



MANAGING HUMAN RESOURCES FOR LEADERS

PROJECT INTERREG INNO-WISEs

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ITO INDIVIDUUM TEAM ORGANISATION

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1| Managing a team

A team is a “group of individuals who cooperate and work together in order to reach a set goal.” (Horodyski, 1995)

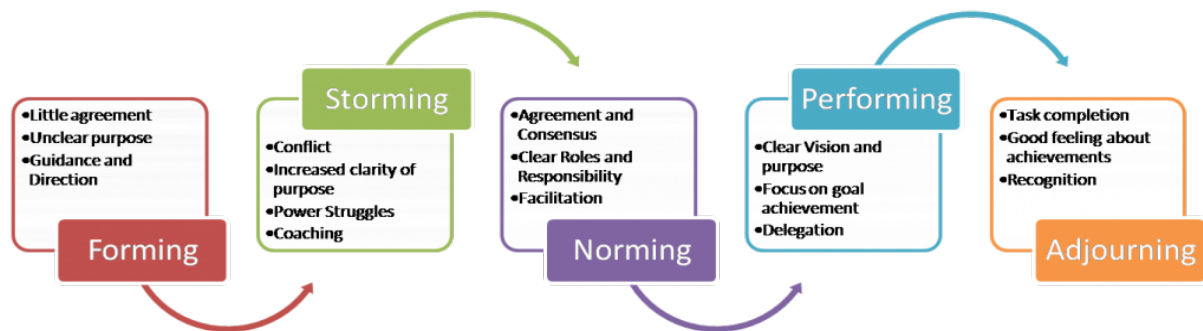
GROUP	TEAM
<ul style="list-style-type: none"> • Members work independently and usually not with the same goal. • Members usually focus only on themselves because they are not involved in planning their group’s goals. • Tasks are assigned to members or they are told what their duty/task is; suggestions are rarely welcome. • Members do not believe in others’ motivation because they do not fully understand what the role of each of them is in a group. • Members are bothered by others’ opinion and their disagreements, because they see them as a threat. There is no group support that would try to solve the problem. 	<ul style="list-style-type: none"> • Members work on personal and team goals, and understand that the goals will be best achieved through cooperation and mutual support. • Members are familiar with and accept their team role and are devoted to the goal. • Members work together and use their talents and experience to contribute to achieving the team goals. • Members try to be honest, to listen and respect everyone’s opinion. • Members see a conflict as part of the human nature and react to it by treating it as an opportunity to hear new ideas and opinions. Everyone wants to solve problems in a constructive manner.

“A group becomes a team when each member is confident enough in themselves and in their contribution in such a way that they can recognize the skills and contributions of others.”
(Norman S Hidle)

Advantages of team work

- widens individual perspective
- includes more information, more alternatives, and there is a bigger possibility to find solutions
- engages more resources, more possibilities of delegation, implementation, coordination and monitoring
- synergy of different knowledge and experiences, approaches and contributions, creativity in their combining
- smaller risk in decision-making, “collective intelligence” is initiated
- fosters questioning, through communication, feedback and understanding
- has a motivating effect on members, activates social motivators. Bigger commitment and probability of accepting the mission, goals and tasks.

Tuckman's team-development model



FORMING

Members get to know each other. Identity, purpose and goal of the team are unclear. Different commitment to the goal, from enthusiasm to non-involvement. They are cautious and stick to safe topics. They do not show initiative and avoid assuming responsibility. Communication is limited, often only a few dominate in the conversation. Team members depend on direct leadership.

STORMING

Members react from an independent position. Differences in understanding the goal and roles are expressed. Confusion. Struggle over power and control. Emotional reactions when problems occur. Conflicts. Unequal involvement of members. Uncertainty in the freedom to talk openly. The team is resistant and can react negatively to attempts of leadership.

NORMING

The team gains confidence; new impulse, new possibilities. Standards and norms are set. The team develops agreement on the goal, approaches the task, procedures and communication. Questions about what is being done, how it is being done, who is doing it and until when are answered. Relations are developed with external elements (other teams, clients). Members form relations, connections, and mutual dependence.

PERFORMING

Team members work together on meeting a joint goal, take full responsibility for tasks, as well as for relations. Effective results are achieved. There is pleasure in the achievements. Balanced orientation towards the task and the process. Team cohesion. The team shows

initiative. Members work proactively for a joint interest. Internal and external influence factors are continually monitored.

REFORMING/ADJURNING

After a task is completed, the purpose, the goal is met, and new ones do not occur. Emptiness, possible feeling of loss. Connections among team members are weaker. Some team members leave.

Team roles

"Having the smartest people work together in a team will not necessarily lead to the best results." Meredith Belbin

With particularly successful teams, you will see that each team member has clear responsibilities. What is most important, you will see that each of the roles is important for the team results. In order to create an effective team and achieve shared results, combine skills and personalities of individuals participating in the team. You need to understand what conditions are necessary for good team work and then create those conditions.

However, despite having distributed clear roles and responsibilities, a team often fails. How often does that happen to teams you work with? Maybe some team members do not carry out what you expect from them. Maybe others are not flexible enough, so that their potential drops. Maybe a person who is respected for their expert contribution does not see the bigger picture and fails to undertake tasks and steps others expected him or her to take, or maybe one team member becomes frustrated because he or she does not agree with other team members' behaviour.

Meredith Belbin is a British researcher and theoretician most well-known for his work in the area of team management. He studied team work for a number of years and noticed that team members have a tendency to take on different roles within a team. He defines a team role as "a tendency to act, contribute to and connect with others in a certain way" and defines nine such roles:

Implementer – disciplined, reliable, conservative, efficient, turns ideas into action / Somewhat inflexible. Slow in reacting to new possibilities.

Coordinator – mature, self-confident, good chair, makes goals clear, encourages decision-making, good at delegating/ May seem as a manipulator, delegates his/her own work to others.

Shaper – sets challenges, dynamic, great under pressure, has energy and courage to overcome obstacles. /May provoke. May hurt others' feelings.

Plant – creative, imaginative, unorthodox, solves difficult problems. / Ignores unimportant things. Preoccupied to communicate efficiently.

Resource Investigator – extroverted, thrilled, communicative, explores possibilities, creates contacts. / Too optimistic. Loses interest as soon as the first phase of enthusiasm is over.

Monitor/ Evaluator – realistic, strategically oriented, picky, sees all possibilities and makes correct assessments. / Lack of encouragement and ability to inspire others.

Team Worker – cooperative, calm, makes notice, diplomat, listens, builds, calms down those who wait, and avoids conflicts./Indecisive in emergency situations.

Completer – Finisher – patient, conscientious, worried, explores mistakes and oversights, does things in time. / Unnecessarily worried. Avoids delegating.

Specialist – independent mind, self-starter, devoted, offers rare skills and knowledge. / Contributes only in a narrow area. Sticks to details.

Apollo Syndrome

Teams that were formed by people with high mental abilities and excellent analytical thinking skills, despite expectations, did not turn out to be superior when competing with other teams.

This is considered to be the result of specific individual tendencies that influence team work:

- Continuing to think in an already established way and following one's own strategy, without taking into account what other team members say or do.
- Long unconstructive discussions in which team members attempt to persuade others to adopt their views.
- Inefficient communication, not enough active listening. No effort in trying to understand the other side, all effort is put into finding weaknesses in the arguments of others.
- The decision-making process is slow and difficult, with less readiness to find solutions acceptable to everyone. Difficulties in leading the team and in accepting the leadership.

Even when functioning problems, which lead to inefficiency, are recognized, this leads to further conflicts, and not to creating unity in achieving joint results/goals. Being right is more important than reaching a goal. "All talk and no action."

However, there have also been successful Apollo teams characterized by:

- absence of highly dominating individuals, and
- particular leadership style.

Successful leaders are people prone to asking questions who try to establish some **form or principle of group discussion and expected results of group activities. They have directed attention to setting goals and priorities and creating ways of team engagement.** This kind of successful leaders could manage and achieve results in any group/company, while not dominating the group simultaneously.

How to improve cooperation within and among teams?

- absence of highly-dominating individuals
- particular leadership style

- identification of needs for cooperation and of potential obstacles, and creating a related action plan
- periodical meetings, sharing information within the team, exchange of opinions and arguments (pros and cons) and discussion
- kick-off meetings within the team, presentation of projects, joint planning of cooperation, resources and deadlines strategy
- making clear the roles and responsibilities within the team
- harmonizing goals, avoiding dual responsibilities and situations of competition within the team over resources
- matrix networking, joint work on projects and/or in working groups
- activities leading to higher recognition of roles and contributions of each team in the process of achieving organizational goals
- management's support to cooperation within the team, setting an example with a cooperative attitude
- recognition of team work competencies and cooperation within the team and their encouragement within the goals' monitoring and rewarding system
- establishment of a feedback exchange system among teams
- support to knowledge generalization, job rotation
- shared trainings, team-building and other organizational events.

2| Motivation

"Take away my people, but leave my factories and soon grass will grow on the factory floors. Take away my factories, but leave me my people and soon we will have a new and better factory."

(Andrew Carnegie)

INTRODUCTION TO MOTIVATION

Motivation is the level of enthusiasm, energy and dedication that people invest in their work and their readiness to learn and to develop. High level of motivation in us and others is necessary for efficient work and results.

Some remarks about motivation:

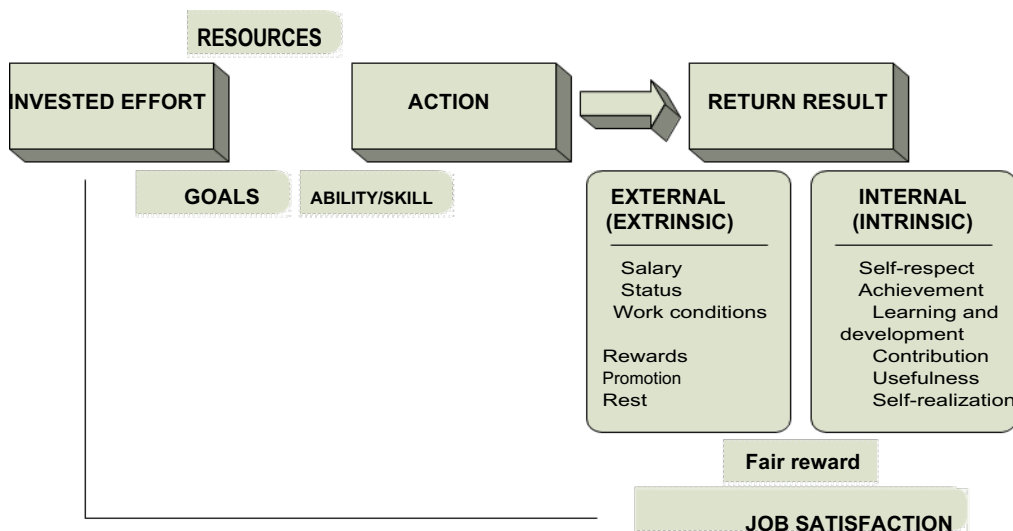
- You cannot motivate anyone directly, but only make sure that conditions exist under which that person will probably be motivated.
- Motivation is only one of the elements of results management and it is necessary to take it into account when setting goals, making delegations, giving feedback, acknowledgement and rewards, and during development planning.
- You cannot measure the level of someone's motivation directly, but can only draw conclusions from their behaviour.
- What motivates one person can be very different from what motivates another person.

HOW TO RECOGNIZE MOTIVATION

Remember the time when you were truly motivated in your work. Then think about some other person who seemed highly motivated. Think about the behaviour that this person demonstrated – you could probably recognize some of the following:

- shows great enthusiasm in relation to the job
- takes over initiative in problem solving
- works over time, if necessary
- goes to work even when he/she is not 100% fit
- invests huge effort and energy
- invests more than minimal effort
- encourages and supports others
- shows satisfaction with the achievements.

In managing others, it is extremely important to focus on behaviours. Behaviours similar to those mentioned above point, with high probability, to high motivation level, while behaviour opposed to those are probable signs of lower level motivation. However, we can never be completely sure.



Connection: Effort – Action – Result (motivation influence factors, Coleman 1987).

TWELVE QUESTIONS FOR CHECKING MOTIVATION CONDITIONS

1. How much effort has been made? (confirmation in behaviour?)
2. What is the level of results? (confirmation in behaviour?)
3. Are goals clear and accepted?
4. Are all necessary resources at disposal?
5. Does the person have the necessary abilities to perform the job?
6. Does the person have the necessary knowledge and are they adequately qualified?
7. What type of results does the person value highly? (How do we know this?)
8. What type of feedback does the person receive?
9. What kind of feedback information is provided? (On which topic? How often?)
10. What types of rewards are ensured? (Is the person treated fairly?)
11. What level of job satisfaction is expressed?
12. What actual actions can we carry out to ensure conditions for motivation growth?

MOTIVATION INITIATORS (according to David McClelland)

Accomplishment – the need to constantly improve one's own actions and results

Power – the need to influence and to have one's achievements and influence acknowledged

Belonging – the need to build and maintain friendly relations

ACCOMPLISHMENT (success or failure)	POWER (influence or powerlessness)	BELONGING (inclusion or rejection)
RESULT	STATUS	RELATIONS
FEEDBACK	VISIBILITY	HARMONY
CHALLENGE	INFLUENCE	COMPANY
AUTONOMY	ORGANIZATION DIPLOMAT	BELONGING
DIVERSITY	POLITICAL	TEAMWORK
LEARNING	VIP CONTACT	SOCIAL CONTACTS
EFFICIENCY	HIGH RISK PROFILE	NETWORK OF FRIENDS
GOAL	NEED TO LEAVE IMPRESSION	

Theories and definitions of motivation

Motivation is defined as a process which initiates, leads and maintains goal-oriented behaviour. Motivation is what stimulates us to act and it includes biological, emotional, social and cognitive forces that activate behaviour. Organizations try to discover how individuals can be motivated for work with the use of different means (encouragement, rewards, etc.) and contexts within which they perform their job. Motivation, in general and at work, comes from two sources, which is why we are talking about extrinsic motivation when motivators are external (salary, praise, promotion, etc.) and intrinsic motivation when the source of motivation is in individuals themselves (feeling of satisfaction and fulfilment because a task has been carried out or a goal has been reached, etc.)

What is today perceived as the first organized attempt to establish an all-encompassing theory of motivation was originally created as an economic theory. This approach, known as 'scientific management', intensified interest in the organization of work and indirectly influenced Henry Ford not only to adopt a similar approach in his factory in Detroit, but also to take it one step further and develop a new work organization based on the organization of an assembly line. After that, motivation theories have been emerging one after another, each describing in its own way characteristics, social and scientific trends, and time periods in which they were created.

A significant number of those theories is today marked as 'classic'. The line between classic and modern theories is not always the clearest. However, the term "classic theories of motivation" usually denotes the following three theory groups:

1. Motivation theories (Taylor)
2. Theories based on content (needs) (Maslow, Herbar, Agrari, McClelland, McGregor)
3. Theories of cognitive processes (Vroom, Adams, Locke)

Overview of parallel theories

Theory (group, name, authors)	Short description	Implications	Criticism
Motivation Scientific management theory (Taylorism) Taylor	The core of scientific management is a belief that there exists 'the best way' to do a certain job and that people will be motivated to do the job right if their rewards and punishments are directly related to their performance. Training and motivation are the fastest way to adequate performance.	Taylorism is somewhat responsible for revolution in mass production, because it was an integral part of the efficiency movement in the USA. This theory was the first to emphasise the importance of motivating employees. Failure of this theory and dissatisfaction of workers inspired researchers to seek new motivation theories.	Individuals differ from one another; the most efficient way of doing a job for one person can be completely inefficient for another person. Economic interests of workers and management are rarely the same, so that Taylor's methods were often rejected, even openly sabotaged.
Content Hierarchy of needs Maslow	Hierarchy of needs consists of 5 needs (from the lowest to the highest): physiological, safety, belonging, respect and self-realization. Lower levels have to be satisfied before higher levels are activated. An important extension of this theory is Aldeferer's ERG theory where E stands for Existence, R for Relatedness and G for Growth.	The focus is extended from material motivation to different needs, where satisfying the needs is the motivator. Once a need is satisfied, it is no longer a motivator, which explains Taylorism's failure. Transferred to the work environment, this theory implies that employees will be continually motivated only if they are enabled, in reasonable time, to satisfy higher levels of needs.	There are not many evidence that the classification that Maslow suggested is in line with reality or that hierarchy of motives even exists. Universal acceptance of motives pyramid has been rejected - the pyramid is ethno-centric, and culture-centric, adjusted to the territory of North America and Western Europe. It is very hard to find practical application of this theory in an organizational environment.
Content	Herzberg's theory is focused on workplace motivation and is, in its essence, strongly related	Based on this theory, it is easy to make	The relation between job satisfaction and efficiency is not unambiguous, and neither is the relation

Two factor theory Herzberg	to Maslow's theory. Two factor theory separates hygiene factors (job safety, salary, status, benefits, working conditions) from motivators (challenge, acknowledgement, responsibility) as causes of job satisfaction. Hygiene factors are not motivators in themselves, but their absence is demotivating. Motivators, similar to Maslow's higher needs, are necessary to motivate an employee for an outstanding result.	recommendations for management, for example that a job needs to be challenging enough to engage all capacities of an employee or that an employee who shows high level of capabilities needs to be entrusted with a higher level of responsibility. Herzberg's theory, despite certain shortcomings, still today influences management of people all over the world.	between job satisfaction and motivation. Satisfied employees are not necessarily motivated or successful. Moreover, the theory is, according to its critics, too focused on a statistical model of an average employee, not taking into consideration individual differences or cognitive factors which influence the decision-making in relation to work.
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Processes Theory of expectancy Vroom	According to Vroom, a person decides to take certain action on the basis of estimated consequences of this action. The core of this theory is a cognitive process through which an individual processes different motivational content. The process can be illustrated with the use of the following formula: $MF = E \cdot I \cdot V$ where MF = Motivation Force, E = Expectations that a certain action will result in reaching a goal, I = belief that a person will be rewarded if the expected impact is reached and V = value of a behaviour's consequences.	This theory emphasizes the need for organizations to link rewards directly with the result and that rewards are earned and desired by employees. Moreover, goals need to be clear, and the relation between putting effort and receiving an award is transparent and consistent. In the end, this theory emphasizes the importance of individual differences when motivation forms are in question.	Belief that certain behaviour will result in reaching a goal, i.e. that the reward depends on the invested effort does not take into account two important factors: abilities and expectations from the role.
Processes Goal-setting theory Locke & Latham	Motivation and impact grow if the goals set for employees are challenging and accepted by them, and if employees receive regular feedback. Goals should be SMART, which is reached by following these five principles: clarity, challenge, acceptance, feedback and complexity of tasks.	The theory is in line with MBO (Management by Objectives) concept from the 1960s and had a key role in forming performance management process.	The theory lacks a time perspective. Difficulty of a goal is covered, but not its time distance. Moreover, it is unclear what happens when the management's goals are not in line with organizational goals.

Locke's goal-setting theory

Understanding SMART goals

Setting goals is a powerful way to motivate people, as well as to motivate oneself. The value of goal-setting is acknowledged to the point that the entire management systems, such as Management by Objectives, include goal-setting basics in themselves.

Many of us have learned - from their bosses or from seminars and articles - to set smart goals. It is natural to assume that by setting a goal, which is specific, measurable, attainable, relevant and time-restricted, we are on the right path to achieve the goal.

But is this really the best way to set goals?

Goal-setting theory

Edwin Locke's pioneering research about goal-setting and motivation from the late 1960s showed that there is a connection between how difficult and specific a goal is and people's performance of that task. He found out that specific and difficult goals lead to better performance than unclear and easy goals.

To tell someone "you should try harder" or "do the best you can" is less efficient than "try to have more than 80% correct" or "concentrate to beat your own time record". Moreover, it is not motivating to set a goal that is too easy. Harder to reach goals are more motivating than easier goals because reaching a bigger achievement/success is something you had to work for.

Five goal-setting principles

1 Clarity

Clear goals are measurable and unambiguous. When a goal is clear and specific with a set time for finishing, there are less misunderstandings about what kind of behaviour would be rewarded. You know what is expected and you can use a specific result as the source for motivation. When a goal is unclear or when it is expressed as a general instruction, such as "take over the initiative", it has a limited motivational value.

In order to improve your own or your team's performance, set clear goals that use specific and measurable standards. "Decrease the loss by 15%" or "Answer the employees' suggestions within 48 hours" are examples of clear goals.

When using the SMART acronym to help you set goals, you ensure clarity of goals by making them specific, measurable and time-restricted.

2 Challenge

One of the most important characteristics of goals is the level of their challenge. Rewards are usually bigger for more difficult goals. If you believe you will be given good compensation or some other reward for reaching a difficult goal, this will increase your enthusiasm and your impulse to finish it. While setting goals, make every goal a challenge. If the task is easy and it is not perceived as important and if you and your employees do not believe that completing

the task is important - then the effort will not be impressive either. It is important to set an adequate balance between a difficult and a realistic goal. Setting a goal that you will not be able to reach is more de-motivating than setting a goal that is too easy.

3 Commitment

In order for goals to be efficient, it is necessary to agree on them and they have to be fully understandable. Employees will believe in and accept a goal easier if they feel they were part of its creation. The idea of participative management rests on including employees in goal-setting and decision-making.

This does not mean that every goal needs to be made in agreement with or approved by the employees. This means that goals should be in line with previous expectations and organizational relations. As long as employees believe that a goal is in line with the company's objectives and as long as they believe that the person setting the goal is credible, they will be committed to the goal.

It is interesting that commitment to a goal and difficulties often come together. The more difficult a goal, the more commitment is needed. If you have an easy goal, it does not take a lot of motivation to reach it. When you are working on a difficult task, you will probably come across challenges that ask for a deeper source of inspiration and encouragement.

When setting goals for your employees, make an effort to include them in the process. Encourage them to set their own goals and inform them about what is happening elsewhere in the organization. In this way, they can be sure that their goals are in line with the general vision and objectives of the company.

4 Feedback

Together with the choice of the right type of goal, an effective program must also include feedback. Feedback offers the possibility to make clear expectations, to adjust the difficulty of a goal and to receive recognition. It is important to enable the possibility of benchmarks and targets, in order for individuals to independently assess their progress.

These regular progress reports, which also measure specific success, are very important in places where a lot of time will pass before a goal is reached. In these cases, divide goals in shorter phases and connect feedback to each of the phases' results.

SMART goals are measurable, which ensures that clear feedback is possible.

When you work on setting goals, make sure to leave enough time for formal feedback. Informal checks are, of course, important and enable giving regular encouragement and acknowledgements. However, leaving enough time for a formal discussion of performance is a factor that is necessary for long-term improvement of employees' performance.

5 Task Complexity

The last factor in goal-setting theory introduces two additional conditions for success. For goals and tasks that are very complex, special care is taken in order not to make the work too demanding.

People working on complex and demanding roles probably already have a high level of motivation. However, they can force themselves too much if success criteria are not made taking into account the complexity of tasks. For this reason, it is important to do the following:

- give a person enough time to reach a goal or to improve performance.
- enable enough time for a person to practice or learn what is expected and what is needed for success.

The whole point of goal-setting is to make success easier. You should, therefore, make sure that conditions related to the goal are not frustrating and are not preventing people to reach their goals. This is the "Attainable" part of the SMART acronym.

3 | Situational leadership

SITUATIONAL LEADERSHIP

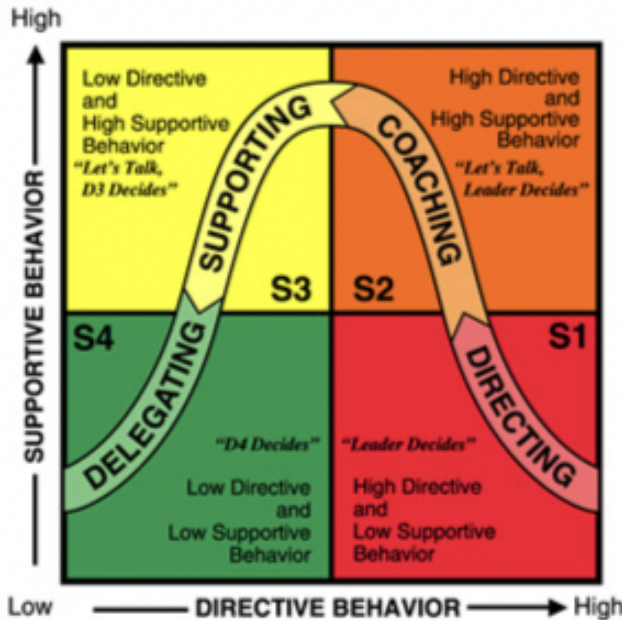
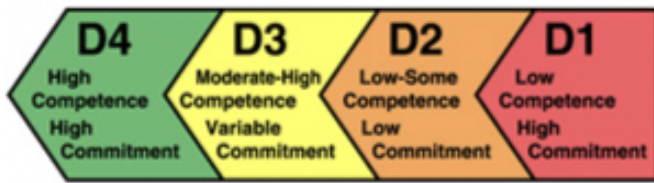
- a term that can refer to general leadership style, but also refers to a recognizable and useful leadership model
- situational leader is the one who can apply different leadership styles depending on the situation

At the end of the 1960s, Ken Blanchard and Paul Hersey came up with a model of situational leadership which allows a needs analysis of the current situation and the application of the most suitable leadership style. Over the years, the model proved to be popular among managers because it passed two basic tests of such models:

- it is easy to understand
- it functions in the majority of environments for most of the people

The model is not applicable only to people in leadership or management positions: we all lead others at work or at home.

Blanchard and Hersey defined leadership styles depending on the amount of directive and support that leaders give to their subordinates and in that way created a unique matrix:



Form of support

<p>S1: Directing</p>	<ul style="list-style-type: none"> • Directive leader defines tasks and roles for employees and closely watches their implementation. • The leader makes decisions and communication is largely one-sided. • Includes: telling people clearly what to do, how to do it, where to do it and when to do it and then monitoring closely the implementation <p>Structure, control and monitor.</p>
<p>S2: Coaching</p>	<ul style="list-style-type: none"> • Coach leader still defines roles and tasks, but asks for ideas and suggestions from employees. • Decisions remain the leader's privilege, but communication is to a larger extent two-sided. <p>Direct and support.</p>
<p>S3: Supporting</p>	<ul style="list-style-type: none"> • Supportive leader leaves every-day decisions, such as allocation and processing of tasks, to subordinates. • The leader takes part in and makes easier the process of decision-making, but management and control are left to employees.

	<ul style="list-style-type: none"> Includes: listening to people, giving support and encouragement for invested effort, helping inclusion into problem-solving and decision-making. <p>Commend, listen and help.</p>
S4: Delegating	<ul style="list-style-type: none"> Delegating leader is still involved in decision-making and problem-solving, but control is left to employees. Employees decide when and how the leader would be involved. <p>Delegating responsibility for everyday decision-making.</p>

Appropriate leadership style will largely depend on the person being lead - an employee.

Employee development level

Leadership style should be selected depending on competencies and commitment of employees, so the following four combinations of employees exist:

D1: Low competencies - low commitment	<ul style="list-style-type: none"> In general, there are certain skills lacking to complete a current task, as well as confidence and/or motivation for solving it.
D2: Some competencies – low commitment	<ul style="list-style-type: none"> Can have the required skills, but will not be able to finish the job without help. The task or situation can be new to them.
D3: High competencies - changing commitment	<ul style="list-style-type: none"> Experienced and capable, but can lack self-confidence to self-start or motivation to do the job well/fast.
D4: High competencies - high commitment	<ul style="list-style-type: none"> Experienced in work, sure of their capabilities to do the job well. Possibly even more skilled than the leader.

Blanchard and Hersey say that the leadership style of leaders (S1-S4) has to correspond to the development levels of employees (D1-D4) - and in that relationship the leader is the one who should adjust.

LEADER'S GOAL: to train their employees in a such way that the leader uses as little as possible that leadership style which takes up a lot of time (S1 and S2), but still gets top results. By applying the right style that corresponds to an employee's development level, the job is being done, relationships are growing stronger and, what is the most important, the employee's development level will rise to D4, at everyone's satisfaction.

Situational leadership is not something you do TO people, but something you do WITH people.

4| Development of employees

Development of employees and improvement of their knowledge and skills contributes to employees' better results and their higher engagement. There is a high level of correlation between professional development and motivation to work. Key points in the development of employees are selection for a position, introduction into the job, participation, further education and promotion. Intrinsic factors are the most important for work motivation - those are, among others, the possibility to participate, chances for further development and education, and promotion.

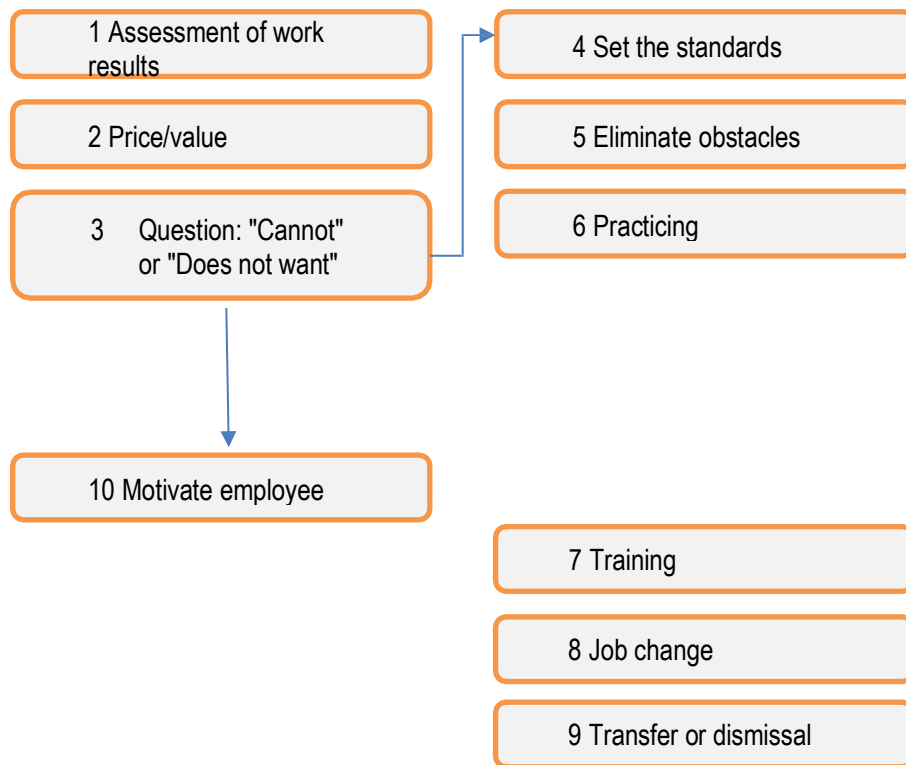
THEORETICAL MODEL OF PROFESSIONAL DEVELOPMENT

STAGE	SUB-STAGE	AGE	DECISIONS
I PREPARATION	Day-dreaming	do 10	Choosing high-school direction
	Interest	11-12	
	First choice	13-14	
II TRANSITION FROM EDUCATION	Definite choice	15-16	Profile choice
	Transition Managing	17-18 19-21	Employment or university, selecting the university Choosing job type, stepping down or continuing to study
	Introduction	22-24	Change of job, first job, additional education
III LIFE MODEL	Searching	25-30	Change of jobs and education, promotion, management Forms of participation in a company, education, management, social and political functions
	Stabilization	31-42	
IV MAINTENANCE	Maintenance	43-58	Affirmation, continuing education
V SLOWING DOWN	Slowing down	59-64	Hobbies, social engagement, work, family Full break or limited engagement
	Retirement	65-	

Source: S.Marušić (2006): Upravljanje ljudskim potencijalima

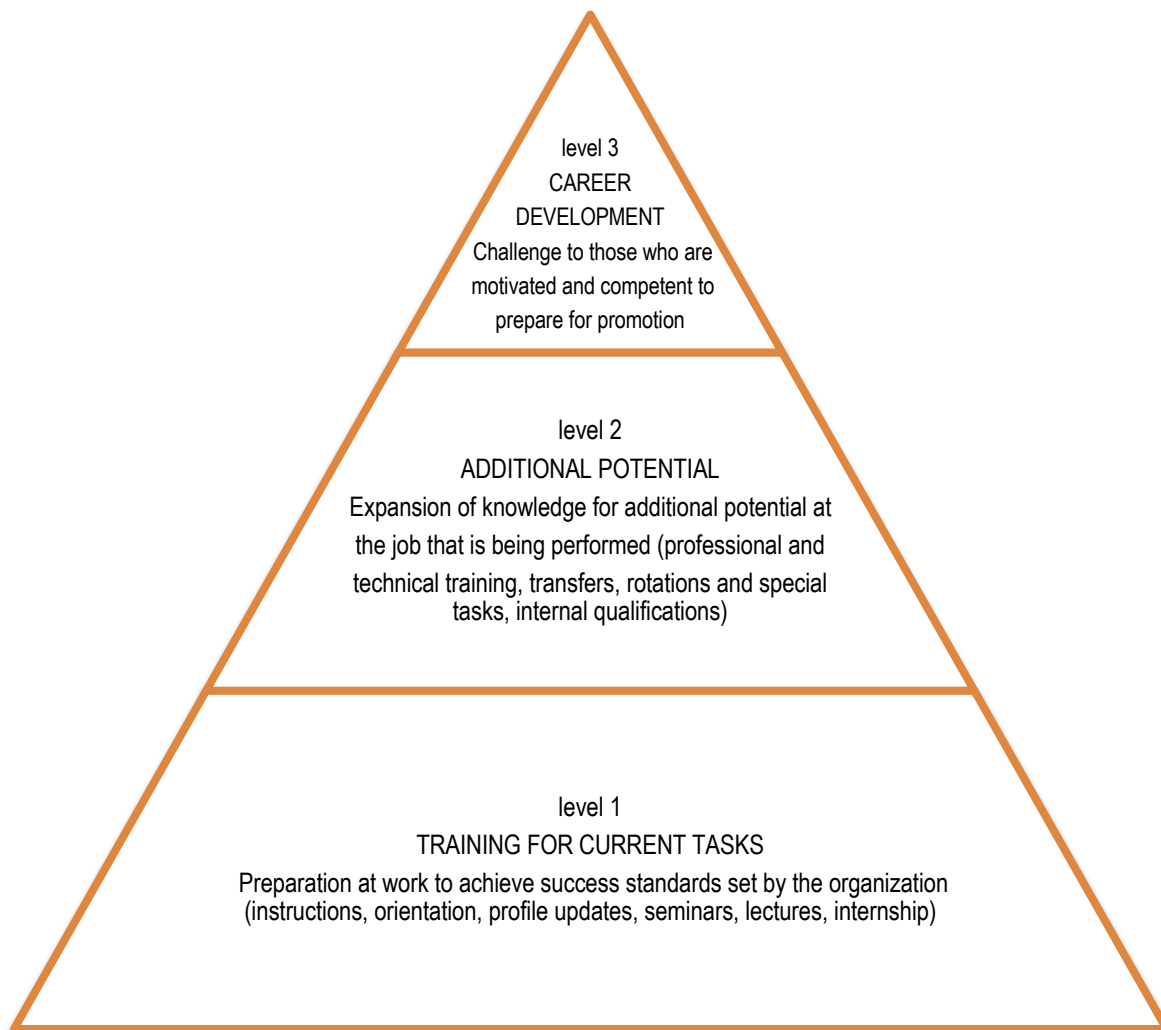
ANALYSIS OF PERFORMANCE

Analysis of results/performance is carried out in order to determine possible aberrations in work, their causes and potential ways of their removal.



1. Assessment of work results – assess the results of each employee in relation to the existing standards or norms in the organization
2. Are the invested money and time worth the results we achieve with any kind of changes?
3. Differentiate the level of employee's readiness (cannot or does not want!) This is the most important level of analysis. Do the employees know what is expected from them? Do they possess the knowledge, skills and abilities to do that? Do they want to do it?
4. Set the standards, because employees may not be familiar with them. Warn them when necessary!
5. Eliminate possible obstacles in the organization/manner of job performance/process.
6. Refresh the existing knowledge (remind, warn, become aware of the importance...)
7. Further learning/training in case there is a need to acquire new knowledge/skills
8. In case the expected level of results is still not achieved, despite an employee's willingness and desire – think about changing a part of the job. If possible, make changes.
9. If the abovementioned steps do not bring results, it is necessary to think about transferring to a completely different position or about leaving the organization.
10. In case an employee possesses all required knowledge, skills and abilities – think of the motivation! Investigate the causes through an open conversation! Approval, acknowledgement, rewarding...

THE LEVEL OF EDUCATION NEEDS



DEFINING EMPLOYEES' DEVELOPMENT NEEDS

When choosing the appropriate development measure, it is necessary to take into account the following factors:

- Recognized employee advantages and determined development areas
- Category of development potential (readiness of an employee)
- Personal characteristics
- Business needs

Asking the following questions can help in identifying those factors:

- What knowledge, skills and behaviour help an employee achieve great results? In which business situations do you mostly notice the employee's advantages? Is there a need for the employee to further develop in that direction?

- Which knowledge, skills and behaviours should an employee improve? Does the employee have potential to develop those knowledge, skills and behaviours? In which business situations is this need the most noticeable? Will the skills improve if the employee is exposed exactly to those situations? What is needed to support the development of those employee skills?
- What is the best way to develop these knowledge, skills and behaviours? What learning style is the most suitable for the employee? Is it more suitable to learn by expanding or enriching experiences? Is there someone closer or further away from the employee who he/she could learn from? Education? Independent learning?
- Is it justifiable to invest in development needs?

Selection of development measures in relation to employees' development potential category

If an employee is achieving, at the current job position, **above-average** results, then the role of the leader is:

- to have full trust in the employee, to increase his/her authorities and responsibilities
- to enable the employee to realize his/her own plans with the use of own methods and approaches
- to expand and enrich the employee's duties and tasks (mentoring others, leading project tasks)
- to encourage the employee to widen the network of contacts within and outside the organization frames

If an employee is achieving, at the current job position, **expected** results, then the role of the leader is

- to provide the employee with the needed level of support, to be the employee's coach and to include him/her in setting of the development goals
- to encourage the employee to perform new and challenging tasks
- to enable the employee to set independently the next development steps
- to expand and enrich employee's duties and tasks (inclusion in a project task, etc.)

If there is a need, at the current job position, for an employee to **improve the results**, then the role of the leader is:

- to provide precise guidelines and explanations when assigning a task and setting goals
- to clearly express expectations (productivity and quality of the results)
- to provide the employee with support in carrying out the tasks and to regularly give feedback on the results
- to create an implementation plan for development and to have the employee agree with it
- to encourage the employee to seek informal feedback from their surrounding

DEVELOPMENT ACTIVITIES

Sharing knowledge	One of the development activities can be holding a lecture or workshop. With this activity, employees acquire public performance skills, skills of transferring knowledge from their field of expertise and support the development of a learning organization.
Expanding the role	This activity means that an employee is carrying out a part of management tasks (for example, holding a presentation or running a meeting) or is replacing absent colleagues by taking over their roles and all responsibilities.
Assigning the role	The manager can assign an employee the role of the instructor (for example, coach or mentor to a new employee/student) in order to acquire new knowledge and skills in a specific area or develop new skills (transfer of knowledge, coaching...)
Inclusion in the meetings	This activity means that an employee is included in higher-level meetings, which is enabling him/her to get a better understanding of and insight in tasks performed at that level.
Enriching the role	Assigning an employee specific tasks, next to the existing, everyday ones, with the aim of widening the responsibility in order to, through practical work, develop adequate skills. Working tasks can also refer to spending a shorter period of time in another organizational unit in order for the employee to become familiar with all relevant tasks and processes needed for better cooperation and quality performance of one's job.
Independent learning	One of the ways to encourage the development of employees is to suggest to them additional materials/books/web sites/videos linked to the job they are doing in order for them to acquire new knowledge.
Best practices	An employee is visiting another organization with the aim of observing best practices in their area of responsibility, and then needs to adjust and implement it locally.
Rotations	An employee, over a specific period of time, is learning and carrying out some other job or, over a longer period of time, is occupying different positions within an organization and is getting familiar with key tasks within these positions in order to get a bigger picture.
Mentoring at work	The manager picks specific assignments from an employee's everyday tasks which they do together, and the manager then provides the employee with feedback.
Coaching	A coach releases employees' potential by asking them questions and leading them to find the answer on their own.
Project tasks	An employee can be assigned the role of the project leader or member of the project team in order to develop appropriate skills and behaviours. It is important to make an assessment whether the development activity would endanger the project's success, i.e. to carefully estimate the employee's competencies for the chosen role on the project.
Monitoring/Shadowing	The manager assigns an employee someone within the company (an expert in the field in which the employee should specialize) who the employee follows and observes over a specific period of time during performance of daily activities, without talking or disturbing that employee. A discussion with the colleague who they had been

	"shadowing" about what has been learned is held at an agreed date and time.
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THE ROLE OF LEADERS AND EMPLOYEES IN DEVELOPMENT

LEADERS	EMPLOYEES
<ul style="list-style-type: none"> ● Support, follow development activities and constantly give feedback ● Delegate appropriately and in line with the level of readiness ● Create the development path ● Encourage employees to take over the initiative and responsibility for personal development 	<ul style="list-style-type: none"> ● Openness and honesty about own aspirations and development needs ● Objectivity in self-assessment of own abilities and skills ● Responsibility for performing agreed development activities ● Implementation of what has been learned in everyday work ..

HOW TO HOLD A CONVERSATION ABOUT DEVELOPMENT WITH AN EMPLOYEE?

Holding a conversation about development is the responsibility of the leader during which:

- a message is sent that development of employees is important
- constructive feedback is provided
- employees' wishes about their professional development are examined and adjusted to the company needs
- employees are motivated for development
- implementation of development measures is ensured.

Preparation of the leader for a conversation about development:

- prepare the structure of the conversation
- single out key advantages and needs for employee development (focus on 2-3 key areas!)
- prepare feedback that you wish to give the employee
- support the feedback with important and specific examples
- prepare a proposal of development measures that will be included in a potential development plan of the employee, taking into account development needs, employee's preferred learning style, the required intensity and possibilities of business operations
- think about support mechanisms that you can provide the employee with in order to implement the development measures

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