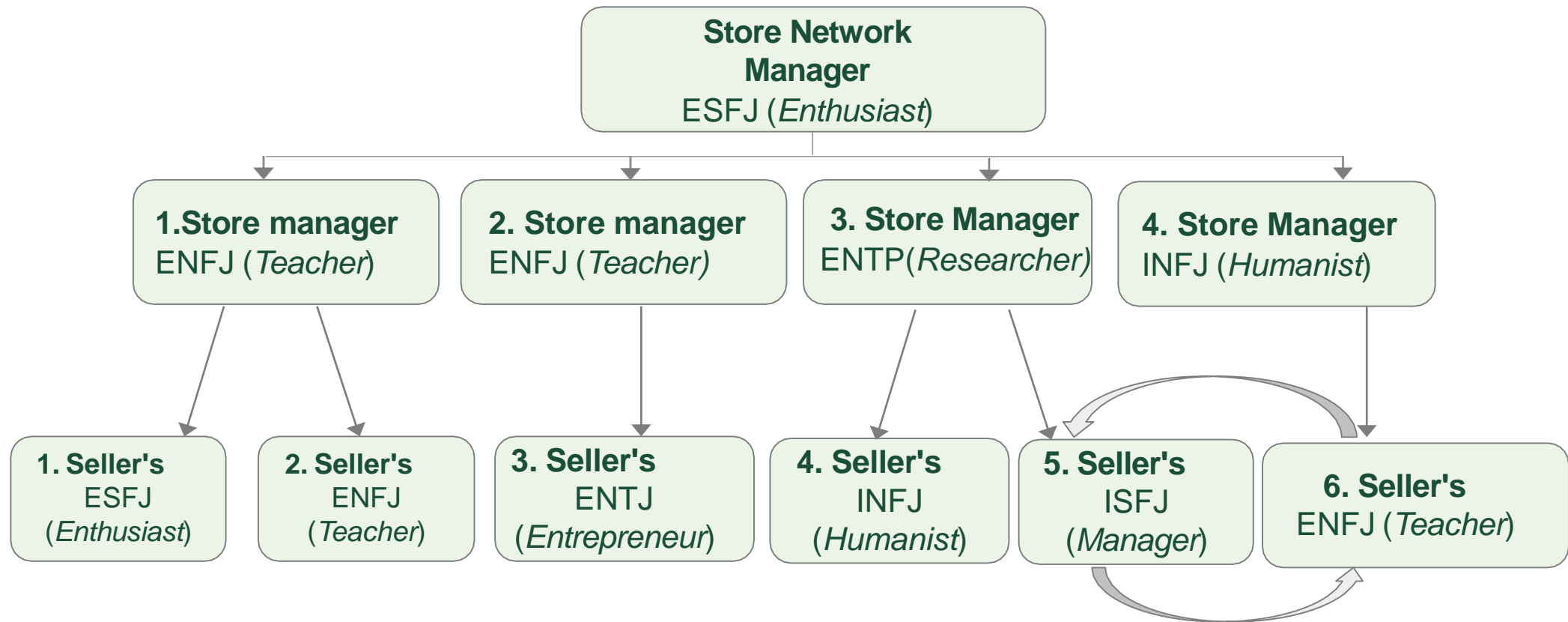
### **3 . Employees are motivated by their work**

It is important that people come to work with a sense of enjoyment, that they feel they are pursuing a hobby rather than working.

### 3 . Motivating employees



# Socio-types in retail stores



If he meets his own demands, he is more satisfactory to himself and to those around him.



# What should we do?



All can be taught. But do we need to?

It is worth developing your strengths to become a professional and highly regarded expert in your field of strength. Focusing on developing weaknesses makes you mediocre, even though you have spent a lot of time and energy developing them.

## How should the breeding partners of the applicants be selected?

In a face-to-face interview with a socionics expert:

- "sees through" the mask put on by man;
- the expert is able to distinguish between what is desired and what is;
- gives a sometimes harsh but always truthful assessment of a person's strengths and weaknesses - or fit for the job.

**How can we wake up from our slumber?**

## What trends in society and the economy can affect an organization and the way it manages its human resources?

Identify the trend using PEST-> Determine how it affects HRM (planning, selection, motivation, etc.) in the company!

Factors		Impact assessment on the human resources of the organization
Political	National minimum wage	...
	...	
Economic	...	
Social	...	
Technological	...	

## Population and trends by working age groups in Latvia 2000 -2018

Indicators	2000.	2002.	2004.	2006.	2008.	2010.	2012.	2014.	2016.	2018.	Average growth rate, %
Working age population	1402,2	1410,0	1425,8	1423,4	1422,2	1372,7	1300,5	1252,2	1211,4	1193,1	<b>-1,8</b>
Chain increment Rate, % - $t_{m(k)}$	x	0,6	1,1	-0,2	-0,1	-3,5	-5,3	-3,7	-3,3	-1,5	
Before working capacity population of working age	428,1	387,9	352,6	323,6	307,1	300,3	292,2	294,4	300,3	305,3	<b>-4,2</b>
Chain increment Rate, % - $t_{m(k)}$	x	-9,4	-9,1	-8,2	-5,1	-2,2	-2,7	-1,1	-2,0	1,7	
Above working capacity population of working age	551,4	523,1	498,1	480,9	462,6	447,5	452,1	454,9	457,3	436,0	<b>-2,6</b>
Chain increment Rate, % - $t_{m(k)}$	x	-5,1	-4,8	-3,5	-3,8	-3,3	1,0	0,6	0,5	-4,7	
<b>Total population</b>	<b>2381,7</b>	<b>2321,0</b>	<b>2276,5</b>	<b>2227,9</b>	<b>2191,8</b>	<b>2120,5</b>	<b>2044,8</b>	<b>2001,5</b>	<b>1969,0</b>	<b>1934,4</b>	<b>-2,3</b>
Chain increment Rate, % - $t_{m(k)}$	x	-2,5	-1,9	-2,3	-1,6	-3,3	-3,7	-2,1	-1,6	-1,8	

*Each year, the number of people living in the population rises with age, indicating an ageing population. The decline is expected to continue for at least another 15 years.*

According to the UN, there will be 1 billion people over 60 in the world in the next few years.

In Latvia, almost one in four is already of retirement age.

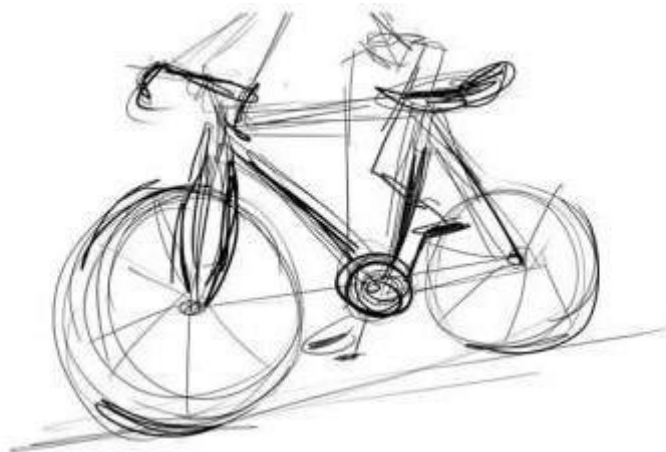
Demographer I. Mežs forecasts that by 2050 Latvia will have around 1.5 million inhabitants. The age ratio will be as follows: **5 pensioners, 3-4 workers and 2 children.**

Demographic problems will have a significant impact on the labor market and human resources in Latvia  
availability of enterprises.

Old people are an important resource for society because they can make it **smarter and more human**.

Moreover, older people are **emotionally stable, creative, more effective in making decisions, perceiving criticism and coping better with stress**.

The third age ( 60 + ) can be a period of significant achievement. (Augstākā ekonomikas skolas profesors Sergejs Medvedevs)



**OMA BIKES**



**It is essential to use all  
available human potential.**

# Structure of the unemployed in Latvia from 2006 to 2018 , % of total *number of unemployed*

Indicators	2006		2008		2010		2012		2014		2018	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Persons with Disabled	3451	4.3	3406	6.4	9119	4.9	9799	9.4	14 091	15.1	9441	12.0
Long-term unemployed (more than 1 year))	20 410	25.7	9469	17.8	29 420	15.8	45 981	44.2	52 819	56.6	22 450	28,7
Unemployed young people (aged 15-24)	11370	14.3	7007	13.1	27 132	14.6	10 449	10.0	13 975	15.0	6075	7,8
Persons on parental leave (unemployed)	9048	11.4	3754	7.0	3534	1.9	2963	2.8	5356	5.7	..	..
Exempt from	436	0.5	181	0.3	477	0.3	401	0.4	375	0.4	..	..
Pre-retirement unemployed (>55)	7273	9.2	5715	10.7	17 995	9.7	13 993	13.4	20 182	21.6	11655	14,9
<i>Total number of unemployed in the country</i>	<b>79 368</b>	-	<b>53 325</b>	-	<b>186 295</b>	-	<b>59 350</b>	-	<b>93321</b>	-	<b>78357</b>	-

## PROBLEM: The ex-prisoner next to us - turn your back ?

### What can we do?

- make an old chair so stylish that it's hunted down by Christie's and Sotheby's
- make the kitchen so that your girlfriend 'chips' her other half in envy
- **listen** to and try to dissuade you from other crazy ideas



# SOAP Cº







**MANA  
MAMMA  
IR ĪSTA  
AITA!**



**VILLAINU GADU!**

Motivation.      Patience.



**MANA  
MAMMA  
IR ĪSTA  
AITA!**



**VILLAINU GADU!**

.The desire to feel needed



**MANA  
MAMMA  
IR ĪSTA  
AITA!**



**VILLAINU GADU!**

Integration

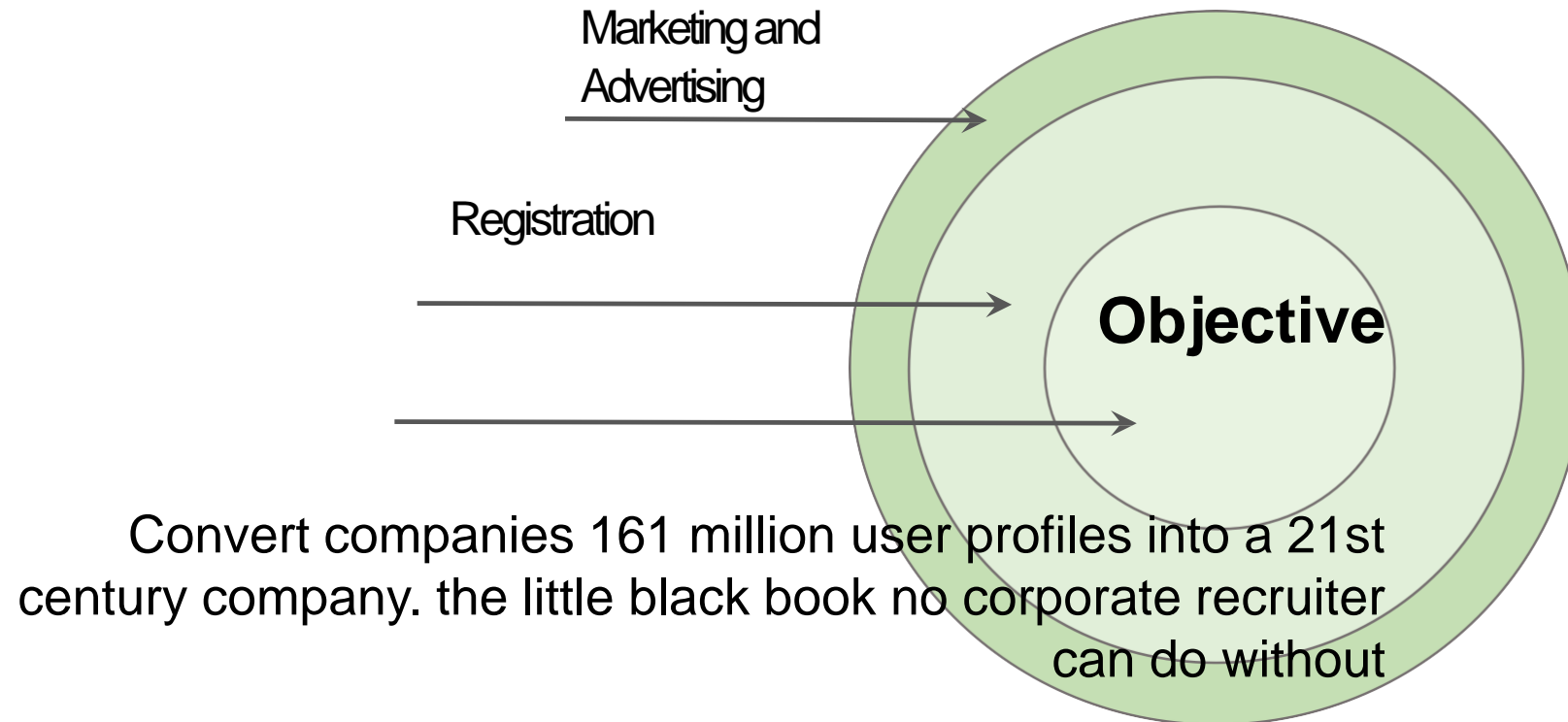




## *LinkedIn success story*

- LinkedIn originally operated at an annual loss of 4.5 million dollars.
- Jeff Weiner, the current CEO, refocused the company on a much more ambitious service selling to corporate talent seekers, charging each user \$8200 a year.
- Now thousands of companies use LinkedIn to hunt for qualified, success-oriented people. LinkedIn Recruiter is an expensive and indispensable tool that turns the user into a fully-fledged market player.

# How does LinkedIn make money ?





# Can we compete in the labor market with artificial intelligence ?



**Artificial intelligence has been growing rapidly in recent years due to 2 factors:**

- improved processing power and the amount of data available;
- AI works through GPUs that analyze data and neural networks, as well as some other technologies.
- Improved processing power allows things to be done, explored and tested differently and faster than before, sometimes saving months of work.

# What is artificial intelligence ?

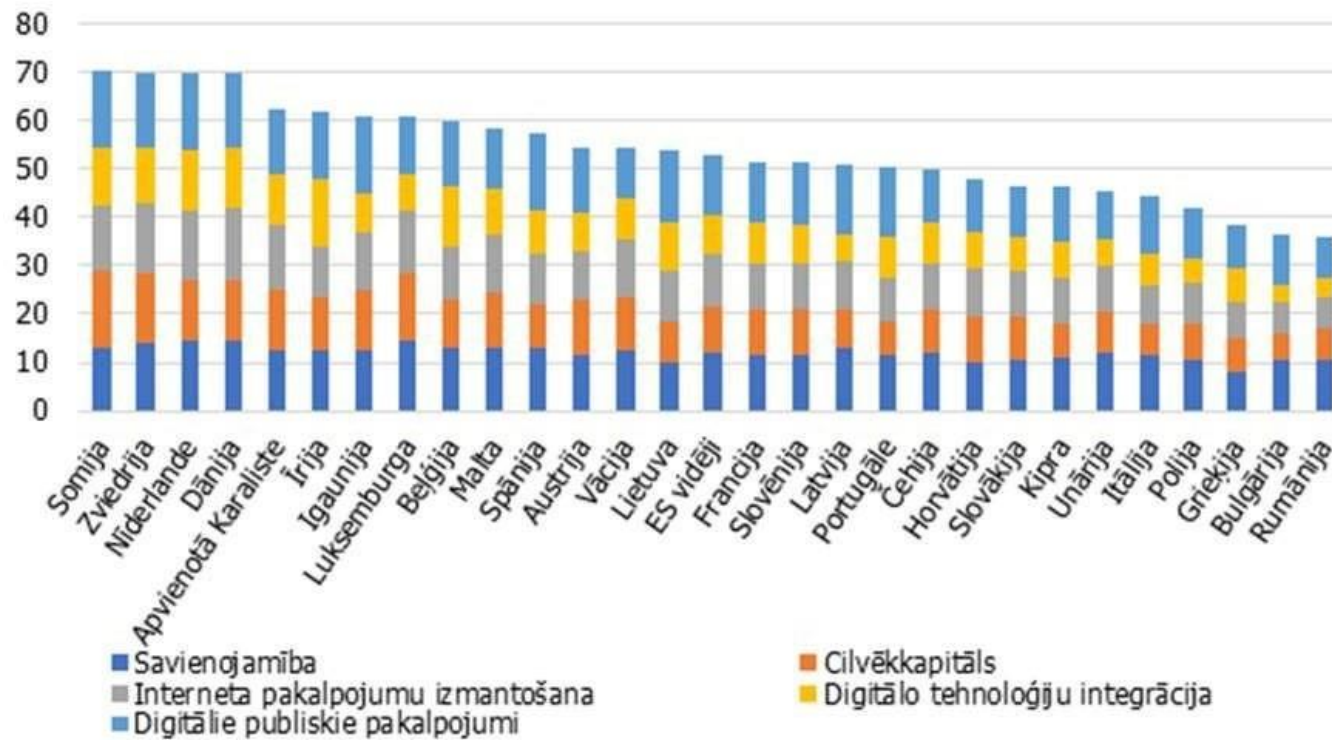
In a **weak artificial intelligence** trying to imitate a specific human scope,  
then there is **general artificial intelligence**, which is Worthwhile in all your work,  
but also **the best artificial intelligence** that can work better than human.

We are at an early stage.

## What will happen to my job ?

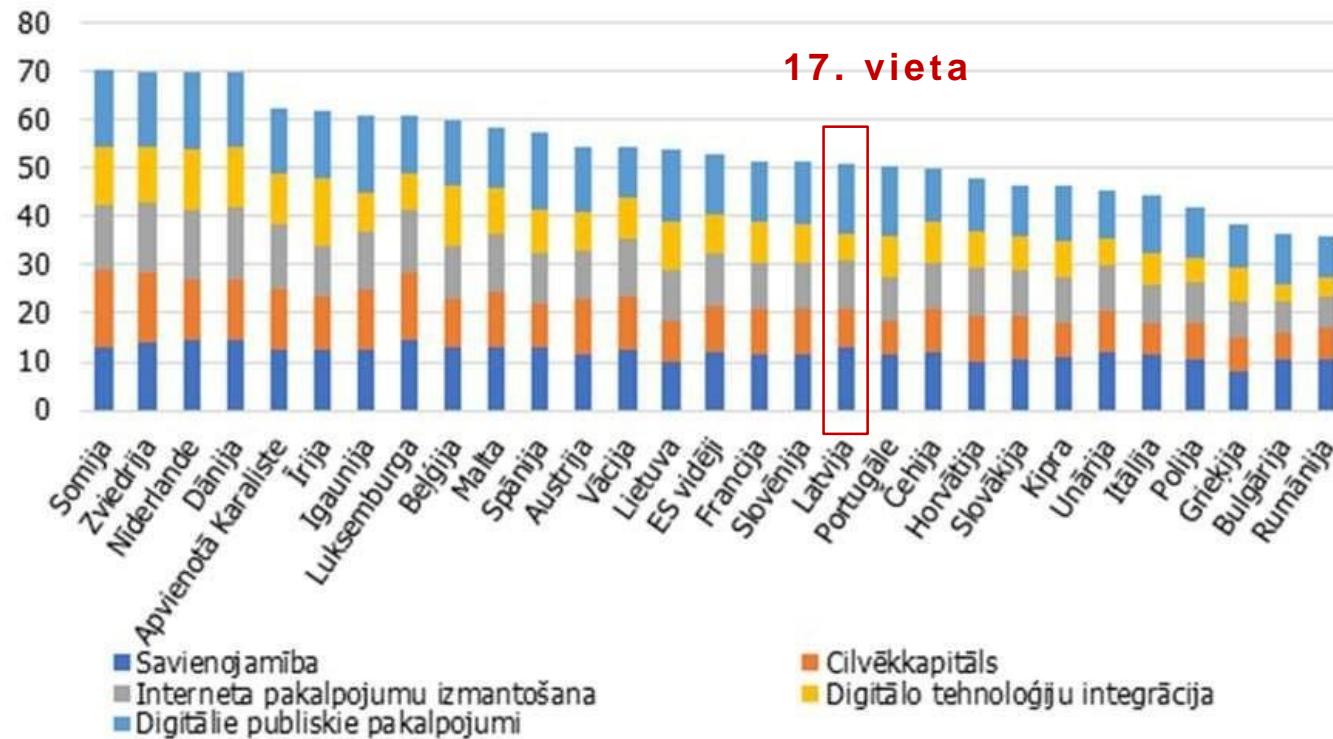
- Around the world, digital algorithms can already replace workers in many professions, enabling companies to cut costs and increase productivity.
- There are basically two opposing views on how digitization will affect future employment:
- In the developed world, up to half of jobs. Such rapid change could lead to mass unemployment.
- The replacement of labor by technology has historically created new jobs and is confident that digitization will also lead to an increase in demand for new occupations.
- A number of case studies have shown that digitization not only loses jobs but also creates new ones.

## How has Latvia done so far with the digitization of the national economy and where do we stand in the relay race for digital solutions?



One of the indicators against which countries can be compared in terms of their willingness to adopt and use digital technologies is the European Commission's Digital Economy and Sharing Index, or DESI.

## How has Latvia fared so far with the digitization of the national economy and where do we stand in the relay race for digital solutions?



- Latvia's strengths assessed :
  - connectivity** (fast and broadband internet), access to digital and digital e-services such as e-government services, and the availability of data
  - implementation** of the principles
- However, Latvia is generally well behind the EU average in terms of human capital and the performance criteria, such as the reason is expressed :
  - poor basic digital literacy**
  - ICT professionals are in increasing demand in the labour market, and the integration of digital solutions in companies is being compared.**

**Why is it important not to use the "shampoo method" ?**





**Employees are like puppies - you have to love them, get to know them, but show them who the owner is.**

# Topic:

## **“HUMAN RESSOURCES MANAGEMENT (PERSONNEL MANAGEMENT) Part 1”**

Author

*Asta Raupelienė*



# Human resources management (Personnel management) Part 1

---

Dr. Asta Raupelienė

*Project: Skills for Baltic Wood Industry - European quality in  
vocational education and training (Skilled-Up)*

# Why is HRM important for every manager and beyond?



# Global drivers of the increasing role of employees

---

- Rapid automation and computerization of machinery, technology, work processes;
- Rapid introduction of new production and management methods;
- Democratization of the social and economic life of society and of the organizations themselves, humanization of life and science;
- Rapid increase in the educational and cultural level of society;
- Achieving a high standard of living;
- Increasing demands on people's physical, material and social security.

# The emergence of distinctiveness in the role of employees in the organization

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- It is only employees who bring together the individual elements, i.e. the objects of work, the means of work, into a system that achieves the organization's objectives;
- The organization's objectives are anticipated, implemented, monitored and, where necessary, adjusted;
- In addition to the production function, employees also have a consumption function and can therefore evaluate the performance of the organization;
- Employees are individuals with different personal aspirations, attitudes and levels of training, and personal aspects are therefore very important when working with them.

# Specification of human resources

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- ❑ **Natural:** the wealth of nature, the environment and the earth's interior;
- ❑ **tangible:** production equipment, real estate, technology;
- ❑ **financial:** cash, shares, bonds;
- ❑ **informational:** various statistical databases;
- ❑ **Innovative:** patents, inventions, new ideas;
- ❑ human.

# Concept and content of human resource management

---

**Personnel management** takes a short-term perspective, while **human resources management** takes a long-term perspective, aiming to integrate all aspects of an organization into a single whole.



Human resource management is the decisions and actions aimed at attracting, motivating, developing and retaining a workforce that meets the organization's needs and requirements, while striking a balance between maximizing the organization's performance and the well-being of employees.



# Content of human resources

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- ❑ Job analysis;
- ❑ Workforce planning and candidate recruitment;
- ❑ Recruitment of workers for jobs;
- ❑ Selection of job candidates;
- ❑ Orientation and training of new employees;
- ❑ Payroll management;
- ❑ Motivation;
- ❑ Appraisal;
- ❑ Communication;
- ❑ Training and development;
- ❑ Building employee commitment to the organization.

# HISTORICAL DEVELOPMENT OF HUMAN RESOURCE MANAGEMENT

- Pre-industrial period (17th-18th centuries)
- Paternalistic period (late 18th century)- Paternalistic period (Period of the Paternalistic Period - early 20th century)
- Bureaucratic period (before World War I)
- The period of productive work (1980s)
- 21st century - ??????



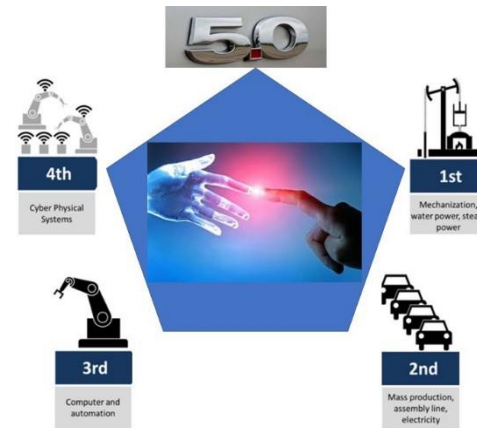
A Barber's Shop.  
From a Wood Engraving by J. Amman, 16th Century. Showing a Chair of the time.





# THE FUTURE OF HUMAN RESOURCES

## □ 5 The Industrial Revolution



# The evolution of the Industrial Revolution

Factfile

## History of industrial revolution

- |            |   |
|------------|---|
| <b>1.0</b> | ◆ <b>1780 – Mechanisation</b><br>Industrial production based on machines powered by water and steam   |
| <b>2.0</b> | ◆ <b>1870 – Electrification</b><br>Mass-production using assembly lines   |
| <b>3.0</b> | ◆ <b>1970 – Automation</b><br>Automation using electronics and computers  |
| <b>3.5</b> | ◆ <b>1980 – Globalisation</b><br>Offshoring of production to low-cost economies   |
| <b>4.0</b> | ◆ <b>Today – Digitalisation</b><br>Introduction of connected devices, data analytics and artificial intelligence technologies to automate processes further   |
| <b>5.0</b> | ◆ <b>Future – Personalisation</b><br>The fifth industrial revolution, or Industry 5.0, will be focused on the co-operation between man and machine, as human intelligence works in harmony with cognitive computing. By putting humans back into industrial production with collaborative robots, workers will be upskilled to provide value-added tasks in production, leading to mass customisation and personalisation for customers |



# The theory of generations. What is it?

---

- Each generation bears the mark of **the time it lived in.**
- Each generation has its **own distinctive values, different ways of thinking and living.**
- Each generation has **different attitudes, behaviors, expectations, habits and "motivational buttons"...**

# 20th - 21st century generations

---

**Heroes:** the winners (b. 1901-1924)

**Artists/creators:** the silent ones (b. 1925-1942)

**Prophets:** the baby boomers (b. 1943-1960)

**Nomads:** generation X (b. 1961-1981)

**Other heroes:** Generation Y (born 1982-2004)

**Artists/creators:** Z (Google) (2005-2023?)



# Theory of generations

---

- Silent Generation - dignity; dedication; honor; respect; dignity; respect for the law; community; patience; (shame).
- WE - Baby Boomers - passion; enrichment (opportunities); reward; optimism; team spirit; (guilt).
- I - Generation X - meaningful career; information; freedom of choice; desire for change; individualism; informality; pragmatism (I am always right).
- Generation Y - opportunities for growth and enrichment; personal goals; rewards. IMAGE



# Generations at work:

---

- The Silent Generation is working until they drop.
- Baby Boomers work overtime, but let you know.
- Generation X puts personal life first, work second.
- For Generation Y, it's all about lifestyle.



# Generations on loyalty:

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- The Silent Generation is loyal to their employer.
- Baby Boomers - loyal until they lose patience.
- Generation X - loyal to the profession.
- Generation Y - loyal to their careers and to themselves.





# Generations motivate you to work...

---

- Baby Boomers - "who else but you", "only you can do it", "what would we do without you" (moral encouragement, and material encouragement if available).
- Generation X - material goods (material encouragement combined with moral things)
- Generation Y - fun at work and benefits for the future.



# Task. Employee expectations

In what order would you rank these expectations for the work you do? (Indicate to which Generation you place yourself)

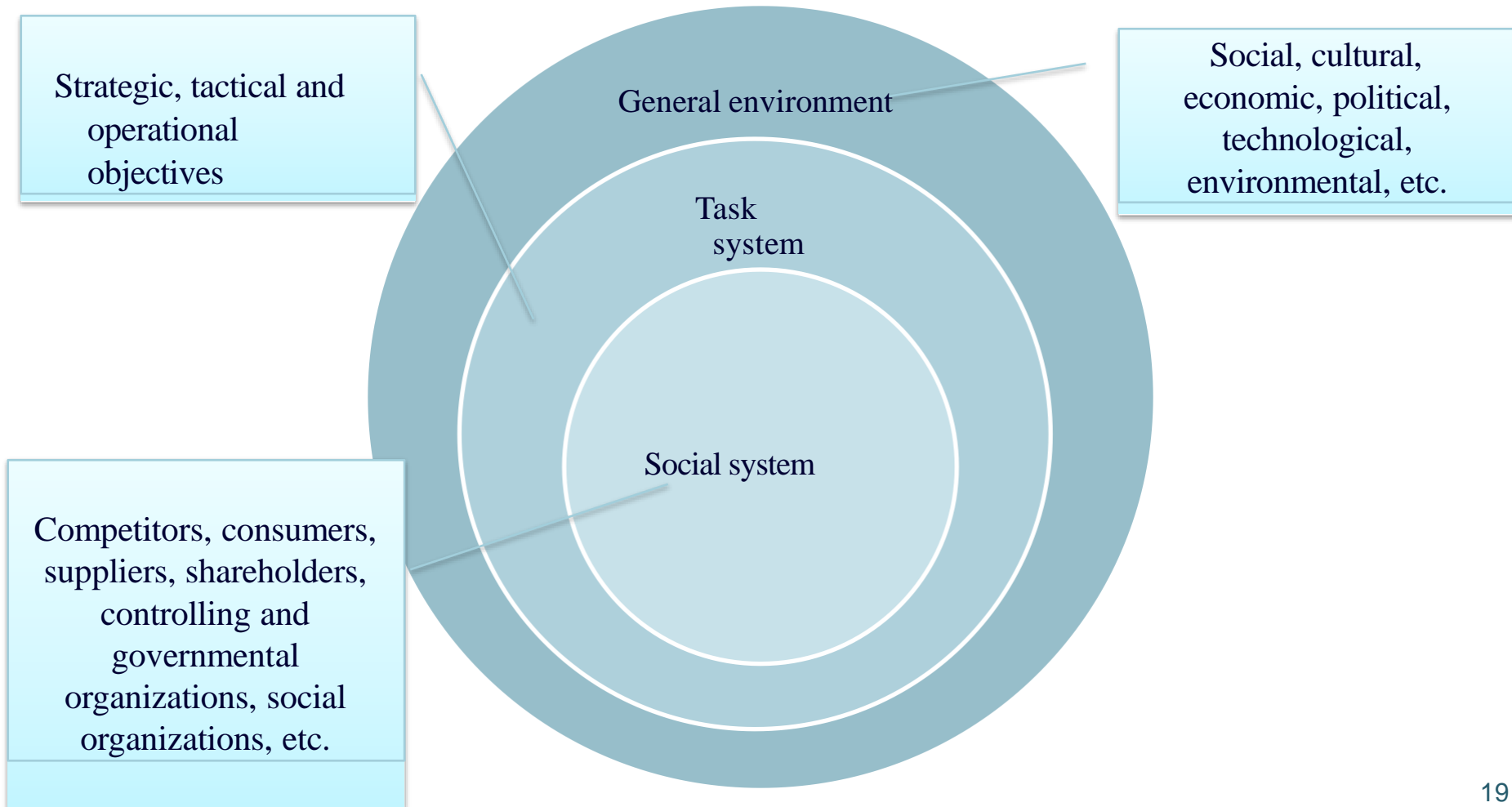
<b>Your expectations</b>	<b>Eil. Nr.</b>
1. Workplace safety	
2. Adequate support and working conditions	
3. Autonomy in the work	
4. Being able to see the results of your work	
5. Interesting work	
6. Recognition of special knowledge and talents	
7. Sufficient information to do the job	
8. Good pay	

# The environment for human resources management

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# Factor system

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# External environmental factors

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- ❑ **Economic environment** (low economic development; differentiated buyer market; globalization of the economy; mismatch between supply and demand for jobs; declining number of job starters; further shortening of working time and increasing flexibility; rising staff costs)
- ❑ **Technological environment** (increasing automation of management and production; introduction/integration of personal computers in production; new communication systems)
- ❑ **Social, cultural environment** (demographic changes and changes in societal values; increasing needs for collaboration among employees; personalization of working conditions)
- ❑ **Legal, political environment** (state interference and decreasing autonomy of decisions; risk of protectionism in different countries)



# Internal environmental factors

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- ❑ The organizational and management structure of the company
- ❑ Philosophy
- ❑ Objectives
- ❑ Culture and Values
- ❑ Level of specialization of employees
- ❑ Level of information transfer and communication
- ❑ Level of organization and motivation

# Task. Factors influencing your choice of profession/job

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Personal factors	Score (1-5)	External factors	Score (1-5)

# Principles and features of human resources management

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# Principles of human resources management

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- 1) Alignment of the interests of the organization and the individual.
- 2) The principle of partnership.
- 3) The principle of competence and responsibility.
- 4) The principle of staff development.
- 5) The principle of optimal working conditions.
- 6) The principle of autonomy.
- 7) The principle of humanism.
- 8) The principle of economy.







# Human resources management functions

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- The number of HRM functions is in many cases independent of the size of the organization.
- The only difference between large and small companies is the **nature and complexity** of the activities and procedures used to carry out these functions.

# L.L.Byars and L.W.Rue on human functions and activities of resource management (1)

---

## **1. Human resources planning, selection and recruitment**

- Job analysis to determine job requirements.
- Anticipating the need for human resources in order for the organization to achieve its objectives.
- Developing plans to meet human resource requirements and planning and implementation of human resources.
- Recruiting human resources to enable the organization to achieve its objectives.
- Selection and recruitment of human resources to carry out work in the organization.

## **2. Human resources development Employee training.**

- Designing and implementing organizational development and expansion programmes.
- Building effective teams within the organizational structure.
- Development of employee performance appraisal systems.
- Helping employees to develop career plans.

# L.L.Byars and L.W.Rue on human resource management functions and activities (2)

---

## **3. Remuneration and benefits**

- Designing and implementing reward and benefits systems for employees.
- Ensuring that remuneration and benefits are fair and equitable.

## **4. Safety and health**

- Developing and implementing health and safety systems.
- Supporting employees whose personal problems may affect their work process.

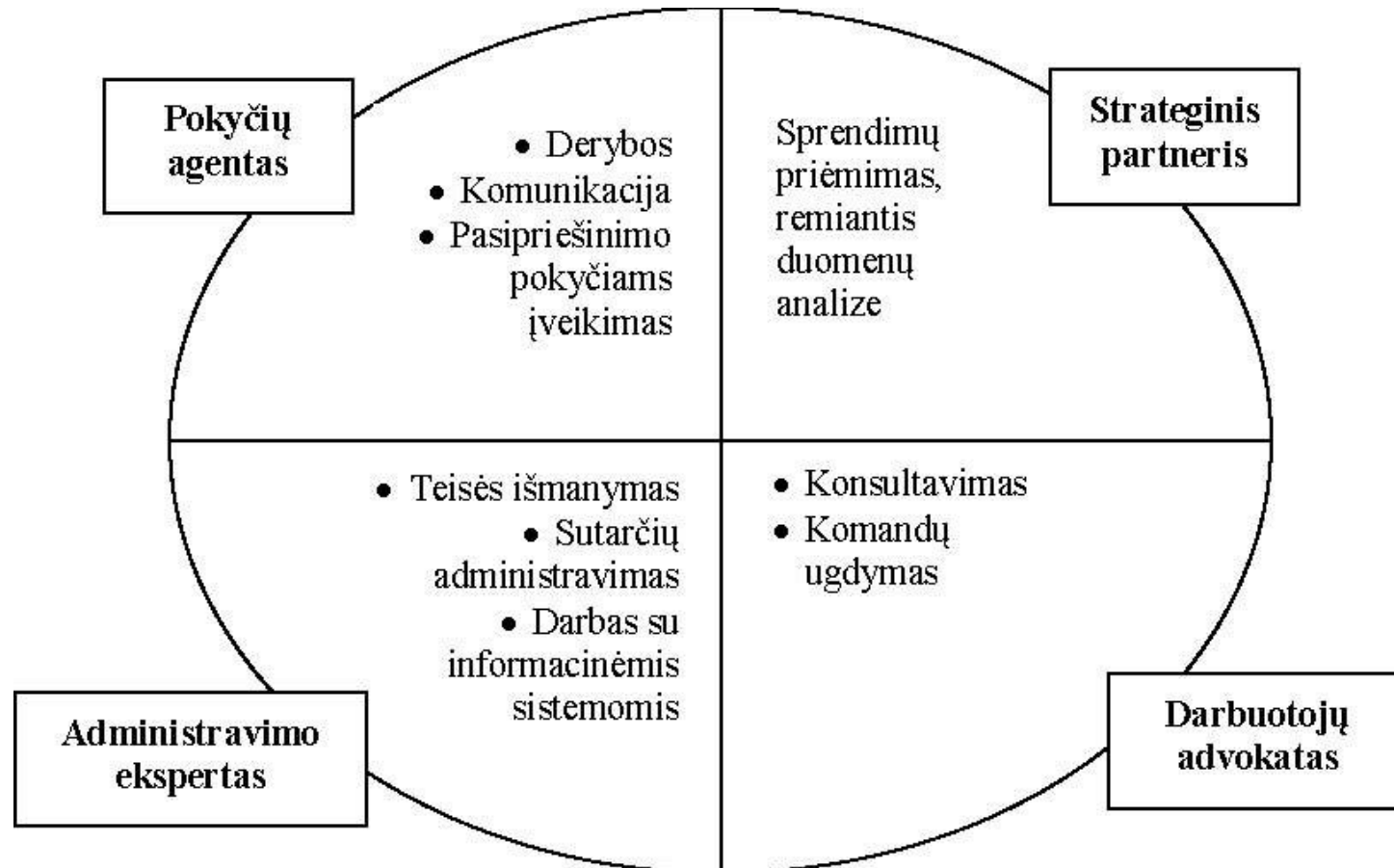
## **5. Employee relations**

- Mediation within the organization.
- Developing systems for discipline and grievance handling.

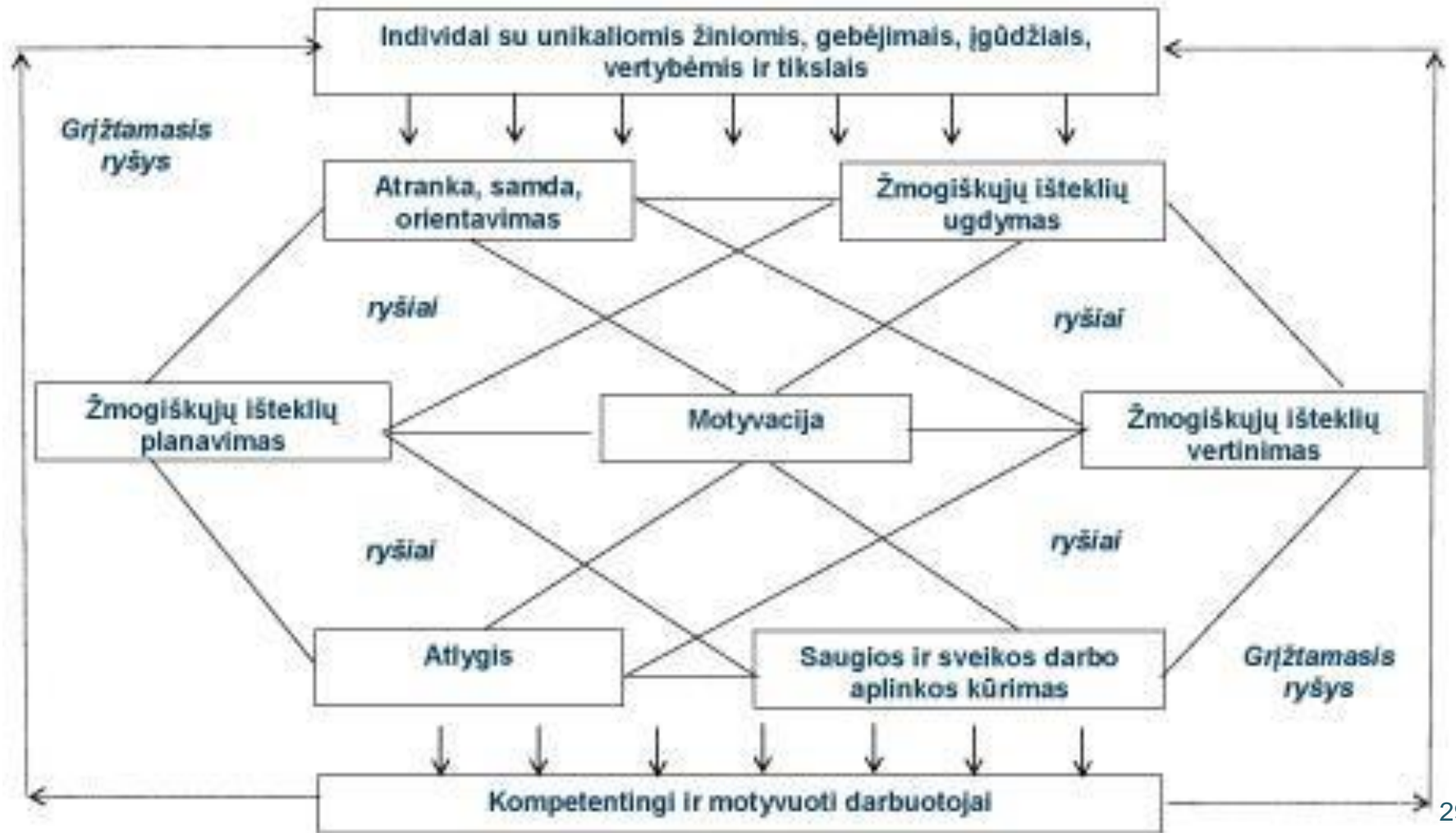
## **6. Human relations research**

- Managing the human resources base.
- Development and implementation of employee communication systems.

# Roles of the Human Resources Manager

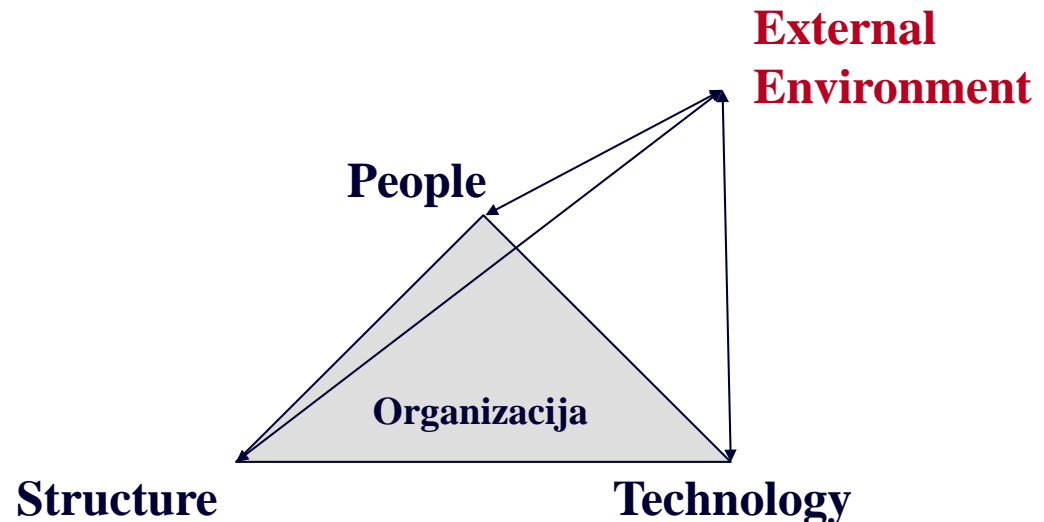


# Human resources management from a systems perspective



# Human resources management a holistic approach

- A **holistic view** of an organization's HRM emphasizes its integration into all the organization's activities - production, marketing, planning, strategizing, etc.



# Questions

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# Topic:

## **“HUMAN RESSOURCES MANAGEMENT (PERSONNEL MANAGEMENT) Part 2”**

Author

*Asta Raupelienė*



# Human resources management (Personnel management) Part 2

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Dr. Asta Raupelienė

*Projektas: Skills for Baltic Wood Industry - European quality in vocational education and training (Skilled-Up)*

# Why human resources planning?



# Need for demand planning

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- It must allow the determination of the number of staff required, their structure, the additional requirements and the sources of meeting them. This shows the formal side of demand planning.
- The identification of need must reflect the interest of staff in training, career development and the realisation of their aspirations and inclinations.
- In the context of scientific and technical development, the requirement to develop skills ahead of the pace of scientific and technical progress must be assessed.



# The importance of job evaluation

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- ❑ provides a basis for staff remuneration;
- ❑ an auxiliary tool for determining workplace requirements;
- ❑ a tool for improving the workplace: selection of the most appropriate equipment, its layout and working conditions;
- ❑ a prerequisite for humanising work. The humanisation of work imposes greater demands on work and workplace organisation.

# Organising the selection of human resources

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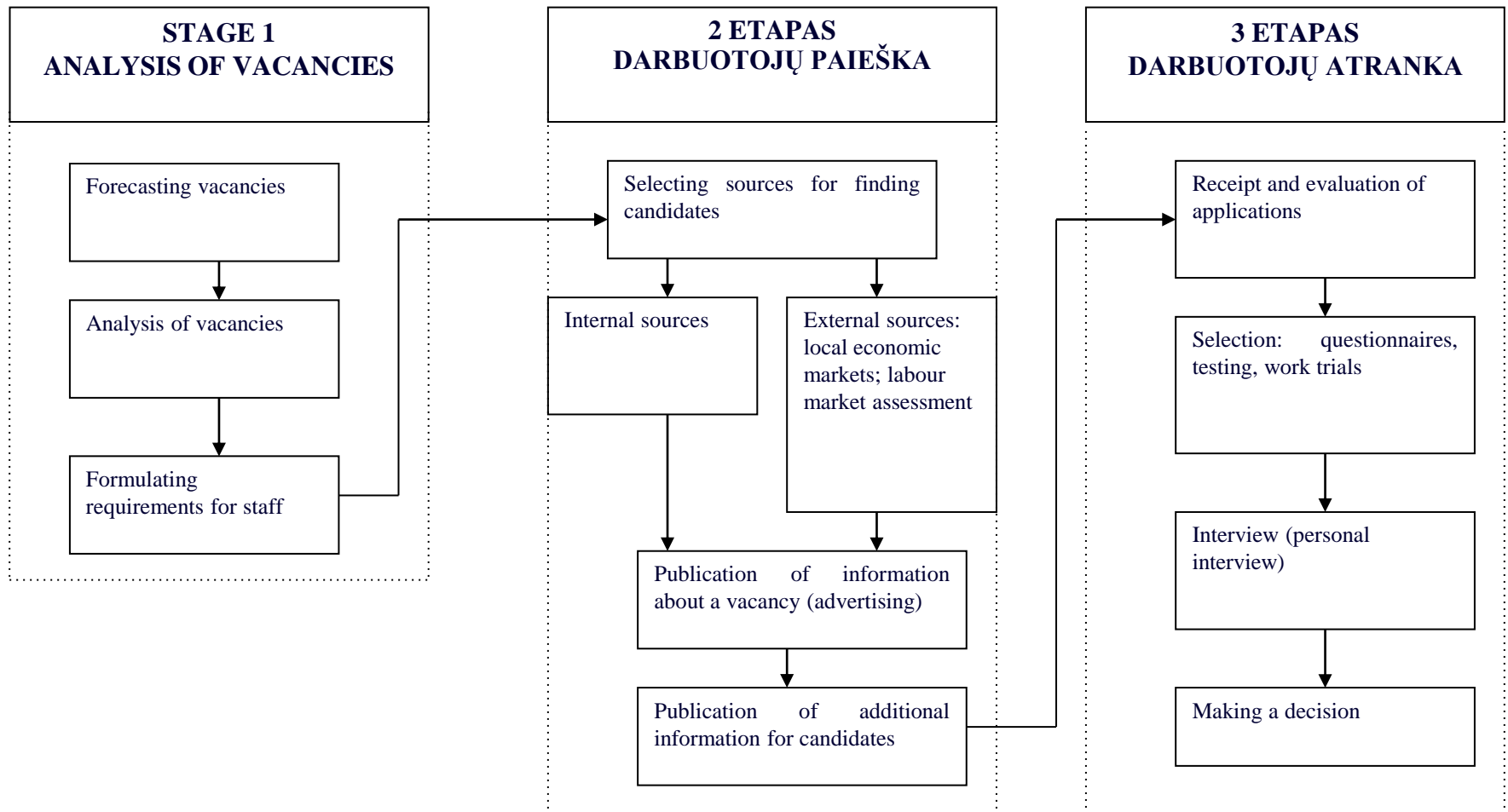
The organisation of human resources selection has several **objectives**:

- To define the requirements that candidates for vacant posts must meet.
- To select the most appropriate sources of search.
- To implement the most effective selection procedure.
- Implement an effective adaptation of new employees.

On the other hand, employees also realise their personal objectives in this process:

- To find the job that best suits their skills.
- To find the job that best meets their career expectations.

# Content of the human resources organisation



# Forecasting vacancies

---

Before selecting staff, managers need to ask themselves two basic questions:

- Do I know what I am looking for and how will I select the right person?
- Do I know exactly what to ask of my staff so that I can assess their ability to do the job?

# Factors leading to job vacancies:

---

## ***Labour-related factors:***

- *Staff turnover*
- *Age of staff*
- *Staff turnover in the company*
- *The nature and quality of staff qualifications*
- *Redundancies*
- *Need for 'fresh blood'*

## ***Factors related to organisational decisions:***

- *Growth rates*
- *Introduction of new technologies*
- *Development of new products or services*
- *Tapping into new markets*
- *Changes in staffing requirements*

## ***Factors related to the external environment:***

- *Inflation*
- *Unemployment*
- *Competition*
- *Computerisation*



# Analysis of vacancies

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## *Analysis of vacancies -*

a human resources management activity designed to gather knowledge about the nature of the jobs to be filled and to determine the requirements of the people who should be hired to fill them.

# Methods for analysing the work:

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1. ***Structured interview.*** This is a fairly widespread method. In practice, it involves individual interviews with each worker or with groups of workers doing the same job, interviews with line managers or with experts with a good knowledge of the work being analysed.
2. ***Questionnaires (structured questionnaire).*** In this case, a questionnaire is administered to employees describing the duties and responsibilities associated with their work.
3. ***Analysis of work records (work diaries).*** In this method, the worker keeps a diary or logbook in which he/she records the work done during the day.
4. ***Work observation.*** This method is appropriate when the work consists mainly of easily observable physical activities.

# FIGURE 1: Structure of the job analysis questionnaire

<b>1.Identification of work</b>	Job title, name of department, title of line manager
<b>2.Summary of work</b>	Very briefly, the purpose of the work, what it does and how
<b>3.Nature of work</b>	Identification of the components of the work, specifying the percentage of time to be spent on them, the criteria for good performance, the educational requirements
<b>4.Nature of liability</b>	It specifies how responsibility is to be borne, whether moral or material, and articulates personal responsibility
<b>5.Content of the work</b>	Activities (tasks) ordered by frequency and importance
<b>6.Nature and degree of rights</b>	Right to sign, right to publish information, right to restrict and control the tasks of other employees
<b>7.Contact</b>	Who is subordinate to whom, whom does he lead, with whom does he collaborate, with whom is he connected outside the organisation?
<b>8.Identifying the requirements of the employee</b>	Physical qualities, abilities, level of education and level of relevance, nature and duration of experience required.
<b>9.Description of working conditions</b>	Identification of physical conditions, specific psychological requirements, unique conditions
<b>10.Description of risks</b>	Identify hazards, whether training in safe
<b>11.Performance standards</b>	Describes the standards used to assess performance



The following documents provide the information needed for staff selection and job analysis:

---

- ***A job description*** is a written statement of the content (profile), performance requirements and working conditions of a particular job. This document contains only the details of the job.
- ***A job profile*** is a document setting out the requirements of the person who performs the job: experience, education, personal qualities, etc.
- ***The job description*** includes the job description and the requirements for the person doing the job.

# Formulating requirements for staff

---

*Specialist requirements*, which define the level of education, training, special knowledge and professional experience required.

*Personal requirements*, which define the personal qualities necessary for the successful performance of the job (e.g. communicative ability, leadership, level of responsibility, etc.).

# PHP. Profile of requirements

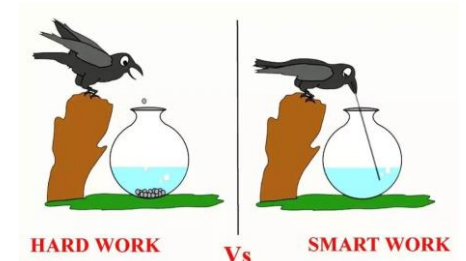
Requirements	Important	Of little importance	Irrelevant
<b>A. SPECIALISED REQUIREMENTS</b>			
<b>1. Education</b> Secondary Special secondary Higher education Higher non-university Higher university education Bachelor Graduate Specialist Master			
<b>2. Specific knowledge</b> Foreign language Computer skills Other			
<b>3. Professional experience</b> Number of years worked Branch Size of company			
<b>B. PERSONAL REQUIREMENTS</b>			
Level of responsibility Critical thinking Ability to lead Communicative Ability to negotiate Clarity of language Ability to judge Willingness to learn Analytical thinking Ability to work in a group Other			

# Task: description of the staff member's competences

---

*Draw up a competency profile based on the requirements of your job/position, using the criteria provided:*

- Appearance -
- Achievements -
- Education -
- Special skills -
- Hobbies -
- Characteristics of being -
- Personal living conditions -



# RECRUITING STAFF

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**Recruitment** can be defined as an organisation's activities aimed at identifying and attracting potential employees.





# Recruitment and selection process

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# Successful recruitment of skilled workers is determined by:

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- **External factors** that have a significant impact on the selection process include: the legislative framework for regulating labour relations, the situation on the labour market, the conditions of economic competition, and the composition of the workforce.
- **Internal factors:** the type of activity of the organisation, the objectives of the organisation, the level of the organisation, the level of productivity, the management style of the organisation, the image of the organisation, etc.

# Internal staff selection methods:

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- 1) selecting candidates from among your own staff;
- 2) selecting candidates from among former colleagues in the company (from among those who have previously worked for the company);
- 3) selecting candidates from among former colleagues in other companies and from among acquaintances (through recommendations from acquaintances).

# The benefits of internal staffing:

---

- **Positive motivation.** The prospect of a better job, a higher position, and thus a higher salary, encourages employees to strive for excellence in their work and to be active in the company;
- **Employee mobility.** Within the same company, people have the opportunity to develop their personality by trying their hand in other areas and changing jobs;
- **Lower supply costs.** The company does not need to incur additional costs to advertise the vacancy, as the selection of staff is done within the company or by company employees;
- **Faster adaptation.** The employee is already aware of the company's activities, internal procedures and the requirements of the company's employees, which makes it easier and quicker for them to adapt to the new job.

# Weaknesses in the selection of internal staff:

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- some employees are not proactive, fearing a negative response to an offer of a new job in the same company. This can cause stress or negative emotions, and can reduce activity and self-confidence;
- Reduced opportunity for change and innovation. There needs to be mobility of employees, because if the same employees work in the same company, there is no one to innovate. There is no opportunity to benefit from the experience of other companies.

# External recruitment methods:

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- 1) finding staff through the labour office;
- 2) contacting recruitment agencies and consultancy firms;
- 3) public announcements in the mass media;
- 4) executive search firms ("brain hunting");
- 5) selection of candidates from educational institutions, career days;
- 6) hiring (leasing) of employees;
- 7) online recruitment, websites;
- 8) personal references;
- 9) random candidates.



# The benefits of external staffing:

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- **More candidates.** A higher number of candidates can lead to a better choice of staff;
- **The opportunity to attract a good candidate from another company,** while benefiting from the expertise of another company;
- **Opportunity for change and innovation.** New people come with new ideas and suggestions on how to improve the company's performance.

# Weaknesses in the selection of external staff:

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- such a selection requires significantly more time and effort in selecting the best staff, thus increasing the complexity of the selection procedures;
- it is more difficult and time-consuming for a new recruit to adapt to the company than internal recruitment;
- higher selection costs. Advertisements in the press and other mass media are paid. Private recruitment agencies are particularly expensive;
- hinders the development of in-house staff. If an employee was expecting a promotion, he or she may become more passive and there may be a negative reaction.



# STAFF SELECTION

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*The selection* process must ensure that the knowledge, skills and abilities of those applying for the vacancy match the requirements of the job.



# Discrimination and staff selection



# Main selection activities

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- 1) analysing and sorting applications and admission forms for job applicants
- 2) checking references and characteristics;
- 3) organising and conducting interviews with applicants;
- 4) preparing tests;
- 5) organising testing;
- 6) analysing test results;
- 7) Decision-making.

# Selection methods

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- 1) sorting of recruitment forms;
- 2) checking references and characteristics;
- 3) Interview;
- 4) tests;
- 5) modelling situations or making a decision

# Staff suitability tests

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- ❑ tests of cognitive abilities (specific mental abilities);
- ❑ tests of physical ability, monotonicity;
- ❑ tests of job-related knowledge;
- ❑ job performance tests;
- ❑ personality tests;
- ❑ tests of hobbies;
- ❑ achievement tests;
- ❑ drug use and AIDS tests;
- ❑ polygraph or lie detector;
- ❑ graphology.

# Assessment of the candidate's documents

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## **1. Preliminary interview.**

## **2. Documents:**

- a) Candidate questionnaire.
- b) Curriculum Vitae.
- c) Motivation letter.
- d) Graduation certificate.
- e) Social security certificate.
- f) Photographs.
- g) References, testimonials (e.g. from a former employer).
- h) Samples of work.
- i) Health certificate.

# Selection of candidates

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## **1. Eligibility tests:**

- a) Cognitive ability (specific mental abilities) tests;
- b) Tests of physical ability, monotonicity;
- c) Tests of knowledge required for the job;
- d) Job performance tests;
- e) Personality tests;
- f) Hobbies tests;
- g) Achievement tests;
- h) Drug use and AIDS tests;
- i) Polygraph or lie detector;
- j) Graphology.

## **2. Biographical survey.**

## **3. Situational methods.**

# Personal interview

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The main objectives of a personal interview:

- To create the right environment.
- To gather the right information.
- To provide information about the job and the organisation.
- Decide on the next step.

Personal goals of the candidates:

- To be heard and understood.
- To have the opportunity to demonstrate their qualifications.
- To gather information about the job and the organisation.
- To be treated with respect and fairness by the employer.



# Types of personal interviews:

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- 1) **Structured interview** - the interview follows a pre-defined plan, a typed interview form is prepared in advance and the answers are accurately recorded.
- 2) **Semi-structured interview** - a questionnaire is prepared in advance, but candidates are asked additional questions.
- 3) **Unstructured interview** - no pre-planned interview plan is prepared and only the main topics are anticipated, during this type of interview the candidate's emotional reactions, behaviour, speaking style, etc. are observed.
- 4) **Stress interview** - this interview differs from the others not in the form of the questions but in the content, and is aimed at making the candidate uncomfortable, unnerving him/her and assessing his/her behaviour.

# Personal interview questions:

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- 1) **Questions about education,** academic achievements and professional training. In addition to academic achievements, the answers provide information on important qualities such as initiative, independence, ability to communicate, etc.
- 2) **Questions on professional experience.** The questions can give you more information about the candidate's proactivity at work, ability to perform important tasks, organisation and other professional characteristics. It is advisable to start the discussion with the most recent employer rather than the first one. This saves interview time and the best performance can be expected from a new recruit when the candidate has done similar work before and does not need to spend time retraining.
- 3) **Questions about career aspirations.** This helps to understand how the candidate envisages his/her career and what his/her immediate and future career aspirations are. Employees are at their best and most satisfied when their job offers them opportunities for professional growth and career development.
- 4) **Questions on communication and cooperation skills,** personal characteristics of the candidate.

# What should be avoided?

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- 1. Inappropriate questions.** Only ask questions that are relevant to the job.
- 2. the HALO (first impression) effect.** Research shows that often in the first few minutes an opinion is formed about a candidate. When this happens, the interviewer may not pay attention to other valuable information.
- 3. Interviewer dominance.** Only interviews where both sides receive information will be successful.
- 4. Non-analogous questions to candidates.** Candidates must be asked the same questions in the same sequence. This will reduce complaints of discrimination.
- 5. A tendency towards the middle,** where all candidates are assessed on average.
- 6. Halo creation, bias,** where only a few personal qualities are assessed, or on the basis of prejudice.
- 7. Contrast effect.** When, after interviewing several or one poorly qualified candidate, a better qualified person is interviewed, the impression is given that he is the best and he is rated better than he really is.
- 8. Non-verbal communication.**
- 9. Similarity errors.** The outcome of an assessment may depend on the assessor's perception of himself. He or she may look for qualities in others that he or she possesses. In this case, candidates with his/her traits will be evaluated more favourably.

# Task: Requirements for the candidate

*Based on the competency profile you have drawn up, please outline the necessary and desirable requirements for the candidate.*

Criteria	Essential requirements	Preferably
Physical condition of the candidate		
Level of professionalism		
Intellect		
The nature of capacities		
Interests, favourite pastime		
Temperament and personality traits		
Personal living conditions		



# WORKING CONTRACT

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**An employment contract** is an agreement between an employee and an employer, whereby the employee undertakes to work in a particular occupation, speciality and qualification, or to perform certain duties, in accordance with the established working procedures, and the employer undertakes to provide the employee with the work specified in the contract, to pay the employee the agreed wage and to ensure the working conditions laid down in the labour law, other regulatory enactments, the collective agreement and the parties' agreement.

**The collective agreement** contains the most general rules governing the employees' work, their conditions of work, the procedure for resolving conflicts, pay, etc. A collective agreement is fully sufficient to regulate the work of an ordinary worker.



## The following documents are required at the time of recruitment:

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1. Proof of identity.
2. Evidence of education, training and health (if required by the nature of the work).
3. For minors aged between 14 and 16, a birth certificate, written consent from the school at which the child is studying and from a parent or other legal guardian, and a doctor's authorisation to monitor the child's health.
4. The employer has the right to request other documents required by law.

# EMPLOYEE ADAPTATION

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*Employee orientation* is the process of familiarising a new employee with the job, the environment and the team.

*There are two forms of adaptation:*

- *Occupational*, which involves familiarising the worker with the functions to be performed, the workplace and the working conditions;
- *socialisation*, which is the social adaptation during which the worker gets to know and adapt to the new team and supervisor, and begins to understand and accept the values, behavioural norms and opinions of the new team.

# Stages of adaptation:

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1. **Familiarisation phase.** Indicators used to measure this stage include 'familiarity with the content and conditions of the job', 'familiarity with the team', 'familiarity with the opportunities to participate in decision-making', and 'the extent to which the work performed is in line with personal qualities'.
2. **Assessment phase.** The content of this phase consists of an evaluation of the experience gained during the familiarisation phase, divided into acceptable and unacceptable. The evaluation is described in terms of the indicators 'job satisfaction', 'satisfaction with working conditions' and 'satisfaction with the team'.
3. **Compatibility phase.** In this phase, the employee is consciously aware that he or she belongs to the team and accepts its values, behavioural norms and opinions. The indicators used for this phase are the same as those used in the assessment phase.



# The company's staff adaptation system includes:

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- 1) An introduction to your new workplace.
- 2) Briefing on the new tasks and workplace.
- 3) Introduction to working methods.
- 4) Observation of the new employee.

# The familiarisation-introduction interview provides information about:

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- safety rules;
- rules on reporting accidents and illnesses;
- control and reporting forms;
- rules for receiving equipment;
- maintenance of the workplace;
- social facilities (rest rooms, free meals, etc.);
- details of co-workers, internal company procedures.

# Questions

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# Topic:

## **“HUMAN RESSOURCES MANAGEMENT (PERSONNEL MANAGEMENT) Part 3”**

Author

*Asta Raupelienė*

# Human resources management (Personnel management) Part 4

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Dr. Asta Raupelienė

*Project: Skills for Baltic Wood Industry - European quality in vocational education and training (Skilled-Up)*

# Motivating staff

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*There is no doubt that motivation is one of the most important factors in determining employee performance. Even the best employees, if they are not motivated, will perform at best mediocrely.*



# The essence of motivation

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*Need - the inner state of a person when a feeling of tension caused by a lack of something.*

- *Primary* needs are physiological in nature and, as a rule, innate
- *Secondary needs* are psychological in origin.



# Definitions

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□ ***Motive*** - a reason for an action, related to the satisfaction of objective needs, which leads a person to behave in one way or another

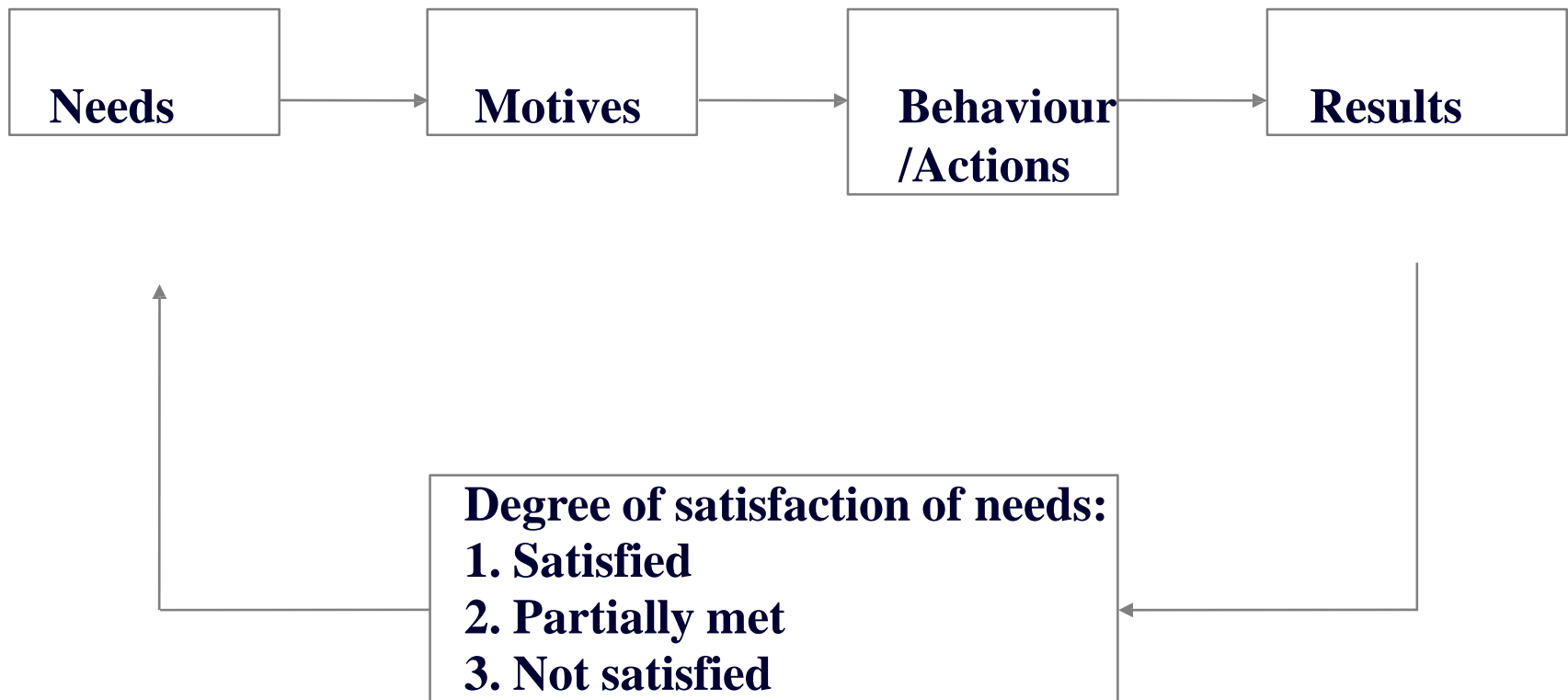
□ ***Motivation*** - intrinsic human behaviour

The system of encouragement of inner motivation (activity), conditioned by various motives.

Is the process of encouraging oneself and others to achieve personal or organisational goals.

# Motivation through needs model

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# Overview of motivation theories

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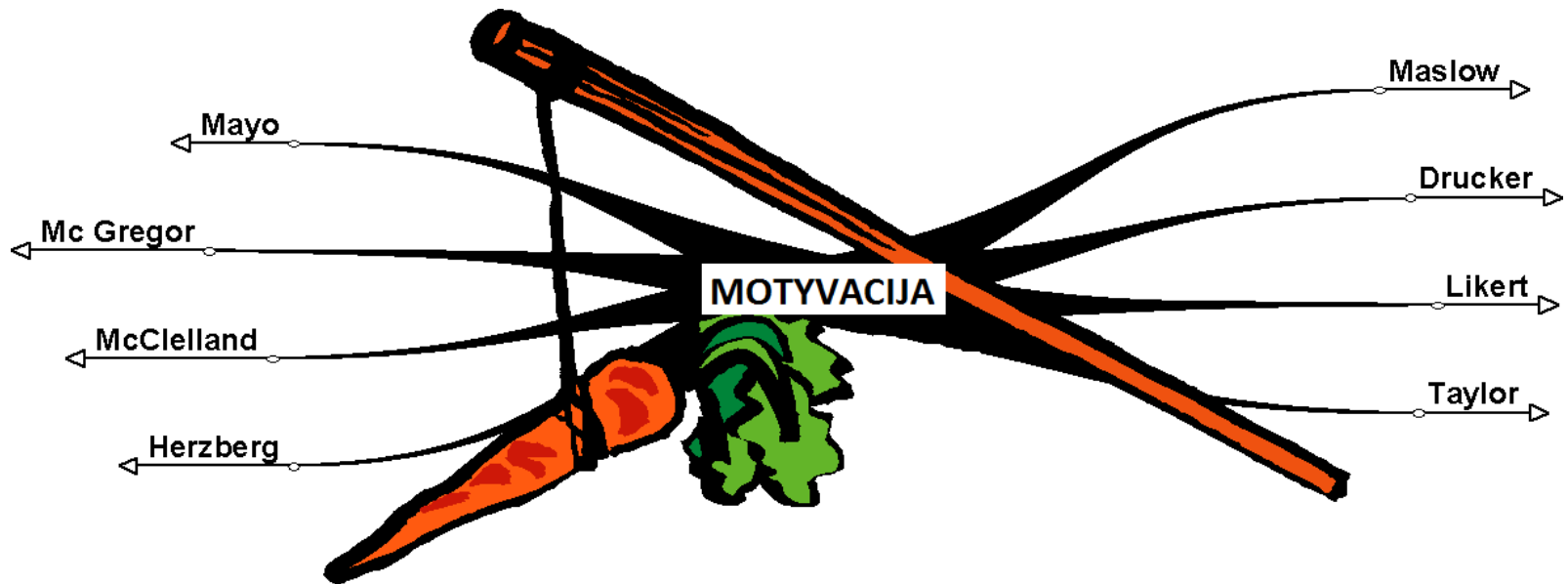
## Overview of motivation theories

**Needs theories** - focus on people's needs, i.e. **what motivates people to act**. It looks at people's personal incentives, the goals they pursue to meet their needs.

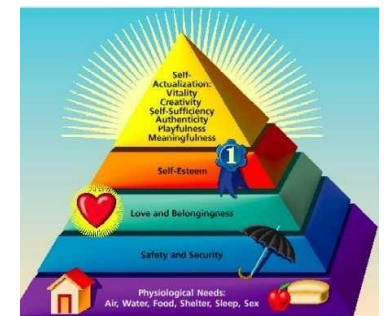
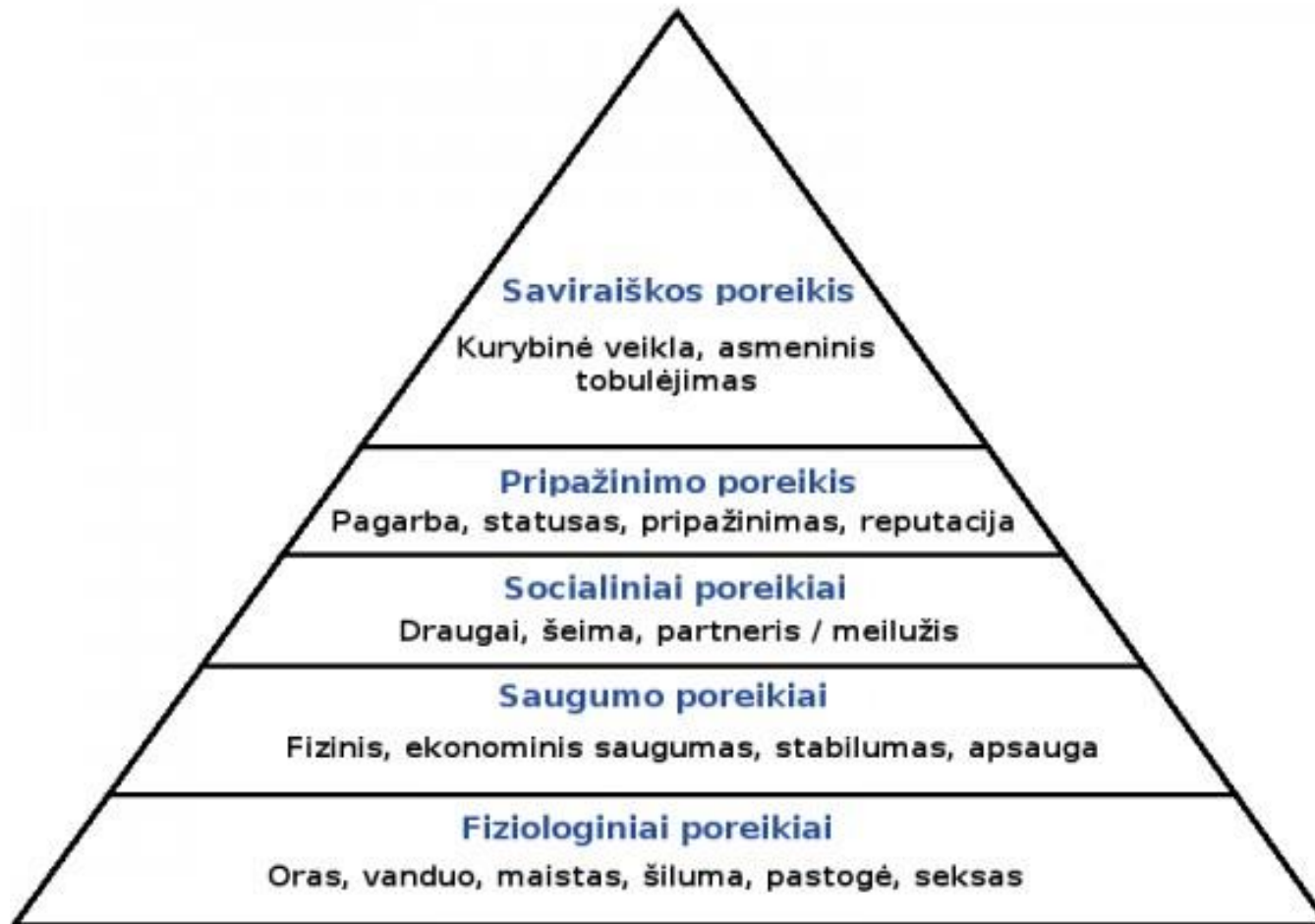
**Process theories** - these focus not on what motivates people to act, but rather on how they allocate their efforts to different goals and how they choose the appropriate actions and behaviours, i.e. taking into account the very the process of motivation

# Theories of motivation

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# A.Maslov's hierarchy of needs



# Methods for meeting higher level needs

## **Social needs for dependence**

1. Give co-workers a job that allows them to communicate.
2. Create a spirit of unity in the workplace.
3. Hold regular meetings with subordinates.
4. Avoid informal groups unless they cause real damage to the organisation.
5. Allow for social interaction outside the workplace, outside the organisation.

## **Needs for respect**

1. Giving your subordinates more rewarding work.
2. Appreciate and encourage the performance of subordinates.
3. Involve subordinates in the goal-setting and decision-making process.
4. Delegate additional rights and powers to subordinates.
5. Facilitate career development.

## **Self-actualisation needs**

1. Enabling subordinates to learn and grow to their full potential.
2. To give subordinates challenging and important work that requires their full commitment.
3. Encourage and develop subordinates' initiative and creativity

# Frederick Herzberg (1923-2000)

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Two-factor theory.

***Hygiene factors:***

Salary, working conditions, level and quality of management, relations with colleagues.

***Motivational factors:*** job satisfaction, recognition, interest



# Herzberg's 2-factor theory

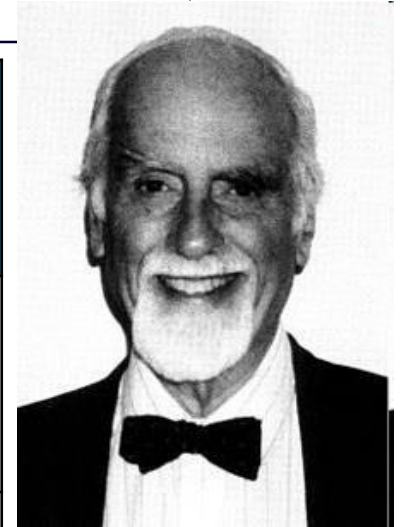
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- *Hygiene factors relate to the environment in which people work. If the level of hygiene factors is inadequate, the person will feel dissatisfied at work. If it is sufficient, the person does not even notice them. Hygiene factors therefore do not motivate people to work better, but only prevent them from feeling dissatisfied.*
  - Hygiene factors include: 1) management policies, 2) working conditions, 3) remuneration, 4) relationships with supervisors, subordinates and colleagues, and 5) level of direct control.
- **Motivational factors** relate to the nature and content of the work itself and motivate people to perform better. The absence of these factors does not lead to dissatisfaction, while their presence leads to satisfaction and motivation employees to work more effectively.
  - 1) success, 2) career and professional development, 3) recognition, 4) responsibility, 5) creative and professional growth.



# David C. McClelland (1917-1998)

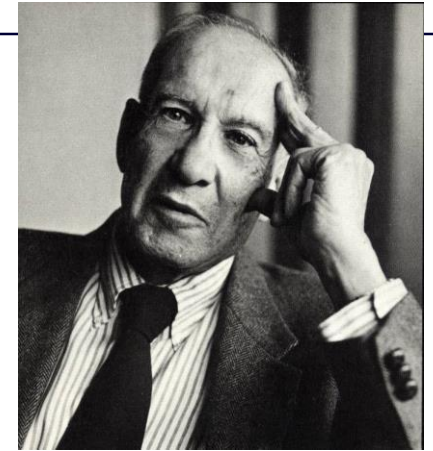
Motivation model	Psychological basis
Reach	Efforts to overcome challenges, improve, grow
Uniting	Efforts to bring people together for a positive effect
Authorities	Efforts to influence people and situation



# Peter Ferdinand Drucker (1909 –2005)

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Work in an organisation was seen as a special activity that makes the unorganised crowd effective, group into a group that works efficiently and effectively.



Ways to best develop and motivate competent employees:

- know their strengths;
- assign them to jobs where they can do the most
- contribute to the overall business results;
- treat them as colleagues;
- allow them to cope with the challenges they face.

# Rensis Likert (1903 - 1981)

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The key motivating factor is the organisational management system.

The four motivation management systems:

- Authoritarian operating type;
- the authoritarian benevolent type;
- the consultative democratic type;
- democratic type.

# The concept of motivation in procedural theories of motivation

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## Rewards can be twofold:

- *The intrinsic reward comes from the work itself. It's the satisfaction of achieving a result, of doing meaningful and meaningful work, and of self-esteem, friendship and communication.*
- *Extrinsic rewards are what most often come to mind when we hear the word 'reward'. The extrinsic reward does not depend on the work itself, it is provided by the organisation.*


# V.Vroom's Theory of Hope

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It is argued that active demand is not the only condition for people's motives in pursuit of goals. People must also believe that the behaviour they choose will actually meet their expectations. Hope is seen as an assessment of the likelihood of a desired outcome.

The meaning of the three reciprocal relationships:

- *Hope: labour inputs - results (D-R)*
- *instrumentality: results - reward (R-A);*
- *valence (V).*

- 
- 
- ❑ Expectations related to work **inputs - results** - are the ratio between the effort put in and the results obtained. When people do not feel a direct link between effort and outcome, their motivation to act is weakened.
  - ❑ The **outcome-reward** relationship refers to the expectation of receiving the desired reward for the results achieved:  
a bonus, recognition, internal pride.
  - ❑ **Valence** is the degree of relative satisfaction or dissatisfaction with a reward. If valence is low, people's motivation to work will decrease.

According to the expectancy theory, in order to motivate employees, a manager must:

- ❑ assessing the salary the employee expects and trying to influence him/her by indicating what the realistic earning potential is;
- ❑ emphasise the value of the r





# **Adams' theory of justice**

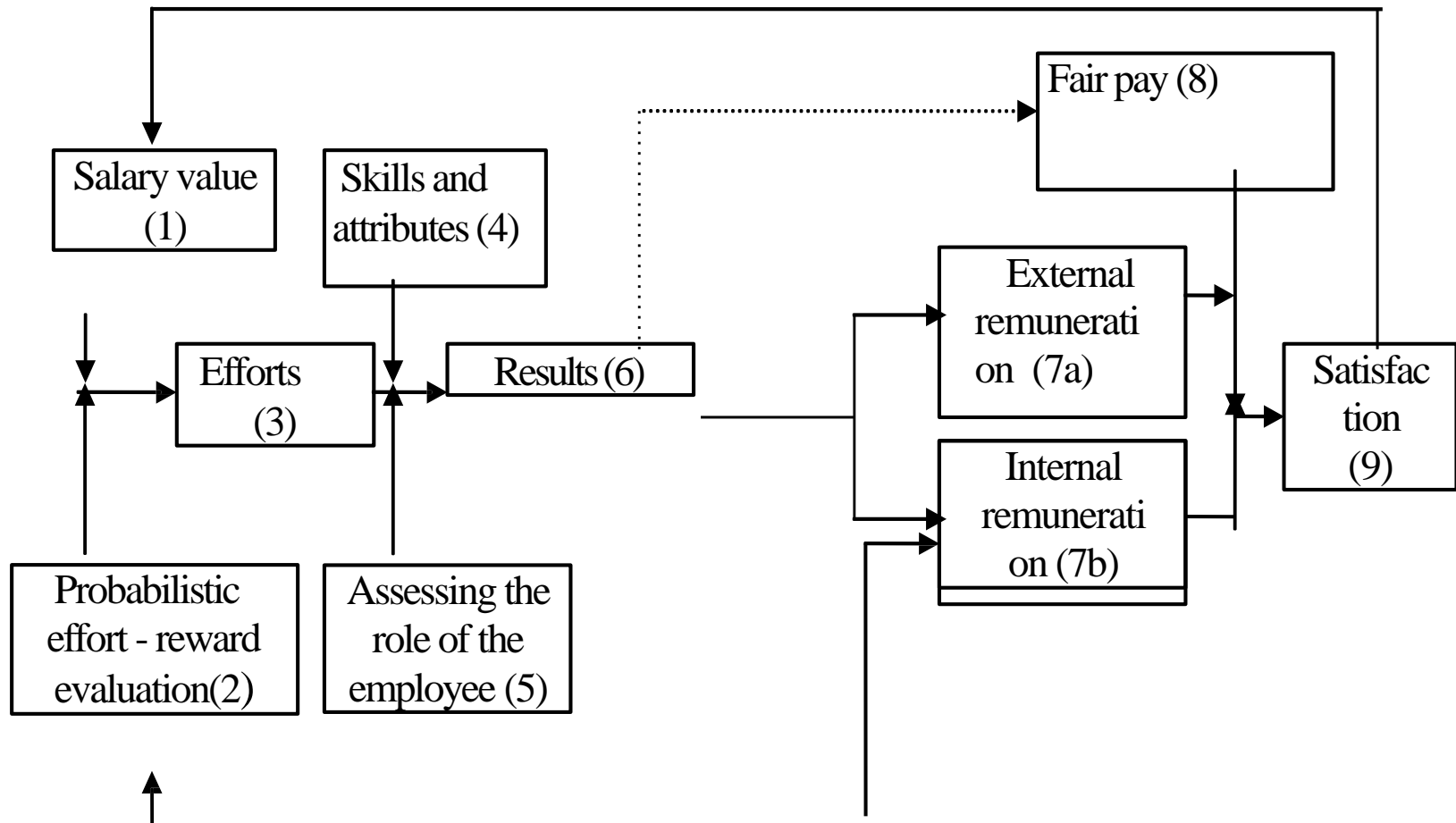
The theory is based on the assumption that people subjectively determine their own wage-effort ratio, which they then compare with that of others in similar jobs people who are doing the same job.

Employee satisfaction levels are related to comparisons between:

- ❑ the effort they give to the company and what they get from it;
- ❑ what they get and what others get.



# Porter - Lauler motivation model



# Five variables in the model:

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- Efforts;
- Perception;
- Results;
- Salary;
- Satisfaction.

In this model, performance depends on the employee's effort, his/her abilities and his/her perception of his/her own importance. The level of effort will depend on salary the value of the effort and the perception of the likelihood of receiving it.

*Productive work leads to satisfaction.*

# Methods of motivating staff

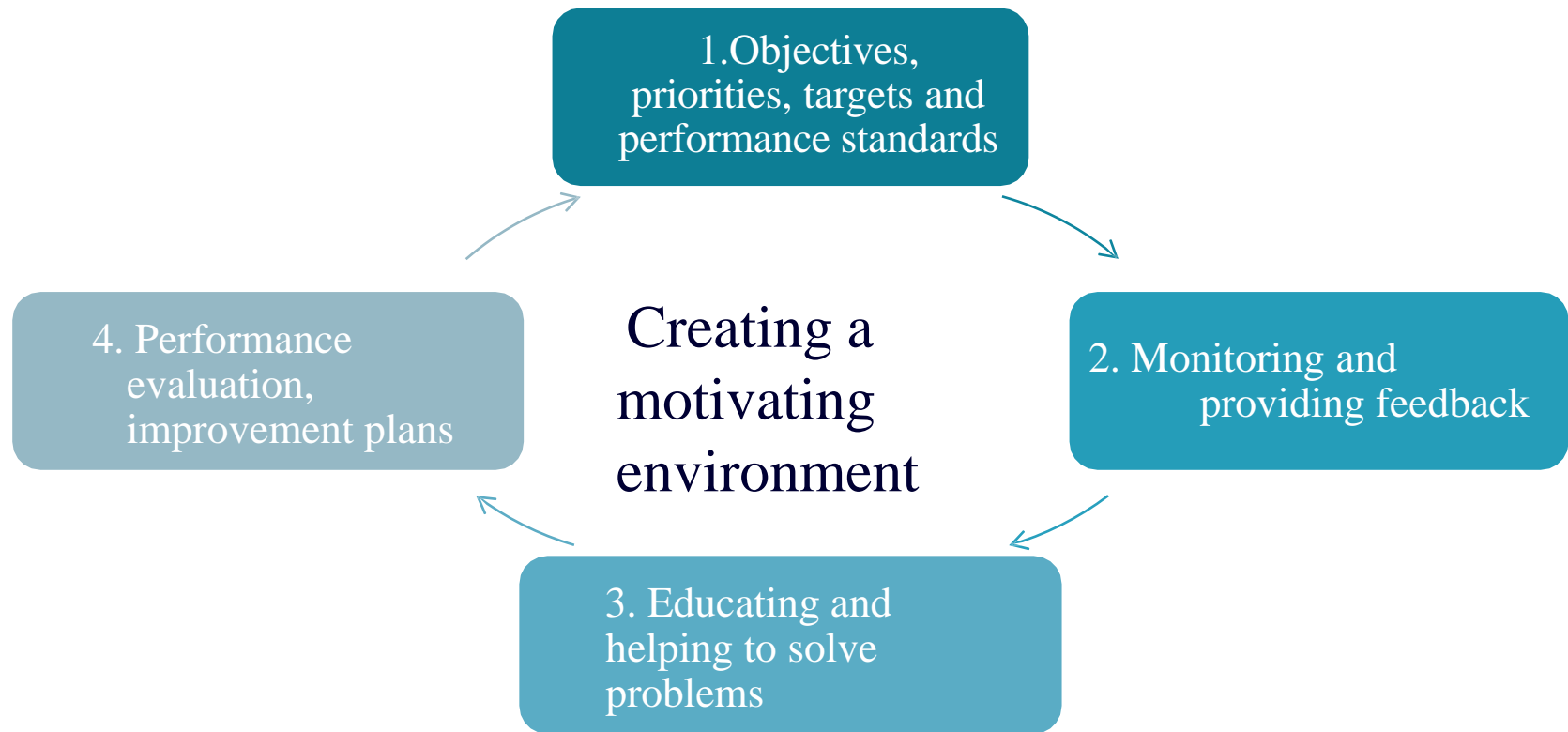
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*Since ancient times, people have used various means to influence the behaviour of others in a desired direction: coercion, punishment, material and moral incentives.*



# The manager's role in creating a motivating working environment

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# Goal-setting is key

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**S** (specific)

**M**(measurable)

**A** (achievable)

**R**(relevant)

**T** (timed)



# Practical aspects of motivation

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- ❑ ***Amotivation*** - a state in which the worker does not feel a connection between his/her work and the factors that are trying to motivate him/her to work.
- ❑ ***Motivation*** - is a positive emotional state that is influenced by stimulating forces and drives employees to act.
- ❑ ***Demotivation*** - is a negative emotional state that leads to poorer performance.

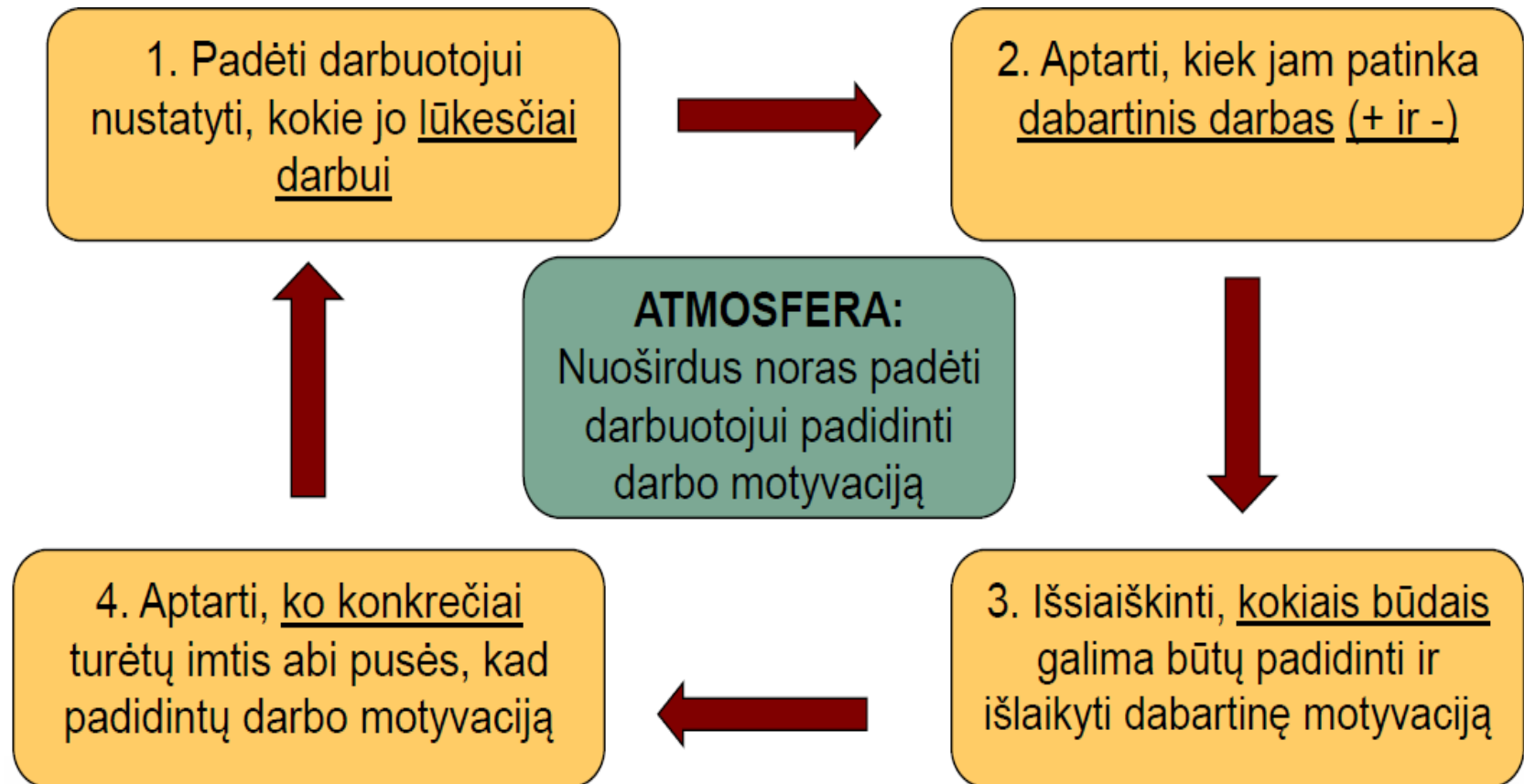
# Demotivators - the factors that lead to demotivation

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- ❑ Policy
- ❑ Unclear expectations
- ❑ Unproductive meetings
- ❑ Constant change
- ❑ Hidden information
- ❑ Low quality standards
- ❑ Lack of feedback
- ❑ Frequent criticism
- ❑ Hypocrisy



# Solutions for assessing expectations





# Solutions to increase motivation (1/2)

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## On task

- Task support, taking over unwanted work
- Providing organisational and technical information
- Lending or giving money, increasing the budget, additional equipment.

## With position

- Trust - the offer of a task whose performance would contribute to promotion
- Recognition - acknowledgement of effort, ability, or achievement
- Publicity - an opportunity to make a positive appearance in front of important people
- Reputation - improving a person's standing in the eyes of others
- Contacts - providing opportunities for networking with others
- Importance - emphasising the importance of a person

# Solutions to increase motivation (2/2)

## With personality

- Challenge/learning - tasks that increase abilities and skills
- Sense of ownership, authorship - involvement, creating conditions for authorship
- Gratitude - expressing appreciation or gratitude

## With position

- Acceptance - inclusion, closeness and friendship
- Personal support - providing personal and emotional support
- Understanding - listening to another person's concerns and problems

# Questions

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# Curriculum Vitae (CV)

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## A CV is properly prepared if:

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- ❑ it is structured and clearly set out;
- ❑ no language errors are left out;
- ❑ the information is presented in a readable format without being overloaded with detailed information;
- ❑ highlighting those (professional) biographical facts or abilities that meet the selection criteria of the competition.



# CV layout and scope /1

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- ❑ The CV should be typed on a white A4 sheet and should take up no more than 1-2 pages.
- ❑ Please provide the most relevant facts from your biography. You could say: it should be long enough to contain all the information, but concise enough to avoid boredom and fatigue.



## CV layout and scope /2

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- ❑ The CV must be in print.
- ❑ Do not use many different font types and sizes.
- ❑ It is necessary to leave enough "white" space, spaces between paragraphs, so that you can immediately attention is drawn to the most important headings.



# Content

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Collect all the documents about your your education and work history, documents evidence of your achievements in science, art or sport. Be sure to indicate your strengths in relation to the job you are applying for. However, try to select only what is most relevant for your future job.





# Main parts of CV /1

---

- ❑ **Name, surname.**
- ❑ **Personal data** (year of birth and contact details).
- ❑ **Job or career goal.** Please specify the job you are looking for or the field of your professional activity.

# Pagrindinės CV dalys /2

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- ❑ **Išsilavinimas** (kada pradėjote ir kada baigėte mokymo įstaigą, kokioje mokymo įstaigoje bei kokią specialybę bei mokslo laipsnį įgijote, diplomo įgijimo data).
- ❑ **Darbo patirtis.** Nuo kada iki kada dirbote, darbovietės pavadinimas, miestas, einamos pareigos (galbūt pareigos keitėsi, tuomet svarbu tai nurodyti), pagrindinės funkcijos. Jei darbo patirties neturite, šią dalį galite pakeisti dalimi “Praktikos”.

# Main parts of CV /3

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- ❑ **Refresher courses.** Please indicate only those courses, internships or studies at foreign universities, participation in scientific activities, etc., which may be relevant to the new job.
- ❑ **Personal skills and abilities.** It is important to mention any other skills you have that may be relevant to your new job:
  - ❑ General skills (teamwork, leadership, communication skills, etc.)
  - ❑ knowledge of foreign languages (which foreign languages and at what level
  - ❑ at what level you speak. You can distinguish the level of written and oral language skills);
  - ❑ computer applications you work with, accounting applications, etc.;
  - ❑ driving experience.

# Main parts of CV /4

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- **Hobbies and personal characteristics.**

Mention your most important hobbies and achievements. This is not a mandatory part of the CV if you think it will add to your CV, then please include.

- **Recommendations.** Names and telephone numbers of former employers, lecturers or other senior people who will be able to provide good who will be able to speak highly of you. This is not a required part of your CV.

# General advice /1

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- ❑ It is recommended to prepare your CV in more than one sitting. Read the CV the day after you write it, you may want to make some corrections. Then give it to someone else to read and ask for advice on how to improve it. What you have written may seem simple and obvious to you, but not to the employer. So shorten and improve your CV.
- ❑ If the employer asks for a CV with a photo, take a photo beforehand, and even several times, so that you can select the most suitable photo.

# General advice /2

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- ❑ Please do not mention in your CV the specific salary you want. Your aim is to be invited for an interview, during which you can discuss this. After all, salary is also a matter of negotiation.
- ❑ Mass mailing of standard CVs to various organisations without highlighting what skills and experience you can offer to a particular institution/activity may not be of any use - you will not be invited for an interview.



# General advice /3

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- ❑ Please indicate in your CV that you can also provide references if necessary. Please provide a list of people who can recommend you. Never put people on the list of references without first contacting them.
- ❑ CVs are usually sent by post or dropped off at the address provided. The job advertisement always includes deadline for submission, so do not be late in any way.

# **TOP 10 CV mistakes: what not to do to get a good job fast**

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# First mistake - not having a goal

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- ❑ *Objective 1: "I want to work as a construction manager in a company that builds private houses"*
- ❑ *Objective 2: "I want to work in construction, advertising, logistics or catering"*



**The second mistake is to focus on responsibilities,  
rather**

**than achievement**

- Description 1: Sales Manager. Active prospecting for new customers and maintaining relationships with existing customers.
- Description 2: Sales Manager. Sales of business events to major Lithuanian companies. Average monthly sales of EUR 12000. 2 new employees trained. Brought the company an average monthly income of EUR 7000. The sales system I proposed increased the company's turnover by 30% per year.

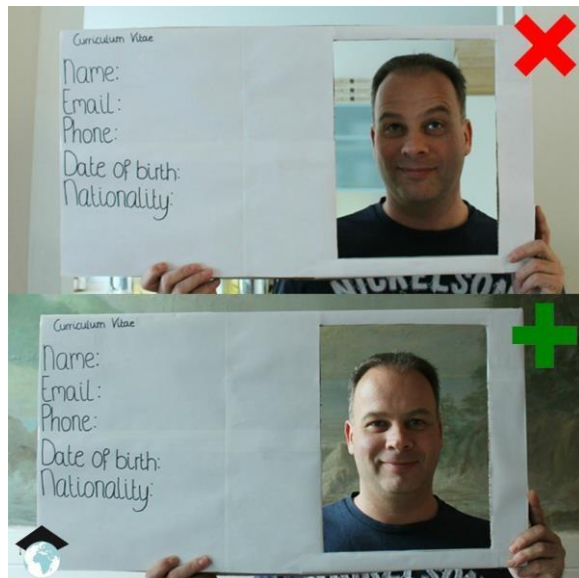
# Third mistake - unsuitable CV

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- A targeted CV is written for one specific job position. It is tailored to the specific position so that it cannot be sent to other positions. This has the following advantages:

- **Motivational criterion** Giving direction to your CV takes time and is obvious to the employer - you are really interested in their company;
- **Loyalty criteria**. A concise CV shows that the job makes a little difference to the jobseeker which company you work for, so the employer may question your future loyalty.

- ❑ Fourth mistake - the wrong photo
- ❑ Fifth error - misinformation
- ❑ Sixth error - grammatical errors



**Curriculum Vitae**

Address: 66 Hendford Hill, MOULDSWORTH, WA6 8DE, United Kingdom

Tel: 07900257283      Email: coolguy007@hotmail.co.uk  
DoB: 27 February 1985      Nationality: British  
Gender: Male      Marital-status: Single

**Personal Profile:**  
I am a hard-working individual who enjoys working. I am excellent at meeting deadlines. I have two years of experience in business and I would like to contribute to a business with my excellent skills and past work experience.

**Education:**  
1991 – 1992      Collingham Gardens Nursery  
1992 – 1996      Stamford Primary School  
1996 – 2002      Hall Green Secondary School  
2002 – 2004      A-Levels      Sandwell Sixth Form College

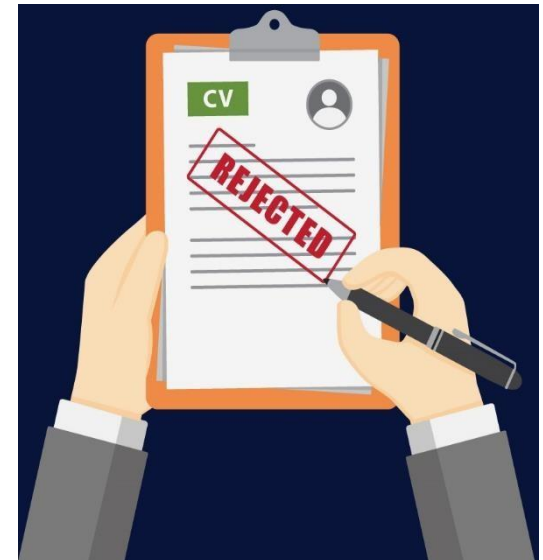
- English: A\*
- Mathematics: C
- Biology: B
- Geography: A
- Business: C

October 2004 – June 2007      BSc Psychology

**Work:**  
2011 – Present      IT Support Assistant      ABC Electronics Ltd.  
2008 – 2011      IT Admin      Dana Corporation  
2006 – 2008      IT Assistant      MRM Electric Vehicles Ltd.  
2005      Cleaner      K. Lacey Ltd.  
2003 – 2005      Housekeeper      Plaza Hotel  
2002      Packer      Packaging Products Ltd.  
2000 – 2001      Cleaner      TB Group Inc.

**Hobbies:**  
I enjoy skiing, hiking, playing football, bird watching and going to Church on Sundays.

**Reference:**  
Mr Evan  
Tesco  
Birmingham, West Midlands, B55 1KE, United Kingdom, Europe, World, Universe.  
Tel: 078 4320 3833  
E-mail: [evan.sanders82@hotmail.com](mailto:evan.sanders82@hotmail.com)



# Seventh error - biased recommendation

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- For most employers, references from your former employers are important. Their quality is determined by a single criterion: objectivity.
- References should preferably be noted on your CV. In this case, it should identify the person who is making the recommendation. This is best done in the following form:
  - name (who recommends); ' company; ' job title; 'contact details (phone number or email address);
  - One of the most common mistakes is to send a document with a recommendation thout the contact details of the person making the recommendations contact details.

## **Eighth error - bad feedback about former employers**

Often, the section of your CV that asks you to state the reasons why you left your previous job includes reasons such as:

- ❑ slave-like conditions;
- ❑ managers who don't understand anything;
- ❑ too little pay, etc.

# **Ninth error - personal qualities incorrectly identified**

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Only write things on your CV that you are sure about.

If the job advert says in the requirements initiative and you want to prepare your CV for this particular employer, take the time to consider the specific initiative you have taken

If you find it difficult to find working examples to illustrate your personal qualities, draw on your personal life. Maybe you've organised parties, kayaking trips, a big trip? This would be proof of your initiative.

# Tenth error - inadequate description of hobbies

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In principle, you should link your leisure time to your work, because people who are interested in work-related things and who spend their leisure time improving their professional knowledge are the best employees.

If you are applying for a job as a programmer, the following is very relevant: "in my spare time I am interested in application development" or "I code my own website in my spare time".



# Questions

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