Selected Learning Materials

People Management

AIM OF THE MODULE

- To obtain profound knowledge and skills in human resources management in order to effectively manage human resources of a company and to develop a human resources management strategy.

ASSESMENT FORM

- When learning the module the student studies the importance and functions of management of human resources in a manufacturing company identifying main factors affecting the availability of human resources. At the end of the module the student presents the prepared paper.
- When learning the module, the student performs in a manufacturing company a case study on human resources management processes, characterising all human resources management processes (planning, search, selection, adaptation, motivation, evaluation) and identifying problems in management of human resources and their reasons. On the basis of the conducted analysis proposals for the improvement of the processes are developed. At the end of the module the student presents an analysis of human resources management processes in a selected manufacturing company.
- When learning the module the student organises a team cohesion event in a selected structural unit in a manufacturing company. After the respective task the student analyses team work and cooperation within the team. At the end of the module the student presents the results (conclusions) about team work in the selected manufacturing company making proposals for the improvement of team work.
- When learning the module the student studies human resources processes in a selected manufacturing company and drafts a human resources management strategy for the manufacturing company. At the end of the module the student presents a human resources strategy drafted for the selected manufacturing company.

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

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- Armstrong, M. A. Handbook of Human Resource Management Practice, 11th edn, London: Kogan Page, 2009. 400 p.
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- 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
- „People skills", Robert Bolton
- „TED Talks: The Official TED Guide to Public Speaking", Chris Anderson„The Making of a Manager: What to Do When Everyone Looks to You?", Julie Zhuo
- „The Harvard Business Review manager's handbook: the 17 skills leaders need to stand out".

CONTENTS

Topic:

"HUMAN RESSOURCES MANAGEMENT (PERSONNEL MANAGEMENT) Part 1"

Author
Asta Raupelienė

Human ressources 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.

3

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

- 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

- 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

- ☐ 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)
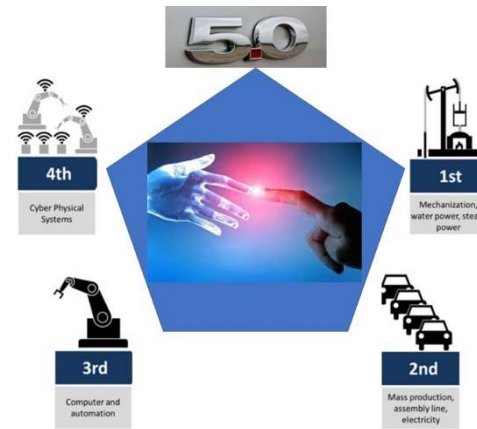- The period of productive work (1980s)
- 21st century - ?????

A BARBER'S SHOP.
From a Wood Engraving by J. Amman. 16th Century. Shewing 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

1.0 ◆ **1780 – Mechanisation**
Industrial production based on machines powered by water and steam

2.0 ◆ **1870 – Electrification**
Mass-production using assembly lines

3.0 ◆ **1970 – Automation**
Automation using electronics and computers

3.5 ◆ **1980 – Globalisation**
Offshoring of production to low-cost economies

4.0 ◆ **Today – Digitalisation**
Introduction of connected devices, data analytics and artificial intelligence technologies to automate processes further

5.0 ◆ **Future – Personalisation**
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

10

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:

- 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)

Your expectations	Eil. Nr.
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

Factor system

Strategic, tactical and operational objectives

General environment

Social, cultural, economic, political, technological, environmental, etc.

Task system

Social system

Competitors, consumers, suppliers, shareholders, controlling and governmental organizations, social organizations, etc.
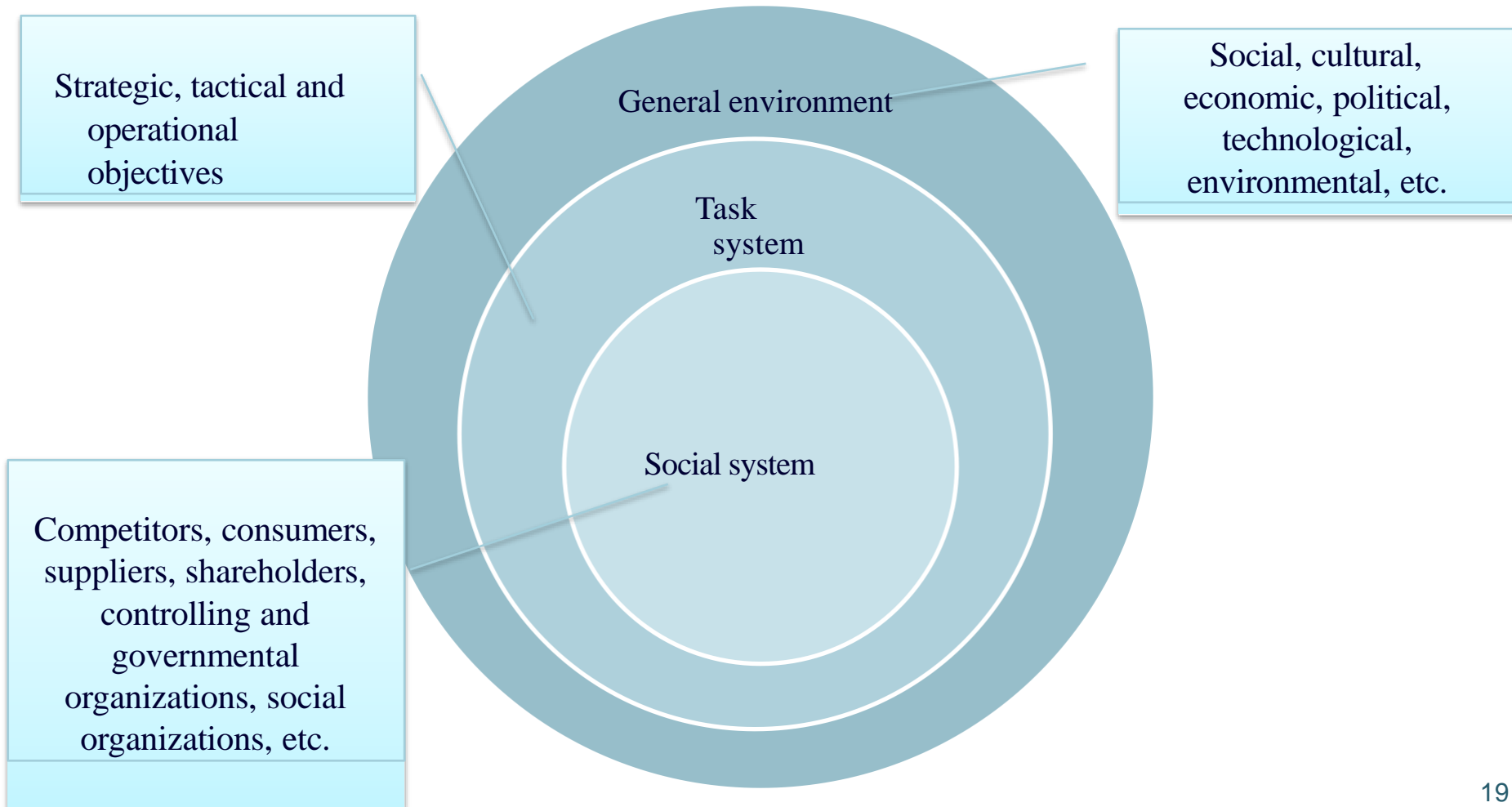
External environmental factors

- 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

- 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

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

Principles and features of human resources management

Principles of human resources management

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

- 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.
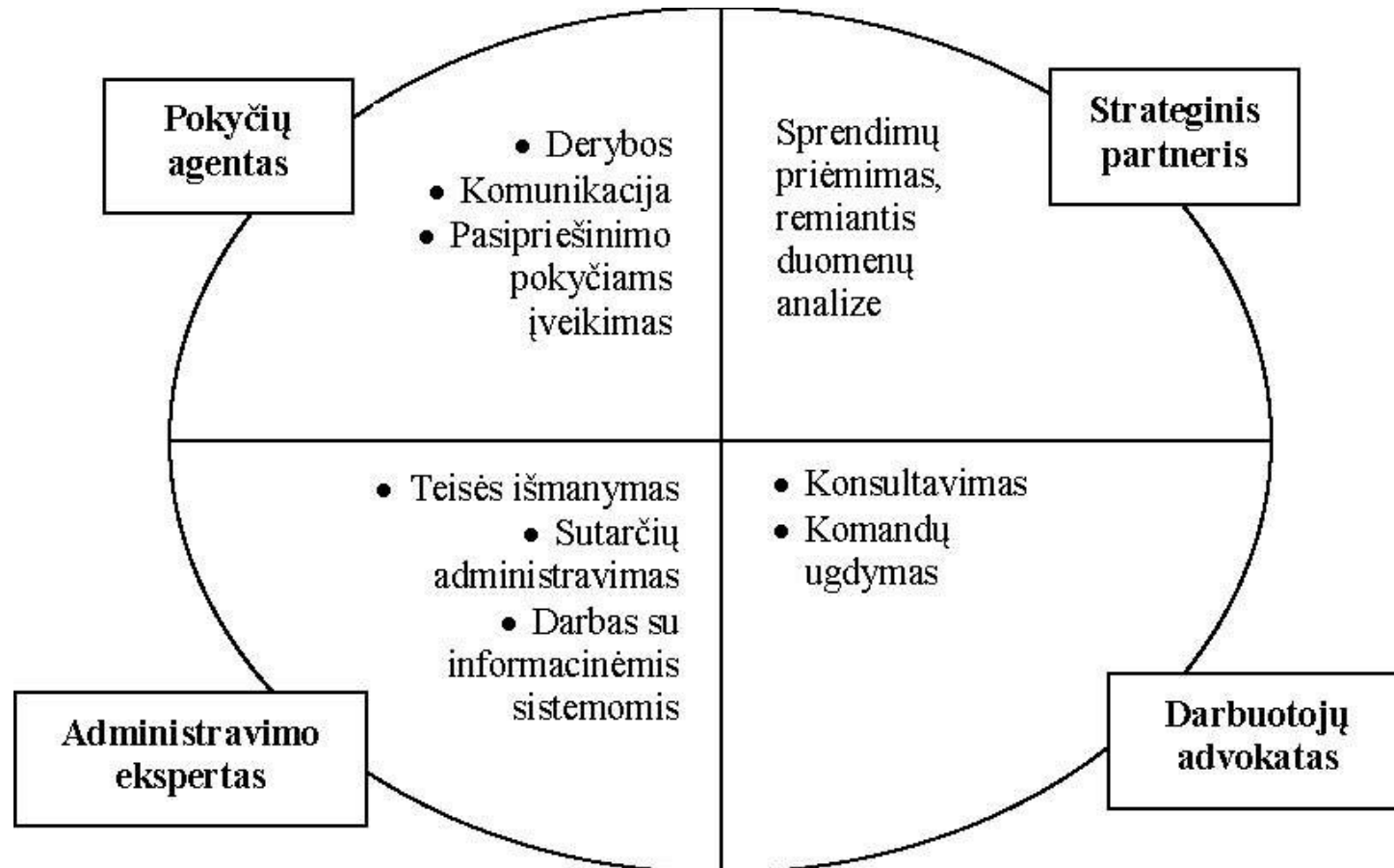
5. Employee relations

- Mediation within the organization.
- Developing systems for discipline and grievance handling.
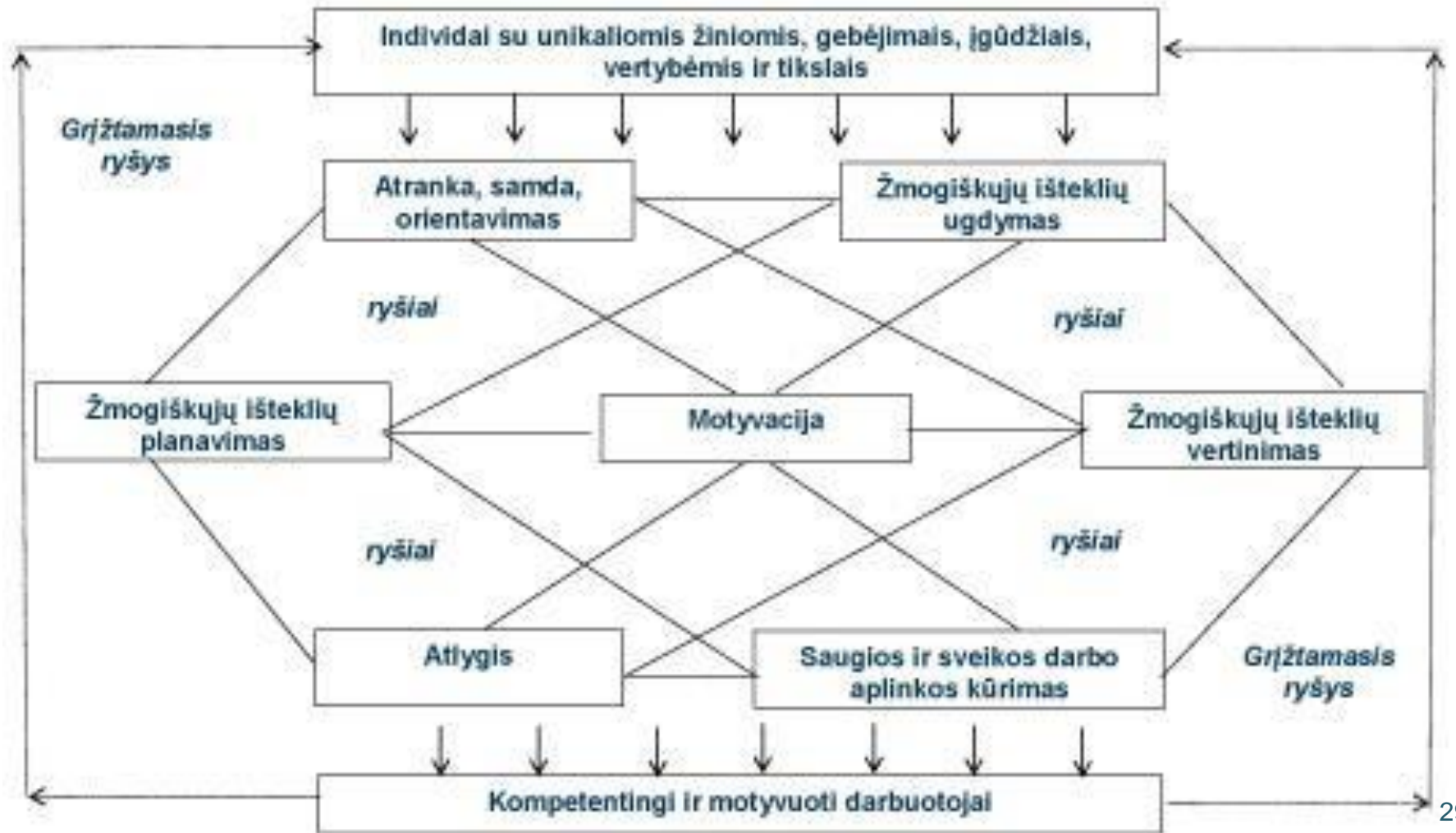
6. Human relations research

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

Roles of the Human Resources Manager

Author: R. A. Noe, J. R. Hollenbeck ir kt. (2006)
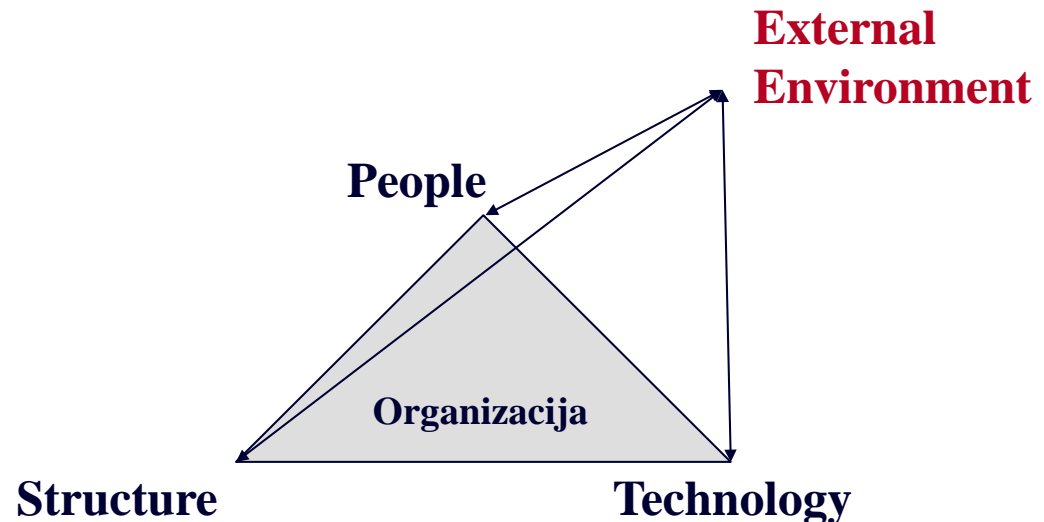
Human resources management
from a systems perspective

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.

External Environment

People

Organizacija

Structure

Technology

Questions

Topic:

"HUMAN RESSOURCES MANAGEMENT (PERSONNEL MANAGEMENT) Part 2"

Author
Asta Raupelienė

Human resources management (Personnel management) Part 2

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

- 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

- □ 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

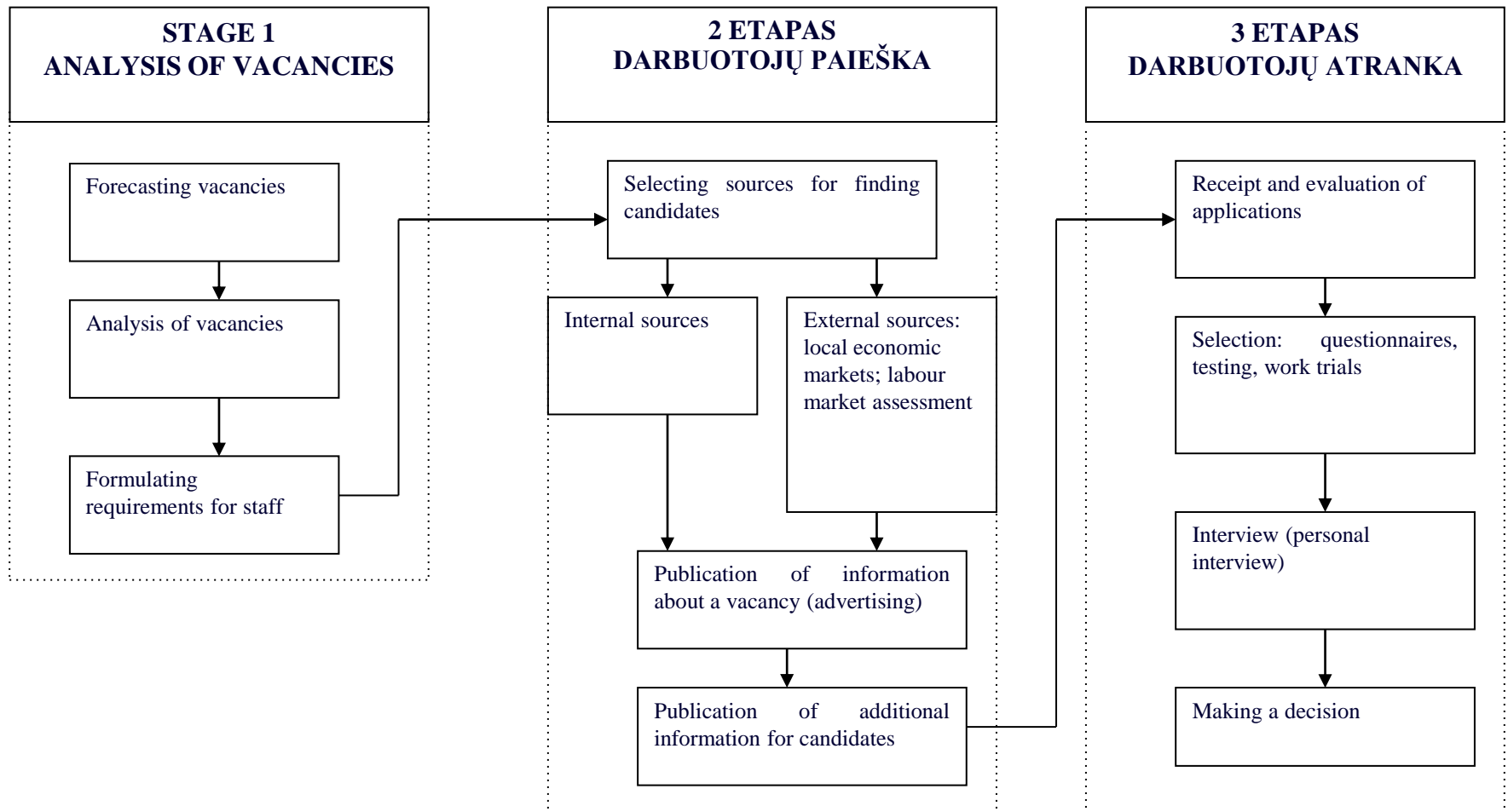The organisation of human resources selection has several **objectives**:

- ☐ 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

STAGE 1 ANALYSIS OF VACANCIES	2 ETAPAS DARBUOTOJŲ PAIEŠKA	3 ETAPAS DARBUOTOJŲ ATRANKA
Forecasting vacancies	Selecting sources for finding candidates	Receipt and evaluation of applications
Analysis of vacancies	Internal sources / External sources: local economic markets; labour market assessment	Selection: questionnaires, testing, work trials
Formulating requirements for staff	Publication of information about a vacancy (advertising)	Interview (personal interview)
	Publication of additional information for candidates	Making a decision

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

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:

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

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

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PHP. Profile of requirements

Requirements	Important	Of little importance	Irrelevant
A. SPECIALISED REQUIREMENTS			
1.Education			
Secondary			
Special secondary			
Higher education			
Higher non-university			
Higher university education			
Bachelor			
Graduate Specialist			
Master			
2. Specific knowledge			
Foreign language			
Computer skills			
Other			
3. Professional experience			
Number of years worked			
Branch			
Size of company			
B. PERSONAL REQUIREMENTS			
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			

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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 -
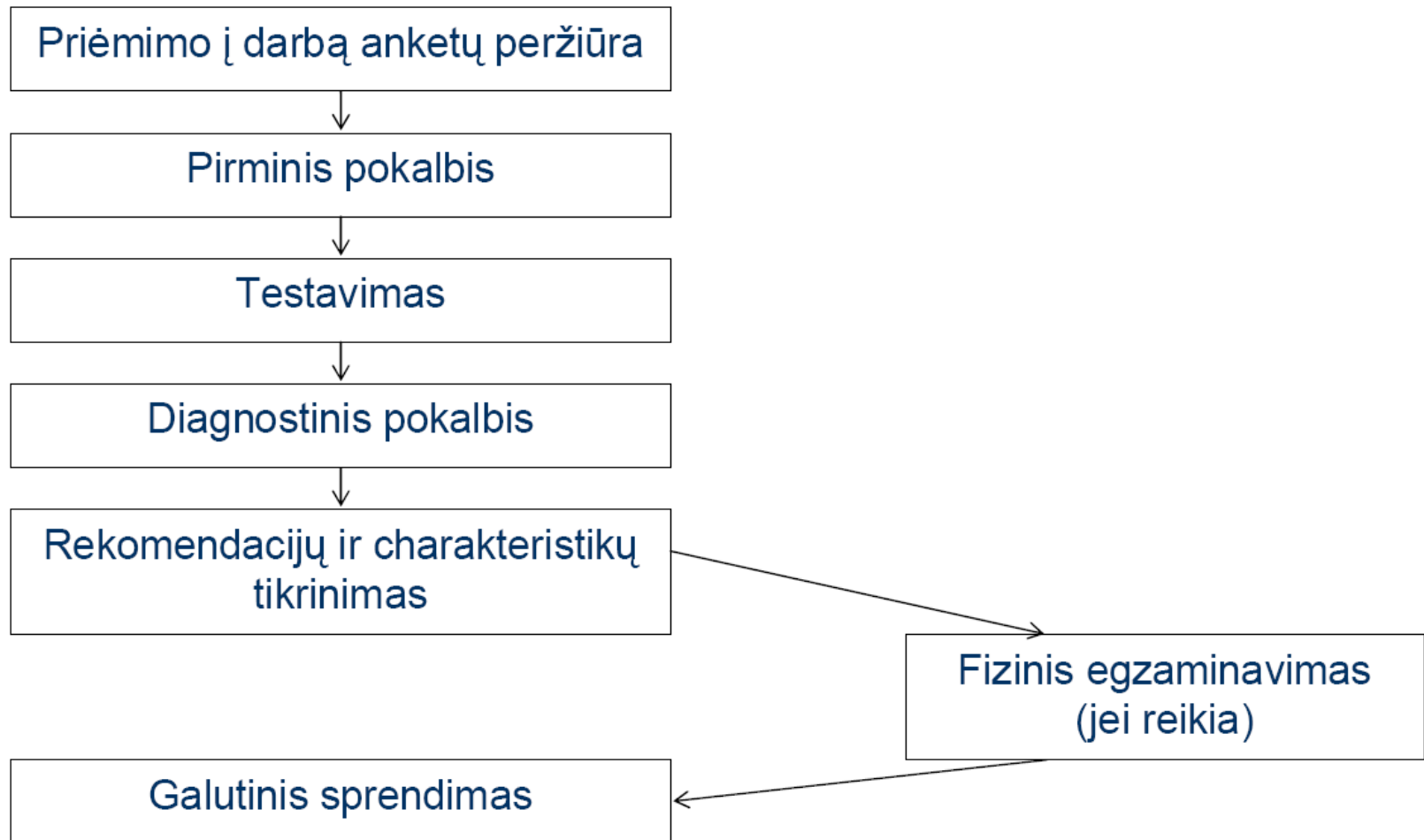- Personal living conditions -
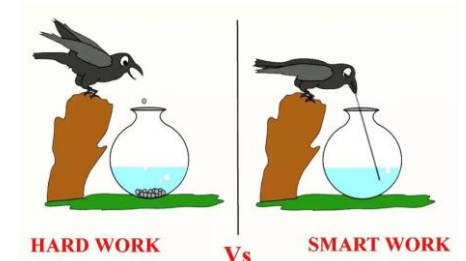
RECRUITING STAFF

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

Recruitment and selection process

Successful recruitment of skilled workers is determined by:

- **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:

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:

- 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:

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:

- **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:

- 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.
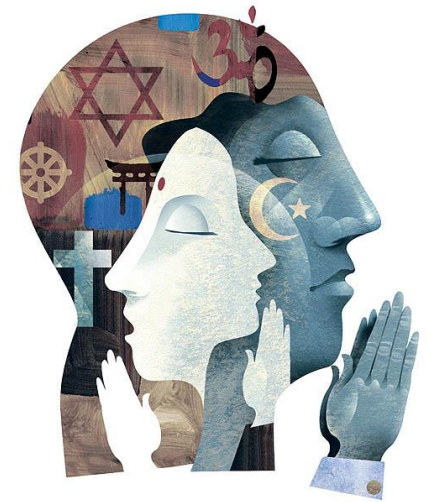
STAFF SELECTION

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

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

1) sorting of recruitment forms;

2) checking references and characteristics;

3) Interview;

4) tests;

5) modelling situations or making a decision

Staff suitability tests

- 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.

http://europa.eu/epso/discover/index_lt.htm

Assessment of the candidate's documents

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

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

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:

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:

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?

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

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:

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

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:

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:

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:

- 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

Topic:

"HUMAN RESSOURCES MANAGEMENT (PERSONNEL MANAGEMENT) Part 3"

Author
Asta Raupelienė

Human resources management (Personnel management) Part 4

Dr. Asta Raupelienė

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

Motivating staff

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

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

- *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

Needs → Motives → Behaviour /Actions → Results

Degree of satisfaction of needs:
1. Satisfied
2. Partially met
3. Not satisfied
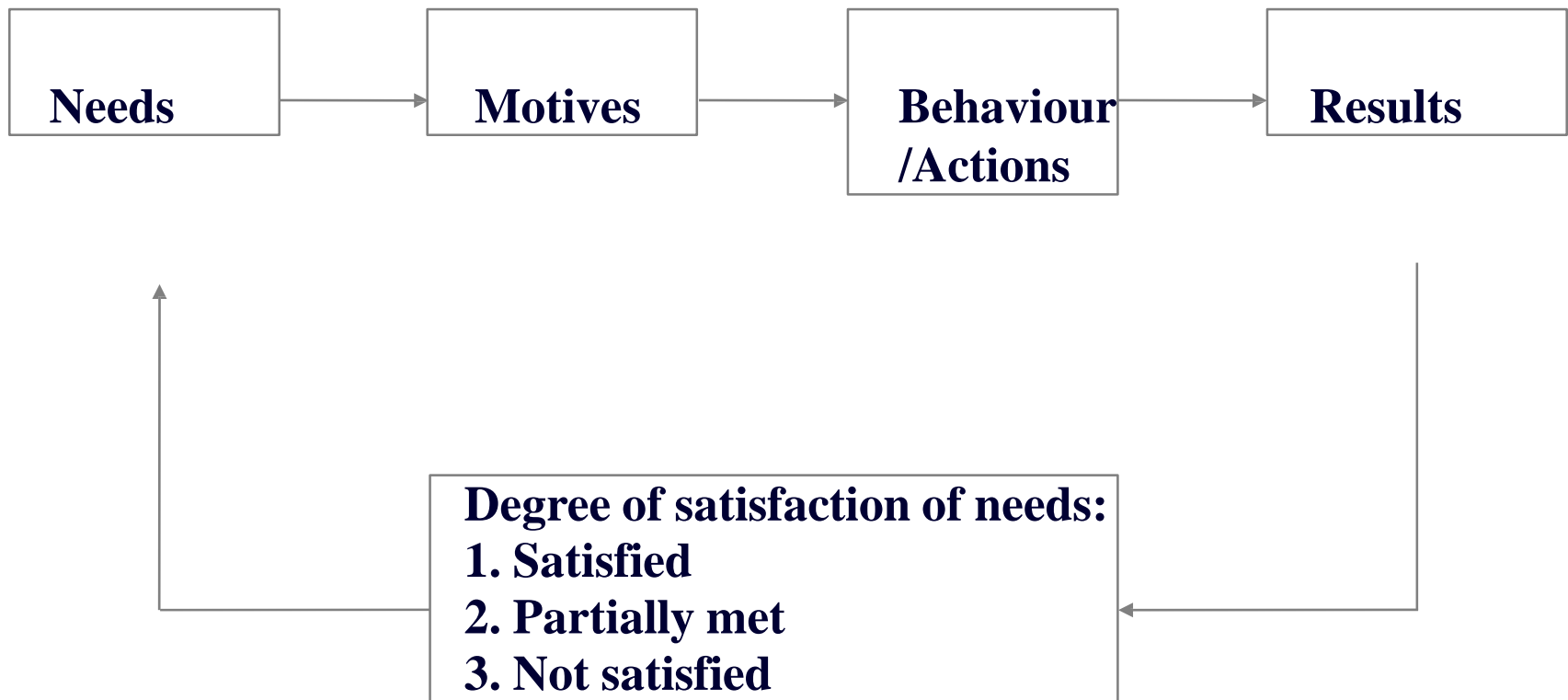
Overview of motivation theories

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

A.Maslov's hierarchy of needs

Saviraiškos poreikis
Kurybinė veikla, asmeninis tobulėjimas

Pripažinimo poreikis
Pagarba, statusas, pripažinimas, reputacija

Socialiniai poreikiai
Draugai, šeima, partneris / meilužis

Saugumo poreikiai
Fizinis, ekonominis saugumas, stabilumas, apsauga

Fiziologiniai poreikiai
Oras, vanduo, maistas, šiluma, pastogė, seksas
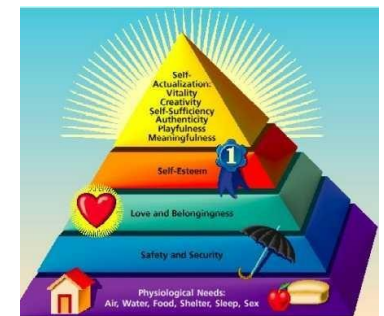
Methods for meeting higher level needs

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)

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

- *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
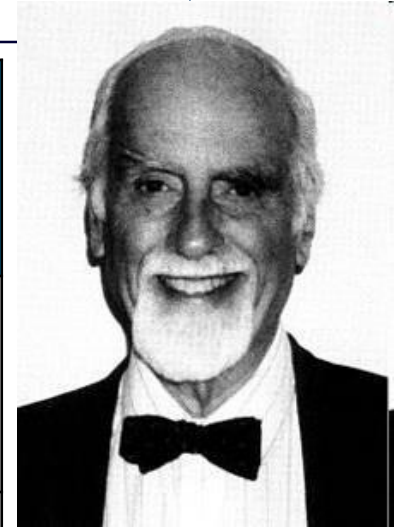
Peter Ferdinand Drucker (1909 –2005)

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.
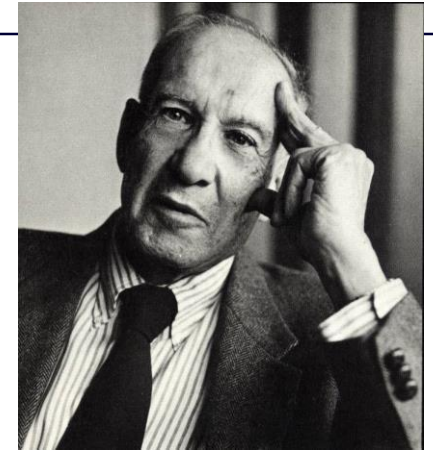
Ways to best develop and motivate competent employees:

- 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)

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

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

It is argued that active demand is not the only
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
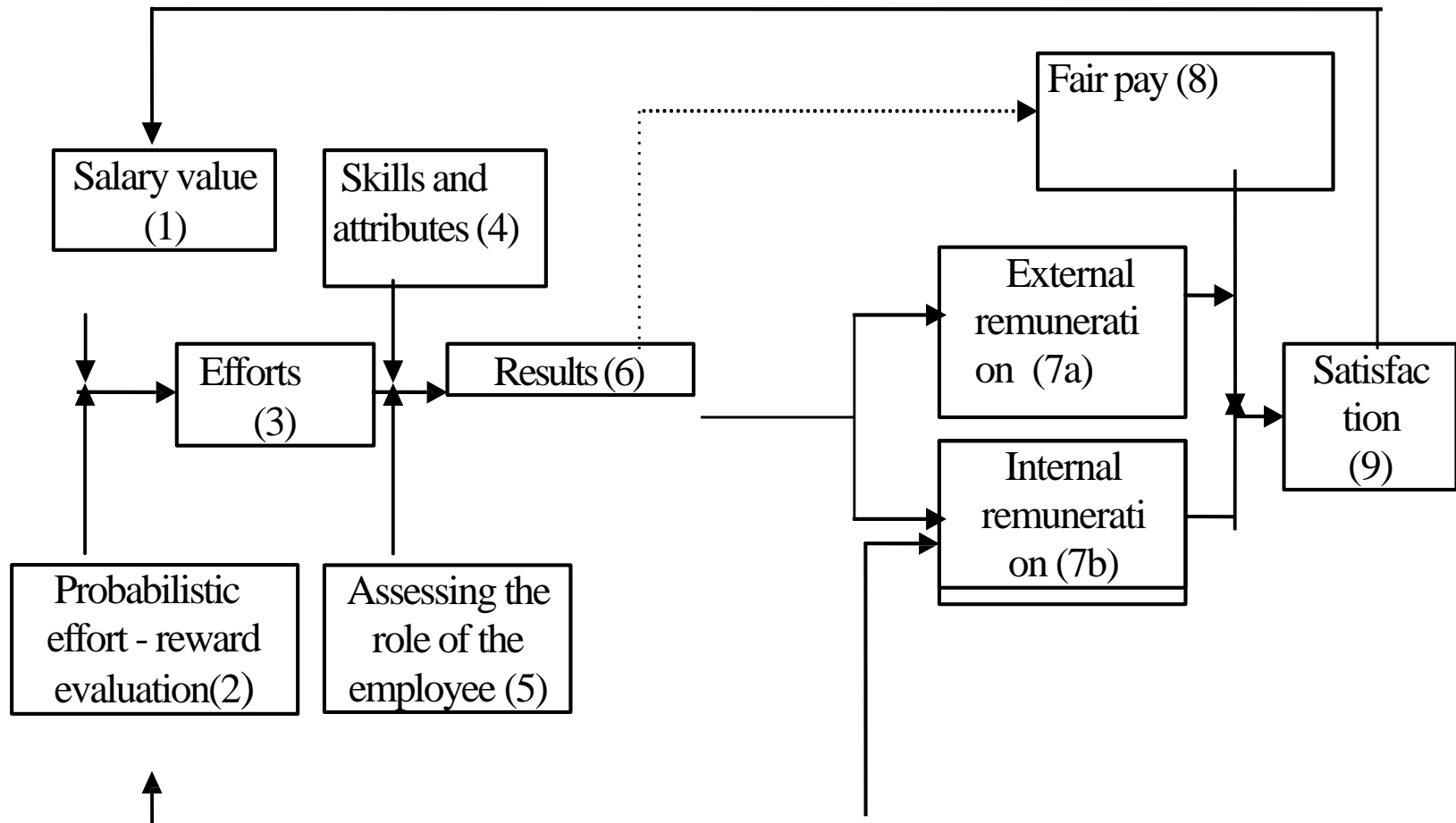
Five variables in the model:

- ☐ 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

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

Creating a motivating environment

1. Objectives, priorities, targets and performance standards

2. Monitoring and providing feedback

3. Educating and helping to solve problems

4. Performance evaluation, improvement plans
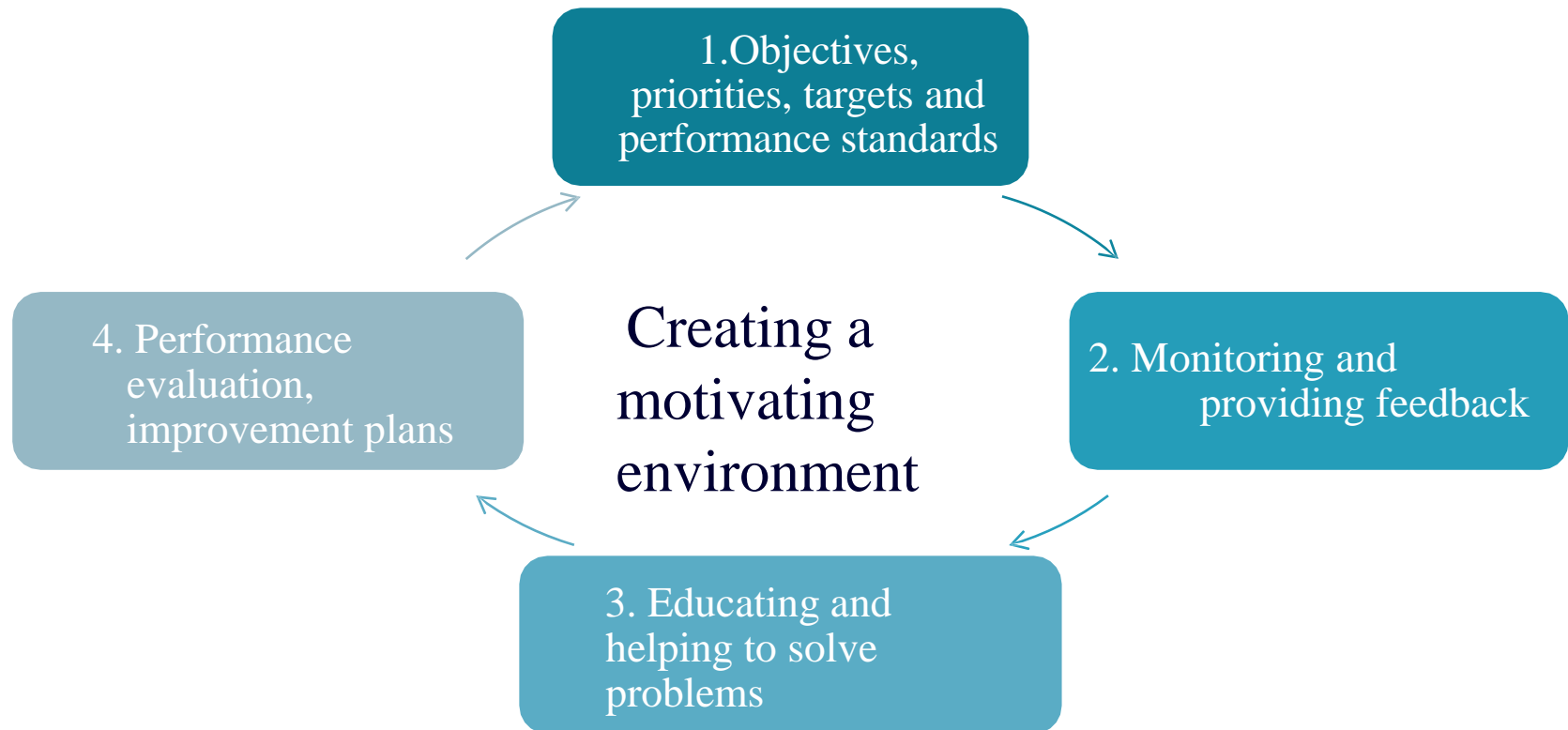
Goal-setting is key

S (specific)

M(measurable)

A (achievable)

R(relevant)

T (timed)

Practical aspects of motivation

- ***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

- Policy

- Unclear expectations

- Unproductive meetings

- Constant change

- Hidden information

- Low quality standards

- Lack of feedback

- Frequent criticism

- Hypocrisy

Solutions for assessing expectations

1. Padėti darbuotojui nustatyti, kokie jo <u>lūkesčiai darbui</u>

2. Aptarti, kiek jam patinka <u>dabartinis darbas (+ ir -)</u>

ATMOSFERA: Nuoširdus noras padėti darbuotojui padidinti darbo motyvaciją

4. Aptarti, <u>ko konkrečiai</u> turėtų imtis abi pusės, kad padidintų darbo motyvaciją

3. Išsiaiškinti, <u>kokiais būdais</u> galima būtų padidinti ir išlaikyti dabartinę motyvaciją
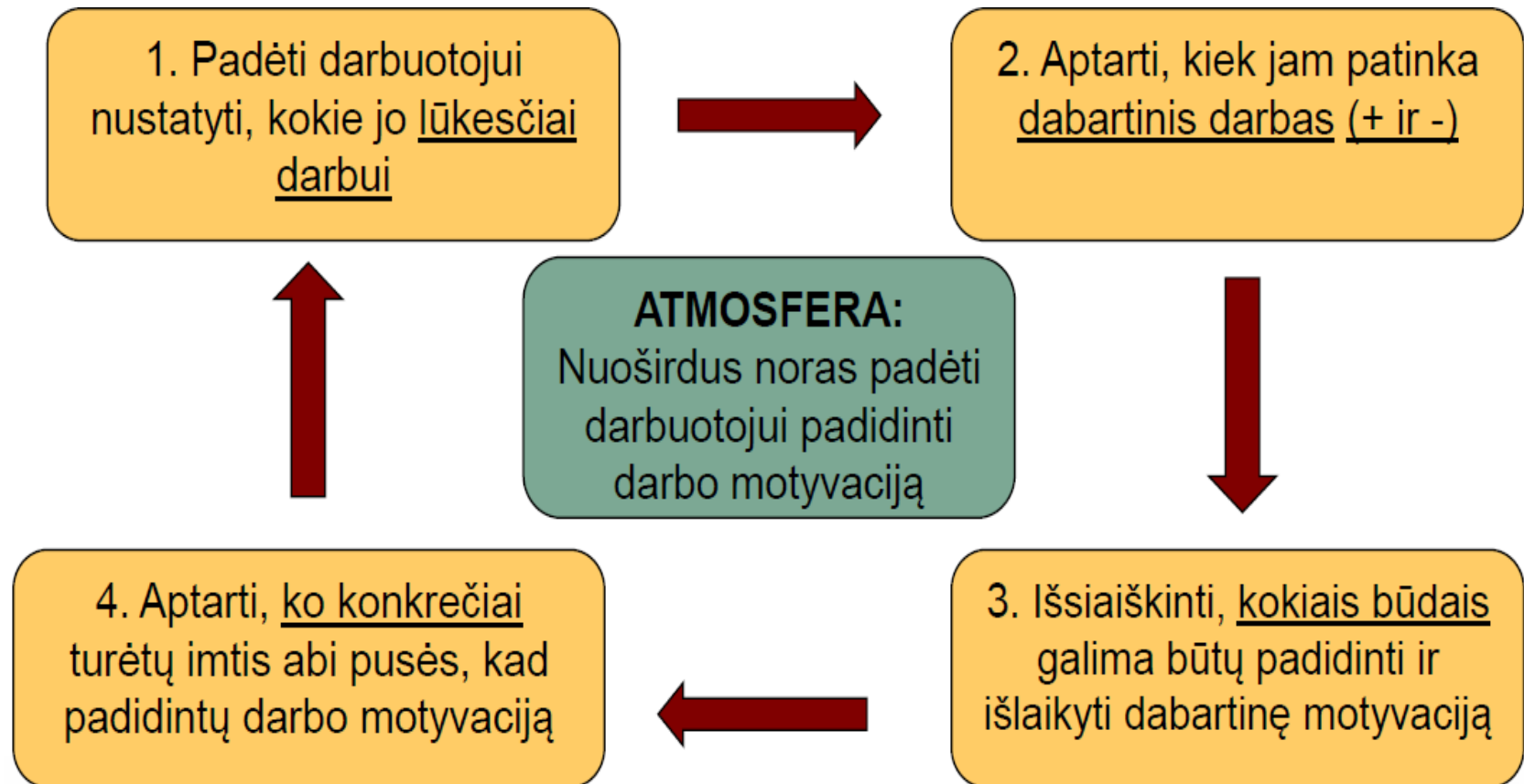
Solutions to increase motivation (1/2)

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

Curriculum Vitae (CV)

A CV is properly prepared if:

- 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

- 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

- [ ] 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

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

- **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

- **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

- **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

- 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

☐ 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

- 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

First mistake - not having a goal

- *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

☐ 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**

Seventh error - biased recommendation

☐ 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

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

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

Topic:

"SUMMARY: HUMAN RESOURCE EVALUATION METHODS IN COMPANIES"

Author
Lāsma Līcīte

Summary: (01) Human resource evaluation methods in companies

The presentation „Human resource evaluation methods in companies"
- Which qualities employers expect from an employee
- How to create a work culture with regular feedback and communication which is beneficial to employees, employers, and the whole company
- How often employees should be evaluated
- The challenges associated with the evaluation of employees
- Which types of assessments there are
- Advantages and disadvantages resulting from a transition from employee performance management to employee performance achievement
- Correlation between feedback and motivation
- The terms under which a future cooperation between the employer and the company is possible
- Reasons as to why a future cooperation does not make sense

The students receive an introduction into the practical employer assessment. Initially, they learn which qualities employers expect from their employees and how to create a work culture with regular feedback and communication which is beneficial to both parties. Subsequently, questions such as how often the assessments should take place, which challenges are associated with the evaluation process, and which types of assessments there are, will be answered. The students learn which advantages and disadvantages can be expected when transitioning from an employee performance management to an employee performance achievement system, how feedback and motivation correlate, and under which circumstances it makes sense to end a future cooperation between the employee and the company.

Summary: (02) Search and selection of employees

The presentation "Search and selection of employees"
- Recruitment process
- Definition of the customer experience and its importance during the application process
- Insights into professional mistakes and success stories in recruitment, such as
  o When to contact a candidate after their application, the statistically most effective way to advertise jobs
  o Ways to create an appealing job advertisement
  o Statistics on which platforms candidates use to apply for a job
  o The advantages of searching for applicants only through a limited number of ways instead of all
  o Reasons for the use of a recruitment company
  o Which criteria a good career page needs to have
  o Traditional vs. innovative candidate selection tools
- Which different types of interviews there are, special focus on online interviews

Students gain insights into real-life professional success stories and mistakes during the recruitment process. In this context, topics such as the best time to contact candidates after their application, where recruiters should advertise their jobs, and the creation of appealing job advertisements are discussed. Furthermore, the students acquire knowledge about the most popular platforms candidates use for their job application, and why it may be reasonable to make use of a recruitment company. An overview of the criteria a good career webpage needs as well as a comparison between traditional and innovative candidate selection tools is drawn. Latterly, students learn about the different types of job interviews. Due to increasing importance for the future professional world, a special focus lies on online interviews and the available platforms.

↟ SKILLED UP

Funded by the
Erasmus+ Programme
of the European Union

(3) DiSC Profile

DiSC is an assessment-based learning tool which can help to recognize differences in individual and team behaviours and to better understand colleagues. In a team training format, the participants learn relevant skills which are of practical relevance. The program can give insights into human visible behaviour and help teams to create a common language.

The following picture gives an overview of the different personality styles between which the DiSC programme distinguishes. The four types are called Dominant, Effective, Analytical, and Balanced. While the personalities differ in terms of their respective priorities, motivations, fears, behaviours, and limitations, there are still some character traits which are similar.

Topic:

"HR EVALUATION METHODS IN COMPANIES: EXPECTATIONS AND REALITY"

Author
Lāsma Līcīte

HR Evaluation Methods in Companies

Expectations and reality

Summary: Human resource evaluation methods in companies

- Which qualities employers expect from an employee

- How to create a work culture with regular feedback and communication which is beneficial to employees, employers, and the whole company

- How often employees should be evaluated

- The challenges associated with the evaluation of employees

- Which types of assessments there are

- Advantages and disadvantages resulting from a transition from employee performance management to employee performance achievement

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What is employer interested in regarding employee performance?

Wants
Employee's Motivation

Does
Resolving work situations

CAN
Employee's abilities

To find out about employee's work results,**competencies and motivation,** satisfaction + to plan development of organization and employees.

What employer evaluates?

- How are the goals ,job duties, tasks achieved

- Quality of work results, deadlines
- Competencies, behavior, actions
- Workload
- Working conditions
- Level of employee satisfaction

- Work done and achievements
- Problems, interfering factors and their elimination
- Assessment of skills and knowledge
- Plan for improvement of knowledge and skills
- Goals and tasks for next period
- Career planning
- Analysis of salary and other benefits

Start with WHY

I have a **DREAM**

vs.

I have a **PLAN**

Is evaluation necessary?

77%

Of HR managers think that employee performance appraisal
does not accurately show what the employee has invested and accomplished.

There is no evidence that traditional evaluation models have a positive effect on achieving business goals.

Leave out the evaluation?

No!

Company employees perceive evaluation conversations with managers as ineffective if their achievement is not specifically analyzed and discussed, or if it is done too late or infrequently.

Reduces the ability to connect personal ambitions of employees (desire for growth) with an overall business strategy and development, as a result both sides lose.

Source: CEB study

HOW to create a work culture with regular feedback and communication that encourages employee involvement, responsibility, productivity and growth, thus helping to achieve both the employee's individual and company's common goals?

?

Performance evaluation
a process to measure **employee performance** and provide feedback about employee's contributions to the organization.

Contribution evaluation

a process that measures what employees gives to the organization.

How often do you evaluate employees?

60%

(72% of employees younger than 30 years)

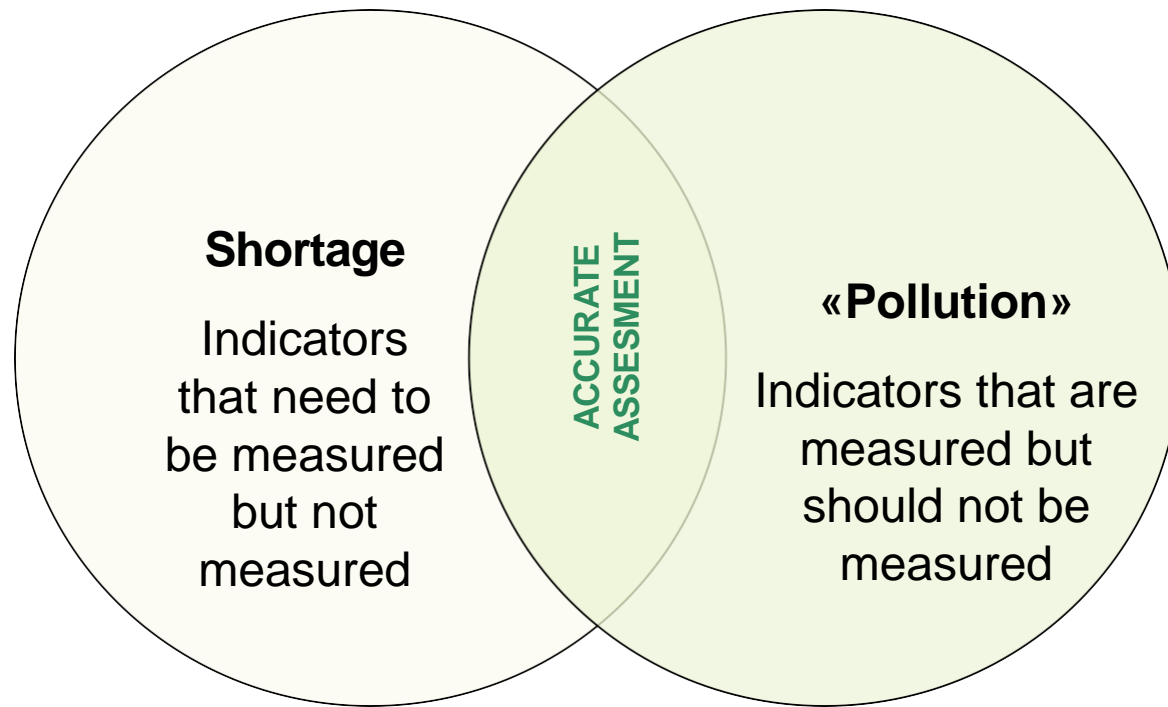Wish to receive feedback EVERY DAY or at least every week

Evaluation needs to be conducted more often than once a year,it is very importand to provide structure for employee performance evaluation process and to record / document it

Employee evaluation - the most undesirable duty?

- It is difficult **to cover all aspects** related to performance evaluation. Employees contribute in a variety of ways, and it is often difficult to accurately measure all contributions with a numerical outcome.

- Many employees think that the **performance indicators to be assessed are biased** or unfair.

Reasons for inaccurate assessment

Shortage

Indicators that need to be measured but not measured

ACCURATE ASSESMENT

«Pollution»

Indicators that are measured but should not be measured

«Pollution» = a problem with performance evaluation that arises when criteria that do not need to be included in a measurement are included.

Deficit = a problem with performance evaluation that occurs when the criteria required for measurement are not included.

Challenges in Evaluation

- **Evaluator's mistakes** – the evaluator pays too much attention to the initial work process, evaluation approach is too general, etc.

- **Evaluator's bias** – the evaluator unfairly assesses certain groups of employees

- **Impact of situations** – the assessment is influenced by factors outside of employee's control - equipment, financial resources, regulations, training organized by the organization, physical conditions (temperature, noise, lighting, etc.)

- **Changes over time** – influenced by different types of motivation (e.g. a special bonus system that promotes high results in a short time, may differ from everyday performance on normal days)

"How can I trust your information when you're using such outdated technology?"
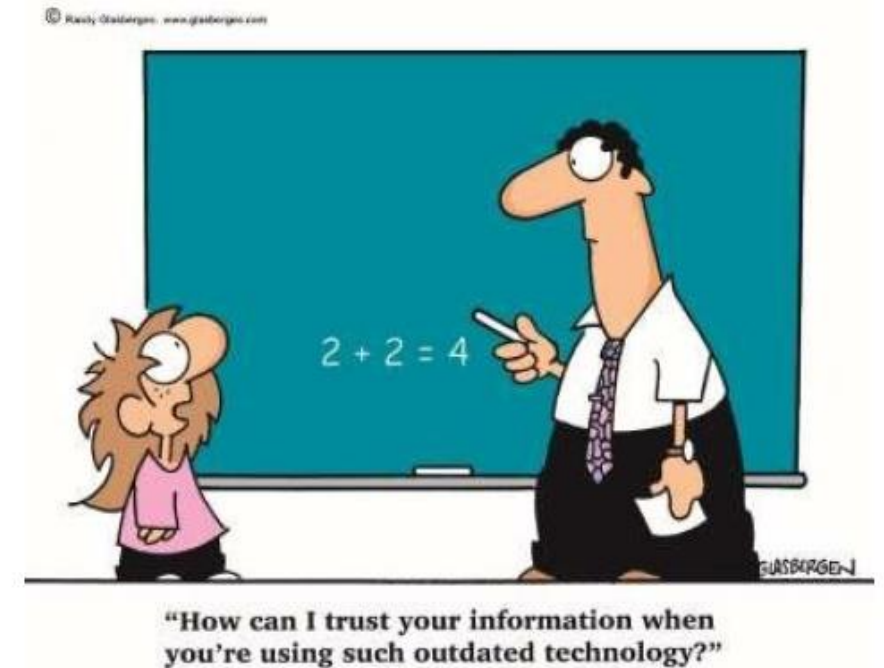
Objective vs. Subjective Evaluation

- Objective evaluation - evaluation measures that are numerical and based on action or results

- Subjective evaluation - evaluation activities that reflect opinion of the manager or evaluator

   In many cases, objective and subjective assessments do not coincide.

Types of evaluation

1. Narrative ratings

rating format, where the evaluator provides a written description of the employee's performance.

+ provides unique, specific aspects of assessment

- it is difficult to compare the performance of different individuals -> creates problems for determining training and determining the compensation system.

2. Graphic ratings

rating format that invites the employee to provide a numerical result in each of several

evaluation dimensions.

Results or employee behavior are measured (quality, volume of results, collaboration with others, skills development, etc.). As a result, each employee is included in a certain "category".

+ Easy to compare employees

- Some evaluation indicators may not be relevant for all employees

Graphic rating scale

Employee _____

Criteria	Unsatisfactory	Partly satisfactory	Satisfactory	Good	Very good
Quality of work done	1	2	3	4	5
Volumen of work done	1	2	3	4	5
Job performance timeliness	1	2	3	4	5
Cooperation with others	1	2	3	4	5
Innovation and creativity	1	2	3	4	5

Types of Evaluation

3. Forced rating

a rating format that asks evaluators to compare employee's contribution with that of other employees.

Example: The head of the office can be asked to rank the 5 secretaries of the office in the order from highest to lowest.

+ clear guidelines for organizations wishing to promote and reward the best performers

- a large proportion of employees can operate at essentially the same level

4. Forced distribution

combines graphical evaluation with comparative. This type of assessment needs determined % share of employees in each rating category.

Example: 50% of programmers are rated as good, 30% as average, 20% as satisfactory

360°- Feedback
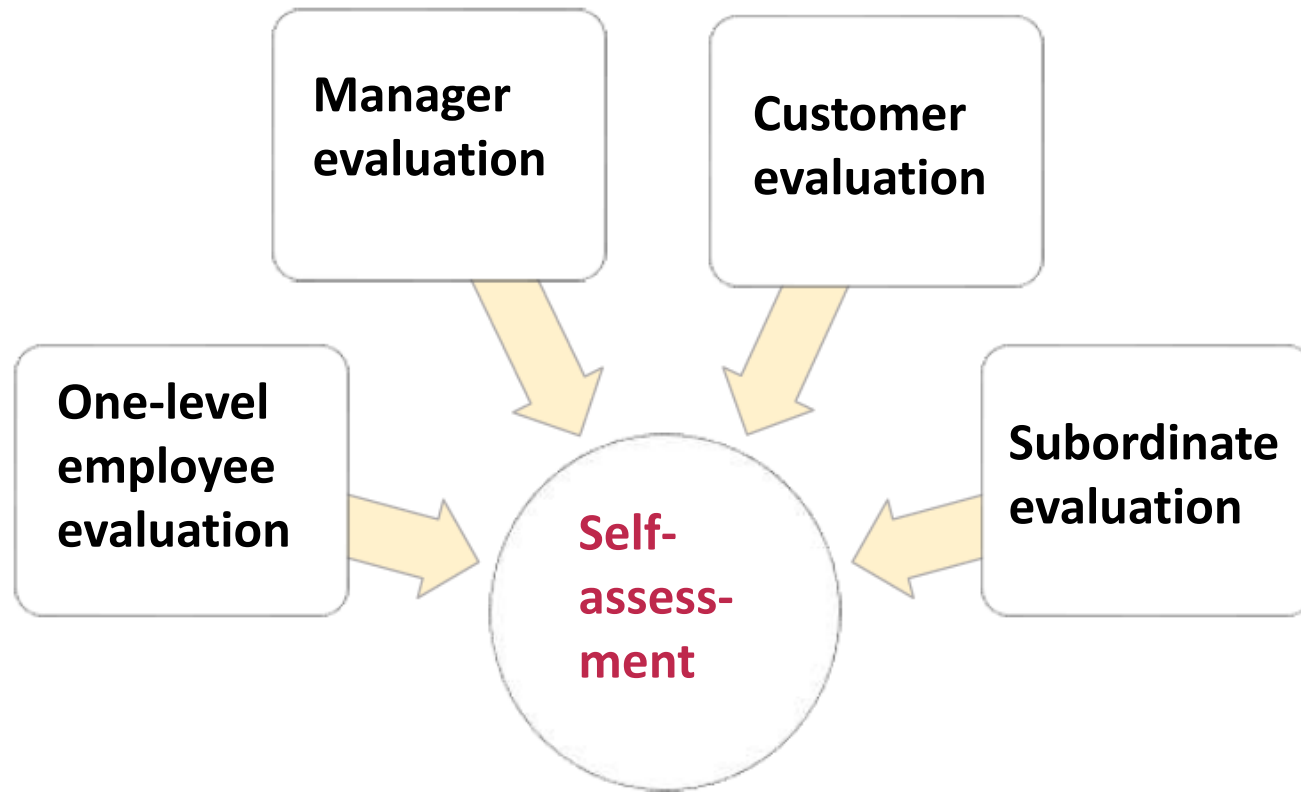
The evaluation includes different levels, namely **clients**, **peers**, **managers**, and **self-assessment**.

Are there differences in evaluation?

- Evaluation from different sources might differ.

- Self-assessment tends to differ from other assessments (including cultural differences).

- Ratings from colleagues of the same level and managers tend to be quite similar.

Performance Achievement
Employee Experience

Know *yourself*
"I know what I'm good at, what I love to do and what's expected of me."

Engage with *your team*
"I feel valued and I'm an important part of a high-performing team."

Take action to *grow*
"I know how I'm doing and where I'm going."

Have meaningful *conversations*
"I get and give coaching and help build mutual trust."

achievement

20

Priorities

Priorities are used to **focus energy** and work for **impact**

which...
maximizes **individual performance**

thus...
driving **overall business performance**

Business sets fiscal year goals and targets

Leadership aligns priorities to achieve business goals and targets

People align their priorities to Leadership priorities

From
Performance Management

Individual objectives

Annual reviews and
mid-year discussions

Ratings

myPerformance tool

Rewards based on
rankings and ratings

To
Performance Achievement

Priorities and metrics

Ongoing meaningful
conversations

Individualized talent actions

Simple, mobile friendly tool

Rewards based on multiple inputs
made by those who know you best

22

Benefits

- Everyone has their freedom and own responsibility about their career

- More power to middle level managers

- More precise feedback and decisions

- Transparency over others priorities

Challenges

- Communication

- Thinking of people - What are my priorities?

- 'In the past, it was easier to live'

- Not everyone is ready to take RESPONSIBILITY for their career

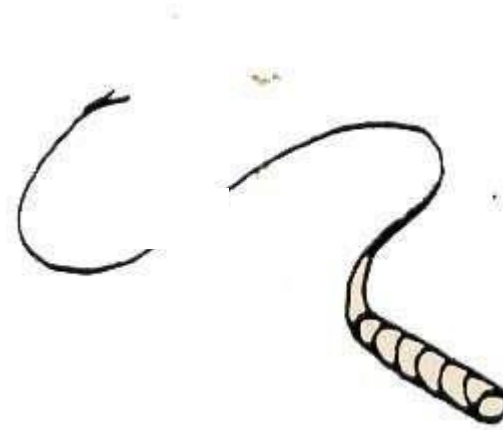**Balanced goals map**

- Personal
- Financial
- Development goals

+ Mission of the position (meaning of the employee in the company)

Evaluation is connected to feedback

Negative Feedback

Information about things that need to be changed to improve feedback. Negative feedback can also improve motivation, if it is explained, what and how needs to be done to improve employee's achievements.

Positive feedback

Information about things the employee does well

Feedback is connected to motivation

- ***Feedback - information for employees about their performance.***

- People who receive feedback usually work better that those who do not.

- Feedback can have a lasting positive effect on performance.

Reaction to negative evaluation

Engages

fights

solves

Rejects

Attracts

flees

freezes

Does not engage
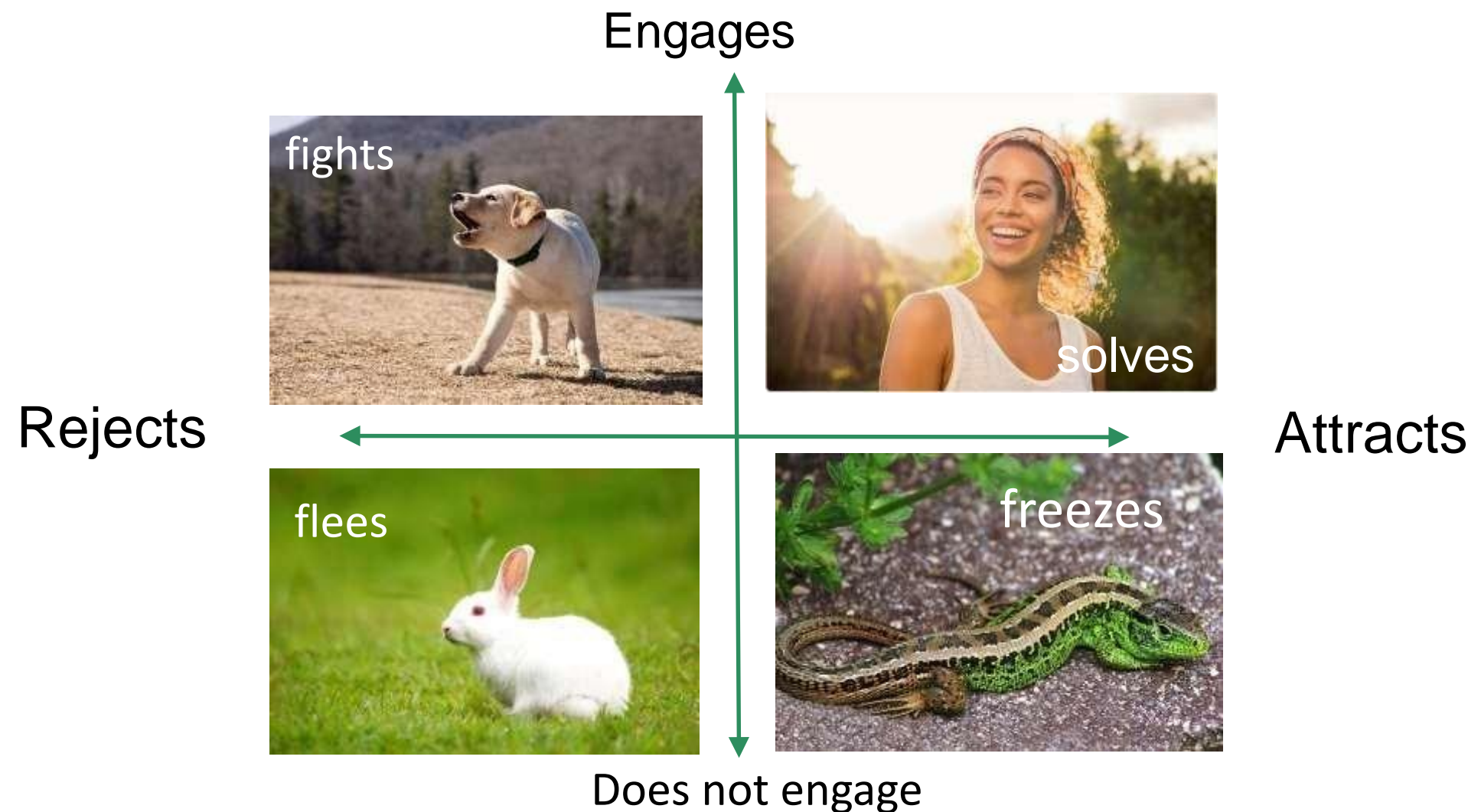
Manager is the thumb that works with each finger

Terms of future cooperation

- If two people do not trust each other, **one of them has to leave**.

- Your problem is just **what you can solve**.

- It is allowed to make mistakes. **Wrong attitude is not OK.**

- Those who complain and always blame someone else need to change their attitude or leave not to **'poison'** others.

- Subsidiarity principle: problems must be tackled at the lowest possible level of competence, with encouragement and support from higher levels.

Start of employee evaluation - 2 questions

1. What do you think your colleague has done well, what is he/she good at?

2. What are the things he/ she could improve / pay attention to in himself/ herself ?

High quality company performance
evaluation culture cannot be created immediately and is a process of
constant improvement.

But every moment we can be together, meet,
have lunch and talk to colleagues complemented by
the opportunities offered by technology are a great way to foster and
foster a culture of positive change
in your company!

Topic:

"WHERE TO LOOK AND HOW TO SELECT THE RIGHT EMPLOYEES?"

Author
Lāsma Līcīte

Where to look and how to select the right employees?

Summary: Search and selection of employees

The presentation "Search and selection of employees"
- Recruitment process
- Definition of the customer experience and its importance during the application process
-   Insights into professional mistakes and success stories in recruitment, such as

• When to contact a candidate after their application, the statistically most effective way to advertise jobs
• Ways to create an appealing job advertisement
• Statistics on which platforms candidates use to apply for a job
• The advantages of searching for applicants only through a limited number of ways instead of all
• Reasons for the use of a recruitment company
• Which criteria a good career page needs to have
• Traditional vs. innovative candidate selection tools

-Which different types of interviews there are, special focus on online interviews

Students gain insights into real-life professional success stories and mistakes during the recruitment process. In this context, topics such as the best time to contact candidates after their application, where recruiters should advertise their jobs, and the creation of appealing job advertisements are discussed.

Furthermore, the students acquire knowledge about the most popular platforms candidates use for their job application, and why it may be reasonable to make use of a recruitment company. An overview of the criteria a good career webpage needs as well as a comparison between traditional and innovative candidate selection tools is drawn.

Finally, students learn about the different types of job interviews. Due to increasing importance for the future professional world, a special focus lies on online interviews and the available platforms.

47%

of jobs will disappear until 2030

38%

Of employers face difficulties in attracting employees worldwide

Recruitment specialists are like fishermen – they advertise the company (use the bait, «fish» for new employees and tell them about benefits offered)
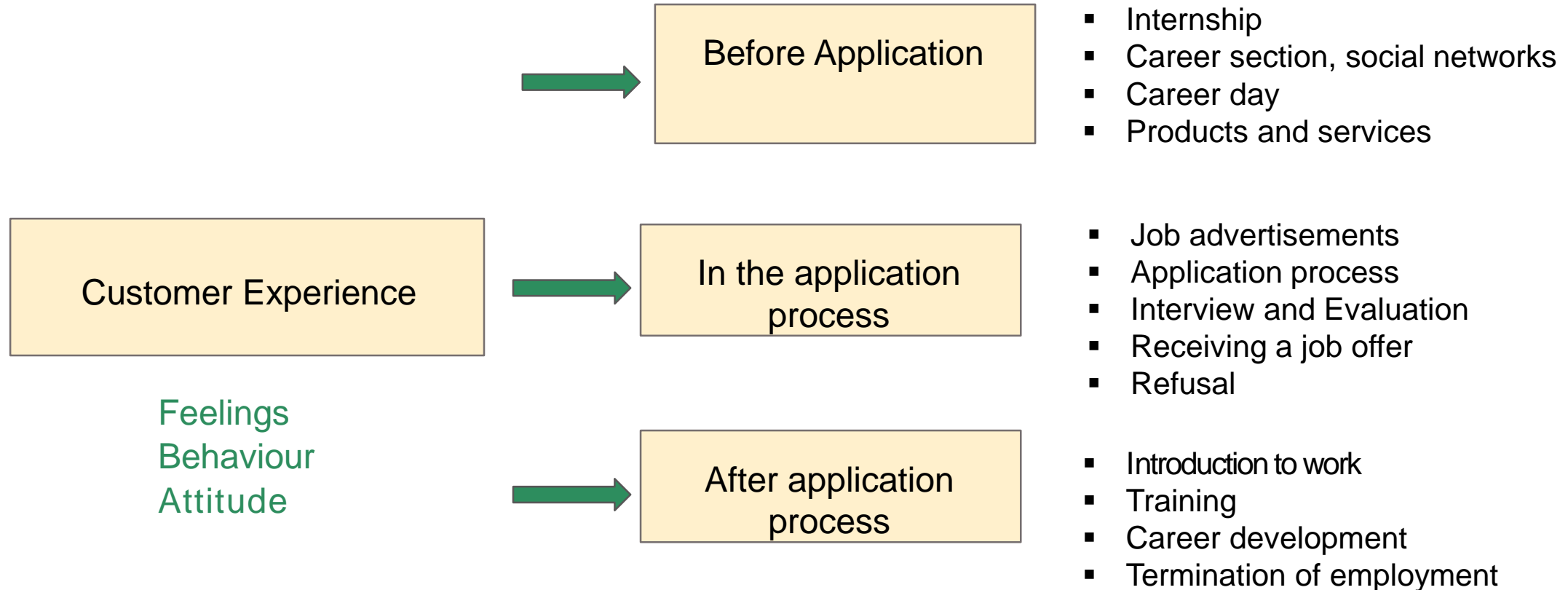
Everything is decided by speed and communication

Candidate?

The candidate is in a dream where there is a queue and you can choose

CLIENT

The customer experience consists of

Before Application
- Internship
- Career section, social networks
- Career day
- Products and services

Customer Experience

Feelings
Behaviour
Attitude

In the application process
- Job advertisements
- Application process
- Interview and Evaluation
- Receiving a job offer
- Refusal

After application process
- Introduction to work
- Training
- Career development
- Termination of employment

The negative experience will be shared with 10 friends, aquintances, but positive with 1 or 2

Why customer/candidate experience is important ?

95%

Of candidates will be interested to apply again for this company, of their experience was good

97%

Of candidates with good candidate/experience will recommend the vakancies of the company to others

88%

Of candidates with good experience are ready to buy company's products or services

55%

Of candidates with good experience are ready to share their experience on social media

Revenue

Attraction costs

If the candidate had a negative experience

73%

probably / definitely will not recommend this company to others

Outcomes

Image ambassadors of the employer

Neutral ones

Long-term enemies

Search and selection success stories?

Professional mistakes and experiences

1# Contact the candidate NOW

Communication after receiving the application

63%

Of candidates are not satisfied with communicatuon after submitting their application

27%

Of employers contact the candidate in three weeks after receiving the application

"

We will contact the selected candidates!

Only second round candidates will be contacted.

We will contact you in case of positive feddback!

Attention: we will contact the candidates who will be selected for the second round.

Please take into account, that we will contact only those candidates, who will be selected for the next round.

We will contact the candidates selected for interviews!

1# Contact the Candidate : solution

Communication after receiving the application

- **Acknowledgment of receipt of the application, together with information on the next step and deadline**

- Information about decision – via E-mail, recruitment system, SMS or telephone

- Possibility to apply for feedback

❝ Thank you for your application!

We will definitely get in touch with you in the coming weeks. If you have any comments or questions, please send us an E-mail!

2# Job advertisements- key to success

Where candidates are looking for job offers?

75%

Advertisement portals

27%

Professional social networks

(Linked In etc.)

31%

Career page on the company's website

74%   of job ads are not visually designed (consist of text and requirements list , usually a Word document)

For which vacancy are you searching a person?

Vēlies meklēt
apslēptos dārgumus?

= Personnel recruitment is like a treasure hunt

+ get into the client's shoes by evaluating potential customer service employees

+ the job ad not only addresses the candidate, but is also part of the company's image

+ nuances matter, they can differentiate one employer from another and attract the most suitable candidates

We don't hire Turks,
Greeks, Poles, Indians,
Ethiopians, Vietnamese,
Chinese or Peruvians.

Nor Swedes, South Koreans or Norwegians. We hire individuals. We don't care what
your surname is. Because ambition and determination have nothing to do with your
nationality. McDonald's® is one of the most integrated companies in Sweden, with as
many as ninety-five nationalities working for us. Join us at mcdonalds.se
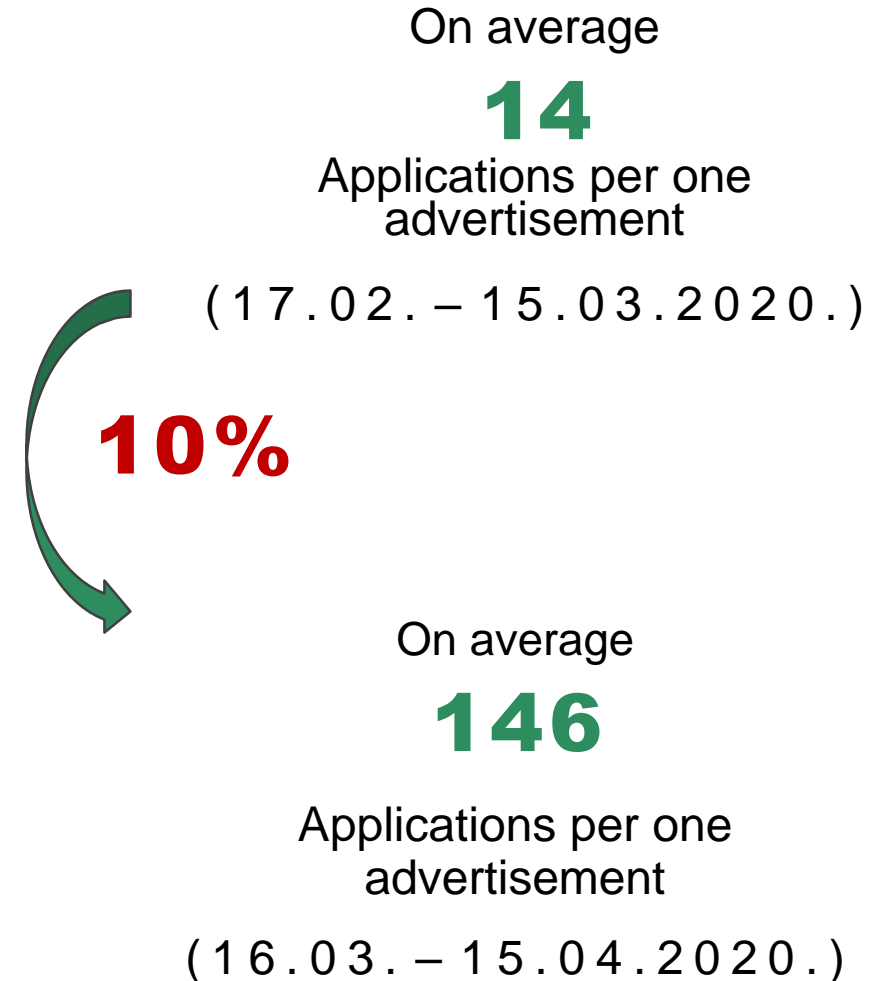
i'm lovin' it

We are looking for a waiter
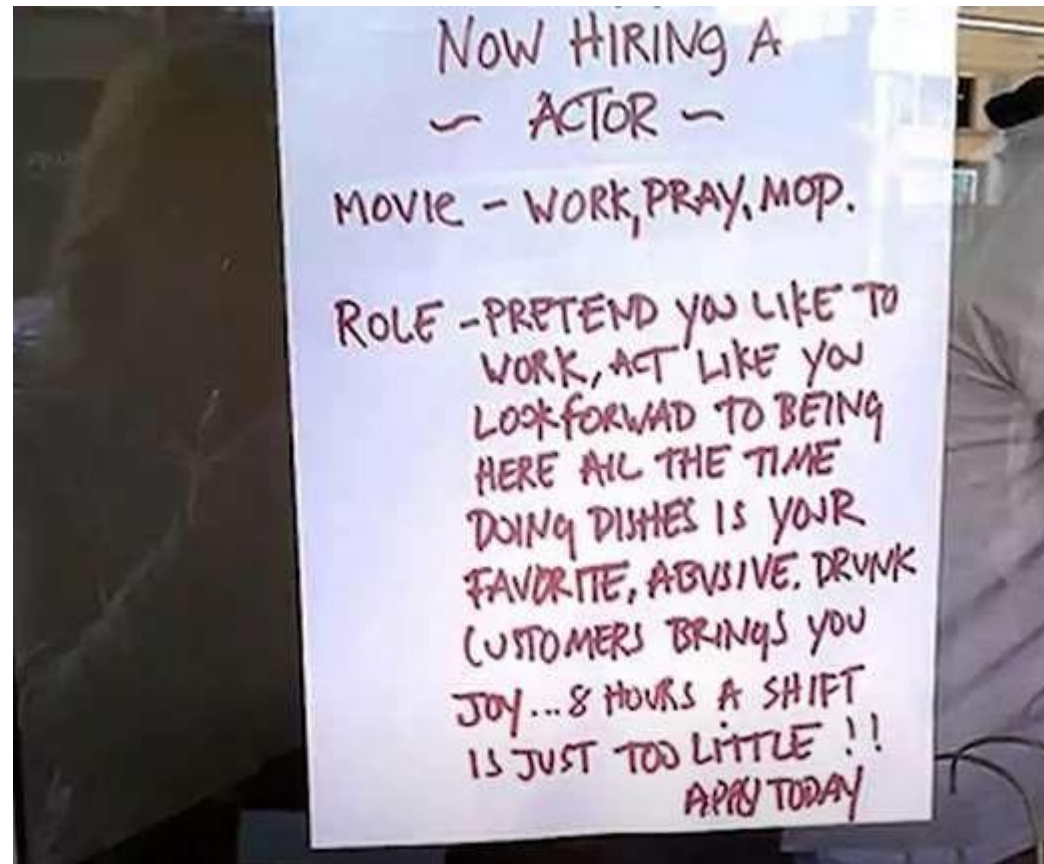
How to create an appealing job advertisement?

Views for a job ad

On average

14

Applications per one advertisement

(1 7 . 0 2 . − 1 5 . 0 3 . 2 0 2 0 .)

10%

On average

146

Applications per one advertisement

(1 6 . 0 3 . − 1 5 . 0 4 . 2 0 2 0 .)
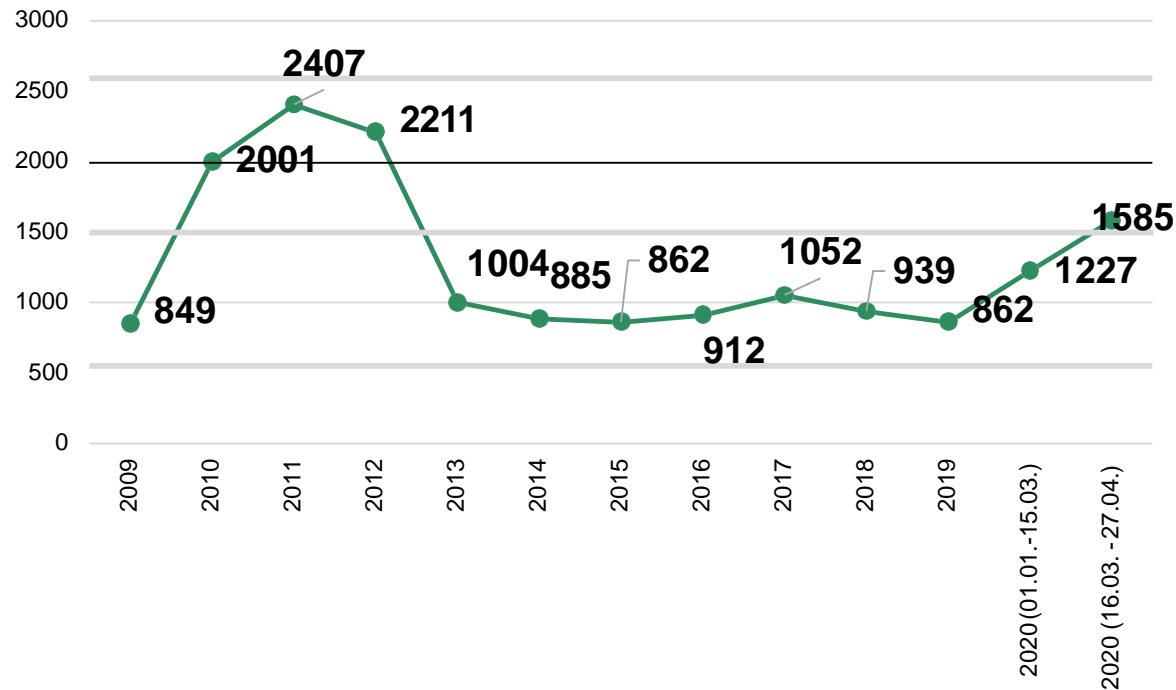
only **1%**
views->applications

Source : Data of CV.lv

3# Quick application - road to candidate interest

Which candidates apply ?

In

58%

of cases
application
process takes
place by sending
CV and cover
letter to
employer's E-mail

In

75%

Of cases, CV is
obligatory

Quick application,

Using Linked In or
Facebook Account
(used only by 9% of
employers)

3# Quick application: solutions

Linked In Easy
Apply

Integrated
application on career
page

Mobile Version

- 72% of active candidates have visited the company's mobile website to find out about job opportunities
- 45% of active candidates have applied for a job with a smartphone

4# To look everywhere = to look nowhere

Where to search for right people?

candidate search source

External

Internal

External / wide Many application Idealistic message	**External / narrow** Limited number of application Idealistic message
Internal /wide Many applications Realistic message for new candidates	**Internal /narrow** Limited number of application Realistic message for new candidates

Wide

Narrow/focused

Skills Scope
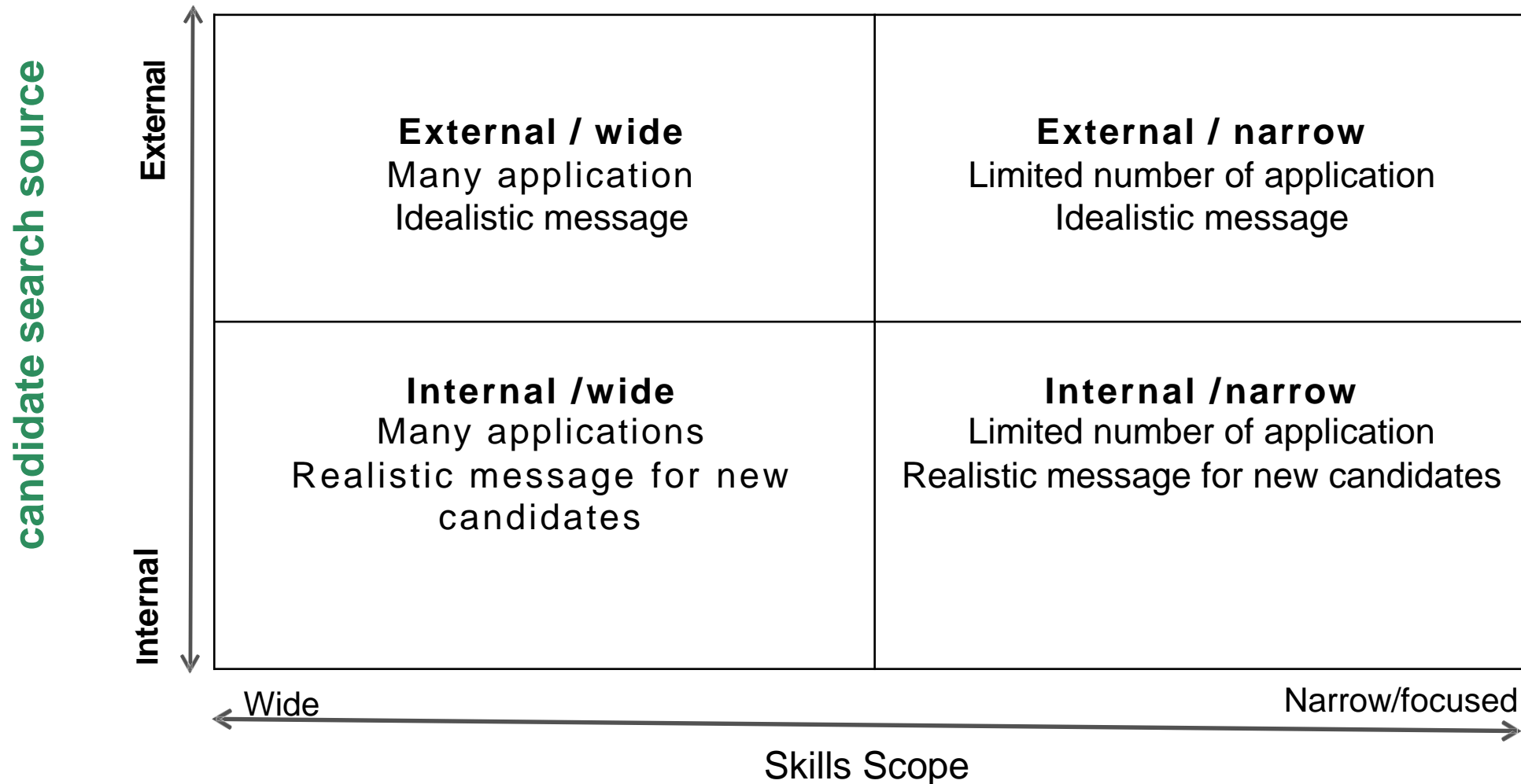
How companies solve the situation with recruitment of qualitative work force?

Internal recruitment

Open positions are filled with employees already working in the company

- Using company's employee database
- Vacancy advertised on Intranet
- Individual job offer for a particular employee
- Recommendations of other employees

External recruitment

Open positions are filled with human resources from labour market

- Advertisements in media, portals
- State Employment Agency
- Educational institutions
- Former employees
- Clients
- Linked In
- Networking
- «Open door» days
- Career page of the company
- Social media
- Recruitment agencies

What if the mentioned solutions do not work?

Why cooperate with recruitment company?

Source: CV online, big company
survey, 2019

40
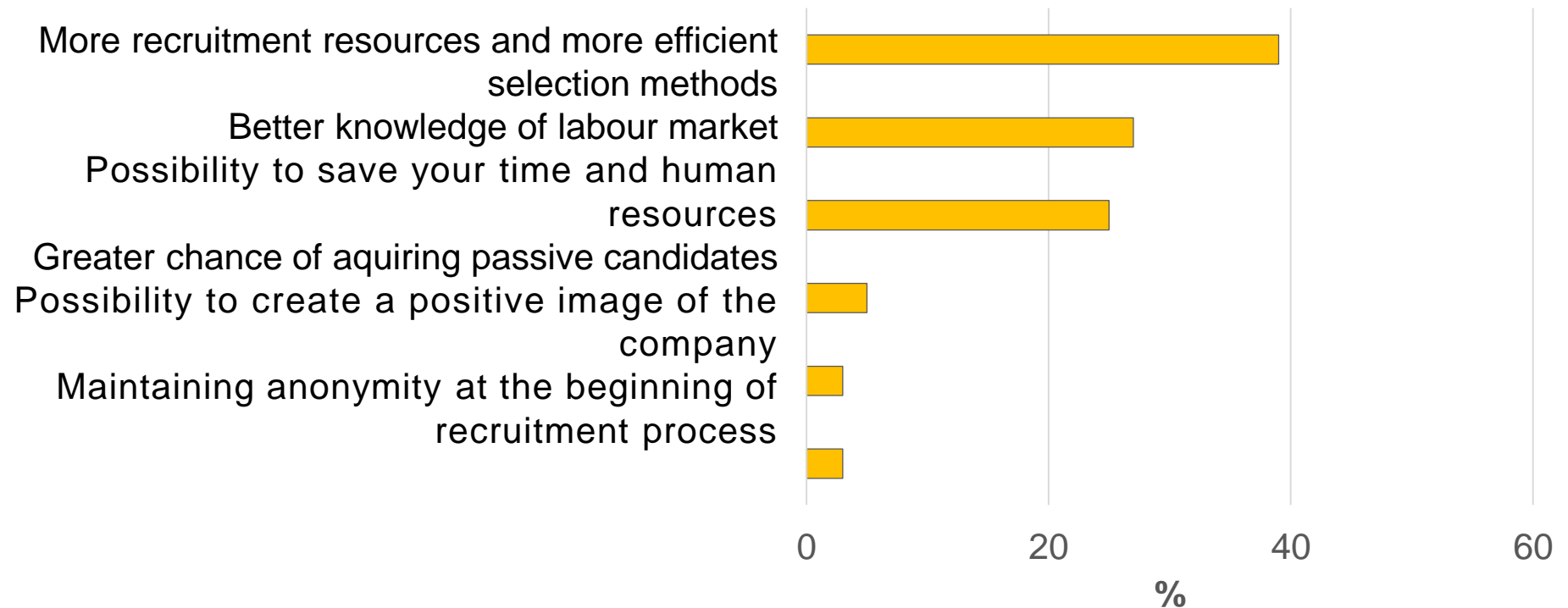
Which services are offered?

Recruitment

1. Initial selection
2. Full selection
3. Direct search for candidates

Evaluation and consultations

1. Evaluation of candidates and employees
2. Career and HR management consultations

What to do,if none of the candidates meets the requirements?

Only those candidates, who meet the requirements, should be hired. One must not choose best from the worst.

4# Career page needs to educate quickly, beautifully and easily

Why such career page is necessary?

94.9%

Explanation of
the application
selection process

93.5%

Information about
company culture
and benefits

85.1%

Contact information for
communication and
questions

Most of the career pages on employers' websites (64%) consist only from open vacancies,
not providing information about company's culture, growth possibilities and benefits.

5# Career page: solution

Checklist of career page:

- Video that shows culture and work environment of the company
- Reasons to choose this company as an employer
- Pictures/stories of employees
- Frequently asked questions and answers
- Easy application form
- Mobile version of the page
- *Attractive design*
- *Search Engine Optimization (right keywords to make page visible in Google Search)*

6# Innovative selection tools- necessary or not ?

Online interviews

Chatbot interviews

Video applications (Easy Cruit)

Facebook recruitment

Virtual reality glasses in recruitment process

Avots: ERDA pētījums 85 darba devēju vidū, 2 «slepenajiem» kandidātiem piesakoties uz uzņēmuma vakancēm

46

Which selection methods are traditionally used?

- Cover (motivational) letter
- Curriculum Vitae(CV)
- Application form
- Education document
- Recommendations
- Interview
- Job trials («experience day»)
- Tests

What do you mean, this CV is not good? It's
the most expensive one on Ebay!

Ancient China (2200 years B.C.)

First tests are used in personnel selection

Types of tests:

- Practical tests
- Intelligence tests
- Personality tests
- Interest tests
- Knowledge tests

Mind Exercise

- 20 women's names starting with "A"
- 12 rivers
- 12 spices

Types of Interviews

By structure:
- Structured
- Unstructured
- Partly structured

By number of participants

Individual
- 2 : 1
- Panel interview (many representatives of the company: 1 candidate)
- Group interview (many candidates)

By aim of the interview
- Behavioral interview
- Selection interview
- In-depth interview
- Stress interview

Selection and evaluation or any key errors in the selection process?

- How long is the interview process?
- Do all candidates receive the same attitude?
- Is there a possibility to ask questions?
- Are candidates informed about next steps ?
- Is it possible to see work environment (introductory day at work)?

Online interview – the new norm?

98%

After the interview think that the company is innovative, sustainable, oriented towards future

only 17%

Of employers were ready to conduct the selection process online (e.g. via Skype)

Online interview: free tools

zoom

- Simple start of conversation
- Candidate does not need a profile

Google Hangouts

- Comfortable for Google users
- Possible to link the call with calender

WhatsApp

- Available to many candidates
- Creates a sense of availability

Always make sure that the tool complies with the requirements of the data regulation.

Chatbot interviews

- Learning and automatization as main methods of screening and selection

- 60% of people to not submit the application because it is too complicated and/or too long

- 89% of youth are content with chatbots as interviewers

Helps to keep the attention of the candidate
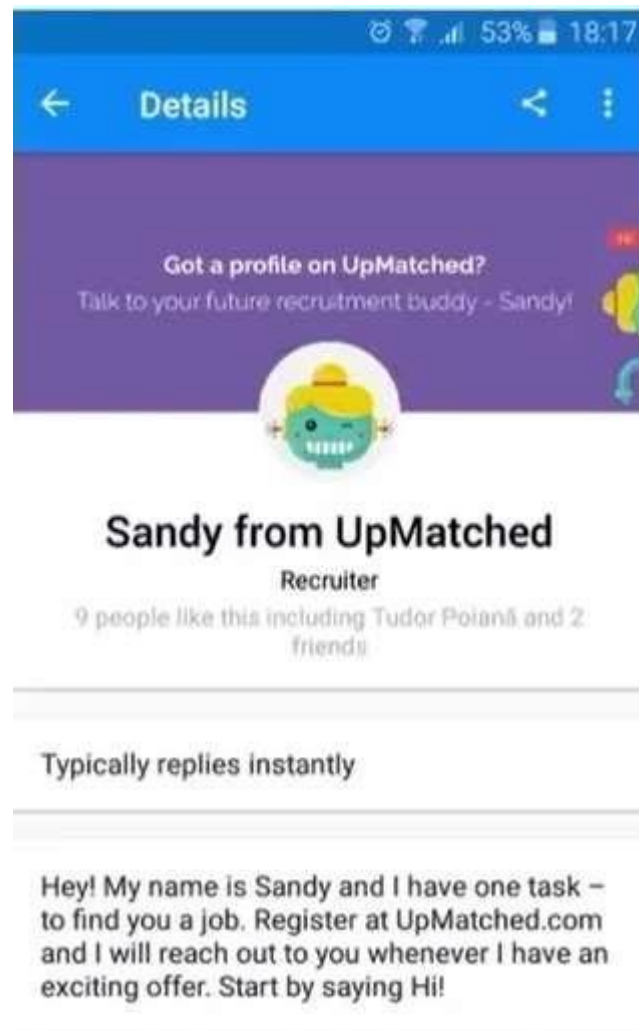
Chatbot success stories

720

Youths contacted

194

Interviews in a week

64

New candidates with personality and logic test results

Facebook recruitment

- Productivity and loyalty of passive candidates in long-term is greater
- 67% of active job seekers use Facebook, 40% - Linked In

- Up to 45% of passive candidates are open for new opportunities, when addressed by recruitment specialists
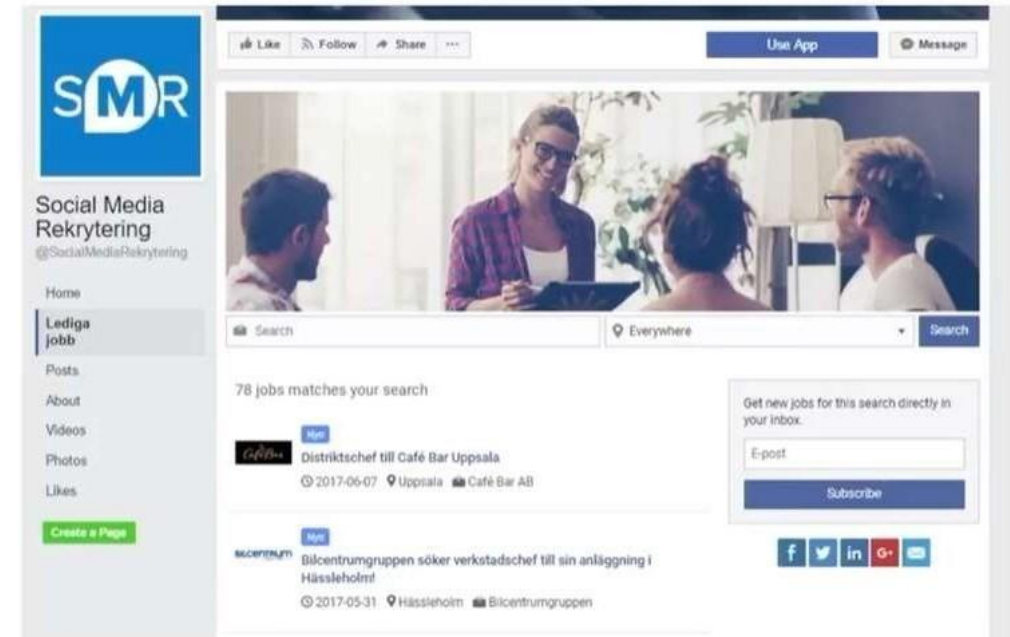
Literature list:

Topic:

"PRACTICAL WORK"

Practical work/exersise

People Management

Practical work:

<u>The aim of the practical work</u>: to prepare and submit the process and analysis of human resource management in wood processing companies.

Final working conditions:

• At the end of the people management module, students research the situation in their production company about human resource management processes, describing all human resource management processes (planning, searching, selection, adaptation, motivation, evaluation) and identifying problems and their causes in human resource management.

• Based on the analysis, proposals for process improvement are developed, as well as a human resources/people management strategy for the manufacturing company.

• At the end of the module, students present the developed human resources/people managemant strategy to the selected manufacturing company.

Scope: not limited (can be created in a word document, can be used in any form of presentation, can be made into a video and tell, can be created as a poster or visual material).

Presentation: in person or remotely in free form.

Rating: passed / failed

Topic:

"ROLES AND TASKS OF THE TEAM LEADER AND MANAGER"

Author
Astrid Org, Kadri Kõiv

ROLES AND TASKS OF THE TEAM LEADER AND MANAGER

In his article, John Kotter (2001) identifies two key areas in governance.

Leaders need to deal with both process *management* and people *leadership* .

Management and *leadership* are two different and complementary ways of doing things. Because any functioning system requires:

- Deciding what needs to be done
- Networking of people and maintaining relationships to accomplish tasks
- Performance assurance

Management and *leadership* create these assumptions through a variety of means.

Management is about coping with complexity. Creates orderliness and consistency in key dimensions (eg quality and profitability).	***Leadership*** lies first and foremost in coping with change.

Decision making	
Planning and budgeting. Making vision-based action plans and calculating the necessary resources (money, time, people, competencies) (to increase order). Planning, especially long-term planning without vision, is a waste of time.	**Creating a vision and strategy.** Setting the direction. Creating a vision for the future, together with planning strategies that will bring about the changes needed to achieve that vision

Networking and building relationships	
Organization and manning Creating the structure of the organization and the necessary jobs, finding and recruiting suitable people to perform the necessary tasks (incl. Informing about the tasks, reporting, setting up the areas of responsibility, setting up a monitoring system). Developing the necessary competencies, deciding how much power is delegated and to whom. M economic gauges construction .	**Communication and persuasion** The beginning of the "line-up" of people. Communicating the purpose of action, action plans, etc. and achieving commitment, which presupposes the credibility of the organization and managers. It means talking to many more people than is needed to organize. Talk to anyone who can help implement or block the vision and strategies. **Delegation and empowerment** Continuation of the "line-up" of people. Transfer of responsibility and authority to those pursuing the objective. Inducing proactive activities resulting from a clear sense of purpose at lower levels of the organization. Resolving proactive disagreements.

Performance assurance

Monitoring and control
Monitoring results according to plan using both formal (reports, meetings) and informal (conversations) tools. Definition of deviations and adjustment if necessary. Ensuring the successful completion of routine work. Increasing failure resistance, risk freedom.

Problem solving and prevention
Consistent identification of problems (in case of deviation from the plan) and their solution taking into account people's needs, values, emotions.

Motivation and inspiration
Ensuring people move in the right direction (despite obstacles) based on basic personal human needs (motivators), values, emotions. Achieving energy to overcome obstacles.

People are motivated by different things, such as achievements; a sense of belonging; an increase in self-esteem and a sense of mastery of one's life; opportunity to live according to one's ideals, etc. Such feelings touch people deeply and provoke strong reactions. You can motivate:
- emphasizing their key values in presenting the vision;
- involving people in deciding how to achieve the vision;
- supporting efforts to realize people's vision;
- through guidance, feedback, role models, etc .;
- recognizing and rewarding success so that people feel part of an organization that cares about them.

Raising new leaders
Perceiving leadership potential. Empowering and challenging. Developing skills for development.

MAIN ACTIVITIES OF THE TEAM LEADER
Based on D.Maister, P.McKenna

1. Makes clear the goals of the team and achieves commitment to them

2. Shapes group rules and norms

3. Consciously monitors and develops relationships in the team

4. Provides the team with the necessary information

5. Inspires and inspires team members

6. Presents developmental challenges to the team and its members

7. Guides, gives feedback (negative feedback if necessary)

8. Acknowledges, supports

9. Listens and relieves disagreements

10. Helps the weak and those with problems

11. It tames the "primaddons" and maintains its authority

12. Ensures purposeful and energetic meetings

13. Solves problems, deals with crises in the team

14. Evaluates the team's achievements based on the expectations of the union members

15. Gets the attention and support of its leaders to the team, protects the team if necessary

16. Creates an atmosphere in the team

RECOMMENDATIONS FOR CREATING AND KEEPING A TEAM

D.Maister, P. McKenna Based on "First among Equals"

As a leader, know what you are on this team for:
- What is the goal of the team and what is in the "bigger picture";
- Are the goals SMART (specific, measurable);
- What success would look like in concrete terms;
- What are the resources (how much time, money, people, etc.) do you have;
- If there are sufficient resources, what should and could be done to procure the missing funds, people, etc.

Try to get team members to:
- know the purpose of the team's activities and it is important and dignified for them;
- know what they need to achieve (both together and individually);
- know their roles;
- support each other,
- has developed a suitable way of working (discussing what is expected of each other and how satisfied they are with the cooperation);
- analyze their activities, discuss how they are doing;
- feel the team spirit, they have fun together too 😊
- know the action plans and the basis on which their results are regularly evaluated.

Important activities team under the direction of :
- Aim. What are your team's goals for this year? Do they know that and how? People want meaning, to do something important. Create meaning. Involve team members in goal setting.
- Agree on roles and responsibilities and principles for team action.
- Start collaboration - bring people together, encourage communication.
- Watch how it goes. Solve problems, encourage, support.
- Feedback: Based on the goal and shared tasks.
- Develop a team, set new challenges.
- Gain support for the team, mandate. Representation and presentation skills play a very important role here.
- Don't forget to analyze with team members as a **team operation** , acknowledge eleven achieved for and think through what _ you want change .

"GOLDEN WISDOM OF LEADERS"

John C. Maxwell (2009) summarizes leadership with sixteen golden ideas on leadership:

MANAGEMENT

1. ... willingness to take risks;

2. ... a passionate desire to change something for the good of others;

3. ... dissatisfaction with the current state of affairs;

4. ... taking responsibility at a time when others are swearing and making excuses;

5. ... seeing opportunities in a situation where others see limitations;

6. ... a willingness to stand out from the people;

7. ... an open heart and an open mind;

8. ... the ability to suppress our ego for the best;

9. ... the ability to awaken in others the ability to dream;

10. ... inspiring others with a vision of their contribution;

11. ... the ability of one person to exercise the abilities of many;

12. ... speaking from heart to heart;

13. ... cooperation of heart, head and soul;

14. ... the ability to care while caring to unleash ideas, energy, and human potential;

15. ... dreams come true;

16. .... above all, courage.

ESSENTIAL COMPETENCES OF THE LEADER
Tõnis Arro, 2001, Competence Model of Estonian Leaders

1. Team management
Takes responsibility for the group's activities, organizes the activities of others. Can see the whole and is based on the interests of the team, not the interests of the individual. Can create a sense of team and unite people. Pays attention to the design of the microclimate in the company.

2. Motivation, influence Can motivate employees, achieves the necessary behavior of other people. He is enthusiastic and motivated about his work, thus it has a motivating effect on colleagues and subordinates.

3. Achievement Orientation Can set challenging goals, is focused on growth and development. Appreciates and recognizes the achievements of employees and pays emphasis on employee development.

4. The initiative has a vision. Thinks ahead, acts based on future needs and opportunities. Shares his vision with colleagues.

5. Obtaining informationFinds the necessary information, looks deeper than the surface.

6. Cooperation Works well as a member of the group, develops cooperation in the group. Can resolve conflict situations.

7. Communication sensitivityListens to others, understands their feelings, thoughts, worries. Can and considers it necessary to share his / her thoughts with subordinates, is able to communicate openly and friendly. Appreciates honesty and respects its employees.

8. DirectiveDistributes clear instructions, also makes unpopular decisions with determination.

9. Business Orientation Sees, values and uses business opportunities.

10. Analytical thinking Sees causal relationships and can draw conclusions from them.

11. Company awarenessUnderstands the structure and strengths of a company.

12. Self-belief Believes in coping with difficulties. It doesn't matter if everything doesn't go as planned, it can work flexibly and at the same time stubbornly.

Topic:

"ACTIVE LISTENING SKILLS"

ACTIVE LISTENING SKILLS

ACTIVE LISTENING is a skill that best expresses understanding and empathy and helps the other to cope with their problems and solve them independently.

The important components of active listening are:

WORDING - The most important thing the speaker says is repeated in his own words. The listener is based only on the thoughts and feelings of the speaker, temporarily leaving his or her own while listening. For example: *I understood you that ...   You think that…*

REFLECTION OF FEELINGS (empathy)
Expressing one's understanding of the speaker's emotional state and its strength. For example: *I see that it makes you… (sad.) , You are also… (unhappy).*

REFLECTION OF SITUATION (not estimated) Example: *I understand that you are currently unable to work with this machine.*

SPECIFY QUESTIONS that will allow the speaker to better understand the problem. For example: *What changes in your life do you now have to take into account…?*

SUPPORTING HEARING

Supportive listening means that you value another's message. This lets the interlocutor know that he or she is being accepted and understood.
- You accept what is being said
- You encourage me to talk about your problem.
- Body language (open, eye contact, proximity).

What does a good listener do?
- Asks for clarifying questions (and is not in a hurry with them)
- Lives with the speaker - posture, eye contact, nodding
- Listens to the end, does not interrupt
- Reflects in words, body language
- Makes mid-term reviews
- Uses "echo"
- Is impartial, does not give ratings
- Does not solve for the speaker, supports the speaker in reaching a solution
- It's on one wave, empathetic
- Adapts the environment for listening and speaking

Topic:

"LEADERS´QUESTIONNAIRE – MOTIVATING EMPLOYEES (EMPOWERMENT)"

Leaders' Questionnaire - Motivating Employees (Empowerment)

Please answer whether this statement is more relevant to you (mark answer) or not.

❑I get to work on time and don't leave sooner.

❑demanding of myself as I am of my employees .

❑I'm not looking to blame . I can also see and admit my part in the error.

❑ I support a work culture where people dare to make mistakes and learn from their mistakes.

❑There are no work secrets in front of employees .

❑I do not favor the spread of clichés and rumors .

❑ I have set high ethical standards in my dealings with employees and adhere to them.

❑I will ensure that the staff receive the necessary training.

❑I participate in training to improve my skills and competencies.

❑Employees play an active role in developing goals for themselves, the team and the company.

❑I regularly check that the goals of the team or the different parts of the company are consistent. Everyone is working together for a common goal rather than competing with each other.

❑I have clear rules of procedure for dealing with employee dissatisfaction / problems.

❑Employees are familiar with problem -solving policies and feel safe asking for help solving problems .

❑My team members only turn to me for important questions, simpler problems are solved.

❑I don't connect with my team by sharing my weaknesses and fears. I'm honest but professional.

❑ I encourage employees not to be afraid to make mistakes, otherwise there will be no experience.

❑Employees share with them when they have made mistakes, talk about how they have been corrected and what they have learned .

❑I have a professional or mentor with whom I can discuss my work problems .

❑ I do not train my employees, but lead, share, encourage and stimulate team members to grow, develop and learn.

❑I trust my employees.

Overall Score ……… .:

The key

15-20 points: well done. You're talking. Which statements you could not indicate which ones you want

to work on something?

10-14 points: The basics are there. Now you need to upgrade. What should I change to get 15 or more points?

5-9 points: You need to raise your standards. There are no important systems in place to motivate employees. Commit to raising your score to 15 over the next three months.

0-4 points: You will probably see the results of your team's lack of integrity. There are three easy steps you can take to improve your workforce

motivation immediately. Commit to raising your score to 15 over the next 6 months.

Topic:

"TEAM LEADER SELF - ASSESSMENT"

TEAM LEADER SELF - ASSESSMENT

Please evaluate yourself based on the statements below, thinking of yourself as a team leader.

NB! If you are not currently working as a team leader, think of situations where you have been responsible for leading or organizing a business.

	1 Not at all	2 Rarely	3 In some way	4 Quite often	5 Mostly
I know the goals of the team					
I can make my team achieve its goals					
I design the rules and norms of the team					
I follow what is happening in the team and communicate consciously as a team leader					
I support and help build relationships between team members					
I provide the team with the necessary information					
I encourage and inspire, present developmental challenges to team members					
I instruct and teach team members					
I will provide corrective feedback if necessary					
I notice and acknowledge the positive					
I listen to and alleviate disagreements between team members					
I notice those who are lagging behind and I find ways to support them					
I am an authority for my team members (I am taken into account and my opinion is considered important)					
I guarantee the purposefulness of the joint meetings / joint events of the whole team					
I solve problems, I deal with crises					
I evaluate the team's achievements based on customer expectations					
I get the attention and support of (my managers) for the team, if necessary I defend the team					
I create an atmosphere in the team					

My strengths in leading people and teams include:

My room for development in people and team management is:

ASSESSMENT OF TEAM LEADER PERFORMANCE

NAME AND SURNAME have asked you for feedback on your team management skills. Please evaluate him / her based on the statements below, considering situations where you have seen him / her act as a leader or team leader in an enterprise. NB! Your answers will remain anonymous.

	1 Not at all	2 Rarely	3 In some way	4 Quite often	5 Mostly
Knows the goals of your team					
Able to steer your team towards goals					
Shapes the rules and norms of the team					
Monitors what is happening in the team and communicates consciously as a team leader					
Supports and helps build relationships between team members					
Provides the team with the necessary information					
Inspires and inspires, presents developmental challenges to team members					
Instructs and teaches team members					
Provides corrective feedback as needed					
Notices and acknowledges the positive					
Listens and resolves disagreements between team members					
Notices those who are lagging behind and finds ways to support them					
Has authority for his team members (he is considered and his opinion is considered important)					
Ensures the purposefulness of joint meetings / joint events of the whole team					
Solves problems, deals with crises					
Evaluates the team's achievements based on customer expectations					
Gains (their managers') attention and support to the team, protects the team if necessary					
Creates an atmosphere in the team					

I consider his strengths in leading people and teams:

His room for development in people and team management is: