Development of Organization and Human Research Management

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Table of Contents

1. THEORETICAL VIEW OF ORGANISATION DEVELOPEMENT

Organization development (OD) is an organizational improvement strategy. In the late 1950s and early 1960s, it formed out of insights from group dynamics and from the theory and practice of planned change. Today the field offers an integrated framework capable of solving most of the important problems confronting the human side of organizations.

Organizational development is about how people and organizations work and how they can better operate the organization and the associated environmental changes. The field is based on the knowledge of psychology, social psychology, sociology, anthropology, system theory, organizational behavior, organizational theory and management.

OD projects are long-term, planned, continuous developments. Such developments start when the leader identifies an unwanted situation or wants organizational growth. During the organization development, others are involved in the development project to help design and implement the change program. Participants will develop a strategy that includes a range of activities each of which aims at achieving a goal that moves the organization towards the goals it aims to achieve. The primary goal of OD projects is to improve the functioning of individuals, teams and the whole organization. [1]

Organizational development requires that we can define the organization itself. The organization is a system that consists of four interoperable subsystems: structure, technology, people, and task. The structure refers to the formal interactions of the organization, which is illustrated in the organizational chart. The task is a line of activities to be performed. In other words, work-related behavioral specifications. Technology refers to the level of sophistication that determines workflow and work performance in an organization. Higher-level technology is the most commonly used to improve working ability and employee skills.

The organization as a system can be altered and developed to reach its goals as best as possible. The organization's overall goal is to survive, stability, profitability, growth and the service of society. From one organization to another, the goal or the goals change depending on the organization's development phase. The organization is able to achieve its goals if it is able to adapt to changes in the internal and external environment. The external environment is valid from the point of view of social, political, economic and cultural factors. Competitors, changing customers' demands, explosion of knowledge, and rapid growth of technology - all this poses a threat to organizational efficiency.

The organization must also take into account its internal environment, which includes people, technology, organizational atmosphere, and communication. Organizational

Development (OD) is a planned development that effectively responds to changes in the external and internal environment. [1]

The roots of OD come back to the famous Hawthorne experiments conducted by Elton Mayon and his colleagues at the Western Electrical Company. These experiments emphasized the importance of employee attitudes and expectations, informal working groups, norms and values, and participation in decision-making as they affect performance - these are still central aspects of organizational development.

Organisatonal Developement affects a number of areas within the company, such as:

- Organizational structure
- Communication
- Workplace atmosphere (interpersonal and intercrop relationships, work values)
- Methods of decision making and problem solving
- Technology. (Ray University)

Because organizational development is a complex process and affects a number of areas, so a housewife can make a complex definition.

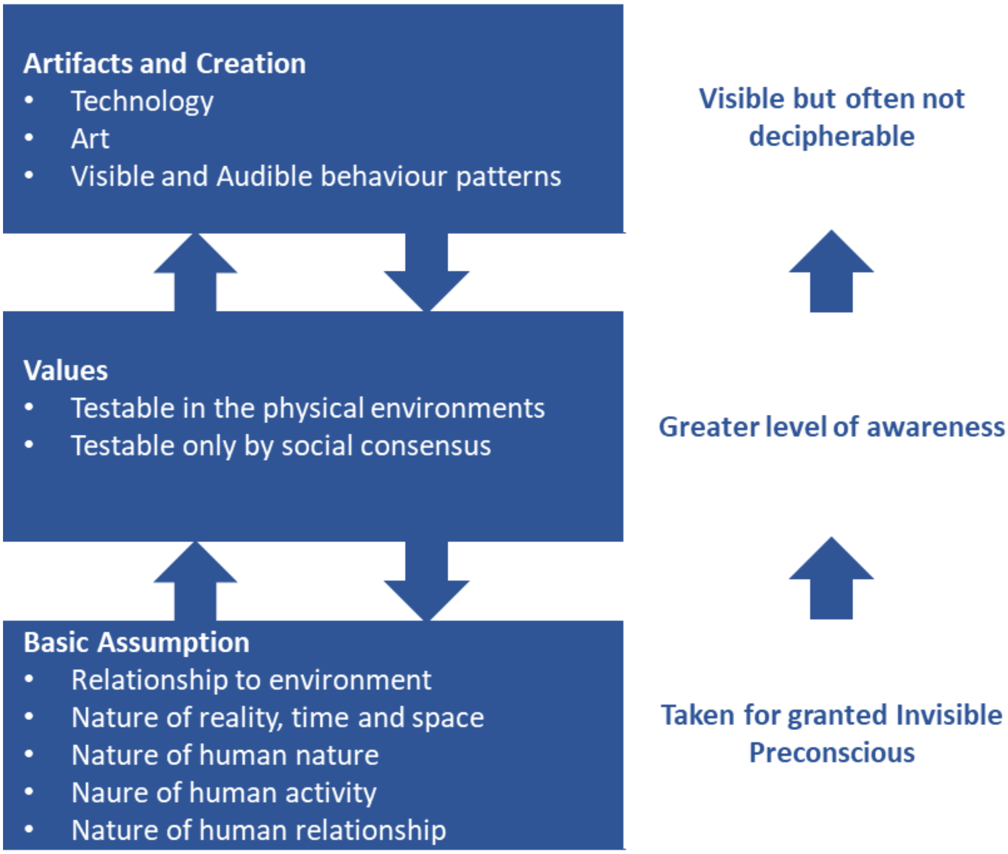
Beckhard defined OD as "an effort [that is] (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's processes, using behavioral-science knowledge". [1]

OD may be defined as a systematic, integrated and planned approach to improve the effectiveness of the enterprise. It is designed to solve problems that adversely affect the operational efficiency at all levels. It is based on scientific awareness of human behavior and organization dynamics. Being an organization wide effort, it is directed towards more participative management and integration of individual goals with organization goals OD is intended to create an internal environment of openness, trust, mutual confidence and collaboration and to help the members of the organization to interact more effectively in the pursuit of organizational goals. Thus, the organization is enabled to cope effectively with external force in the environment. [1]

Organaizational developement is a process of fundamental change in an organizational culture. Organization development is a process in the sense that a process is an identifiable flow interrelated events moving over time toward some goal or end OD is a journey, not a destination. It is an unfolding and evolving series of events. Every OD program is unique because every organization has unique problems and opportunities.

Warren Bennis's (1969) definition positions OD as reactive to change, rather than proactive, as was the case in Beckhard's definition. Bennis also introduced the concept that is still core to our understanding of OD today—namely, organizational culture: "Organization development is a response to change, a complex educational strategy intended to change beliefs, attitudes, values, and structures of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself" (p. 2). Bennis used four words that are seen today as key components of organizational culture: beliefs, attitudes, values, and structures. [1]

This view was later expanded by Edgar Schein (1980), who developed the idea of a cultural iceberg (Figures 1.).



1. Figure: Levels of Cultures and Their Interactions [2]

Schein's division examines the layers of different depths of culture. Different cultural levels mean that they are visible to an external viewer (Figure 3). These levels are distinguished by the fact that the basic assumptions that make up the core of culture are manifested. [3]

Level 1: Forms and Formations: This level of organizational culture can be recognized in the easiest and fastest way. These elements are already on the surface, such as behaviors, moral ethical manifestations, habits, norms. The organization's products are also included here. These can be the structure and characteristics of buildings, the language used in the work, the technology used, the stories that circulate about the body. At this level, phenomena are very easy to identify, but the harder it is to encapsulate and grasp. From these formations, you can get an immediate impression of the organization's culture, which is often hasty and is more based on prejudices and stereotypes than reality. [3]

Level 2: Values and Ideologies: Values and ideologies are less conscious, so it is more difficult to analyze and interpret. Another difficulty is that norms are shaped by

individuals. However, these values and norms become generally accepted, if confirmed by practice. If the group accepts the established norms and values, then these norms and values will be assumed to be acceptable to all. [3]

2. Figure: Iceberg modell [4]

The culture was compared by Müri to the iceberg (Figure 2), as culture has visible and unseen elements. The smallest part of the iceberg is the visible features that are based on the environmental connection. This part is seen by external viewers about the organization and the organization's functioning. This is also reflected in the company's products, market operations and the relationship with the social environment.

This 1/10 is seen by external observers about the functioning of the body. This is also reflected in the organization's products, market activities and the relationship with the social environment. "These surface elements, however, are all determined by

underwater 9/10" Real culture is under the surface, invisible.
This is reflected in values, assumptions,

beliefs, feelings, and attitudes. These elements carry and reinforce the core values of the organization, show direction for organizational goals. [4]

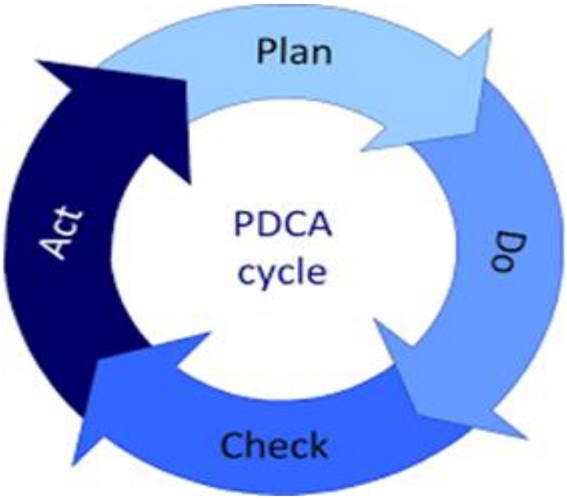
These diagrams illustrate that changes in the body are taking place at different levels of the body. The visible minds can be easily transformed by organizational development, the appearance of which can be seen in an organization as well. However, changes also affect unseen elements such as beliefs, norms, rules, change is much more difficult. Schein's examinations show how difficult it is to "see" the assumptions underlying our behavior.

1.1 MODELS FOR DOING OD

Using the applied models, we can depict and illustrate how an organization development can be carried out. Models are used not only in this area, but also in engineering developments, as they explore potential critical points. For example, a model aircraft looks like a real, miniature, but will miss some critical features as it does not deliver passengers or cargo and does not fly in the ocean. Yet it can be a very useful tool in designing and implementing aviation. A flat model used in a wind tunnel may perhaps show engineers which design components are best suited to handle different wind patterns. The same applies to the models used in OD. The OD model is able to present and substantiate the work to be done. Although it may help to understand a certain phenomenon, but it can not reproduce it, it can still provide a basis for it.

The early OD was characterized by the use of the Action Research Model (ARM). It remains deeply embedded in OD practice. Kurt Lewin, one of the most respected founders of OD, also handed over the ARM concept to his famous statement in the middle of the 1940s: "There is no research without action, no research activity."

A precursor to the ARM was Shewhart’s PDCA cycle, developed in the 1920s as a model to explain the necessity for ongoing organizational improvement and a process through which such continuous improvement was to occur (Figure 3).

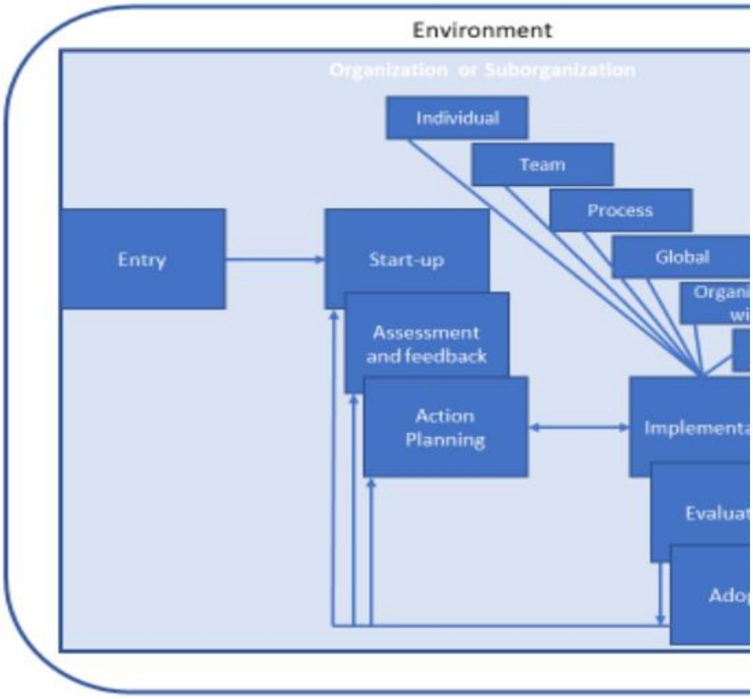


3. Figure: Shewhart's PDCA Cycle [2]

By using decision making tools we can offer options for organizations at the plan stage about their decisions. These plans might be carried out as a pilot, during the Do stage. During the Check stage, with measurements we can confirm, that the pilot fulfilled the expectations or not. Finally, at the act stage the acting process will be implemented.

Continuously, as a next stage regardless that it was or not successful the pilot, we have to begin the cycle all over again with the first stage (Plan stage). In that case that the pilot was successful we can develop it, if wasn't successful we should examine where it was wrong and we also have to introduce new data, pilots. Emphasis always is on continuous improvement.

The action research model allows the continuous improvement, do to this process pilots could be better and better. The model presented by McLean & Sullivan1989 shows a cyclical but sequential model such like the PDCA model. This model was criticized from several aspects. For example, the unidirectional arrows suggest a linear model, next to this there is no possibility to overlap the phases or there is no possibility for a back movement. As a conclusion a modified version of this model, the organization development process (ODP) is presented here.



4. Figure: Organisational Development Process Model [2]

The ODP model consists of eight components:

Entry – The first phase is when assessing the organization and its skills for change.

Start-up – The next phase will be the team that is involved in organizational development.

Assessment and Feedback – The diagnosis of this organism occurs at this stage. They explore the strengths and weaknesses of the organization and examine the organizational culture. After the disclosure, the results are evaluated.

Action Plan – After setting up an organizational diagnosis, a plan should be drawn up on the development goals and their implementation in order to fix the way the organization intends to make progress.

Implementation - At this stage, the plans and goals outlined in the previous step are implemented.

Evaluation - In this process, we examine the goals and expected values set out in the course of the development process

Adoption – If we achieve the goals and results achieved during the development process, it will be integrated into the organization's processes and begin to use it. If we do not reach the goal in each case, we will review the development. [2]

2. PRESENTATION OF AN ORGANISATIONAL DEVELOPMENT PROJECT

1. Organizational diagnosis

STEPS	TASKS	TOOLS
Analysis of situation (internal, organization / external)	Screening of management areas which are connected to the operation of organization and the activities according to the purpose	PEST analysis SWOT analysis
Determination of the organizational structure	Linear, functional, divisional, matrix, complex	Drawing an organization chart
Job descriptions, lists of activities	People related to the development	Controlling, standardization
Current situation of information flow	The most important communication paths related to the development	Drawing information flow map
Current practice 1.	Identifying key processes	Listing
Current practice 2.	Identifying key processes	Drawing
Identifying problems	Based on SWOT analysis	Problem map
Exploring the causes of problems		Ishikawa Pareto
Appointment of intervention points	What do we need to develop?	Shopwork

2. Professional development programme

STEPS	TASKS	TOOLS
Designation of specific (quantitative and qualitative) development goals	Based on Ishikawa and Pareto	Each problem separately
Assigning tools and methods to the intervention points	Determining necessary steps	
Appointment of responsibilities, appointment	Assigning tasks according to the abilities	Based on short competence test

of persons involved in organizational development		
Establishing a timetable	Gannt-diagram	MS Excel MS project
Determination of expected results	Each objective separately	Listing

3. Interventions measurement planning

STEPS	TASKS	TOOLS
Ordering quantitative and qualitative indicators of the planned interventions and expected results	measurable, achievable, reliable, limited period	SMART módszer S – Specific M – Measurable A – Attainable R – Relevant T – Touchable
Developing measurement and evaluation system for indicators		Establishing an evaluation sheet
Planning corrective actions as necessary		PDCA

(Source: own source)

2.1 ORGANIZATIONAL DIAGNOSIS

PEST analyze

For the company's macroeconomic analysis, the PEST analysis provides assistance in examining the business environment across four dimensions. The English and Hungarian components of the acronym are: Political, Economic, Socio-cultural and Technological. During the PEST analysis, we take into account and structure the longer-term environmental trends affecting the company, which will highlight the most important factors that can influence strategic decisions. The aim is to find the important environmental factors of today and tomorrow, which are decisive for the business. The PEST analysis looks at the environment along four dimensions. Political: Government regulations and legal issues affect a company's ability to be profitable and successful, and this factor looks at how that can happen. Issues that must be considered include tax guidelines, copyright and property law enforcement, political stability, trade regulations, social and environmental policy, employment laws and safety regulations. Companies should also consider their local and federal power structure and discuss how anticipated shifts in power could affect their business. [6]

Political Factors to Consider

- When is the country's next local, state, or national election? How could this change government or regional policy?
- Who are the most likely contenders for power? What are their views on business policy, and on other policies that affect your organization?
- Depending on the country, how well developed are property rights and the rule of law, and how widespread are corruption and organized crime? How are these situations likely to change, and how is this likely to affect you?
- Could any pending legislation or taxation changes affect your business, either positively or negatively?
- How will business regulation, along with any planned changes to it, affect your business? And is there a trend towards regulation or deregulation?
- How does government approach corporate policy, corporate social responsibility, environmental issues, and customer protection legislation? What impact does this have, and is it likely to change?
- What is the likely timescale of proposed legislative changes?
- Are there any other political factors that are likely to change? [7]

Economic: This factor examines the outside economic issues that can play a role in a company's success. Items to consider include economic growth, exchange, inflation and interest rates, economic stability, anticipated shifts in commodity and resource costs, unemployment policies, credit availability and unemployment policies.

Economic Factors to Consider

- How stable is the current economy? Is it growing, stagnating, or declining?
- Are key exchange rates stable, or do they tend to vary significantly?
- Are customers' levels of disposable income rising or falling? How is this likely to change in the next few years?
- What is the unemployment rate? Will it be easy to build a skilled workforce? Or will it be expensive to hire skilled labor?
- Do consumers and businesses have easy access to credit? If not, how will this affect your organization?
- How is globalization affecting the economic environment?
- Are there any other economic factors that you should consider? [7]

Social: The social factor analyzes the demographic and cultural aspects of the company's market. These factors help businesses examine consumer needs and determine what pushes them to make purchases. Among the items that should be examined are demographics, population growth rates, age distribution, attitudes towards work and job market trends.

Socio-Cultural Factors to Consider

- What is the population's growth rate and age profile? How is this likely to change?
- Are generational shifts in attitude likely to affect what you're doing?
- What are your society's levels of health, education, and social mobility? How are these changing, and what impact does this have?

- What employment patterns, job market trends, and attitudes toward work can you observe? Are these different for different age groups?
- What social attitudes and social taboos could affect your business? Have there been recent socio-cultural changes that might affect this?
- How do religious beliefs and lifestyle choices affect the population?
- Are any other socio-cultural factors likely to drive change for your business? [7]

Technological: Technology issues affect how an organization delivers its product or service to the marketplace. Specific items that need to be scrutinized include, but are not limited to, government spending on technological research, the life cycle of current technology, the role of the internet and how any changes to it may play out, and the impact of potential information technology changes. Just like the other factors, companies should consider generational shifts and their related technological expectation to figure out how they will affect who will use their product and how it's delivered. [8]

Technological Factors to Consider

- Are there any new technologies that you could be using?
- Are there any new technologies on the horizon that could radically affect your work or your industry?
- Do any of your competitors have access to new technologies that could redefine their products?
- In which areas do governments and educational institutions focus their research? Is there anything you can do to take advantage of this?
- How have infrastructure changes affected work patterns (for example, levels of remote working)?
- Are there existing technological hubs that you could work with or learn from?
- Are there any other technological factors that you should consider? [7]

SWOT analyze

S.W.O.T. is an acronym that stands for Strengths, Weaknesses, Opportunities, and Threats. A SWOT analysis is an organized list of your business's greatest strengths, weaknesses, opportunities, and threats.

The SWOT analysis is a kind of analysis framework that includes the results of Porter's industry analysis and the PESTEL analysis (these are found in the external factors, ie the opportunities and threats from the environmental conditions and the expected changes in the environment) and based on internal analysis factors (strengths and weaknesses in categories).

Strengths and weaknesses are internal to the company (for example: reputation, patents, location). Opportunities and threats are external (for example: suppliers, competitors, prices). [9]

Strengths

- What advantages does your organization have?
- What do you do better than anyone else?

- What unique or lowest-cost resources can you draw upon that others can't?
- What do people in your market see as your strengths?
- What factors mean that you "get the sale"?

Weaknesses

Weaknesses are aspects of your business that detract from the value you offer or place you at a competitive disadvantage. You need to enhance these areas in order to compete with your best competitor.

- What could you improve?
- What should you avoid?
- What are people in your market likely to see as weaknesses?
- What factors lose you sales?

Opportunities

Opportunities are external attractive factors that represent reasons your business is likely to prosper.

- What good opportunities can you spot?
- What interesting trends are you aware of?
- Useful opportunities can come from such things as:
- Changes in technology and markets on both a broad and narrow scale.
- Changes in government policy related to your field.
- Changes in social patterns, population profiles, lifestyle changes, and so on.
- Local events.

Threats

Threats include external factors beyond your control that could place your strategy, or the business itself, at risk. You have no control over these, but you may benefit by having contingency plans to address them if they should occur.

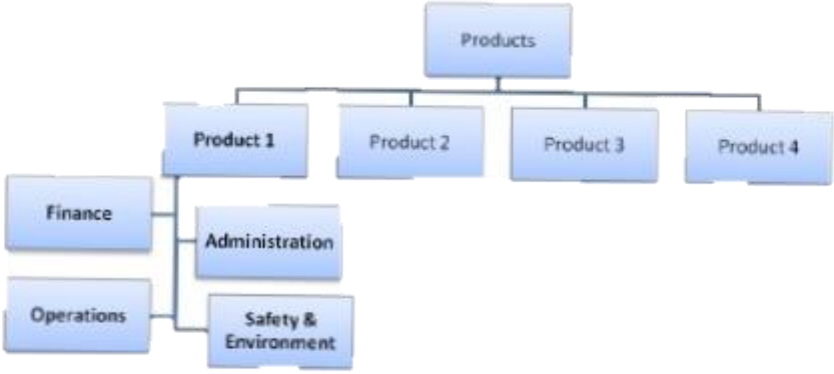
- What obstacles do you face?
- What are your competitors doing?
- Are quality standards or specifications for your job, products or services changing?
- Is changing technology threatening your position?
- Do you have bad debt or cash-flow problems?
- Could any of your weaknesses seriously threaten your business? [10]

Organisational structrues

Divisional

Divisional organizations are divided into products, buyers or market regions. The units formed are called divisions (unit, class, branch office). In order to enforce company-level tasks and goals, the management, coordination and control activities are carried out by central units. The task of the center is primarily to allocate resources and to precisely define the different activities, to create the conditions for the independent operation of the divisions; as well as the development and verification of efficiency criteria. The top management usually produces small central organizational units for these tasks. Depending on the basic or applied research experience, products belonging to the

company profile usually create central R & D units. It is very common to maintain the



5. Figure: Divisional structure [11]

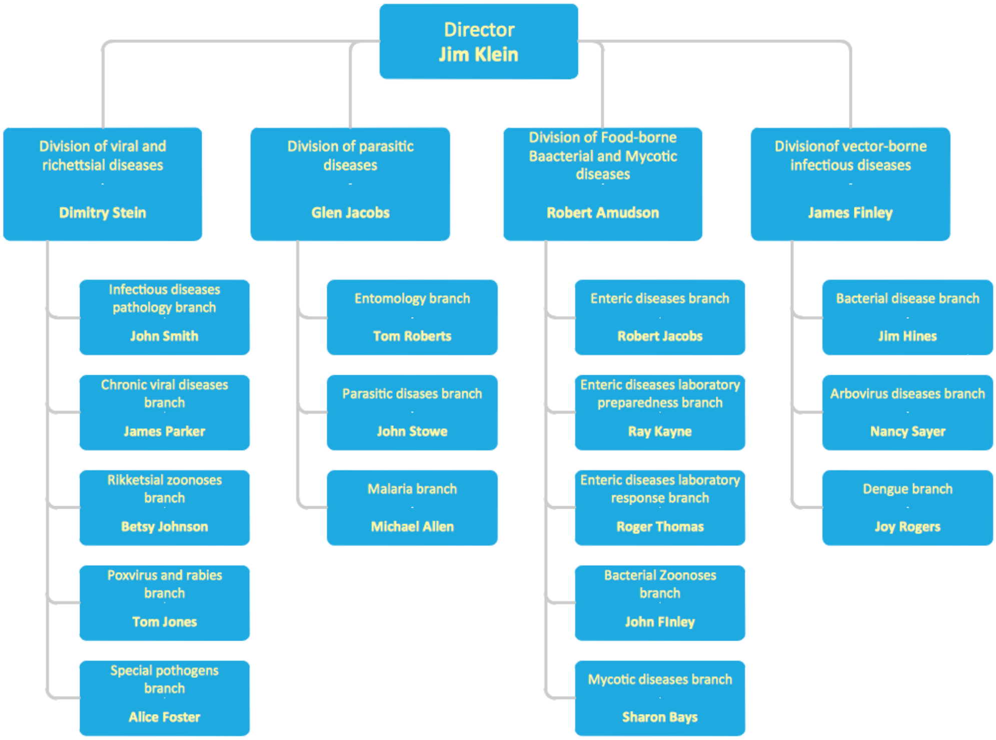
central purchasing apparatus for materials used by multiple divisions.

Linear

The linear organism is called the so-called. a classical example of a straightforward organizational form. This means that every employee has one boss, only one person can get instructions. In such a sense, the relationship between dependence and professionalism does not become separate. The downlink task statement, instruction and uplink report are on the same path (line). Keeping the organization straightforward - horizontal and vertical (vertical) can be extended.

The advantage of the linear form is primarily that it is a simple, easy-to-understand organization with internal links, in which unnecessary units are selected relatively quickly. In this sense, this form of organization usually works at a low cost. Another advantage for the organization is that subordination and superiority are clearly arranged. When changing the number of tasks, it is relatively easy to transform the depth and width of the organization. The linear organization plays an important role in economic life, as a large part of the family and small businesses operate in this form.

Among the disadvantages we draw attention to is that the organization is not flexible enough to perform qualitatively other tasks. The lack of specialization increases the relocation of top managers. Communicating in the organization can only take place through the service paths, making it difficult to ensure horizontal coordination (cooperation)

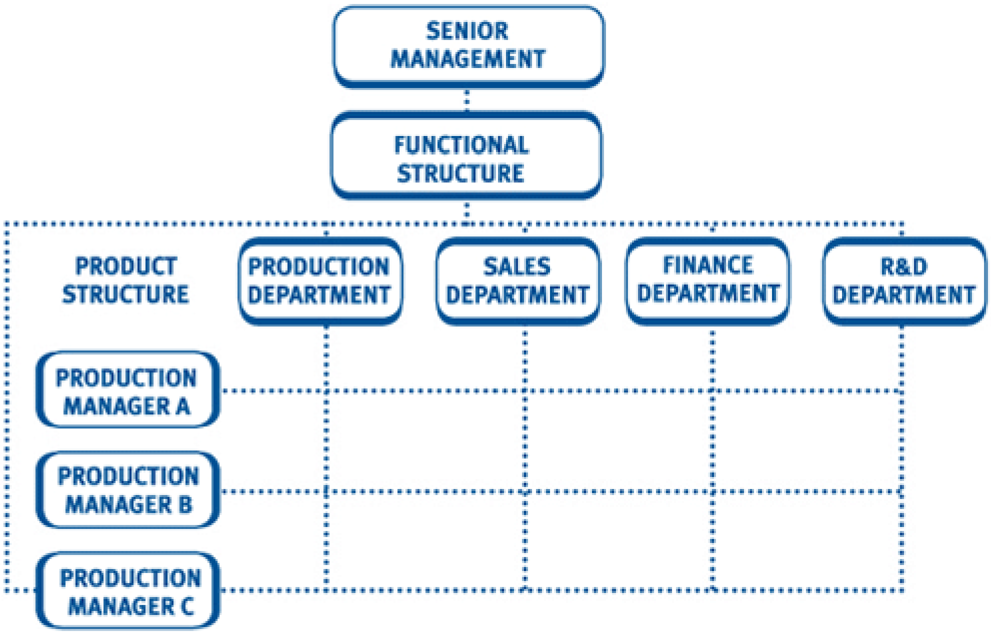


6. Figure: Linear structure [12]

Functional

This structure is one of the types of the formal organizational structure. The basis of this structure is an arrangement where a worker has different managers for different areas of the organization operation (see figure). The problem of this structure is the situation known as the "martyr stake" in which the worker receives from different superiors different commands.

Functional Structure is set up so that each portion of the organization is grouped according to its purpose. In this type of organization, for example, there may be a marketing department, a sales department and a production department. The functional structure works very well for small businesses in which each department can rely on the talent and knowledge of its workers and support itself. However, one of the drawbacks to a functional structure is that the coordination and communication between departments can be restricted by the organizational boundaries of having the various departments working separately.

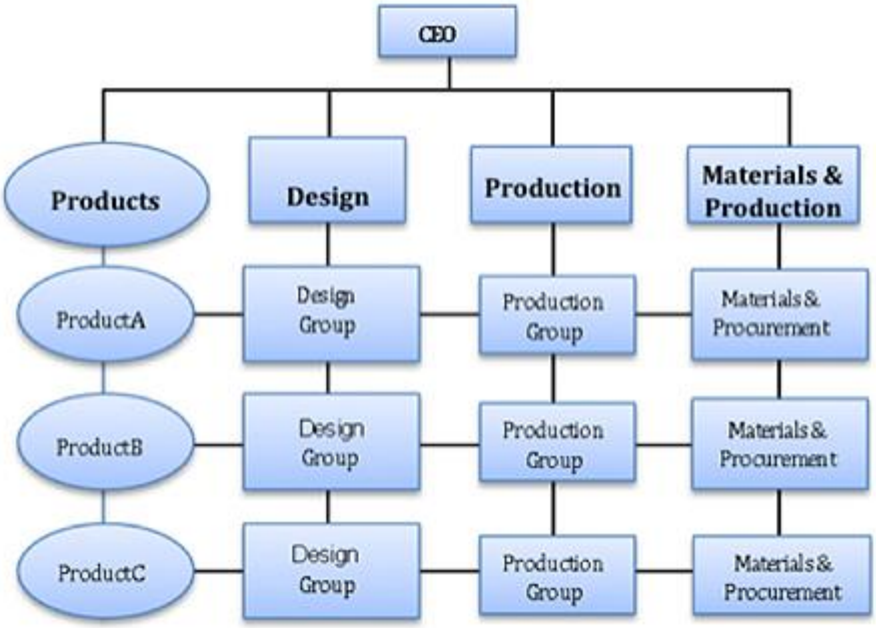


7. Figure: Fuctional structure [13]

Matrix

To determine the essence of the matrix organization that the division of labor between the functional and the product is done simultaneously. Thus, when designing organizational units, the principles of functional and product-oriented management are applied simultaneously. Matrix organizations have different appearance forms. Usually, you can find the division of functions anywhere. There are two options for product-based division of labor: products or projects. Based on these, we are talking about product-oriented and project-oriented matrix organizations. These forms of matrix organization can be observed differently: as long as the project type matrix organizations (due to the novel, non-repetitive nature of the projects), the organizational structure is provisional, and the longer-term stable structure can be established for product-oriented matrix organizations.

Matrix forms have the benefits when environmental changes from the organization require continuous modification, refinement and the flexibility of the management-organizational structure for goals and strategies. Matrix organizations can be considered as a solution with strategic and structural responsiveness, as opposed to functional and divisional organizations. [14]



8. Figure: Matrix structure [15]

Job description

The job description is an internal document that defines the basic tasks, responsibilities, and skills. The expectations of the job and what we will do in the given workplace, where, under whose direction and for what purpose we will be responsible, what will be our main tasks, what qualifications, skills, practice, what competencies are expected away from us. [16]

[Job Titel]
Formal position title.
Reports To
The [job title] will report to [positions title or titles this position reports to].
Job Overview
Provide a brief, 4-sentence description of the role, what success in the position looks like, and how it fits into the company or organization overall.
Responsibilities and Duties
Provide a bullet point list of the responsibilities and duties of this job.
• List the essential duties required to carry out this job.
• List them in order of importance.
• Use complete sentences.
• Start sentences with verbs.
• Use the present tense.
• Use gender neutral language.
Qualifications
Provide a bullet point list of the qualifications that are necessary for someone to fill this position.
Bullet points you may want to include are:
• Education level.
• Experience.
• Specific skills.
• Personal characteristics.
• Certifications.
• Licenses.
• Physical abilities.

[Job Titel]
Formal position title.
Reports To
The [job title] will report to [positions title or titles this position reports to].
Job Overview
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• → Personal characteristics.
• → Certifications.
• → Licenses.
• → Physical abilities.

1. Table: Job description templete [17]

[Job·Titel]¶
Formal·position·title.·¶
Reports·To¶
The·[job·title]·will·report·to·[positions·title·or·titles·this·position·reports·to].¶
Job·Overview¶
Provide·a·brief,·4-sentence·description·of·the·role,·what·success·in·the·position·looks·like,·and·how·it·fits·into·the·company·or·organization·overall.¶
Responsibilities·and·Duties¶
Provide·a·bullet·point·list·of·the·responsibilities·and·duties·of·this·job.¶
• → List·the·essential·duties·required·to·carry·out·this·job.¶
• → List·them·in·order·of·importance.¶
• → Use·complete·sentences.¶
• → Start·sentences·with·verbs.¶
• → Use·the·present·tense.¶
• → Use·gender·neutral·language.¶
Qualifications¶
Provide·a·bullet·point·list·of·the·qualifications·that·are·necessary·for·someone·to·fill·this·position.¶
Bullet·points·you·may·want·to·include·are:¶
• → Education·level.¶
• → Experience.¶
• → Specific·skills.¶
• → Personal·characteristics.¶
• → Certifications.¶
• → Licenses.¶
• → Physical·abilities.¶

Information flow

The Information Flow Diagram (IFD) is a graph that illustrates how the information is communicating or flowing within the organization. In the figure, let's introduce the path of communion, that this communication is one-way or multi-directional, with whom it communicates within the organizer.

Formal communication is defined by relationships between different levels of the organization. This is through the formal channels of the organizational structure. Infornations are flowing upwards (downwards), downwards (from the leader to the subordinates) and horizontally (between the colleagues and their peers at the same or similar level). [18]

Flow chart

“A flowchart is a picture of the separate steps of a process in sequential order. Elements that may be included are: sequence of actions, materials or services entering or leaving the process (inputs and outputs), decisions that must be made, people who become involved, time involved at each step and/or process measurements. The process described can be anything: a manufacturing process, an administrative or service process, a project plan. This is a generic tool that can be adapted for a wide variety of purposes.

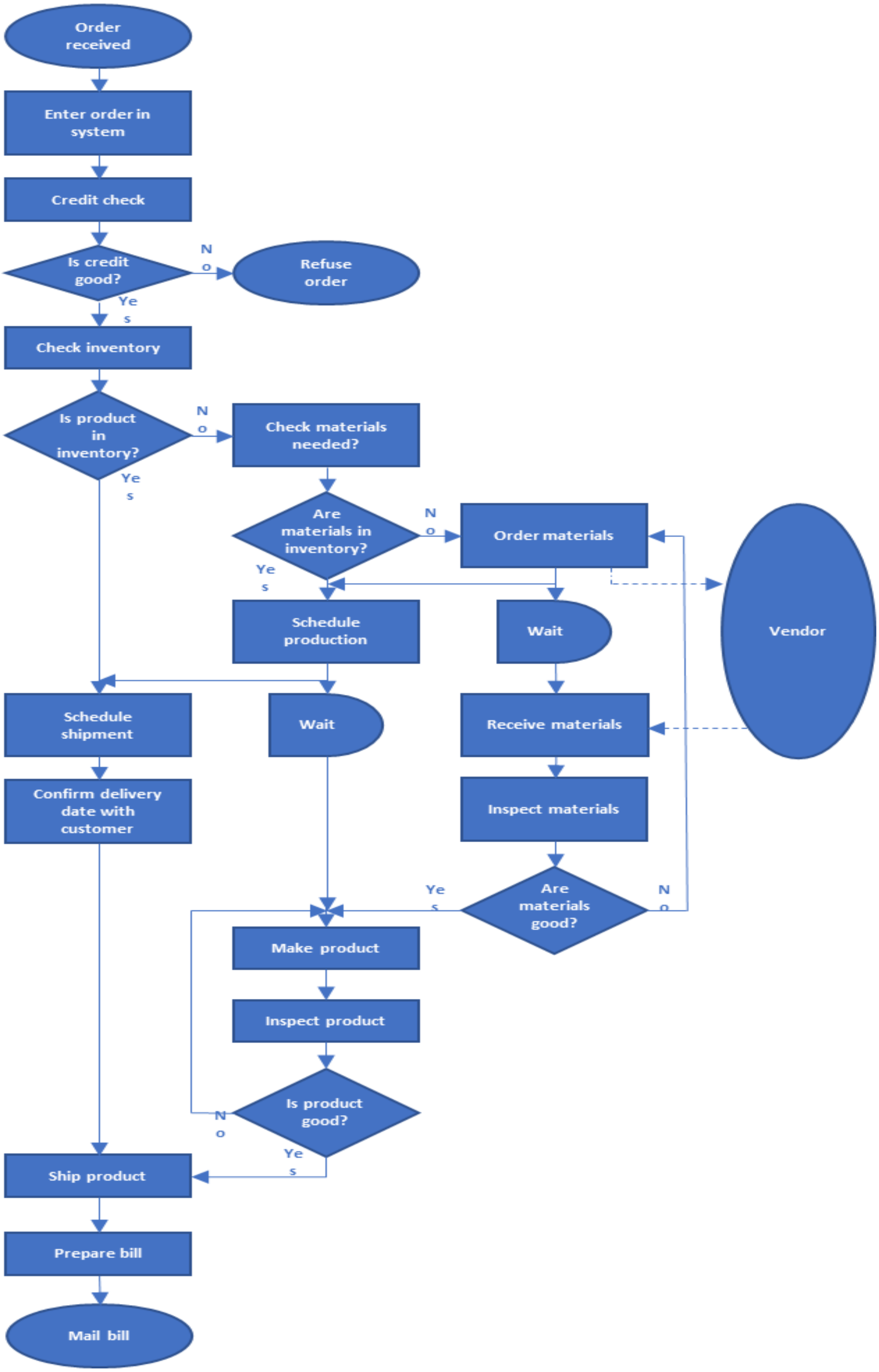
When to Use a Flowchart

- To develop understanding of how a process is done.
- To study a process for improvement.
- To communicate to others how a process is done.
- When better communication is needed between people involved with the same process.
- To document a process.
- When planning a project.
- Flowchart Basic Procedure
- Materials needed: sticky notes or cards, a large piece of flipchart paper or newsprint, marking pens.” [19]

Stepes:
1. Define the process
2. Collect the steps of the process
3. Define the boundaries of the processes (input, output)
4. Define the decisions in the process
5. Define the documents of the processes

2. Table: Commonly Used Symbols in Detailed Flowcharts [20]

Symbol	Name	Function
	Start-End	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A paralellogram represents input or output
	Process	A rectangle a represents a process
	Decision	A diamond indicates a decision



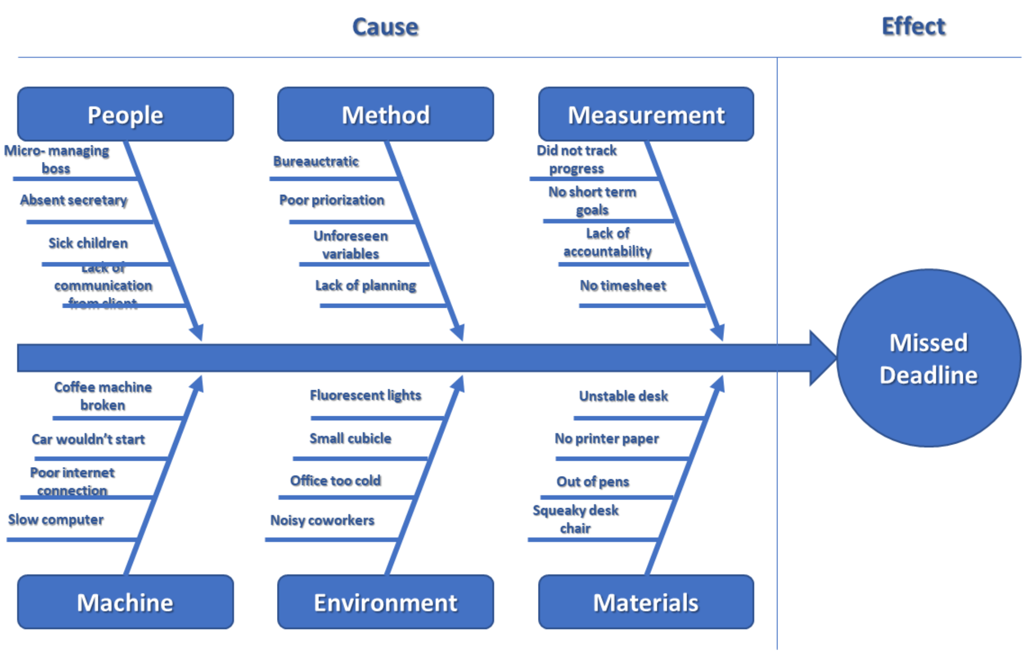
9. Figure: Flow chart [21]

Fishbone (Ishikawa) diagram

The fish scar chart identifies the possible causes of the problem. Visualizes the possible root causes of the problem, resulting in a structured approach. This is a simple and quick way to map the causes and causes that cause the problem so that we can develop a development plan. [22]

Brainstorm the major categories of causes of the problem. If this is difficult use generic headings:

- Methods
- Machines (equipment)
- People (manpower)
- Materials
- Measurement
- Environment [23]



10. Figure: Fishbone Diagram Example [24]

Fishbone diagram – Step 1

If the organization has previously prepared a SWOT analysis, it is a good idea to select the element for which the fish weave diagram is prepared for the weaknesses discovered during the analysis.

Fishbone diagram – Step 2

If we have chosen the problem to be examined, we will start brainstorming to assign the elements to each element (man, machine, material, method, environment).

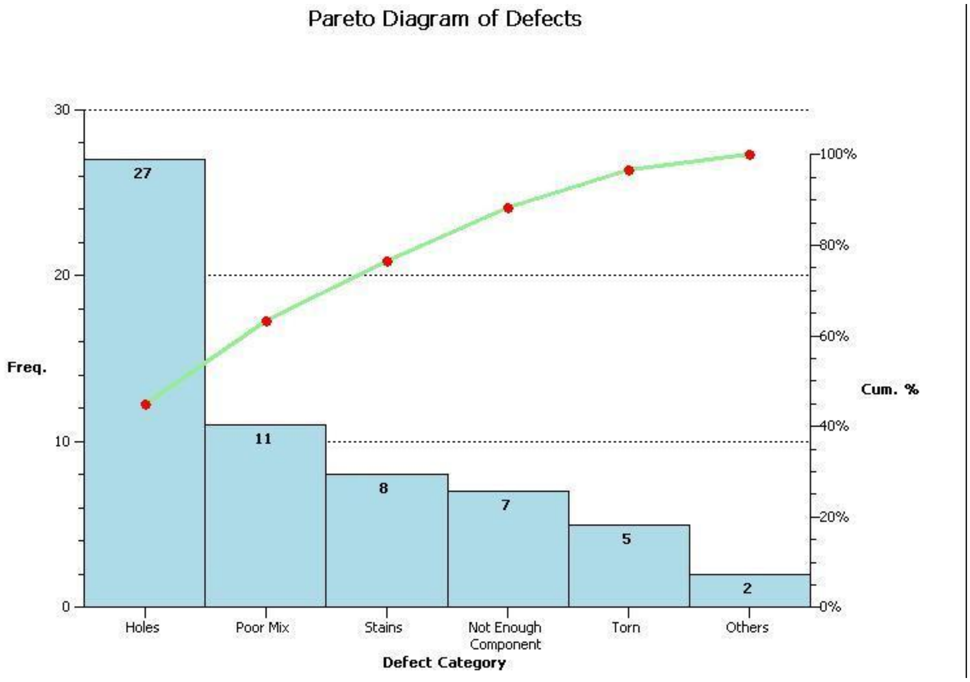
Fishbone diagram – Step 3

At this stage, ask why questions are being asked to show as many of the triggers as possible in the figure.

Pareto diagram

“Pareto diagram is a simple bar chart that ranks related measures in decreasing order of occurrence. The principle was developed by Vilfredo Pareto, an Italian economist and sociologist who conducted a study in Europe in the early 1900s on wealth and poverty. He found that wealth was concentrated in the hands of the few and poverty in the hands of the many. The principle is based on the unequal distribution of things in the universe. It is the law of the "significant few versus the trivial many." The significant few things will generally make up 80% of the whole, while the trivial many will make up about 20%.

The purpose of a Pareto diagram is to separate the significant aspects of a problem from the trivial ones. By graphically separating the aspects of a problem, a team will know where to direct its improvement efforts. Reducing the largest bars identified in the diagram will do more for overall improvement than reducing the smaller ones.” [25]



11. Figure: Pareto diagram [26]

2.2 PROFESSIONAL DEVELOPMENT PROGRAMME

After explaining the current situation of the organization and mapping the problematics, it is important to develop development goals. For these purposes, it is advisable to assign a tool / method, responsibility and deadline.

Financial

Financial business goals are generally a by-product of a broader nonfinancial goal. As a result, financial business goals generally include the monetary component, as well as a nonmonetary component that illustrates the means of achieving the monetary objective. The SMART goal-setting method — an acronym for Specific, Measurable, Achievable, Realistic and Timely — is frequently used in the business goal-setting process. An example of a SMART business goal: "to increase sales of Widget A by $100,000 over last year's annual sales by cross-marketing Widget A with Widget B."

Productivity

Productivity, performance and efficiency are important development goals. Based on previous analyzes, you need to design development goals that help increase productivity (eg lean approach, process review, more effective communication)

Customer Service

The development goal of customer cracking can be more efficient service and reclamation, as they determine the company's image and advantage over competitors.

Sustainability

Sustainability is very fimportant for every company. This is why the concept of social responsibility has spread today, not only focusing on reducing environmental burdens, but also social engagement. [27]

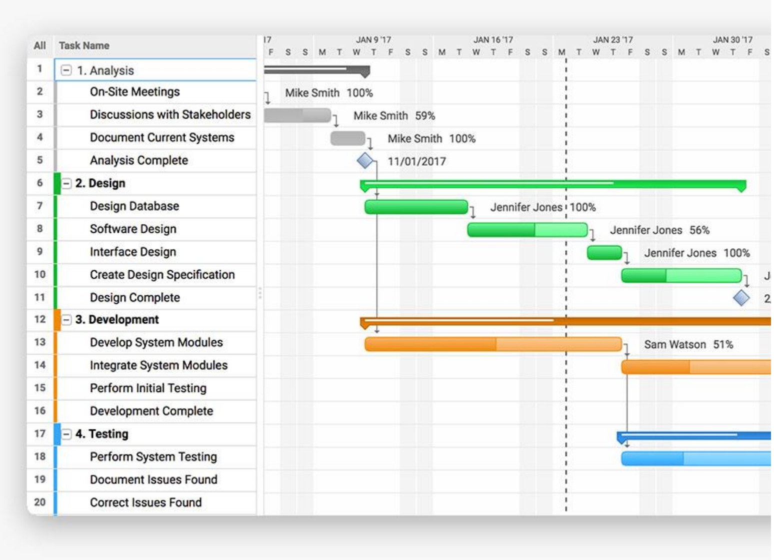
Table 3: Tools and methods to the intervention points [28]

Themes	OD Diagnostic Tools and Techniques	OD Intervention
Service Improvement	Observation Review of organisational metrics (patient satisfaction, complaints) Survey or questionnaire of staff and key stakeholders Focus groups Benchmarking exercises Research 7S model 6 Box Model Burke - Litwin Model Knowledge Management	Training/learning needs analysis Lean Process Mapping Role redesign Creative thinking tools Facilitated events Focus groups Force field analysis Stakeholder analysis SWOT
Staff Engagement and Consultation	Survey or questionnaire (e.g. Staff Survey) Focus groups Interviews 7S model Knowledge Management	Appreciative Inquiry Creative thinking tools Facilitated events
Culture	Organisational metrics (e.g. staff turnover and retention figures, staff survey results, exit interview feedback) SurveyFocus groups Interviews 7S model 6 Box Model Burke - Litwin Model	Training needs analysis Large scale consultation exercises Appreciative Inquiry Team building SWOT Staff Engagement Activities

	Transactional vs Transformational Evaluation Knowledge Management	
Leadership Development	Training needs analysis Appraisal Self evaluation against the NHS Leadership Framework	360 degree feedback Personality testing Assessment or development centres Training programme Action learning Coaching or mentoring Career Coaching Training Evaluation Project management
Team Development	Interviews Observation Questionnaire	Team building exercises (for example experiential exercises) Facilitated group discussions Creative thinking tools SWOT Personality testing and use of psychometric team tools

Gantt-chart

Gantt chart is a visual view of tasks scheduled over time. Gantt charts are used for planning projects of all sizes and they are a useful way of showing what work is scheduled to be done on a specific day. They also help you view the start and end dates of a project in one simple view.



12. Figure: Gant chart example [29]

On a Gantt chart you can easily see:

- The start date of the project
- What the project tasks are
- Who is working on each task
- When tasks start and finish
- How long each task will take
- How tasks group together, overlap and link with each other
- The finish date of the project. [29]

SMART goals

Use the SMART method to provide objective guidance to clarifies the way goals came into existence. It is indispensable for achieving development goals. This is supported by the SMART method, which is specific, measurable, accessible and timed.

S.M.A.R.T. goal setting: Specific: Goals should be simplistically written and clearly define what you are going to do. Questions you may ask yourself when setting your goals and objectives are:

- What exactly do I want to achieve?
- Where?
- How?
- When?
- With whom?
- What are the conditions and limitations?
- Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

S.M.A.R.T. goal setting: Measurable: Measurable targets mean that exactly the results achieved during development can be measured using numerical data to see if we have achieved the goal or not.

S.M.A.R.T. goal setting: Attainable: The goal can be achieved.
Consider the efforts, time, and costs that your target will be against the gains you have and other obligations and priorities.

S.M.A.R.T. goal setting: Relevant: The target is relevant to corporate goals and strategy.

S.M.A.R.T. goal setting: Timely: The targeted development should be timely, if it is feasible to schedule, schedule and provide resources. [30]

Key Performance Indicators

A Key Performance Indicator is a measurable value that demonstrates how effectively a company is achieving key business objectives. Organizations use KPIs at multiple levels to evaluate their success at reaching targets. High-level KPIs may focus on the overall performance of the enterprise, while low-level KPIs may focus on processes in departments such as sales, marketing or a call center. [31]

A good KPI helps you to be able to determine whether or not your company is heading towards the goal. To be effective, a KPI must:

- Be well-defined and quantifiable.
- Be communicated throughout your organization and department.
- Be crucial to achieving your goal. (Hence, key performance indicators.)
- Be applicable to your Line of Business (LOB) or department.

Financial Metrics

Profit: this is one of the most important performance indicators out there. Don’t forget to analyze both gross and net profit margin to better understand how successful your organization is at generating a high return.

Cost: Measure cost effectiveness and find the best ways to reduce and manage your costs.

LOB Revenue Vs. Target: This comparison of actual revenue and planned revenue helps to make the company's performance measurable.

Cost Of Goods Sold: Based on the production cost of a company and the actual profit margin, we can get a realistic picture of profits.

Customer Metrics

Customer Lifetime Value (CLV): Customer Life Cycle Value (CLV): By analyzing customers, we get a picture of the best access channels, the right marketing tools, and help you see the value of your organization's long-term customer relationship.

Customer Acquisition Cost (CAC): Divide your total acquisition costs by the number of new customers in the time frame you’re examining. This is considered one of the most important metrics in e-commerce because it can help you evaluate the cost effectiveness of your marketing campaigns.

Customer Satisfaction & Retention: Percentage of questionnaires and percentage of repeat customers can be an indicator.

Number Of Customers: Tracking the number of acquired and lost customers..

Process Metrics

Percentage Of Product Defects: Take the number of defective units and divide it by the total number of units produced in the time frame you're examining. This will give you the percentage of defective products. Clearly, the lower you can get this number, the better.

LOB Efficiency Measure: The effectiveness of an organization can be measured by the products manufactured, the lead time, and the switchover time.

People Metrics

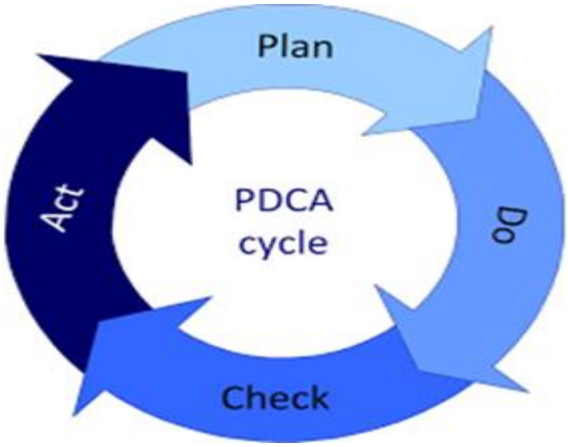
Employee Turnover Rate (ETR): Shows the organization's fluctuation. This indicator is obtained by subtracting the number of employees leaving the company from the number of employees.

Employee Satisfaction: Employee Satisfaction: With the Workplace Satisfaction Survey, you can determine how well the employees of the organization are satisfied with the corporate culture and how committed they are to the company.

The company must develop its KPIs in order to measure its operation, develop the results, and develop new development goals. It is also important for the KPIs to be consistent with corporate strategy. [32]

PDCA

The plan-do-check-act cycle (Figure 13) is a four-step model that is a continuous development tool that can be used to plan the development, execute it, control the outcome of the development, and if we experience a discrepancy.



13. Figure: Plan-do-check-act cycle [2]

When to Use Plan–Do–Check–Act

- a tool for continuous development.
- When launching a new development project.

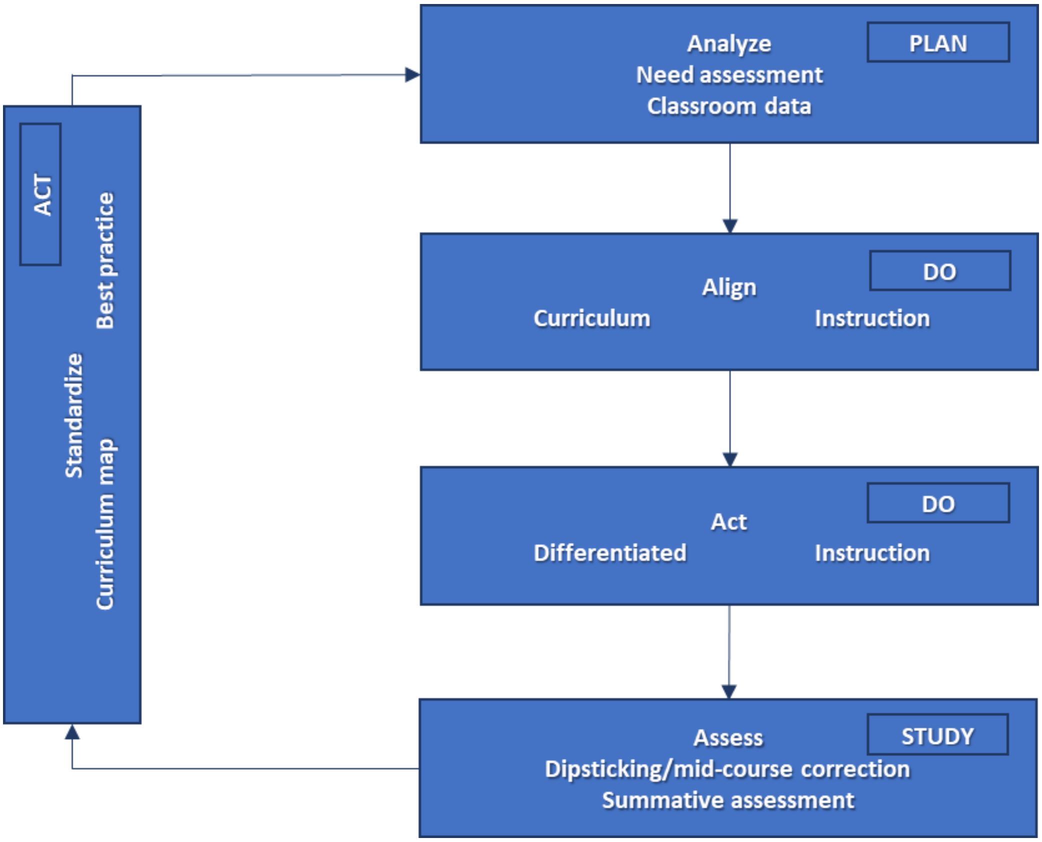
- to review an existing process
- implementing any change.

Plan–Do–Check–Act Example

"The Pearl River, NY School District, a 2001 recipient of the Malcolm Baldrige National Quality Award, uses the PDCA cycle as a model for defining most of their work processes, from the boardroom to the classroom.

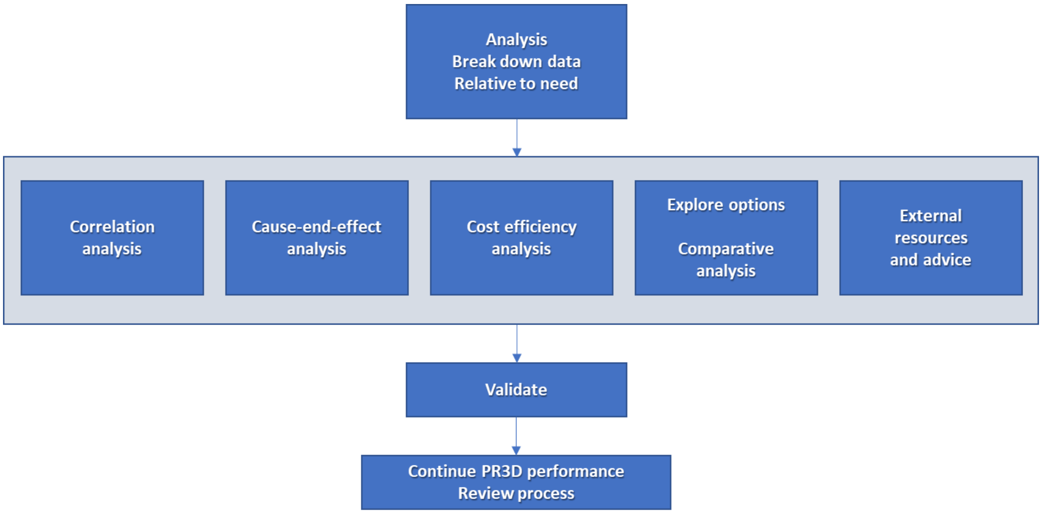
PDCA is the basic structure for the district's overall strategic planning, needs–analysis, curriculum design and delivery, staff goal-setting and evaluation, provision of student services and support services, and classroom instruction.

Figure 14 shows their "A+ Approach to Classroom Success." This is a continuous cycle of designing curriculum and delivering classroom instruction. Improvement is not a separate activity: It is built into the work process.



14. Figure: Plan–do–check–act example [33]

Plan. The A+ Approach begins with a "plan" step called "analyze." In this step, students' needs are analyzed by examining a range of data available in Pearl River's electronic data "warehouse," from grades to performance on standardized tests. Data can be analyzed for individual students or stratified by grade, gender or any other subgroup. Because PDCA does not specify how to analyze data, a separate data analysis process (Figure 14) is used here as well as in other processes throughout the organization.



15. Figure: Pearl River: analysis process [33]

Do. The A+ Approach continues with two "do" steps:

1. "Align" asks what national and state standards require and how they will be assessed. Teaching staff also plans curriculum by looking at what is taught at earlier and later grade levels and in other disciplines to assure a clear continuity of instruction throughout the student's schooling. Teachers develop individual goals to improve their instruction where the "analyze" step showed any gaps.
2. The second "do" step is, in this example, called "act." This is where instruction is actually provided, following the curriculum and teaching goals. Within set parameters, teachers vary the delivery of instruction based on each student's learning rates and styles and varying teaching methods.

Check. The "check" step is called "assess" in this example. Formal and informal assessments take place continually, from daily teacher "dipstick" assessments to every-six-weeks progress reports to annual standardized tests. Teachers also can access comparative data on the electronic database to identify trends. High-need students are monitored by a special child study team.

Throughout the school year, if assessments show students are not learning as expected, mid-course corrections are made such as re-instruction, changing teaching methods and more direct teacher mentoring. Assessment data become input for the next step in the cycle.

Act. In this example the “act” step is called “standardize.” When goals are met, the curriculum design and teaching methods are considered standardized. Teachers share best practices in formal and informal settings. Results from this cycle become input for the “analyze” phase of the next A+ cycle.” [33]

3. CASE STUDY

Transformation of Milkakao Foods Co. Ltd.

Milk chocolate is a food business, whose current form has been won by the merger of a dairy (Milk Zrt.) and cocoa powder company (Cacaó Zrt.). Milk Zrt. Had a linear organizational form in which the two-member owners themselves carried out the management tasks; under the direction of 20 people, they were responsible for the production of dairy products (milk, cheese and yoghurt). Cocoa Zrt. was a matrix organization: an international company with many divisions and functional teams. There were ten units in three continents, and in some places they were dealing with cocoa beans and buying, from the other, logistical tasks were organized and the commercial department functioned geographically separately. The structure of Cocoa Zrt. was with a 12-member presidency, with 4 middle managers per unit and a total of 140 employees. In the competences associated with the functional classes, there was a significant overlap of the parallelisms. Packaged cocoa milk was a great success on the African market, so Milk Zrt. acquired Cocoa Zrt. At that time, the plan was to retain the current staffing rate while doing more rational redistribution of the activities. The merging of the two companies raised a number of problems. For example, the organizational culture: Milk Zrt., despite the linear structure, did not bear the power of the power but the task culture, while the values of power culture dominated by the matrix-built Cocoa Co. In addition, managers have different management styles, and members of different conflict management practices are used. It has become general because of reorganization that workers are trying to separate their work so that they do not have to be confronted with new colleagues. In dispute cases, instead of seeking consensus, they struggle with their own preferences, and the creation of a new organizational culture is in many difficulties. Rivalry can also be seen among employees at mid-level managers (ie in equal versus equal power situations) due to the fact that Milkakao uses a group incentive method to compare the performance of a classroom group with the results of the next 6 months for redundancies affecting the poorest performing groups. [34]

Introduction

Milk chocolate is a food business, whose current form has been won by the merger of Dairy company (Milk Zrt) and cocoa powder company (Cacao Zrt.) Milk Zrt linear structure and Cocoa Zrt matrix structure which create many difficulties during the merging transformation into Milkakao foods Co ltd. Located in Hungary under the European union region

Company structure

Milk Zrt. – Has a linear structure by two owners acting as management of the 20-people responsible of Dairy production

Cacao Zrt. - Has a matrix structure with many functional level as well as 10-business unit located in 3-continent and managed by 12-member presidency with 4 middle managers per unit

In the competences associated with the functional classes there were a significant overlap of the parallelisms, packaged cocoa milk was a great success on Africa market so the plan was to retain the staffing rate while doing more rational redistribution of the activities

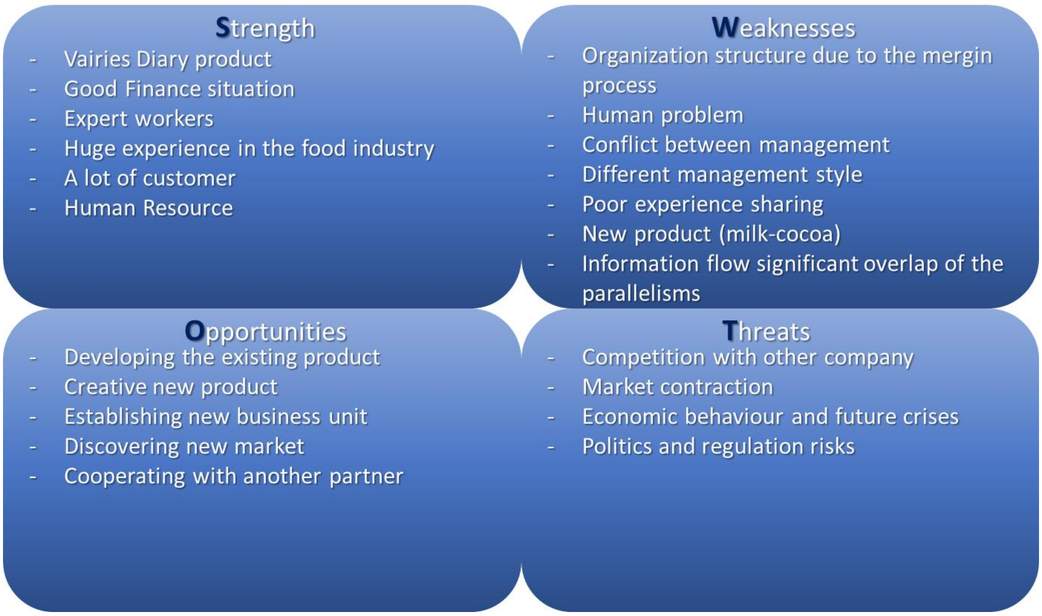
but during the transformation process accrued some complicated problem as a result of merging the two companies such as:

1- Organizational culture
2- Functional overlap in the management competences
3- Different management style
4- Different conflict style
5- Communication flow
6- Rivalry in mid-level manager
7- the Teamwork concept is missing
8- Each party of employees is struggling with their own performance

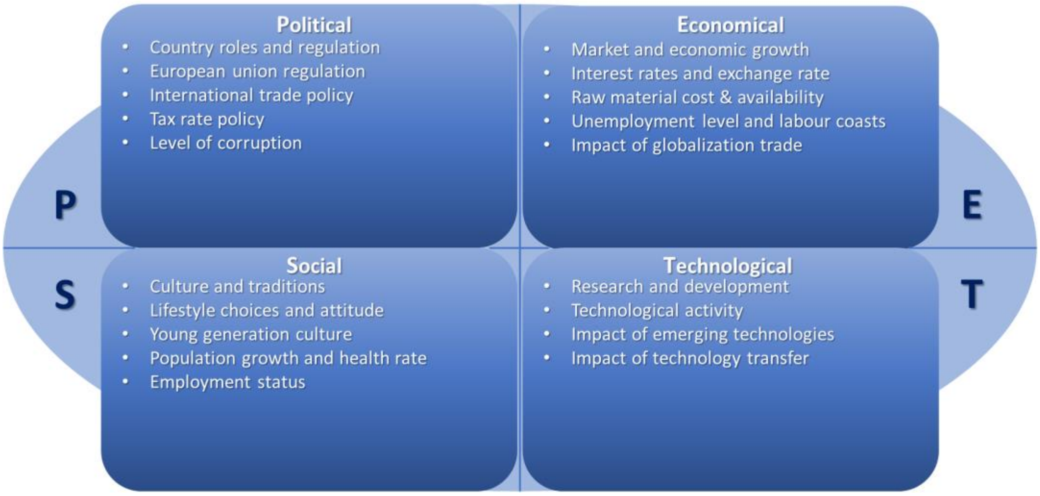
the value of power culture dominated the matrix built rivalry

Organizational diagnosis

SWOT Analysis

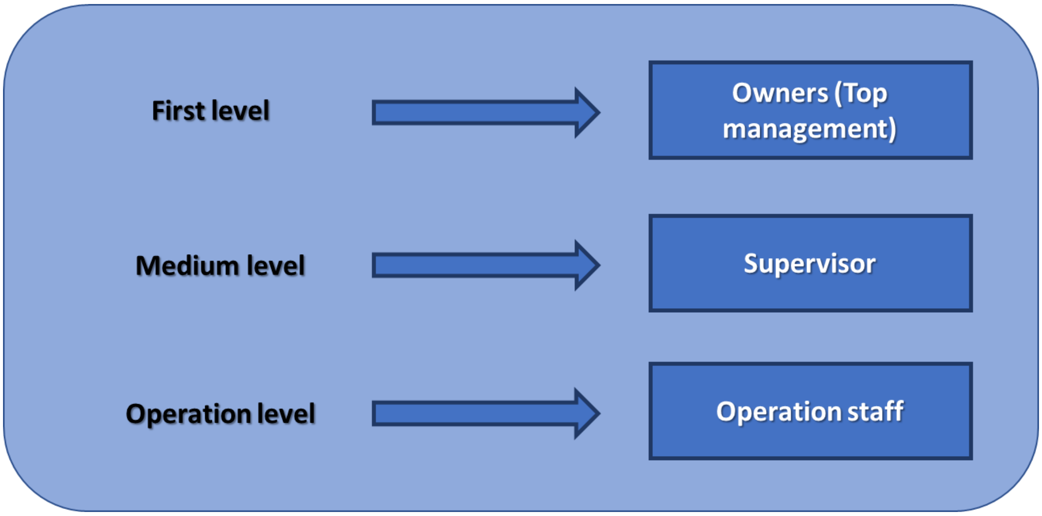


PEST Analysis

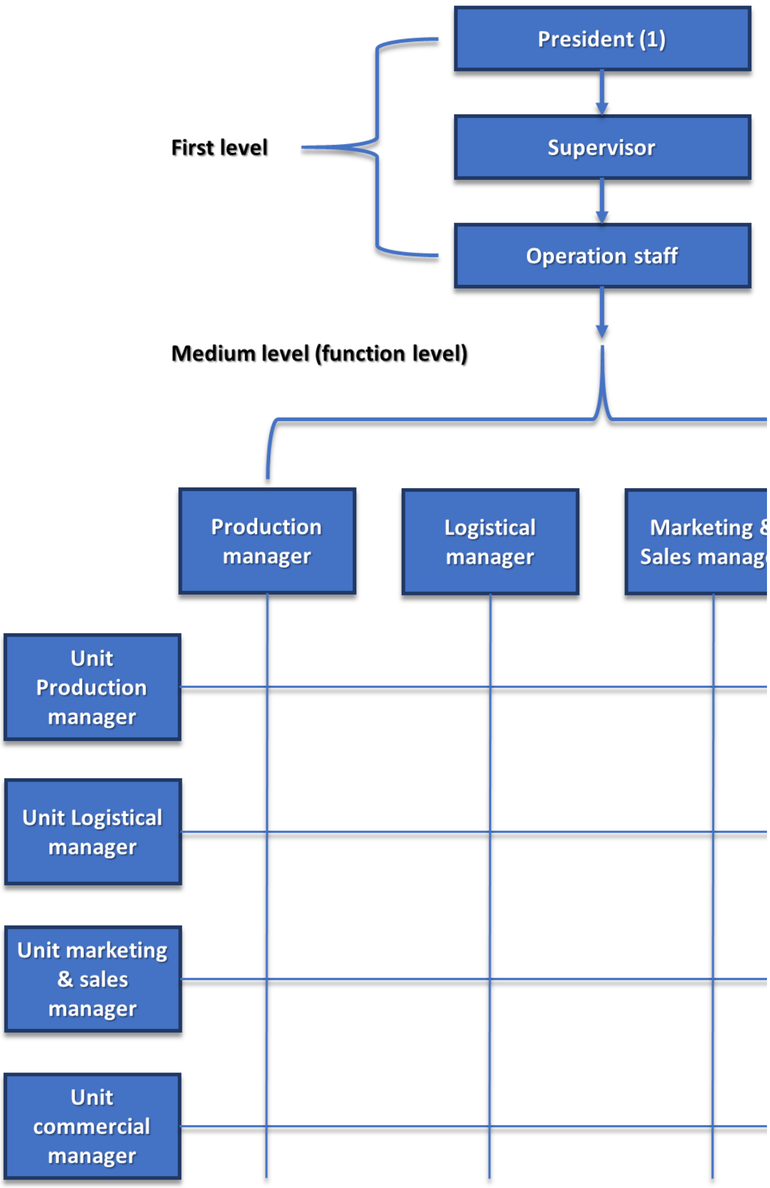


Structure of the company

Milk Zrt. – Has a linear structure by two owners acting as management of the 20-people responsible of Dairy production



Cacao Zrt. - Has a matrix structure with many functional level as well as 10-business unit located in 3-continent and managed by 12-member presidency with 4 middle managers per unit

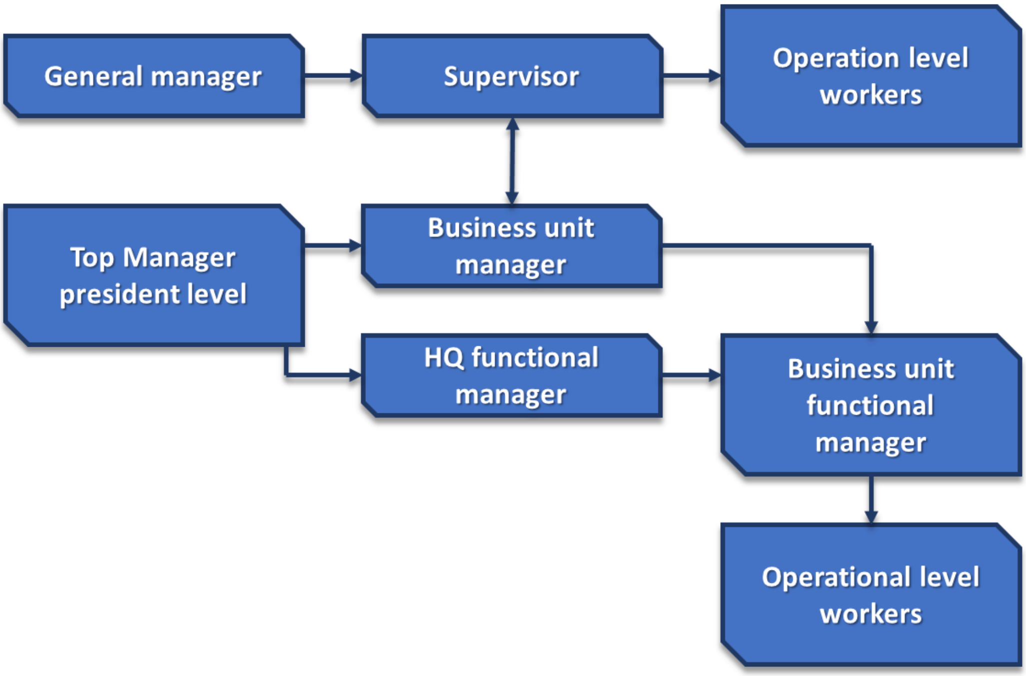


- President and Vice president: the top manager of the company could be the owner; the top management assistance is participating with the president in side the organization and they are responsible of managing the entire company, control over the bottom level management, control and oversee all business operations, peoples, and customers to ensure the company is constantly moving towards fulfilling its short-term and long-term objectives and organization target as well as they are assuming full accountability for the board for all company operations.
- Business unit manager: the manager of the certain area to manage all activity and keep the relation between the HQ of the organization and the business area

as well as represent the organization top management.as
well as he is responsible for the performance of the company, successfully implementing company policy, and building and maintaining an effective management team.

- Functional Manager: responsible for specific activity inside the organization such like the logistical manager who is the responsible for planning, implementing, and controlling the efficient, effective flow and storage of goods, services, and related information from point of origin to point of consumption for the purpose of conforming to customer requirements

Information flow



Key process

In **Milk Zrt** they were responsible for the production of dairy product (milk, cheese and yoghurt).

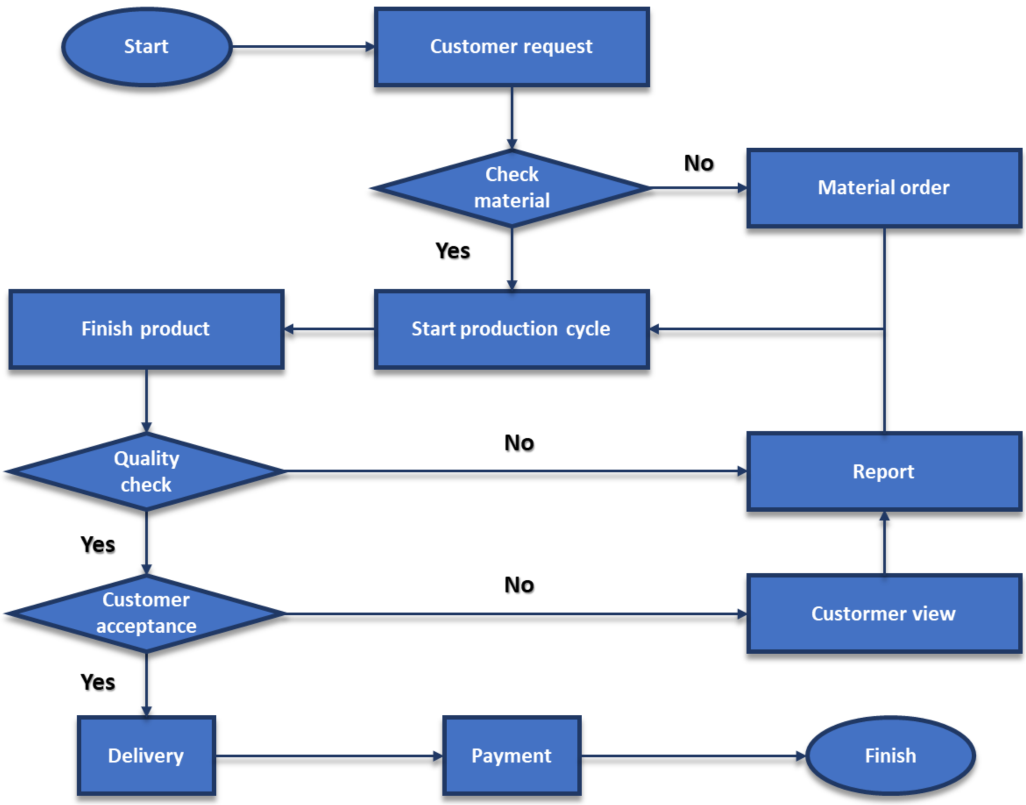
Cacao Zrt they were responsible for the production cocoa powder company and in some area, they are dealing with cocoa beans and buying

Milkakao Zrt the new company transforming to produce the packaged cocoa milk as new products as a result of the two companies merging

The key process is including:

1- receiving orders and invoicing,
2- product producing,
3- shipping products, or setting a marketing budget,
4- product selling and marketing,
5- human resources management,
6- third parties (partners and suppliers management).

Product Production process

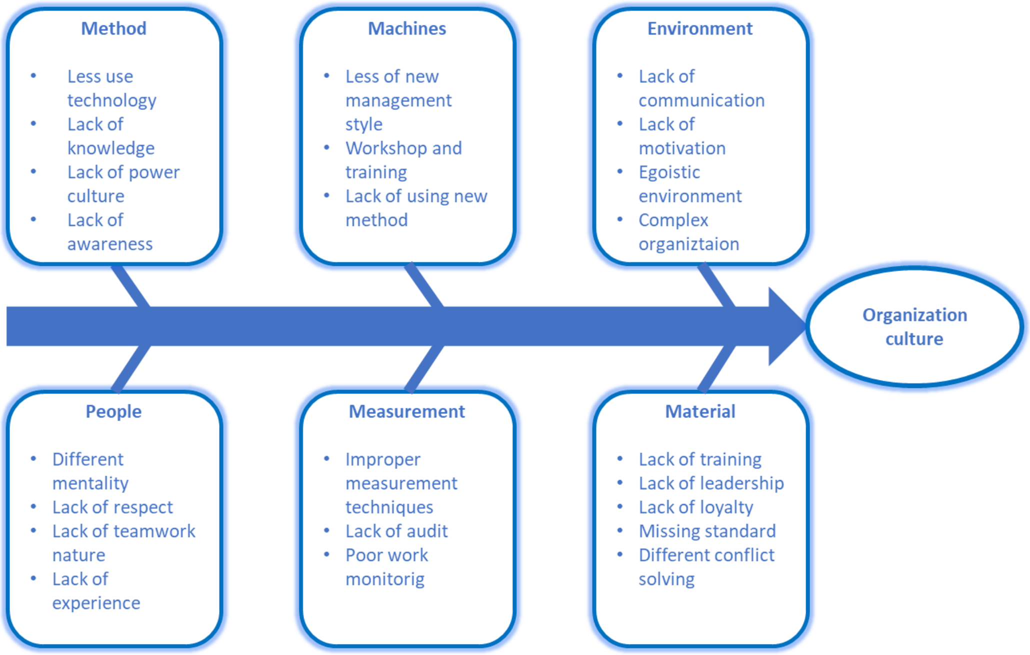


Company Problems according the SWOT Analysis

- Organization structure due to the merging process
- Human problem
- Conflict between Management
- Different management style
- Poor experience sharing
- New product (milk-cocoa)
- Information flow
- significant overlap of the parallelisms

and it's clear that the main issue after the merging process is the **functional overlap in the management competences and the organization culture**

Ishikawa



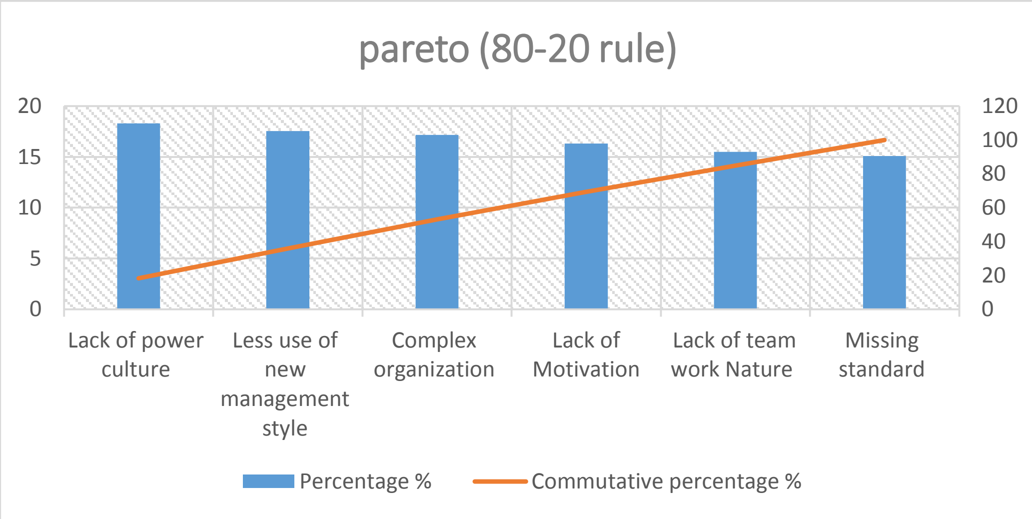
Pareto analysis

ABC causes category

Causes category		
A	**B**	**C**
• **Lack of Knowledge** • **Lack of power culture** • **Different conflict solving** • **Lack of team work Nature** • **Complex organization**	• Less use of new management style • Work shop and training • Lack of leadership • Lack of audit • Poor work monitoring	• Missing standard • Lack of experience • Lack of Communication • Different mentality • Lack of Motivation

Causes Frequency

Causes	Frequency	Percentage %	Commutative percentage %
• Lack of power culture	4.5	18.3	18.3
• Less use of new management style	4.3	17.55	35.85
• Complex organization	4.2	17.17	53.02
• Lack of Motivation	4	16.32	69.34
• Lack of team work Nature	3.8	15.51	84.85
• Missing standard	3.7	15.10	100



Development points

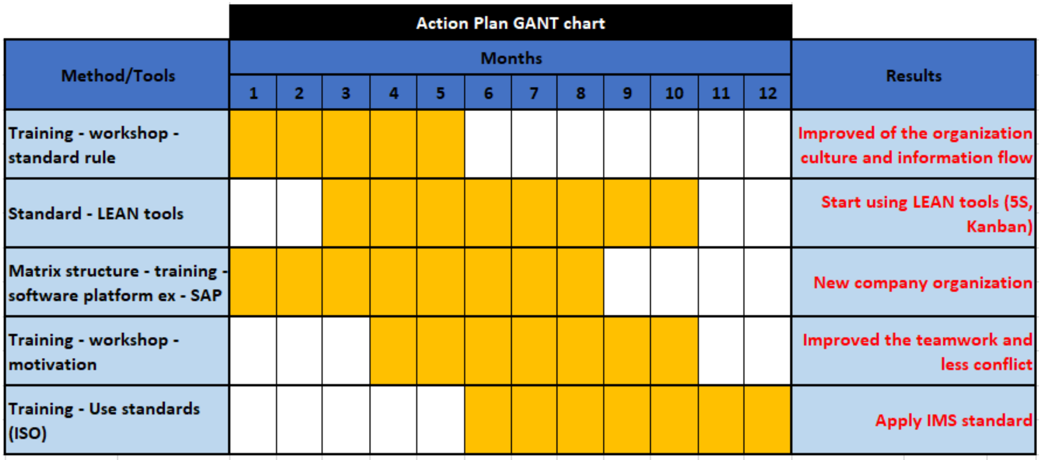
as a result of pareto analysis we need to develop the following:

1- Culture of power
2- using of the new management style inside the organization
3- simplify and clarify the organization structure
4- increase the awareness and loyalty inside the organization
5- establish the teamwork concepts
6- establish the operation standard inside the organization

Professional development program

Based on Ishikawa the we have the following problem:

Causes	**Development goal**	**method**	**Responsible**
Lack of power culture	Establish new company culture	Training –workshop	Top management – HR department
Less use of new management style	Establish a quality and operation system	Standard rule	Operation management - quality department
Complex organization	Reconstruct the organization after the merging process	Standard – lean tools	Top management – development department
Lack of team work	Increase the team work and cooperation	Matrix structure - training -software platform ex -SAP	HR – management – workers
Missing standard	Establish the company standard – ISO - IMS	Training – workshop – motivation	Quality – operation department – workers
		Training - Use standards (ISO)	



Key Performance Indicators (KPIs)

A Key Performance Indicator (***KPI***) is a measurable value that demonstrates how effectively a company is achieving key business objectives. Organizations use ***KPIs*** to evaluate their success at reaching targets

No	Result	methods	% to be optained
1	improved of the organization culture and information flow	Servay – audit	60
2	start using lean tools (5S, KANBAN)	Audit -QA	70
3	new company organization	Rules – audit - servay	80
4	improved the teamwork and less conflict	Standard – regulation	60
5	apply IMS standard	Audit - QA	70

Evaluation sheet

Evaluation sheet is a document used to measure an employee's workplace performance and organization environment

No	Result	Planed %	Reality %	Yes/ No
1	improved of the organization culture and information flow	60	50	No, need to be improved
2	start using lean tools (5S, KANBAN)	70	76	Yes , improved
3	new company organization	80	89	Yes , improved
4	improved the teamwork and less conflict	60	64	yes, imroved
5	apply IMS standard	70	72	Yes, improved

PDCA Cycle:

(plan–do–check–act or plan–do–check–adjust) is an iterative four-step management method used in business for the control and continual improvement of processes and products

for solving the organization culture and information flow

- **Plan:** the problem still need to be monitored and make a plan to improve the organization culture and information flow between the company levels, the related 60% improvement information flow need to be reached.
- **Do:** Improved the organization structure and clarify the position discerption and improved the company policy and standard**.**
- **Check:** the related 50 % Resulting in the information flow due to the insufficient organizational structure and position description. And still have a lot of employee conflict, duplication of efforts, poor productivity, and jumps over authority
- **Act:**clarifying and improved the position description by including job description, job tasks, job functions, roles, responsibilities, competencies, performance management, key performance indicators, and career history, update and publish the company policy and standard, the organizational structure should be kept as simple as possible and this will help to understand all job activates and tasks they are to perform as an individual and within any teams they are a part of and to who they are required to report.

4. HUMAN RESOURCE MANAGEMENT RELATIONSHIP ORGANISATIONAL DEVELOPMENT

In today's challenging times there is fast growing recognition that Organisation Development (OD) and HR should work together with line managers to produce sustainably high performing and change-able organisations. But quite how this relationship should work is source of great debate. Dr Naomi Stanford outlines key aspects of this debate and offers some challenging propositions. In particular she argues for a raising of standards in both disciplines, and flags up the need for a body dedicated to the professionalising of OD.

Human Resource Management (HRM) and Organisation Development (OD) come from different roots. HRM's origins date back to the early 20th century when it was a largely transactional function focused on the administrative and compliance aspects of the "hire to retire" cycle.

Although still concerned with the employment cycle, many of the transactional aspects of HR have increasingly been outsourced leaving the function looking much more at how it can raise its game to become a valued participant in determining the strategy and effective operation of the organisation.

Organisation development has a shorter history than HR and has its roots in behavioural science, psychological concepts, and social and human values related to openness, trust and harmony. Typically organisation development practitioners "intervene" to address an organisational issue, problem, or opportunity, often as process consultants.

The history of the two disciplines suggests two very different agendas — personnel management (later becoming HR) concerned with the technicalities of the employment cycle, compliance, legal constraints, and getting the right skills in the right place at the right time. And OD concerned with making and managing behavioural change within organisations through the effective mobilisation of employees and other stakeholders.

Given the increasing need for the HR profession to act as a business partner, the question is whether OD and its methods have a part to play in developing HR's strategic role and its involvement in organisational change, organisational culture and employee engagement, or whether OD is a stand-alone discipline outside the remit of the HR function.

The history of the two disciplines makes it appropriate to ask whether they have the "gene compatibility" to converge. There are good arguments from both those who feel they should remain separate and also those who maintain either that OD is a subset of HR, or that HR is a subset of OD. [35]

4.1 THE OD LENS

All sorts of trends that are having an impact on their performance are putting pressure on organisations. For example:

- Employment trends: in the search for flexibility organisations are increasingly offering teleworking, virtual working, and flexible employment contracts.

- Availability of work-related skills, expertise, and knowledge: sadly companies are finding that young people coming into the organisation do not always have the social, business, and sometime literacy skills to work effectively. At the other end of the spectrum, there are big shortages in some disciplines as more of the workforce is reaching retirement age.
- Social expectations of what business organisations are for: people want to be managed in a way that is participatory, transparent, ethical and accountable. They are anxious about ensuring fair returns for shareholders, but not at the expense of the legitimate interests of other stakeholders. Increasingly, employees want organisations to show that they are harnessing the company's private interests to serve the public interest.
- Technology advances on all fronts: everyday brings a new product or service to market that need organisational evaluation to see if its use will enhance efficiency, productivity, and/or performance and if so, work out ways of introducing and integrating it.
- Customer expectations of service and product: customers are expecting a lot more from suppliers. They want everything better, cheaper, faster, but at the same time they want a voice in how this happens. They want to know, for instance, that the supply chain is sourced responsibly along its entire length.
- Business education of managers and leaders: managers are now looking to apply very different skills from those of the past. They are being trained to be co-ordinators rather than controllers, and cultivators of individuals rather than commanders of "followers".

These trends speak to the skills of helping people through rapid and continuous change, involving new behaviours, cultures and social norms — all the remit of organisation development consultants who frequently have a background in organisation behaviour. [35]

4.3 THE HR LENS

All the trends listed above can be addressed from a formal or policy perspective, ie from the remit of a traditional HR practitioner. Take the employment trend, for example: people want the day-to-day informal flexibility to manage their multiple commitments. This means providing a range of working possibilities: flexitime, virtual or teleworking options, possibilities of reduced workload for a defined period (during a relative's hospitalisation, for example), and part-time work. Each one of these needs policy or guidance notes, payroll code work, job design and description input, manager training, and a strategy around how best to operate the many possibilities so that people get what they want and need, but so that organisational performance and business continuity are not jeopardised.

The prevailing view seems to be that transformational work is of higher value than transactional work, meaning that HR practitioners feel they should move up the food chain from transactional work to transformational work. ("Transformational" work here means being a key player in contributing to the organisation's strategy, getting closer to the business; focusing less on basic HR transactions and more on adding business value).

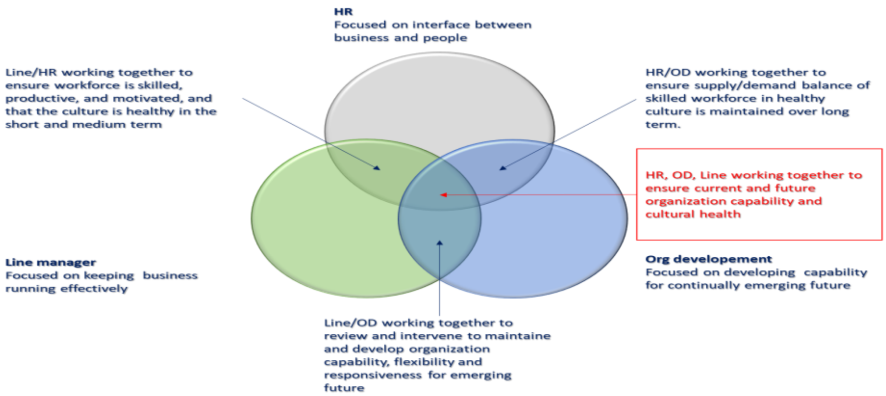
The thing is that transactional work still has to be thought through, codified, monitored, and so on if the transformational is really going to make a difference. On this basis getting the transactional stuff right is not necessarily of lesser organisational value than getting the transformational stuff right — they are both required for high organisational performance.

However, HR transactional work is tarred with the brush typified by the Fast Company article "Why we hate HR". One of the memorable points it made was "The human resources trade long ago proved itself, at best, a necessary evil and, at worst, a dark bureaucratic force that blindly enforces nonsensical rules, resists creativity, and impedes constructive change. HR is the corporate function with the greatest potential — the key driver, in theory, of business performance — and also the one that most consistently under delivers."

A simple summary of the two lenses is that OD interventions address the "soft", informal and transformational aspects of trends, while HR skills address the "hard", formal and transactional ones. [35]

4.4 A NEW HR/OD/LINE MANAGER LENS

A less either/or and more collaborative lens on creating successful workplaces suggests there are three parties all with an interest in "the human side of the enterprise", but each seeing this through a different lens. Two already discussed are OD and HR practitioners, the third is the line manager responsible for motivating and managing people day to day. Think of the three parties as each having a particular sphere of expertise. They use the expertise either more or less independently, or in partnership with one of the other parties, or with both other parties simultaneously. The graphic below illustrates. [35]



16. Figure: HR/OD/line manager relationship model [35]

This model could be operated in one of five ways.

1. Blurred boundaries: HR and OD seen as one unit with people having skills in both consulting and HR technical areas and working in both spheres. (OD at the heart of HR)
2. Deep expertise: essentially functional with HR technical expertise and OD consulting expertise seen as different and distinct in terms of skills, career paths, etc. HR people and OD people may be reporting to different unit heads.
3. Embedded: Line areas have "embedded" separate HR and OD specialists working specifically for them, but who may have different dotted reporting lines, eg HR to HR, and OD to strategy.
4. Floating: Line areas draw on HR or OD consultants on an as-needed basis from central pools.
5. Combination of some of the above.

This model illustrates that the three parties can each bring their own specific skill-sets to a given situation and address it in a way that strengthens rather than undermines each other. It does mean, however, that the roles of the three parties have to be clear, and the different skills apparent and acknowledged. In this model, in a "normal" business situation there is a two-way relationship between HR and line managers to ensure workforce productivity and performance and a two-way relationship between OD and HR to keep a focus on trends that could affect the supply/demand of a skilled workforce.

In a business change situation where a problem or opportunity surfaces that needs to be addressed at a whole systems level there is at least a two-way relationship between OD and line managers, and often a three-way partnership between HR, OD, and the line.

In such a "project situation" it is often the OD consultant who is initially handed a "problem" by someone — it could be the line manager, or it could be the HR business partner. There is a period of design and implementation where the OD person is working with the line manager and the HR person (if it is a problem that requires HR expertise), and at the end of the implementation phase the OD person is handing back the new state to the HR business person and the line manager — which becomes the "normal" business situation until the next intervention is required. [35]

4.5 IMPLICATIONS OF THE MODEL

Many do not believe that OD is a substitute for good HR but do believe that successful OD will be underpinned by positive HR practices. The question remains whether real OD insight and skills need to sit at the heart of HR if HR is to equip itself to become a really strategic function driven by a proactive response to business intelligence, or whether OD and HR are two separate and distinctive disciplines.

The model implies that skilled OD consultants play a significant strategic role in helping position businesses to be and remain competitive in a constantly changing environment. The strengths HR brings to this scenario are those of formalising the people aspects of any changes — to ensure compliance, equity, and transparency —, yet in a way that allows for adaptation and flexibility as the context continues to change. This argues for a “deep expertise” approach, ie essentially functional with HR technical expertise and OD

consulting expertise seen as different and distinct in terms of skills, career paths, etc in an organisation where HR people and OD people may be reporting to different unit heads.

From this perspective, it is not sensible or right to “re-badge” HR practitioners (or training and development people) as OD people as happens in some organisations. (Notice this rarely happens the other way round). Neither is it fair to expect people to retrain or retool to one or other discipline if it is not something they want to do.

However, there is a lot of organisational and business performance mileage to be gained by aiming to professionalise and raise the standard in both disciplines. OD, by the way, lacks any recognised professional qualifications, or consistent competency standards, and there is no Chartered Institute of Organisation Development as there is for management or for personnel and development.

Operating OD and HR as separate disciplines with different accountabilities, spheres of operation, and areas of expertise in the way outlined is a refreshing and energising approach which puts the business at the heart of the OD/HR combined operation (however it is structured).

At this point sensible steps might be to orchestrate for OD professionalisation (what body would do this?), rethink the relationship of HR and OD in organisations, and design/implement appropriate structural relationships based around the model above.

Either way, leveraging the strengths of OD and HR approaches in partnership with line staff potentially paves the path to driving sustainable organisation performance, but only if organisations have clear and communicable answers to three questions:

1. What can OD do for us?
2. What does successful OD look like for my organisation?
3. What does HR need to know to make OD successful? [35]

5. HUMAN RESOURCE MANAGEMNET

Over the last decade, the technological and social development has greatly appreciated the role of human resources in the economy. The basis for the success of organizations is the effective use and development of the intellectual capital of the organization. Economic analyzes at the national level have shown that these countries show a remarkable development that is more important than others in the development of intellectual capital.

Human resource management is an area of management that deals with people as the core (strategic) resource of the organization. Its purpose is to use human resources efficiently to achieve a high level of organizational and individual goals. [36]

Human resource management places great emphasis on communication, the conscious shaping of organizational culture, employee engagement and increased commitment, and identification of tasks as the highest performance is expected in the harmony of the goals of the organization and the individual.

The basic task of human resource management is to create harmony between employees and jobs. From a strategic point of view, human resource activities aim to create a balance between the skills and motivation of employees and the requirements of the job and the remuneration of the employees.

5.1 EEM ACTIVITIES

Functional activities of the EEM reflect the human resources strategy and management policy of the management. Some of the typical activities are indirectly (eg human resource planning, job analysis) and the other part directly (eg recruitment, selection, encouragement) serves to create harmony between jobs and employees.

Human resources planning

Human resource planning involves two important steps. The first is to predict the qualitative and quantitative needs of human resources based on the business strategy. The second is the definition of the activities that will ensure the necessary number of staff and competences in the future based on the appropriate external and internal environmental projections.

Analysis, design and evaluation of jobs

After assigning jobs to work assignments, tasks are assigned to jobs. Job design can be based on different principles. By systematically analyzing jobs, you can define the requirements that are needed to successfully complete your job. In this context, we analyze the tasks, the conditions of work, the organizational relationships, the working requirements (physical, mental and mental), and determine the related remuneration that affects the behavior of the employee and the satisfaction of his / her needs. The evaluation will help to create priorities for jobs and job departments.

Recruitment and selection

The purpose of recruitment and selection is to find the most suitable people to fill vacancies. Organizations often fill their jobs by redeploying their own internal resources. This is beneficial for the organization, as it is a dedicated, engaging person in the organization's workload, and this will help to achieve the required performance faster. It is also an advantage for the employee, as it is usually a step forward in his career as he provides training and development and ensures self-realization. In the case of external recording, appropriate methods are needed to locate and select candidates. Different selection methods, mainly tests and interviews, are used to select the right candidate. However, the suitability and effectiveness of these selection methods should be investigated.

Performance evaluation

Systematic assessment and evaluation of achievements can increase organizational performance. The result of the evaluation provides information on the assessment, development, and pay of individuals. In addition to the analysis of the past, the performance assessment examines the shortcomings, the requirements for the future period, the required training and development needs. It determines and reviews the job-related incentives and their impact on behavioral change and employee satisfaction.

Job development, career planning

Within the framework of these activities, people are empowered to perform the current or future job efficiently through external or internal training and training. By learning people learn skills and knowledge. Training needs are determined based on performance appraisal and / or career planning. Career planning is the prediction of the individual's mobility within the organization.

Paying, rewarding

The incentive system is a set of remedies that are of fundamental importance to the employee. Factors to be taken into account when developing incentive systems include job requirements, job content, or supply and demand conditions in the labor market. One of the most difficult tasks is to create a wage and compensation system that is competitive and attractive in the labor market, reflects well on jobs and individual or group performance differences, but it does not represent too much burden on costs either.

Discipline, exit

Organizations have a number of conflict situations. One of these groups is the result of behavior in which a member of the organization violates the accepted behavioral rules and causes harm. Another group comes from the mobility, exit, dismissal or retirement of workers. All these situations require procedures that take into account the goals of the organization and the individual.

Labor Relations

Labor relations is a regulated co-operation between employers and workers in order to preserve or restore work. Its institutions are collective negotiation (for collective bargaining) and participation (involvement in decisions), the means of negotiation. [36]

5.2 HR STRATEGY

Defining a clear vision and specific goals is key to the successful human resource strategy. The HR strategy is the foundation for the company's visible and successful human resource. With HR strategy, the company can gain competitive advantage by focusing on HR processes and HR policies, as well as supporting HR functions.

The HR strategy is responsible for aligning HR policies, HR standards and HR roles and responsibilities with the overall business strategy, and HR is also ready to successfully process the business units' needs. Internal resources are expanded with internal resources as the organization is fully balanced. As HR's internal customers grow, human resources need to closely monitor internal customers, as their satisfaction can not be reduced. HR strategy determines effective HR management, which results in a stronger company, and thus improves the organization's ability to face upcoming challenges.

The Human Resource Development Strategy is a key document to reach the corporate strategy goals. Documents related to HR management need to be constantly updated, such as HR policy, tracking changes in organizational processes, competencies. The HR Strategy prepares Human Resources to increase the productivity and to implement the growth strategies and policies in Human Resources. The best practice in the HR strategy does not exist on the market because each organization is different and therefore needs organizational specificity.

The HR strategy needs to be clearly defined and the milestones needed to be measured to be measurable and to obtain assurance and to go beyond the right path. For HR Strategic Goals, you need to apply more resources and staff to Human Resources, and many managers and employees of the organization should be asked for regular feedback. [37]

Imlementation and monitoring [38]

Implementation and monitoring

The effectiveness of the introduction and impact of the strategy will be thoroughly assessed by HR, the management board and the cross-function employee developement team.
This will be achieved by using the monitoring process below, which identifies how success will be demonstrated and sets milestones for each.

Outcome	Indicators	Outputs	Responsibility	Deadline
Goal: To recruit and retain a skilled workforce				
Employee skills and workforece capacity fully meet the needs of the business.	➢ Duration of (1) __________ vacancies ➢ Labour turnover ➢ Skill-supply demand match	➢ Vacancies and filled within a maximum of two months. ➢ Labour turnover reduced (2)__________. ➢ Full company-wide skills auditor.	HR/Line manager HR/Line manager HR/Line manager	By end of Q2 By end of Q4 By end of Q2
Learning processes meet the developement needs of the company.	➢ Competence (3) ____________ ➢ Employee review scheme	➢ A company-wide process defines skills and performance standards. ➢ The ER scheme has (4) __________ employee coverage and produces measurable learning objectives.	HR/Line manager HR/Line manager/ Directors	Develope over the next 12 months Current and ongoing
Goal: To support ethical working practices				
The business supports family friendly policies	➢ Policy documents ➢ Employee (5) ___________ surveys	➢ Family friendy policy documents provide evidence. ➢ At least (6) ___________ of the workforce say the company has flexible, family friendly working hours.	HR/Line manager HR/External consultancy	Current Carried out annually
The business upholds and promotes equality.	➢ Equality survey ➢ Employee statistics	➢ Regular surveys are conducted to check equality of opportunity ➢ The employee (7) ___________ is socially representative and variations are rectified.	HR HR	Carried out annually (8) ___________ monitoring

5.3 HUMAN RESOURCES PLANNING

Human resource planning has been the task of management since the formation of a modern industrial organization. Human Resources planning is a process by which management determine how the organization should achieve from its current manpower position to its desired manpower position. Through planning, management strives to have the right number and the right kinds of people, at the right place, at the right time, doing things, which result in both organization and the individual receiving maximum long-run benefits. It is four-phased process. The first phase involves the gathering and analysis of data through manpower inventories and forecasts, the second phase consist of establishing manpower objectives and policies and gaining top management approval of these. The third phase involves designing and implementing plans promotions to enable the organization to achieve its manpower objectives. The fourth phase in consumed with control and evaluation of manpower plans sent programs to facilitate progress to benefits both the organization and the individual. The long run view means that gains may be sacrificed in the short run for the future grounds. The planning process enables the organization to identify what its manpower needs is and what potential manpower problems required current action. This leads too more effectively and efficient performance.

The conceptual system of labor planning

Definition of workforce needs: Finding the required workforce by types (qualification), number of staff, deadline and duration, and occasionally by place of employment.

Staff Need Definition: In practice, instead of the definition of the labor needs definition, we use the definition of staff needs (but also the name of the workforce design).

Quantitative and Quality Staffing Requirements: The number of people in need is defined by the number of people who are available to perform tasks at a specific time or time. We are talking about quality staff planning when we determine what kind of qualifications these people need. The need for staffing is complete when it comes to quantitative and qualitative needs as well.

Future Staffing Requirements (Staff Requirements): When determining the staffing requirement for the future, the following two types of influencing factors will be taken into account:

- changes due to fluctuation and relocation (eg termination, recruitment, termination of the training period, termination of employment, vacancy, disability, retirement, death, etc.)
- job-related changes, in the context of the creation of new work systems (jobs or jobs), or their change or termination.

At work planning, it is determined how to change the known quantity of quality and composition at the current time t0, the future time t1, as required by the strategy.

The most important factors affecting the labor demand:

Job Role: the complexity of the task; the variability of the task; stored jobs proportion of the work volume; the service or the type of product; the workloads.

Workflow: the degree of practice derived from each process stream; other working capacity with working systems Work equipment: type of machine; material handling tools; single or double. multi-job work; the degree of mechanization automation.

Man: man-made workmanship; the performance of the staff; the qualification of staff; overtime, Sunday and off-shore work overcapacity; from illnesses, illnesses and illnesses. other loss of capacity from absence; redirection and redirection. move options.

The environment: corporate objectives; legal norms to be respected; type of transaction; expected internal and external development tendencies; collective bargaining working hours; labor and external labor force; planned control methods and depth.

Methods for determining quantitative workforce needs

Depending on the pre-requisites, especially depending on the available data, a set of methods can be used to determine the quantitative workforce needs.

Deterministic methods

Deterministic calculation of the labor demand is based on individual job tasks that employees have to fulfill in a given period. This calculation can be performed by analytical or summation. Analytical Need Definition: There are two types of methods: the task-related metric method and the job-related approach to the job.

Total Need Definition: This tool is a job planning method that is usually applied in the public sector. In these areas, planning for a proposed or licensed job is often required for several institutions, specialty areas and sub-areas for several years. These planned jobs show the staff needs for different dates. This need needs to be added to the reserve requirement to get an overview of the number of staff to be set annually (procurement needs).

Stochastic Methods, Past-Oriented Methods

Stochastic methods investigate the relationships between the staff needs and other variables (eg workload). For these methods, we use data as a starting point recorded in the past. The task is to derive the function-related relationships between these historical data and the use of the future for the future using the influencing factors (most of the workload) that determine the number of needs and need.

The most important shortcomings in these methods are the following:

- In the past, only the workforce has been recorded, and this is considered by way of extrapolation to the future, as an implicit need for staffing.
- Changes in tasks are interpreted as changes in workload.
- Data is needed for several years.

Given the shortcomings listed, the results of the calculations must be accompanied by projections, in which both internal and external effects are taken into account. These

calculations do not take into account. Possible stochastic
methods are many: they often use regression analysis, correlation analysis, and exponential smoothing.

Ecometry and Simulation

In ecometry, we are analyzing economic statistics using probability calculations in order to make statements about the future development of economic systems trigger us. Today, ecotourism models are usually studied with computers. In the field of labor planning, ecometry is suitable for the global, medium-term and long-term needs of staff needs spreading forecasts.

Simulation is also based on models, using different systems behavior examined - as a result of changes in certain influencing factors. Areas of use of the simulation such as queue problems, maintenance or assignment problems. Within the scope of work planning, a typical case of use is the random waiting line exams, such as money-making or ticketing funds. Simulation in these cases so we can analyze how the time employees work there subjected to the waiting times of the partners (clients) under certain conditions they can get to the cashier and the number of keypads that can be counted against the maximum waiting time possible we have to employ staff. [36]

Human resources forecasts allow you to evaluate the body's workforce, make the most effective way of doing so, and reach the goal goals. This is a strategy for acquiring, utilizing, developing and preserving the human resources of the enterprise. The goal is to provide the right staff for the right job and to optimize the use of existing human resources. HRP exists as part of the business planning process. [38]

Szopalot is a Central European supermarket chain specializing in low-cost products. Read the resourcing plan for the company and answer the questions.

1. Why is Szopalot's business not badly affected by economic recession?

2. Why is wage inflation a worry?

3. Does Szopolot have enough workers to meet current demand?

4. What problem does a high labour turnover in shops cause?

5. What possible solutions are proposed?

6. Why is it expected that staffing new shops will be easy?

7. How frequently will then plan be reviewed? [39]

Resourcing Plan

Strategy

- To be the market leader in the low-cost food shopping sector in Czech Republic, Slovakia and Poland
- To provide a limited range of good value, high quality products
- To achieve this through aggressive pricing campaigns and imaginative marketing and promotions.

Environmental scanning

The business favours depressed economic conditions as this encourages people to buy cheaper products. Conversely, national wage inflation could raise costs and damage profit margins. However, the current 10% unemployment rate produces a sufficient labour supply.

Strategy review

The current economic circumstances do not require the strategy to be adjusted.

Current workforce profile

Szopalot currently employs 1.265 people spread over 42 stores, warehousing, distribution and head office. 70% of the workforce are part-time shop workers.

Current workforce needs

The current workforce need is for:

- 1.136 store workers
- 72 warehouse and distribution staff
- 57 head office staff*

*A full breakdown is available in appendix 1.

Current labour surplus or shortfall

There are no current labour surpluses of shortages. However, high labour turnover in shops (25%) leads to temporary problems while posts remain unfilled.

Proposals for resolving current resourcing issues

Consideration could be given to raising wages above competitor rates.

The standard of store management and hygiene factors (issues relating to working conditions) should be investigated.

Future needs

The company's planned expansion into ten more towns plus entry into the Hungarian market next year mean that the workforce will increase by 31% in the next three years.

Future supply

It is anticipated that because of the unskilled and semi-skilled nature of shop work, the existing labour pool within the countries of operation will be sufficient to meet labour demands, although managerial positions could be harder to fill.

Action plan

1) Identify the reasons for high labour turnover in shops and aim to solve the problem by bringing down to the company average of 7%.
2) Phase the opening of new stores at the rate of one per month, employing approximately 30 people per month, mostly on part-time, shift pattern contracts.

Implementation plan

1) Conduct exit interviews, employee attitude surveys and store visits by HR to gather date.
2) Use targeted local media campaigns to advertise store opinengs and create a touring ‚recruitment bus' to interview potential employees.

Monitoring and review

The plan will be reviewed quarterly to measure effectiveness and make any necessary adjustment.

Strategic feedback

Management will be informed of any circumstances which may have a strategic impact.

5.4 JOB ANALYSIS

Job analysis is a systematic process in which information on the functions, responsibilities, powers, content and environment of the work is collected and analyzed. The activity ends with a written record of the results, during which you can create or update the job description and the requirement system (or job specification).

The job analysis allows you to answer the following questions:

- What are the job tasks that make up the job?
- How to organize the succession of tasks?
- What is needed for the performance of its direct duties? Or that beyond what powers should you assign to your job?

- What specific behavior the worker must demonstrate the successful bet of the job and the level of performance are we waiting for him?
- What qualities, experience, abilities and skills can a worker be successful in that job?
- How information from work analysis can be utilized to develop other HRM systems / activities? [40]

Tools for job analysis

One group is self-photographing, individual interviews, questionnaires, and checklists. For these techniques, the job loader plays an active role. Among them, self-image and interviews are the most commonly used.

Another way of obtaining information is observation. Observations during the work can reveal a number of small details about the frequency, complexity, efficiency of work, and working conditions.

Questionnaire methods

Using the questionnaires we examine and quantify dimensions of jobs that are not measurable. For questions on sketching, the filler of the questionnaire assigns relative values to the difficulty level, frequency, etc. of a job description. The scales are usually 3-9 elements and for each scale element there are prepared verbal explanations.

The use of the method is subject to the provision of properly formulated questionnaires, which may be standard questionnaires or self-developed. The advantage of the questionnaire method is that we are able to quantify non-quantifiable features, so they can be involved in computer processing, responses can be evaluated quickly and efficiently. Another advantage is that the filler can make it very quickly.

The disadvantage of the questionnaire method is that it is not possible to formulate individual responses that can distort the true view, and that there is no possibility of questioning, recalling or interpreting. Thus, the reliability of the responses may occasionally be compromised.

Interview Methods

The interview method is the most commonly used job analysis method. It can be flexibly applied, feedback, modification, and individual comments can be taken into account. On the one hand, the interview method requires that the evaluator formulates well-structured questions and, on the other hand, is competent to conduct such interviews.

The benefit of the interview method is the relative simplicity and flexibility, the disadvantage of its subjectivity. Job vacancies are not always able to answer work-related issues in a clear and structured way, and there is often resistance to such interviews against. Resistance is caused by the fear of workers that the information gained through job analysis leads to standardization.

The job inventory

Christal has worked out the process in which work tasks are divided into activities and then part-time activities, that is, assigning jobs to elementary units. The "elementary

task force" is a fairly soft concept, it can be an action element, a
work move movements.

Deployment to depths serves to divide tasks assigned to each job into comparable elements that are independent of each job. Based on this inventory, comparisons of jobs that would be difficult to compare globally would become comparable.

The advantage of the job inventory is that it is easy to prepare (based on a completed questionnaire), and information analysis can be solved quickly by using computing technology. The results of the analysis can be used directly in the job evaluation, in developing the training and development plan. The disadvantage of this method is that it is very labor-intensive in the absence of a questionnaire.

Function Analysis

Functional analysis is the most commonly used method of observation-based work study. In the course of the analysis, it is determined what the purpose of the job is within the given organizational framework. The next step is to describe the tasks. In doing so, the activities required to perform the tasks should be sorted by character (according to the nature of the activities there are physical, mental and interpersonal types of activities). Then the tasks performed during the job are grouped according to whether they are directed to data, people, or devices. The three dimensions are valued using scales. Based on the observations, the level of knowledge, skills and practice needed to perform the work is determined in the evaluation. This is the basis for the job specification to be prepared.

Working day recording

Labor recruitment is usually not a complete, continuous observation, but is done by sampling. During the analysis, workflows, like the job inventory method, are broken down into operations, action elements, and work patterns. By recording a working day, you can record the frequency, time, and performance per cent of these items. Use in job analysis is only useful if the tasks are repeated frequently, so the sampling procedure will really let you know the entire job. [36]

5.5 JOB DESCRIPTION

We produce a job description from the information obtained as a result of the job analysis. The job description can be used in the recruitment selection process, primarily to provide information about the advertised position. Further use of the job description a

performance appraisal whereby the tasks and responsibilities contained in the job description can be requested. The job description also contains information about the role of the job within the organizational unit for the direct manager, so the involvement of the direct manager is essential for the preparation of the job description.

Job descriptions generally include the following elements:

- The job title,

- Organizational dissipation
- Immediate superior,
- The purpose of the job is to summarize the essence of a job, its function, its primary result.
- function
- job
- Information on working conditions
- typical scorecards
- training and practice
- wages and rewards
- the system of performance appraisal [40], [36]

The job specification (also referred to as a personal specification, job requirement) determines the minimum level of knowledge, ability and practice (competencies) that can be successfully applied to fill the job. It is the primary field of use of the job specification, the recruitment of staff and the choice of candidates. Information on individual labor supply concerns three main areas:

Knowledge: This element usually requires the required level of education, the minimum level of knowledge required for the given task.

Ability: Ability to have physical, mental, accountability and skill requirements that are absolutely necessary to fulfill the job tasks during loading of that job.

Skills: Expectations of attitudes to behaviors during work and the ability to perform certain tasks that can be gained through practice in a similar field.

Often, in the absence of a job analysis, when specifying the specification, too many requirements are required. This is mostly done by selecting the best of the candidates. The risk of such a behavior is that candidates with higher expectations on the job face higher demand for payment than the value of the job but at the same time, due to too high requirements, the most suitable workers to fill the job do not appear. [36]

5.6 RECRUITMENT

Recruitment (**hiring**) „is a core function of human resource management. It is the first step of appointment. Recruitment refers to the overall process of attracting, shortlisting, selecting and appointing suitable candidates for jobs (either permanent or temporary) within an organization. Recruitment can also refer to processes involved in choosing individuals for unpaid positions, such as voluntary roles or unpaid trainee roles. Managers, human resource generalists and recruitment specialists may be tasked with carrying out recruitment, but in some cases public-sector employment agencies, commercial recruitment agencies, or specialist search consultancies are used to undertake parts of the process. Internet-based technologies to support all aspects of recruitment have become widespread." [41]

The first step in the operational work of recruiting is to establish desirable employee characteristics, is the definition of admission requirements. For this, the job analysis and the competence analysis provide a good basis, since they give an accurate picture of the position and rank of positions in the organization, that is, how much emphasis is placed on a job in the organization, whether there are any overlaps or differences that should be reorganized.

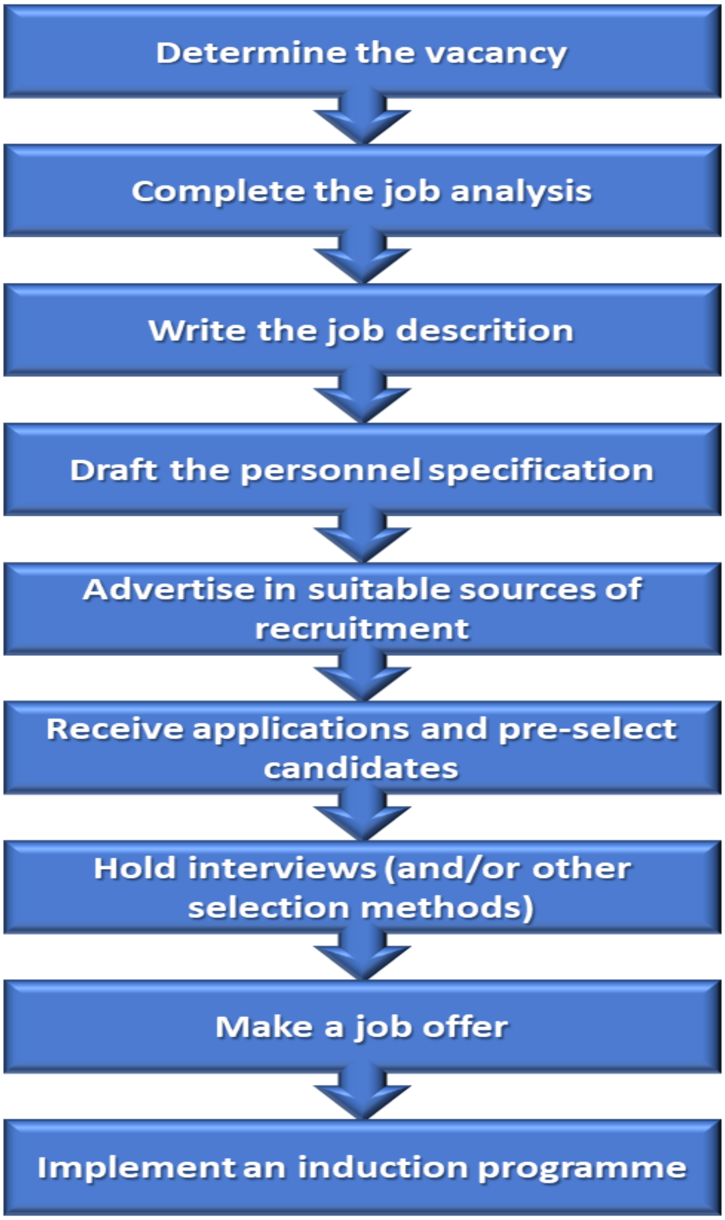
To successfully perform a job analysis, it is recommended that you have existing job descriptions, statistics, and reports, so we can correct any errors in time and outdated procedural methods in the meantime.

It is also worthwhile talking about the jobholders, after all, many experienced employees have first-hand experience with practical experience that would be lost in botany, not to mention any additional information that is informally available to us. Ultimately, he has a key role to play in the role of a given employee, given that the future leader can really determine the requirements that can be used to achieve the set organizational and group goals. (https://www.hrportal.hu/jelentese/a-toborzas-elokeszitese.html)

Recruitment in organisations can be viewed as a systematic process. It has a number of stages, each of which needs to be completed for the process to be a success. This process is outlined below in Figure 16. [42]

Once the job description has been completed you can start looking for formaldehyde candidates. This may include internal and / or external recruitment ads, using appropriate media such as workplace portals, local or national newspapers, social media, business media, professional recruitment media, professional publications, advertisements, workplaces or in different ways on the Internet across.

Another solution is the outsourcing of recruiting, when they are entrusted with a consulting company by inflating the given position or positions. This initial research for nominees - also called name production - provides contact information to potential candidates.



17. Figure: Stages in the Recruitments/Selection Process [36]

Filtering and selection

Based on available or available CVs, screening will begin to find
the most suitable candidate for the position. To do this, a large number of portals and databases are available to both the bounty hunter and the company. After filtering, it is matched whether the candidate is appropriate for that department or company. Then comes the interview itself.

The job interview must be prepared not only for the candidate, but also for the interviewer. The following interview steps and questions are common:

1.step:

- Find the right time and place for the interview!
- Make sure both of you have enough time for the interview.
- Find the right place where no one is disturbed.
- You can link the job interview with lunch or dinner, which is usually less tied. However, it is worth finding a place where you can talk peacefully.
- If you are not the only person interested in this matter, ask others for interviews. So you can optimize your interview:
- Make sure every interviewer knows the candidate well. Give everyone a CV for the jobseeker and all other things that can help make the decision. However, you do not influence your decision with an opinion, all you know is objective.
- If possible, split the questions among the interviewers according to different topics.

2. step

Write the questions in advance on the applicant's CV and other information (eg telephone interview). Make sure that any interviewer will not ask a question that is legally incorrect. There are some typical questions that can be asked:

- Why did you decide to look for a new job?
- Why do you want to work in another position?
- What was your most recent job? What did you love the least?
- What do you think are your strengths or weaknesses?
- What was the biggest mistake he ever committed? What did you learn from this mistake?
- Why do you want to work with us?
- What kind of work environment do you feel good about?

3. step

Note the job interview! This is very useful if you have to refer to something later. Do not worry about the fact that the conversation stumbles because of the note. Is this a good way to assess the candidate? Will he be nervous and talk just to stop the conversation? Or calm and confident, who is ready to answer your next question? There are a few things you should not forget:

- Initial impressions (if this is related to suitability)
- Questions you want to ask later in the interview
- Candidate strengths or challenges to him (later you'll almost certainly forget that if you do not give up)
- Other important things you want to check later

4. step

Watch the body language! Observe whether the answers are in line with the applicant's body language. Additionally, you should pay attention to how confident you are, keep eye contact, and so on. So it can turn out to be something to say convincing or lying.

5. step

Give the applicant time to ask him. You can also filter certain issues, for example:

- Are you really interested in the position?
- What are the expectations of your position, the employer, your boss?
- Have you considered the company and the position?
- Are your questions showing that you can be a person of corporate culture?

6. step

After the interview, the interviewers should talk about their impressions. Here's how:

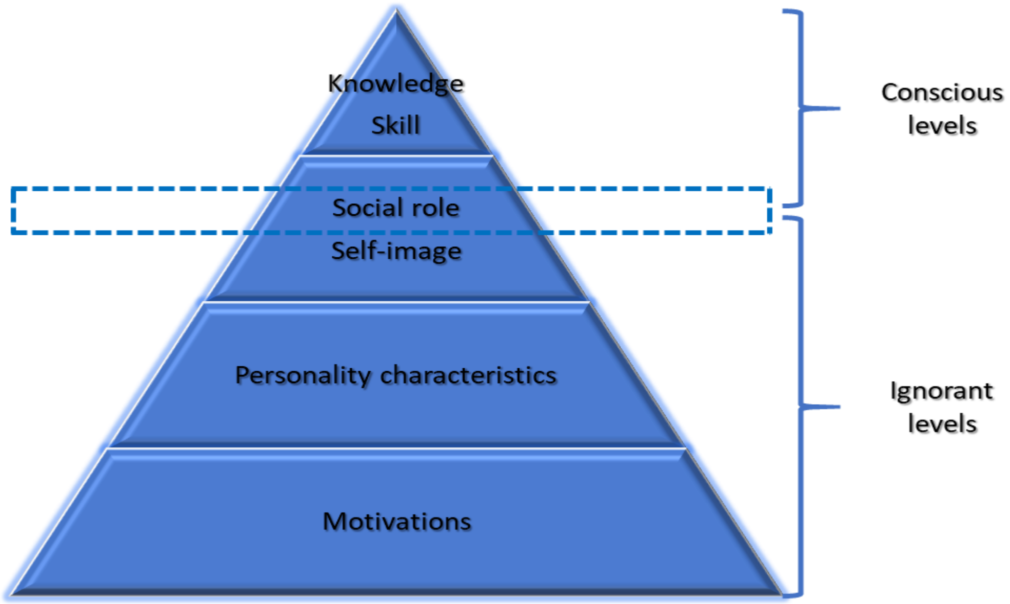
- What were the indications that the candidate might be inappropriate?
- Special abilities, strengths or weaknesses.
- Who do you think might be suitable for the position and who would think the opposite? Make a decision. [43]

6. COMPETENSES

"With the division of labor, thousands of specific competences have become independent: vocation, profession, occupation, activity (sport, hobby, etc.). such as car driving, cooking is part of personal competence, a means of self-service. the bus driver, the skill of the cook is a special competence. social communication, child rearing is a component of the social competence of an individual, an actor, a teacher, a professional "social communicator", or educator. formulation, thinking about the ability of cognitive competence, the writers, the researcher's profession is a special competence. the general competences (personal, social, and cognitive) are the sets of psychic components that are necessary for the individual's individual and social existence of each individual. in contrast, some people typically only learn some special skills. special competencies are specific motives and knowledge (special abilities, habits, skills and knowledge). the function of special competence is to create a state change and product for one's own and others. the first copies of the specific products of all special competencies are the result of a broad-spectrum work, and therefore the general basis of all creative competence in the broad sense is the creative basis. "

Competence is not a synonym for a skill or ability to successfully complete complex tasks in a given context. the concept includes mobilization of knowledge, cognitive and practical abilities, social and behavioral components and attitudes, emotions and values. [44]

Competence as a practical, usable knowledge means acting ability to act and problem solving ability: those who possess a set of competencies that are in line with a particular job profile can provide more effective work than people with incompetence skills. [36]



18. Figure: The iceberg model of human competence [36]

If competences are perceived as personal qualities of the labor market that are primarily developed during the time spent in the education system, then in this fairly common understanding of competences two pages are separate: one is the individual with his / her working ability (with the knowledge capital), the other on the employer, with your expectations.

Successful (ie economic gaining) meeting of the two parties is the basic level of competence of the individual - that is, that the individual knows what is expected of him during the work. [46]

Henczi and Zollei (2007) put the competency components in a five-level model, and the levels are classified into three main categories in terms of perceptuality / consciousness and, for this purpose, in terms of development, as shown in the following table.

4. Table: Levels of competence components [46]

The feature of competence: perceptibility and awareness	The components of competencies	The feature of competence: upgradeability
Easy to see, conscious level	1. Cognitive components (overall conceptual system and professional specific knowledge)	Easily developed
	2. Proficiency (know how components)	
	3. Skills (know how components)	
Seeable, conscious level	4. Abilities (intellectual, communicational, action, social abilities)	Developed
Personality integrated, manifested in situations, dominantly concious level	5. Constructive elements (values, attitudes, self-evaluation, self-knowledge, co knowledge, self image, empathy, emotions, ethical characteristics, aesthetic intensity ect.)	Hardly developed

The first components of the first visibility / awareness category (Henczi and Zöllei (2007)) are the components of the first three levels of work: knowledge (cognitive components), skills and skills (know-how components) . These components are easy to observe and develop.

In the second category (fourth level) there are skills (intellectual, communication, action and social skills). These are supposed to form the ingredients in the first category (first three levels). Capabilities can also be developed - the so-called. (eg memory, thinking, learning, creativity, music, or handicap), but the handling of higher qualifications of the skill (eg skill, talent, virtuosity, or genius level) is a special area of competence development.

In the third category (fifth level) there are less visible and difficult to develop, constructive components (values, attitudes, self-evaluation, self-knowledge, companionship, self-empathy, empathy, emotions, etc.) that have a decisive influence on the constructive nature of work.

Concerning corporate practical benefits of observability and developmentability of competences, Bokor et al. (2007: 124) advocate that "corporations ... should focus on other competencies in selection and development. When choosing the best candidate, it is worth considering the competencies that are difficult or costly to develop as a filtering criterion. In the course of development, the emphasis should be placed on those competencies that can be easily and cost-effectively developed. "The problem comes from the arguments of the authors that" hard-to-develop competencies are hidden, difficult to observe, and more difficult and costly to measure. "

In their opinion, the competences needed for sustainability (environmental awareness) can be developed competencies, and their development is necessary. Employees should be aware of the importance of their development. At recruitment or selection, environmental awareness can be an aspect: two candidates with the same competency may have a preference for having a given competency. The Body Shop, founded by Anita Roddick, the world's second largest cosmetic franchise in 60 countries around the world, has more than 2500 stores at the beginning of the 90's. [47]

One important strategic goal of the company is to be more environmentally aware than its competitors (eg oppose animal testing on animals) and want to win the so-called. 'Green' (ie environmentally aware) employee. Environmental awareness has been translated into company policies and behavioral standards within the company. Employees train in training what is recyclable and what is not (Campbell and Yeung, 1991). In order to be able to use competences in practice (leadership, HR), organizations need to consider what competencies exist for their existing and prospective employees. They need to be structured in a logical way and structured, with excellent tools such as competence dictionaries, competence models, and organizational competence profiles. [48]

Competences can be grouped and typed in several ways. The starting point is the division based on the generality-specificity of the competences, according to which there exist so-called ":

1. General competences. Common competences include those that are commonly occurring, commonly used and provide the basis for further competences to be developed (eg writing, counting, reading, reading comprehension);

2. Key competencies. It is not a single profession, but a part of all professions. The key competence committee of the European Union has defined eight areas as follows:

- mother tongue communication,
- foreign language communication,
- math and science competence,
- digital competence,

- Effective self-study,
- social and civic competence,
- entrepreneurial competence,
- cultural competence;

3. Generic Competences. A set of behaviors relating to all or some of their jobs in an organization. The most important competences in the world of work are:

- rational organization of a workflow,
- time saving, energy and material savings,
- problem sensitivity and problem solving,
- Comparison of alternative solutions;
- the essentials,
- decision making,
- cooperation,
- communication skills, [49]

The most important job competencies are OECD, according to the following: In interpersonal relationships - ability to teamwork to achieve a common goal - leadership 1 2 Personality traits - motivation and positive attitudes to tasks - learning ability, developability - problem solving skills (problem solving, ability to analyze skills ¬ group work ¬ problem-solving skills ¬ learning and performance improvement Job competencies ¬ flexibility ¬ creativity ¬ initial self-determination ¬ knowledge of a foreign language ¬ self-confidence ¬ critical approach ¬ exploring opportunities ¬ responsibility ¬ acting capacity

6.1 COMPETENCE MODELS

We often encounter competency modeling in relation to the different positions of organizations. This process involves the definition and effective assessment of the personal characteristics required for the successful delivery of the given job.

For each job, it is possible to determine which competencies are important for its success, but the position itself determines the extent to which the required competence area is wide. It should therefore be made clear what role the given job is or what can one become successful in that job, ie what is essential to successful work.

The competences are shaped by a combination of two sides: from the given ("inherited") attributes such as innate abilities or personality characteristics, and on the other hand, from the acquired ("learned") side, which embodies the set of individual experiences, known and learned skills. From this understanding of competence two things clearly appear. On the one hand, if someone has his own inner qualities, his personality is not completely predestined for a particular competence, his knowledge, experience and established routines can be able to operate this particular competence efficiently. That is, through training and development you can polish, increase the effective behavior of competences at the behaviors. On the other hand, we need to see that by assessing the inner personality traits, we can be able to map out what kind of internal potentials in a particular individual - even if these competences may not be used.

This double task can be handled jointly by the Assess expert system. Using the Assess personality questionnaire, one can explore potentially existing competencies, and on the other hand, identify competency areas for individual development.

Competence library

The Assess Competency Library contains 38 different competencies - covering 3 large areas (Thinking, Work, Relationships). These competencies enable us to identify the range of competencies that are most needed for a variety of jobs and thus create a set of competences for the job.

Assess competencies can be matched to all major competency systems, so existing workplace and organizational competence models can easily and easily be transformed into Assess-type competence models. (If for some reason the 38 competences in the library do not cover the area you want to measure, or if it is necessary to measure some special and unique competencies, then it is possible to create new competencies within the system.)

Competence modeling

The Expert's Expert System has both built-in pre-designed competence models, but it is also possible to create competency sets based on the current strategic priorities of the organization using the SSM software using the Assess System methodology.

Once the selection of the appropriate competency kit has been completed, then the personal test results can be called for the selection of competency models in the Assess system for both selection and development purposes. Reports can provide both textual and graphical interpretation to the fit of the individual's personality traits.

There are two main ways to develop competence models: the bottom up and the top down process.

In applying a down to up approach, a particular job representative can be determined by thoroughly investigating (eg through interviews, observations, behavioral and case studies) the characteristics that distinguish between successful and less successful employees. The results from the tests, grouped by topics (eg thinking, work, relationships), can be defined by the competences required for these. This process is extremely costly and time-consuming, so it is only worthwhile to apply it if you want to set up a competence model for a highly specific or unique job.

Compared to this, the most up-to-down approach is approaching, which builds on the fact that bottom-up studies across a wide range of different business segments have identified very similar competencies as performance criteria. Therefore, competencies have been developed for common and general competencies (eg Assess, TTI, DDI, Lominger). The essence of the above-and-far-practicable approach is to develop a competency model for a specific position of a given organization based on such a ready-made competence inventor.

One of the greatest advantages of this approach is the enormous scope for creating harmony between business strategy and HR strategy. Adapting to a custom business strategy, you can create a so-called " strategic competency model, which includes the

general competences that are required at all levels of the organization, in all their jobs. After that, we can create an individual competence model for each position that, in addition to the specific criteria for each job, is well adapted to the overall strategic competence model.

However, with the effectiveness of the method it is important to emphasize one or two risk factors. It is essential that we use the competence models as a tool and not as a result, as they merely help us to successfully accomplish our business goals with the most suitable people. But the competence models can only come to fruition if we translate them correctly into everyday practice and organize them adequately in each selection and development process. One of the most challenging conditions is choosing the right tool, as this can help you to accurately evaluate candidates or employees alike.

Today, Internet-based expert systems provide the most effective solution, as they provide both professionally-based wide-ranging competence inventory, simple and quick implementation of competence models, and reliable and valid measuring tools that are applicable to a wide variety of human resource management the entire system, whether it is selection, performance evaluation or organizational development. [50]

Determine the pattern of scale groups within a competence

For all competencies that personality traits have a significant influence, they also have a set of optimal scale ranges. These expertly established provinces represent a different zone than any relevant personality gauge. If the competencies in the SSM library are inadequate, it is also possible to have a competency structure setting based on the specificity of a specific organizational and employee model, but the design of the SSM library requires a separate process and methodology.

The competency-based personality profile in a selection process shows which features are ideal match and in which "extra" areas an additional interview or AC (assessment center) based investigation is required. At the same time, the development reportage uses personal training and development advice and practices to make the person's work more effective.

Competence-based 360-degree assessment

Based on the competence model set up, it is possible to conduct a behavioral level analysis by introducing a 360-degree evaluation. We do not measure the strengths of competences based on the personality level, but by evaluating the environmental actors (superiors, colleagues, subordinates) we assess the actual level of behavior of these competences.

The process of developing a competence model:

1) Job Analysis: identifying the specific characteristics of a given job

2) Compiling the map of competences required by the job

3) Testing Effective and Successful People in Competence:

a) results from filling in individual questionnaires

b) Individual Performance Evaluation Results

4) statistical analysis of the data obtained:

a) determining the success profile,

b) customizing the questionnaire by designating optimal ranges within competenceBenefits of the test based on the competence model:

- focuses on the competencies expected of the job
- identifying the areas of specific benefits and disadvantages that can assist the further selection / development / career planning process
- tailored to a specific organization, job or employee
- tailored to an external criterion
- Adapted results according to Hungarian standards [51]

6. 2 COMPETENCES MANAGEMENT

At world level, it is of great value to develop and integrate conscious competences at all levels of the organization. Competence management provides effective support to the goals of human resource management. Competency management outputs enhance the efficiency of the following areas:

19. Figure: Competence management areas [52]

The competence management describes and identifies the competences of managers and employees working in the organization, ensuring the use and development of competences as a resource. Models and methods help to match the company's strategic goals and employee goals.

I. Identification phase

In our consultancy we assess the strategic areas of the organization and identify the competencies that can be assigned to them. Our consultants compile a catalog of competences reflecting the expectations and values of the client organization, the competences that are broken down into individual positions and the expected and accurately formulated behaviors associated with them. Using the competence catalog related to jobs, you can accurately describe the directions of development and performance enhancement, thus effectively enhancing organizational efficiency.

II. Measuring phase

During the measurement phase, competences are measured at individual or group level. Parallel with the measurement, we control the validity of the competence profiles. The result of the measurement is recorded and visualized.

III. Application phase

The established organizational competence model allows for the transparency and conscious distribution of competences within the organization. Personalized competence development in the possession of a competence model is implemented using the following methodology. Competence management enables the recognition of competency deficits and competency strengths, conscious development interventions.

A G.T. PERSONUM Ltd. has international experience with the 4-level competence model to provide effective support in setting up a body-specific competence catalog and measuring competencies through complex test procedures.

Professional competencies - Professional knowledge, skills, abilities: Our professional competencies are reflected in the way we recognize the problems as they are analyzed in a differentiated way and developed into workable procedures for solving them. But they also show that we are capable of systematizing knowledge, integrating knowledge, creating new connections, seeking new solutions, and evaluating them.

Personal competences - Internal values, stability, self-management, task orientation, learning skills: Our personal competencies are expressed in the ability of reflection and the recognition and awareness of our strengths and areas to be developed. These competencies are specifically expressed in self-confidence and self-motivation, eg whether we have our own individual insights, our proposals, our solutions, assume responsibility, are we open to change?

Social competences - Collaboration skills, teamwork, effective communication, leadership skills: Social competencies are manifested in the ability to engage in constructive working relationships, create long-term and robust contacts, achieve common goals and plans. Examples of high social competence include, for example, aseptic communication - an open expression of feelings of self, self-communication, active listening, and respectful treatment with others.

Methodological competences - Analysis, design and abstraction, implementation and management, information processing and mediation: Methodological competences describe the cognitive abilities that are used to independently and flexibly and efficiently acquire the acquired professional knowledge and knowledge through properly developed

methods. Methodological competences can be observed in the way we structure structured complex knowledge or complex phenomena as they can be addressed objectively as we are able to differentiate and highlight the important (essential) and how we strive to achieve the results in a concentrated way. [52]

Applications of competences in strategic human resource management systems

Recruitment, Selection and Paste it is necessary to determine beforehand the recruitment process what competency you need to have the ideal candidate for filling a job (position). In the selection process based on this, the job requirements and the competences of the respective candidate are matched (approximating each other). This is done through structured, competence-based selection systems that support employee placement, reduce risk factors for fitnessKarrier és utódlástervezés, előmenetel a szervezetben

The aim of the career management is to find potential candidates (talent management, replenishment programs, databases, key people programs) within the organization, based on knowledge of the competences: - selection of staff is based on competency-based methods for each career support system (ambition, overcompensation, motivation); - in the promotion of career paths in the development and progress process and on the road to meeting the higher competency requirements of the new position. Competence-based approaches to career management are significant: professional dimension and individual / private dimension. According to the competence-based approach, it is necessary to approximate and harmonize these two areas to create work-life balance.

Development, training, knowledge management, coaching

Competence-based, practice-oriented training (training), - Assessment Center (Development Center Systems, AC-DC), - Coaching, - Mentoring, - The following competency-based solutions can be implemented in a given organization: tutorial system. With the use of competences, the development needs are clearly defined and implemented to support the implementation of the organizational strategy.

The performance management systems are designed to formulate, measure, evaluate, communicate and feedback the individual and group criteria criteria that support the achievement of organizational strategic goals. The competences required for the expected performance, including motivation, lead to greater performance, so the development of competences contributes to improving performance. [53]

7. PERFORMANCE MANAGEMENT AND PERFORMANCE EVALUTAION SYSTEM

Performance management has evolved from the growing demand in organisations for better people management in order to realise better results. The emphasis has shifted from what employees are supposed to do, to what they are expected to achieve – results. Employees' output is a critical issue because it determines how much an employee is worth to the organisation.

Performance management is a process owned and driven by line management that aims at getting better results from the organisation, teams, and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements

7.1 PERFORMANCE EVALUTAION SYSTEM

Performance evaluation is not an easy task because it is a continuous and permanent conflict source. Evaluation is very difficult to formulate to be just, objective, objective. Different managers in different organizations evaluate differently. Everyone has a different idea of excellent performance and a sufficient level of determination. It is therefore important that thorough preparation should precede the introduction of the PES. There are many different evaluation techniques2 (classification scale, workload, essay, critical cases method, grading scale with behavioral patterns, M60 ranking, forced distribution), each having its own particular advantages and disadvantages. Due to insufficiently careful selection of planning and application issues, poorly implemented assessment is a waste of time for everyone who is involved in it.

Well-performed performance appraisal can enhance both the appraiser's and the assessed motivation and performance and can greatly contribute to individual development as well as to achieving organizational goals. In addition, it can enhance communication, quality of work life, and feel the employee's appreciation by the organization. The management must jointly formulate the key issues of the PES, because they need to adapt their performance appraisal system. They must define the scope and the authority of the evaluators. Of course, who can be an evaluator depends to a great extent on what evaluation system the company intends to use.

A 360-degree assessment is very popular, with the head of the evaluated staff being the same opinion as the subordinate (s) and co-worker (s) in the same position using a carefully compiled questionnaire and performance scale. Your advantage lies in providing you with comprehensive information about your colleague and most likely also eliminating the subjective factors that are present in many other cases. Moreover, the evaluated person himself has the opportunity to express his or her own opinion, whether it is about the goals of the organization or its own work, individual motivation and tasks.

On the other hand, the lack of a 180-degree assessment method is
precisely this overall picture, as evaluation of this type is evaluated downwards only, so managers evaluate their employees. Naturally, everyone is evaluated in the company, and just the boss does

not know how to evaluate his employees if they had the opportunity. Many companies employ a special, customized valuation system that is typically developed and operated by HR. The advantage of your own method is indisputable, as it can and can look what it needs from the corporate strategy. The disadvantage may be that it is difficult to standardize and possibly compare the performance of our staff with the evaluation of another company (competition). Of course, this may not be necessary because the performance of our company and our employees is essential and the goal is to motivate our own employees.

The company described herein uses the latter method. After developing the concept of introducing the performance appraisal system, an evaluation system corresponding to the company profile (s) was developed. In accordance with the company's profile, 4 different evaluation sheets were prepared for the standard assessment system. After the development and adoption of the system, the selected evaluation groups became familiar with the system within the framework of internal training. Within the framework of internal training we have prepared the evaluators.

Educational material for evaluators, educational material for evaluators. Presentation for education consisted of three main parts. In the first part it was about performance, its evaluation and the importance of evaluation. The second part of the presentation presented the score sheet itself from point to point. My job was to interpret the rating sheet in the same way, each word being the same for everyone. I wanted to reduce the subjective elements of this evaluation. In the third section, I prepared the evaluators for the successful conduct of the evaluation discussion. At the end of the lecture we discussed the action plan once again to review the evaluation process. I could later say that the education was successful. What turned out to be a deficiency was that I only made evaluators personally for evaluation. Employees who were not evaluated only participated as evaluators in the process were missing education. They felt that they should have been personally prepared for evaluation. They felt the information material less and less personal.

What is the evaluation document? It's what the company feels. Considering the way of evaluation, several methods (evaluation scales, workload analysis, critical cases, various scales, etc.) are available from outdated technologies, from the more advanced to the new generation methods. Usually, we expect competencies to be considered as a condition for filling a job. These competences can be evaluated during the evaluation. Some of the evaluation sheets usually begin with the self assessment / past evaluation. This is not a requirement but it is important for everyone to evaluate themselves and their work during the assessment. Of course, at the time of the introduction, at the time of the first evaluation, this part is still underestimated.

What are you wishing for the evaluation part? 1. To what extent did you meet the objectives of the previous year? 2. In what area did you feel primarily successful or unsuccessful? 3. What major difficulties and problems did you have to face in your work? 4. What new requirements did you have during your work? 5. What new skills, skills, knowledge needed to learn? 6. Did you have any change in your job? When processing evaluation sheets, this section can only be processed by content analysis. This part of the evaluation is a very useful and instructive reading for every leader.

Evaluation of general and professional requirements. In the second evaluation section of the Evaluation Sheet, evaluators assess the general and professional requirements and,

where possible, evaluate compliance with management requirements. The assessment is based on the fact that the evaluator (manager) is truly aware of the skills and professional work of the staff member. It is very important for every appraiser to be aware of the meaning of a competency in the introduction, and everybody within the company has the same meaning, for example. creativity or innovation. It is also the task of preparing everyone to know and use the given words. Competences can be scored, evaluated in a table, texted, whose method is more sympathetic and of course depends on what the purpose of the evaluation is.

A very important part of the evaluation sheet is the formulation of future goals and ideas. Evaluation sheets target the future after facing the past. It is not worth to chew long on what happened. After deducting the consequences, you must concentrate fully on the future. The future goals must be jointly defined by the evaluator and evaluated. The well-defined performance target can be broken down into tasks. The fulfillment of the tasks can be requested for next year's evaluation. Well-formulated performance targets can be a good job, which will be even more appreciated for the next year's assessment.

The assessment discussion must be developer, considering the fulfillment of the performance requirements. The future orientation of the conversation assumes that discussing past events and evaluating performance is only a part of the conversation, and in the evaluation discussion it is also worth reviewing the requirements of the future. It is advisable to negotiate the evaluation interview at least 2 days in advance so that everyone can prepare for the evaluation. It is important to leave time for the tune-up and not cut right into the middle of things. If the driver feels it necessary, he may initiate a few minutes of voiceless conversation that will help relieve tension, create a pleasant, confident mood, dissolve the value, and possibly inhibit it. It is very important if the evaluator conducts the conversation under appropriate conditions. It is desirable if the evaluator tells the purpose of the evaluation discussion and summarizes the course of the evaluation, its main motions. Focus your attention on the evaluated! Make sure the calm, unrestricted circumstances for the conversation!

The content part of the assessment discussion begins with the evaluation of the results of the past performance evaluation period, in which the evaluator can describe his self-assessment. Let's first say appreciation. You can easily tune into a more objective approach to coping with the past and willingness to change when you ask yourself to evaluate yourself. It's a good idea to start with positive elements and, if possible, to consider the negative side of the activity. The leader has to substantiate his values, especially in his findings, in which he judges his work and conduct to be improved. You must avoid criticizing your valued personality, only your work performance and conduct should be evaluated. The evaluator should never judge! Use "Self-Messages" as personal feelings can not be argued. Be development oriented and future oriented. Be aware of the timing and match your feedback to your valued personality. Make sure the other party is clear about your message. Ask me again if you find that your message is unclear. Use open (to be) questions if you are really curious about the other's opinion. Pay attention to the factors that can be truly influenced by the evaluator. The first and the last sentence

should always be a positive evaluation. Never be too nice or overwhelmed. Listen to the body language of both your own and your valued person. Create and maintain eye

contact. Be patient, do not hurry, do not interrupt your appreciation, wait for the breaks. If there are differences of opinion between the evaluator and the evaluator, you need to speak. In the final evaluation, it takes into account its own assessment and the comments made in the evaluation discussion. If the evaluator does not agree with the leader's assessment, it must be written in writing, disagreeing and giving reasons for his opinion. It is expedient to direct the evaluation discussion to have a basically positive tone. The leader sums up the results and experiences, sums up any new goals, tasks, and tools needed to achieve it. In conclusion, you should thank the evaluator for being prepared for the conversation and actively participating in it. Of course this is just one possible variant. Whatever the conversation is taking place, it is important to conclude with a consensus.

Performance appraisal has the incentive effect when it comes to measuring results or not. To do this, you need to create an exceptionally accurate system of tasks that will allow every employee to get a personalized plan for that year, what their work is and what they need to achieve.

However, the large number of employees necessarily requires the transparency and comparability of the results, without which it would be almost pointless to carry out the evaluation. The management can, on the basis of these, develop an incentive system that really depends on the performance provided, and thus becomes accepted and governed by everyone. We use any benchmarking method, the most important task is to avoid mistakes that may distort this process to an extent that does not give the real picture of employee work.

As the rating is still not a great tradition since we introduced this system this year, I can only report on our initial experiences. Experience has shown that the most common mistakes are: - subjective elements gain more room in the assessment than actual performance, - sympathy or antipathy between colleagues can be reflected in the evaluation, - the evaluation system improperly asks about performance, or perhaps the most irrelevant results - the management's attitude to the evaluation system is inadequate, does not attach great importance to it or on the contrary is too strictly taken - it only considers the results of material growth, does not take into account the company's promotion or success-enhancing with added value performance. In addition to the above elements, there are many other factors that may adversely affect the credibility of performance assessment, due to the differences in the companies, the different employee composition and objectives. Sometimes, some mistakes are almost impossible to avoid, but they should not be accepted and their chance of occurrence is reduced. To address the above mentioned mistakes, the following solutions can be proposed: - the widest involvement of employees in evaluation, the more objective the results will be, - joint projects, team building training and programs to improve the relationship between colleagues, - the evaluation system carefully, - an assessment system developed by the HR organization, with the involvement of the management, should be developed, - it is important for all employees to be aware of the course and process of evaluation, - well auxiliary materials should be used for the participants in the evaluation, - account must

be taken of the results that can not be expressed in the material goods, but with added value. [54]

TABLES

FIGURES

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