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**Consultancy Model for the Development and Introduction
of a Structural Change Oriented Personnel Strategy
(StrukturWandelOrientierte PersonalStrategie - SWOPS)**

Imprint

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1 Structural Change Oriented Personnel Strategy

Structural change processes in the economy, such as the increasing interdependence of markets, faster innovation speeds, the increased knowledge intensity of products and services, the growing pressure of competition and thus rising demands for flexibility are challenges faced by large companies and SMEs today.

At the same time, the labour market is shaped by demographic change. The working population will decrease in the decades ahead. Even now, companies have increasing problems filling vacancies and finding adaptable staff. On the one hand, this is combined with the need to implement effective personnel recruitment strategies and on the other with the interest of committing employees to the company more closely and for longer.

Not least, changes are taking place in the structure of the employees themselves. Heterogeneous lifestyles and values, different countries of origin among the staff or the rising number of single parents or people with caring commitments go hand in hand with new needs for designing working conditions. Women and increasing numbers of young men want general working conditions that take their family lives and personal needs account into account whilst at the same time allowing career development.

A proactive company and personnel management oriented to structural change must find answers both to the new economic demands and to social change. Only in this way can the earnings potential of women be better developed. This is particularly valid with regard to women's volume of work, the proportion of women in managerial positions and the expansion of their career spectrum.

Tangible changes towards more equal opportunities for women and men are closely linked to the expression of thought patterns and abilities that allow direct and indirect disadvantages to be recognised and the potentials of the employees to be perceived and encouraged in a targeted way. Gender and diversity skills are therefore a key quality criterion for modern management. It can be expected of managers today that they are able to recognise the potentials and diversity in the teams in their areas of responsibility and implement them constructively in the organisation of the work processes.

In the process of the structural change described above, in addition to knowledge of the subject, social skills and diversity-aware attitudes increasingly have an influence on the company net product. These are things such as integrity, recognition, interest in and openness with respect to diversity, empathy skills, observation and perception skills as well as communication skills. Companies that turn to strategic approaches such as diversity management, gender mainstreaming and life phase orientation in the change process have a better chance of finding the right solutions to the questions of structural change.

A personnel strategy adapted to structural change comprises much more than the tasks that are implemented by the classic form of personnel departments (if there are any at all in small companies). They must act as a holistic strategy for the further development of the human resources in the company. This is no longer about quantitative personnel planning, staffing and further training. Concurrently with the planning of the necessary number of employees in the job classes and the necessary skills profiles, strategic personnel work must be associated with the question of what general conditions have to be put in place for work in the company to be able to optimally develop the performance potential of employees so that corporate goals can be achieved even in the long term.¹

¹ Vgl. Philipp Hölzle: Strategien der Personalentwicklung. In: Strategische Personalentwicklung. Hrsg.: Matthias T. Meifert. Springer Verlag 2008. S. 79

This mainly addresses the company management and managers in all functions within the company, e.g. in production, marketing or sales when it is a matter of strengthening technical and social skills and increasing employees' commitment and motivation. Understanding strategic personnel work as a value-added investment in the future is not easy in view of everyday operating business, especially in small companies. Raising awareness of this key factor for success and providing action orientation for perfect-fit solutions is a field of activity for external advisors and process support.

There is no generally valid formula for the development and introduction of a structural change-oriented personnel strategy. For personnel work must be built on the specific existing conditions. This includes the existing corporate goals, management conduct, the corporate culture and the structure of the workforce. In a gradual process, that includes managers and employees, change processes can be initiated and implemented.

2 Legal provisions and activities of the European Union to promote equal opportunities in employment and business life

Gender equality has been a key principle of the EU ever since the Treaty of Rome introduced the principle of equal pay for men and women in 1957. Using the legal basis provided by the Treaties, the European Union has adopted a lot of directives and orientations on gender equality. These have promoted, among other things, equal treatment concerning access to work, training, promotions and working conditions, including equal pay and social security benefits, as well as guaranteed rights to parental leave.²

At the latest with the Treaty of Amsterdam (1997), the promotion of equality between women and men was one of the EU's fundamental tasks. It also introduced the elimination of inequalities and discrimination and the promotion of equality between women and men in all activities.³

The Charter of Fundamental Rights of the European Union (2000) states that equality between men and women must be ensured in all areas, including employment, work and pay (Article 23) and reaffirms the ban on discrimination on a wide number of grounds, including sex (Article 21).⁴

The Treaty of the European Union of Lisbon (2009) commits Member States to non-discrimination and equality between women and men (Article 2 and 3). The treaty also confirmed the legal bindingness of the Charter of Basic Rights of the European Union, including equality between men and women.⁵

The Treaty on the Functioning of the European Union provides that the Union will aim to eliminate inequalities and promote equality between men and women (Article 8). It also stipulates that the Union will aim to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Article 10).⁶

Various directives, which shall promote the generation of equality in different areas of life, have been approved on the EU level. The directives deal with equal access to employment, equal career opportunities, equal access to vocational training as well as with regard to working conditions including payment and social benefits. This also includes the right to parental leave.

The European legislation as well as the various initiatives and programmes form an essential basis for the generation of gender equality in Europe, especially within the economic context.

Subsequently, we identify the legislations and positions at EU level that can provide guidance for developing a list of criteria for a gender-sensitive HR and organisational development based on structural change.

² 50 years of EU gender equality law, MEMO/07/426, Brussels, 25 October 2007 Brüssel, 25. Oktober 2007. see also EUROPEAN NETWORK OF LEGAL EXPERTS IN THE FIELD OF GENDER EQUALITY, EU Gender Equality Law Update 2013, Susanne Burri and Sacha Prechal, updated by Susanne Burri, European Commission Directorate - General for Justice, ISBN 978-92-79-34786-3DOI 10.2838/84769 European Union, 2014

³ Treaty of Amsterdam amending the Treaty on European Union, the Treaties establishing the European Communities and certain related acts, Official Journal of the European Communities, C 340, 10 November 1997

⁴ Article 21 (non-discrimination), article 23 (equality between men and women), article 33 (maternity and parental leave), article 34 (social security)

⁵ Consolidated versions of the Treaty on European Union and the Treaty on the Functioning of the European Union, Official Journal of the European Union, ISSN 1725-2423, C 115, Volume 51, 9 May 2008; <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1468250731803&uri=CELEX:12008E/TXT>

⁶ Consolidated versions of the Treaty on European Union and the Treaty on the Functioning of the European Union - Consolidated version of the Treaty on the Functioning of the European Union - Protocols - Annexes - Declarations annexed to the Final Act of the Intergovernmental Conference which adopted the Treaty of Lisbon, signed on 13 December 2007 - Tables of equivalences; Official Journal C 326 , 26/10/2012 P. 0001 – 0390; <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012E/TXT>

Selected legal provisions of the European Union⁷

Brief name of the directive	Official name of the directive	Source	General content
Equal Pay Directive – 1975	Council Directive 75/117/EEC of 10 February 1975 on the approximation of the laws of the Member States relating to the application of the principle of equal pay for men and women	Official Journal L 045, 19/02/1975	Provides that sex discrimination in respect of all aspects of pay should be eliminated.
Equal Treatment Directive 1976	Council Directive 76/207/EEC of 9 February 1976 on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions	Official Journal L 039, 14/02/1976	Provides that there should be no sex discrimination, either direct or indirect, nor by reference to marital or family status, in access to employment, training, working conditions, promotion or dismissal. (Directive was fundamentally changed and incorporated into Equal Treatment in Employment Directive - 2002 "Gender antidiscrimination directive")
Social Security Directive 1979	Council Directive 79/7/EEC of 19 December 1978 on the progressive implementation of the principle of equal treatment for men and women in matters of social security	Official Journal L 006, 10/01/1979	Requires equal treatment between women and men in statutory schemes for protection against sickness, invalidity, old age, accidents at work and occupational diseases and unemployment.
Occupational Social Security Directive 1986	Council Directive 86/378/EEC of 24 July 1986 on the implementation of the principle of equal treatment for men and women in occupational social security schemes	Official Journal L 225, 12/08/1986	Aimed to implement equal treatment between women and men in occupational social security schemes. amended in 1996
Self-employment Directive 1986	Council Directive 86/613/EEC of 11 December 1986 on the application of the principle of equal treatment between men and women engaged in an activity, including agriculture, in a self-employed capacity, and on the protection of self-employed women during pregnancy and motherhood	Official Journal L 359, 19/12/1986	Applies principle of equal treatment between women and men to self-employed workers, including in agriculture and provides protection for self-employed women during pregnancy and motherhood.
Pregnant Workers	Council Directive 92/85/EEC of 19	Official	Requires minimum measures

⁷ Vgl. 50 Jahre EU-Gleichstellungsrecht, MEMO/07/426, Brüssel, 25. Oktober 2007

Brief name of the directive	Official name of the directive	Source	General content
Directive 1992	October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding (tenth individual Directive within the meaning of Article 16 (1) of Directive 89/391/EEC)	Journal L 348, 28/11/1992	to improve safety and health at work of pregnant women and women who have recently given birth or are breast-feeding, including a statutory right to maternity leave of at least 14.
Parental Leave Directive 1996	Council Directive 96/34/EC of 3 June 1996 on the framework agreement on parental leave concluded by UNICE, CEEP and the ETUC	Official Journal L 145, 19/06/1996	Provides for all parents of children up to a given age defined by Member States, to be given at least 3 months' parental leave and for individuals to take time off when a dependant is ill or injured.
Burden of Proof Directive 1997	Council Directive 97/80/EC of 15 December 1997 on the burden of proof in cases of discrimination based on sex	Official Journal L 014, 20/01/1998	Required changes in Member States' judicial systems so that the burden of proof is shared more fairly in cases where workers made complaints of sex discrimination against their employers.
Equal Treatment in Employment Directive 2002 "Gender antidiscrimination directive"	Directive 2002/73/EC of the European Parliament and of the Council of 23 September 2002 amending Council Directive 76/207/EEC on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions (Text with EEA relevance)	Official Journal L 269, 05/10/2002	Substantially amends the 1976 Equal Treatment Directive adding definitions of indirect discrimination, harassment and sexual harassment and requiring Member States to set up equality bodies to promote, analyse, monitor and support equal treatment between women and men.
Goods and Services Directive 2004	Directive 2004/113/EC of 13 December 2004 implementing the principle of equal treatment between men and women in the access to and supply of goods and services	Official Journal L 373/37, 21/12/2004	Applies the principle of equal treatment between women and men to access to goods and services available to the public. Extends gender equality legislation outside the employment field for the first time.
Recast Directive Equal Treatment in Employment and Occupation	Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and	Official Journal L 204/23, 26/07/2006	To enhance the transparency, clarity and coherence of the law, a directive was adopted in 2006 putting the existing provisions on equal pay, occupational schemes and

Brief name of the directive	Official name of the directive	Source	General content
2006	occupation (recast)		"the burden of proof" into a single text.
Application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity 2010	Directive 2010/41/EU of the European Parliament and of the Council of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity and repealing Council Directive 86/613/EEC	Official Journal L 180/1 15/7/2010	In the interest of clarity, this Directive replaced Directive 86/613/EEC. In the area of self-employment, the application of the principle of equal treatment means that there must be no discrimination on grounds of sex, for instance in relation to the establishment, equipment or extension of a business or the launching or extension of any other form of self-employed activity
Parental Leave Directive 2010	Council Directive 2010/18/EU of 8 March 2010 implementing the revised Framework Agreement on parental leave concluded by BUSINESSEUROPE, UEAPME, CEEP and ETUC and repealing Directive 96/34/EC	Official Journal L 68, 18/3/2010	This Agreement extends the period of parental leave to four months for each parent. It applies to all workers and to all types of employment contract. It represents a means of better reconciling workers' professional and parental responsibilities and of promoting equal treatment between men and women.

EU Directives are legally binding for Member States and have to be incorporated into their national legislation. All Member States have established national equality bodies to monitor the application of gender equality laws.⁸

Women's Charter 2010

In March 2010, the EU Commission gave with the women's charter a political declaration for a strengthened engagement to equality between women and men.⁹ It reiterates the Commission's commitment to Gender Mainstreaming, i.e. to consider gender equality in all of

⁸ The European Network of Legal Experts in the Field of Gender Equality has produced a report on gender equality law in 33 European countries. All of these documents can be found on the European Commission website: http://ec.europa.eu/justice/gender-equality/index_en.htm

⁹ Communication from the Commission of 5 March 2010 – A Strengthened Commitment to Equality between Women and Men – A Women's Charter: Declaration by the European Commission on the occasion of the 2010 International Women's Day in commemoration of the 15th anniversary of the adoption of a Declaration and Platform for Action at the Beijing UN World Conference on Women and of the 30th anniversary of the UN Convention on the Elimination of All Forms of Discrimination against Women [COM(2010) 78 final - Not published in the Official Journal].

its policies. Particularly in the strategy "EU 2020" equality aspects should find full consideration. The five fields of action which are specified in the charter were put into concrete terms in „The Strategy for Equality Between Women and Men 2010-2015“ and its follow-up “Strategic engagement for gender equality 2016-2019”. Together with the „European Pact for Gender Equality 2011-2020“ they constitute essential starting-points for equality oriented actions until now.

The Strategy for Equality between Women and Men 2010-2015

The Strategy for Equality between Women and Men 2010-2015 builds on the experience of the Roadmap for Equality between Women and Men 2006-2010. The Strategy has been published in September 2010. Therein, the Commission explains her gender equality priorities and fixes them in a legal document.¹⁰ It represents the European Commission's work program on gender equality for the period 2010-2015. It is a comprehensive framework committing the Commission to promote gender equality into all its policies for the following thematic priorities:

- Equal economic independence for both women and men,
- Equal pay for equal or work of equal value¹¹,
- Equality in decision-making processes,
- Protection of the dignity and integrity, and ending gender-based violence,
- Equality in foreign politics, and
- Horizontal issues (gender roles, legislation, and governance)¹²

The European Pact for Gender Equality 2011-2020¹³

The Pact reaffirms, among others, the conviction that gender equality has an essential impact on economic growth, prosperity, and competitiveness. The Council expresses its determination to realise the EU's aspiration with regard to gender equality. It is required that the Member States take the following measures:

1. *Measures to reduce gender gaps and to combat gender segregation in the labour market:*
 - (a) Promote the employment of women of all ages and reduce gender gaps in the labour market, including combating all forms of discrimination;

¹⁰ Strategy for equality between women and men 2010-2015 - Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 21.9.2010, COM(2010) 491 final

¹¹ See also: Tackling the gender pay gap in the European Union. Luxembourg: Luxembourg: Publications Office of the European Union 2011 ISBN 978-92-79-20772-3 doi:10.2838/44611

¹² Strategy for equality between women and men 2010-2015 - Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 21.9.2010, COM(2010) 491 final

¹³ Council conclusions of 7 March 2011 on European Pact for Gender Equality (2011-2020), 2011/C 155/02, Official Journal of the European Union, C 155/10, EN, 25.5.2011, Annex, European Pact for Gender Equality (2011-2020)

- (b) Eliminate gender specific stereotypes and promote gender equality at all levels of education and training as well as in employment in order to counteract gender segregation in the labour market;
 - (c) Ensuring equal pay for equal work or work of equal value;
 - (d) Promote the participation of women in political and economic decision-making processes as well as the business spirit of women;
 - (e) Call on the social partners and enterprises to develop and to actually implement initiatives to promote gender equality and to support plans for equality at work, and
 - (f) Promote the equal participation of women and men in decision-making processes at all levels and in all field, so that no talent lies idle.
2. *Measures to promote the reconciliation of work and private life, which are aimed at both women and men:*
- (a) Increase the availability of adequate, affordable, and qualitative childcare facilities for pre-school children taking into account the demand for childcare facilities and being in line with national structures for childcare so that the targets of the European Council (Barcelona, March 2002) can be fulfilled;
 - (b) Improve the provision of facilities for other dependents, and
 - (c) Promote flexible working arrangements and various forms of leave for both women and men.
3. *Measures to combat all forms of violence against women:*
- (a) Adopt, implement, and monitor national strategies and strategies of the European Union to eliminate violence against women;
 - (b) Improve the prevention of violence against women and the protections of victims or potential victims, including women from all disadvantaged groups, and
 - (c) Highlight the role and responsibility of men and boys in eliminating violence against women.

Strategic engagement for gender equality 2016-2019

The Strategic engagement for gender equality 2016-2019¹⁴ was published in December 2015, and is a follow-up and prolongation of the Commission Strategy for equality between women and men 2010-2015. It sets the framework for the Commission's future work towards improving gender equality.

The Strategic engagement focuses on the following five priority areas:

1. Increasing female labour market participation and equal economic independence;
2. Reducing the gender pay, earnings and pension gaps and thus fighting poverty among women;
3. Promoting equality between women and men in decision-making;
4. Combating gender-based violence and protecting and supporting victims;

¹⁴ http://ec.europa.eu/justice/gender-equality/document/files/strategic_engagement_en.pdf

5. Promoting gender equality and women's rights across the world.

The Strategic engagement sets out objectives in each of these priority areas and identifies more than 30 concrete actions. It reaffirms commitment to gender mainstreaming: A gender equality perspective will be integrated into all EU policies as well as into EU funding programmes. The Strategic engagement also supports the implementation of the gender equality dimension in the Europe 2020 Strategy.¹⁵

Annual Progress Reports

Every year the European Commission reports on progress in achieving equality between men and women at the EU level through the publication of the Report on Progress on Equality between Women and Men. The annual report includes a range of gender equality indicators.¹⁶

The differentiated set of rules existing on EU level gave and gives impulses important for the EU member states with regard to the equality of women and men in the most different areas of the social life. The highlighted fields of action also form important starting points for a gender-oriented HR and organisational development in SME's.

¹⁵ <http://ec.europa.eu/justice/gender-equality/>

¹⁶ http://ec.europa.eu/justice/gender-equality/document/index_en.htm#annual_reports

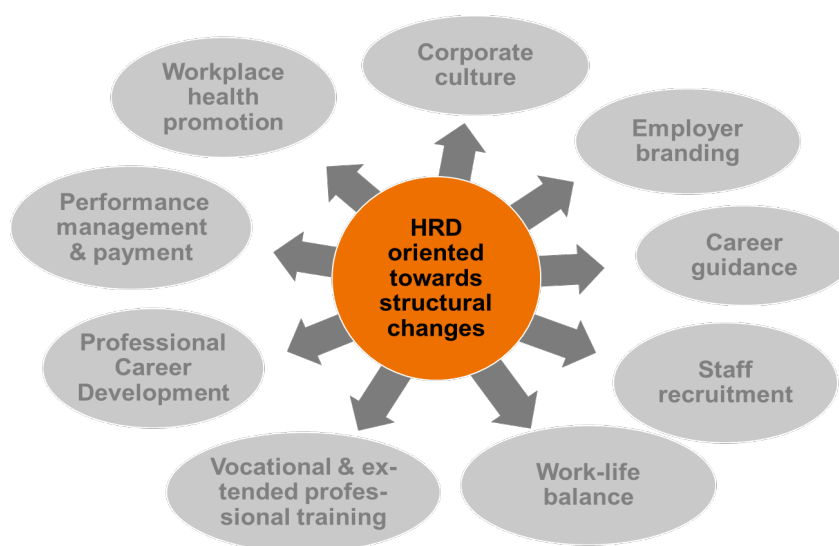
3 Fields of Action, Criteria, Measures, Indicators and Tools of a Structural Change Oriented Personnel Strategy

A successful personnel strategy focuses on the fields of activity, measures and instruments that make it possible for a company to acquire, develop and retain qualified staff. The following questions can help to make the focus holistic and put things in perspective:

Orientation Questions

- What demands are made of the personnel strategy to forge values, thinking patterns and behaviours in the **corporate culture** that are meaningful for the employees' work, strengthen commitment to the company and encourage innovation, learning, communication and cooperation?
- What form does the personnel strategy have to take to convince the labour market with a clear profile, attract the talents needed and strengthen motivation and loyalty of employees in a sustainable way (**Employer Branding**)?
- What activities can secure the next generation of skilled workers? What recruitment and **career guidance** measures are effective for extending the career spectrum of girls and boys, practical careers information and effectively addressing the potential next generation of skilled workers?
- What form must the **staff recruitment** process take to ensure that diversity, especially an appropriate participation by women, the under-represented sex, is promoted?
- What demands does this entail for work organisation and setting working hours to give the employees more options for creating a **work-life balance** and more control over their time?
- How can **vocational and extended professional training** measures where didactics, learning forms, learning content and learning locations are designed corresponding to the profiles and needs of learners help to secure the success of learning?
- What measures and methods enable **career planning** that is fair in terms of gender and diversity and encourages women to take on managerial responsibility?
- What structure does the company **performance management and payment system** have to take so that it acts as a catalyst for staff motivation and guarantees that no group of employees (e.g. women) is disadvantaged?
- What principles do measures for **workplace health promotion** have to follow so that they increasingly fit in homogeneous employment structures and become more effective?

Below the central areas of design of a structural change are shown, especially gender-oriented, personnel strategy, criteria and operational measures.



The measures listed cannot claim to be complete. Flexible adjustment to the changing market situation and the life-phase-oriented needs of employees demand individual solutions in every case.

The **fields of action** shown are aimed at personnel management that in addition to the immediate economic interests, such as efficiency, profitability and profit is also oriented on the different circumstances of the employees. Nine fields of action are explicitly shown.

The **criteria, measures, methods, indicators** and **tools** listed for the individual fields of action can be used as an orientation aid for the formulation of guidelines for a structural change-oriented personnel strategy in small and medium-sized businesses.

3.1 Corporate Culture

The culture in a company ¹⁷ greatly influences the meaningfulness of the work and the employee's loyalty to the company. It is thus a key basis for the expression of innovation, learning, communication and cooperation skills. A change in the corporate culture is one of the most difficult challenges for a company. The interactions are highly complex and the values, behaviour and thinking patterns that shape a corporate culture develop only via specific measures over longer periods. A change-oriented personnel strategy can thus support a performance and motivation promoting culture in the company. At the same time, the „experienced“ culture is a key frame for the implementation options and the further development of personnel strategies.

Corporate Culture	
Criterion	The corporate culture is shaped by market and employee orientation. It encourages identification with the company, strengthens trust and responsibility. Equal opportunities, family orientation and taking social responsibility are experienced as fundamental values in the company. ¹⁸
Measures	<p>The management of cultural development processes differs from technical projects. This is particularly about control of a social process that can only be successful if the goals are convincingly communicated, resistance overcome and the necessary steps taken while involving those affected.</p> <p>In line with the specific need for action, as with all change management processes, project goals, milestones, concrete measures and evaluation mechanisms must be identified and implemented. The measures of a modern personnel strategy listed in the fields of action below have an impact on the corporate culture. To avoid overlaps no specific measures are listed.</p> <p>The following principles must be considered in every phase of the change process:</p> <p><u>Complex thinking and acting</u></p> <ul style="list-style-type: none"> • Break down the complexity of the term corporate culture by identifying the problems, potentials, their relevance and their interconnectedness • Develop a coherent goal, standard and value system that takes into account the interaction of the elements • Link structural aspects to human behaviour (e.g. coherence when creating new forms of work organisation with the prevailing managerial culture)

¹⁷ Corporate culture is understood here as the total of collective attitudes, expectations, thinking patterns, experienced values and standards of a company.

¹⁸ The criterion cited here is general and its elements can be found directly or indirectly in all of the criteria named below. Therefore we do not go into the individual components of corporate culture in the measures, methods, indicators and tools, just the entirety or general factors are considered.

Corporate Culture	
	<p><u>Target-oriented management</u></p> <ul style="list-style-type: none"> • Target-oriented organisation of the change process (e.g. specify control of the process, decision-making powers and scope for action) • Ensure positive perception of the management in the change process by the employees (process expertise, credibility, model function, trust) • Orientation to an atmosphere of cooperation and mutual trust (accept clashes of interests and try to achieve consensus) <p><u>Involving those affected</u></p> <ul style="list-style-type: none"> • Involve employees and the representatives of their interests (ensures better analysis results, practical solutions, commitment in implementation) • Take resistance and fears of employees in the face of new tasks and changed social relationships seriously and discuss together • Systematic promotion of internal communication and targeted passing on of information
Methods	<p><u>Methods of the culture analysis</u></p> <p>quantitative methods, as</p> <ul style="list-style-type: none"> • Use of self benchmark test • Check lists (e.g. Organizational Culture Inventory - OCI.) <p>qualitative methods, as</p> <ul style="list-style-type: none"> • personal talk • Employee workshops (employee from the same hierarchical level, if necessary from different departments.) <p>Qualitative methods are more effort fully but as a rule more effective than prefabricated instruments, like check lists.</p> <p>To understand how employees think about the company e.g. the following topics should be discussed:</p> <ul style="list-style-type: none"> • How does one have to appear and behave in the enterprise to be part of it? • What one may by no means say or do in this culture what leads to sanctions or to the marking off? • How is it possible to increase his reputation and make a career? <p>In the evaluation of the results among others the followings questions have to be included:</p> <ul style="list-style-type: none"> • Are there differences in the description of the corporate culture between the female and the male staff or other person groups? • Are the working conditions judged by women and men differently? • Which sources of stress are women and men, younger and older employees in the company aware of? <p>Methods for the large-scale inclusion of the ones involved in the process of change</p> <ul style="list-style-type: none"> • Company meetings (for the purpose of information and discussion about problems, the change need, planned projects and results) • Working groups • Strategy workshops • Motivation and leadership audit • Appreciative Inquiry (basic element is the appreciative interview) • Future conference <p><u>Use of standards as guide and marketing tool</u></p> <ul style="list-style-type: none"> • Certifications, labels etc. open the chance to send out clear signals of the corporate culture and strategy. • According to the aims of the process of change audits can be used, e.g. Corporate Social Responsibility (CSR). It is a management concept, be able to strengthen the social and ecological profile of the company both to the welfare of the society and internally (e.g. by

Corporate Culture	
	job package outside the agreed scale, in the area of Work-Life balance, personnel progress and equal opportunities at work).
Indicators	<p><u>General indicators for the change of the corporate culture:</u></p> <ul style="list-style-type: none"> • Higher commitment of the employees by a stronger identification with the enterprise • Growing degree of the participation of the employees in the strategy process and the implementation of changes • Better cooperation in the enterprise (lines or process organisation, formal and informal cooperation forms) • Reduction of internal transaction costs caused by communication problems • Reduction of fluctuation and number of sick persons • High participation in social events of the enterprise (team training, celebrations, rituals) • Consistency of the corporate design with the targeted corporate culture (e.g. design of the enterprise logo, business cards, appearance of website, colouration of the places of work) • Participation in social events in the region and nation-wide <p><u>Specific indicators for equal opportunities in the corporate culture, e.g.:</u></p> <ul style="list-style-type: none"> • The principles of the equal opportunities and diversity are laid down in the business goals (corporate philosophy, management principles) and put in concrete terms enterprise specifically (personnel progress suitable for genders and family-oriented work structures, increase of the number of women in leading positions etc.). • Diversity orientation and family kindness are perceptible in the personnel policy and corporate culture (interview) • Employees with responsibility for their families, with different life and family forms as well as spheres of interest are appreciated • Declarations of conformity or certifications proof the compliance with standards
Tools	<p>Tool: Ideenliste Unternehmenskultur The "idea list corporate culture" offers a choice of 30 measures for the specific influencing control on the corporate culture to HR manager. In the Internet retrievable: http://www.perwiss.de/tool-ideenliste-unternehmenskultur.html (as of 04.03.2016)</p> <p>KOFA-Selbsttest Unternehmen The self-test for SMEs developed by Kompetenzzentrum Fachkräftesicherung (KOFA) shows with which constituents enterprises can develop an attractive employer branding. In the Internet retrievable: http://www.kofa.de/fileadmin/Dateiliste/Publikationen/Selbsttest/KOFA-Selbsttests-Unternehmen-positionieren.pdf (as of 04.03.2016)</p> <p>Selbstcheck für Unternehmen - PersonalKompass. Demografiemanagement mit Lebenszyklusorientierung. Institut der Deutschen Wirtschaft. Köln 2012. The compass offers instruments for a self cheque in relevant areas of a modern personnel policy in enterprises. In the Internet retrievable: http://www.iwkoeln.de/studien/gutachten/beitrag/63319 (as of 04.03.2016)</p> <p>E-Learning-Modul "Frauen in Führungspositionen" The e-learning module "women in leading positions" introduces conceptional considerations, easily applicable instruments to different HR action fields as well as successful examples from the practice. It provides suggestions and concrete tips for the design of an The e-learning module "women in leading positions" introduces conceptional considerations, easily applicable instruments to different staff economic action fields as well as successful examples from the practice. It provides suggestions and concrete tips for the design of Management characterized by equal opportunities and family-orientation. https://www.spitzenfrauen-bw.de/startseite/spitzenfrauen/akademie/unternehmenskultur</p> <p>Diversity Management in kleinen und mittleren Unternehmen. Erfolgreiche Umsetzungsbeispiele. Hrsg: RKW Berlin GmbH. August 2010. The booklet gives a summary of research and project results to the topic diversity management with the focus on the three dimensions equal opportunities, generation management and employees with migration background. It gives information about diversity management, e.g. im-</p>

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portant concepts, emergence and development of the concept, the dimensions. Furthermore, ideas of action are shown for SMEs. In the Internet retrievable: http://www.charta-der-vielfalt.de/fileadmin/user_upload/beispieldateien/Downloads/Studien/studie_diversity_management_in_kmu_erfolgreiche_umsetzungsbeispiele.pdf (as of 04.03.2016)

EU European Commission Strategy on CSR. The Community of Practice for better self- and co-regulation. In the Internet retrievable: <https://ec.europa.eu/digital-agenda/en/communities/better-self-and-co-regulation> (as of 04.03.2016)

CSR Check Up. Benchmark of responsible Management. In the Internet retrievable: <http://www.csr-checkup.de> (as of 04.03.2016)

ISO 26000:2010 Leitfaden zur gesellschaftlichen Verantwortung von Organisationen. Guidance on social responsibility. The ISO standard focuses on social responsibility and is a guide which is geared to at all kinds of organisation explicitly. The norm is based on a uniform methodology which defines the minimum standards for the assessment of a CSR performance and supports enterprises to implement and put into action respective concepts. In the Internet retrievable: http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Publikationen/a395-csr-din-26000.pdf;jsessionid=96F9D69F345BC563FB2B3AA7D18C685C?__blob=publicationFile&v=2

European Foundation for Quality Management - EFQM Excellence Modell
Das EFQM-Modell is a total quality management system. The European Foundation developed it in 1988 for Quality Management (EFQM). EFQM model is a tool, to support the establishment and the continuous further development of a comprehensive management system. It is supposed to help to recognize strengths, weaknesses and improvement potentials und to align the company strategy accordingly. In the Internet retrievable: <http://www.dgg.de/dateien/EFQM-Excellence-Modell-2013.pdf> (as of 04.03.2016)

3.2 Employer Branding

Employer branding is a long-term oriented strategy of personnel work with the aim of maintaining an employer brand with positive connotations, or of establishing and maintaining a positive employer image internally and externally. It is part of the marketing mix in the competition for the best specialist and management staff. An appropriately strategic implementation concept increases the employer quality, improves employee recruitment and commitment of employees to the company.

Employer Branding

Criterion	The company is authentically and consistently perceived as an attractive employer internally and externally.
Measures	<p>An authentic employer positioning is a managerial task. At the same time, involvement of the employees' expertise, possibly by forming a project team with representatives from interest groups (e.g. employee representations) must be ensured. The process of development and implementation of an attractive employer brand can be generally described by the following phases and measures:</p> <p>(1) <u>Actual analysis</u></p> <p>This involves checking how the company is positioned as an employer, e.g., in the following areas:</p> <ul style="list-style-type: none"> • Working environment • Work-life balance • Working conditions and social benefits • Development and further training opportunities for specialists <p>In the target group analysis the groups of people are identified who are to be mainly addressed</p>

Employer Branding	
	<p>with the activities, and their preferences and expectations of an employer determined. The <u>preferences of the target group</u> are then compared with the company's strengths.</p> <p>The analysis of the <u>competitors</u> considers small and medium-sized companies of similar branches or similar size in the region that are looking for specialists with similar qualifications, and considers their properties as employers or in special employer achievements.</p> <p>(2) <u>Development of core messages and employer slogans</u></p> <ul style="list-style-type: none"> • Develop an employer brand and specify central messages <p>(3) <u>Introducing the employer brand</u></p> <ul style="list-style-type: none"> • Communication of the employer profile internally and externally • Embedding the employer profile in the company and experiencing it in everyday life • Making managers and employees into multipliers of the employer brand • Commitment in the region (support for social, ecological and cultural projects) <p>(4) <u>Measuring success</u></p> <ul style="list-style-type: none"> • Periodical checking of the changes based on indicators of success to be laid down - Measurable effects are often visible only after some time. <p>Employer branding is implemented internally by an employee-oriented personnel policy. Measures are also integrated in the process of personnel recruitment (e.g. applicant management, personnel selection).</p>
Methods	<p><u>Employer Branding (internal)</u></p> <ul style="list-style-type: none"> • Employee-oriented personnel policy (see fields of action) • Motivation of employees to demonstrate actively the attractiveness of the employer externally. • Integration of Employer Branding in application procedures, personnel recruitment <p><u>Employer Branding (external)</u></p> <ul style="list-style-type: none"> • Career side of the company • Image booklet • Company contact fairs • Career event outside the company • Cooperation with schools and universities • Continuous presence of the employer brand in different communication channels • Highlight employer attractiveness in newspaper and press articles • Job adverts that have an interesting presentation <p><u>Use of social media</u></p> <ul style="list-style-type: none"> • Image films (e.g. YouTube) • Career web site specific to target groups • Presentation on Facebook and/or Xing! • Employer blog (e.g. junior members and trainees report about their work) <p><u>Self obligations</u></p> <p>Written self-obligations of employers have proved to be an important success factor for the execution of specific promotional measures for more equal opportunities and variety, e.g. by signing the diversity charter.</p> <p>In this self-obligation, the enterprise describes measures, which it will realize to promote variety and equal opportunities at work independently of an ethnic origin, sexual orientation, gender, age, a handicap or the religion. A fundamental aim is the improvement in the corporate culture for all ones involved and thus also of sending positive signals as an attractive employer.</p>
Indicators	<p><u>Indicators (internally perceptible):</u></p> <ul style="list-style-type: none"> • Improved atmosphere of work • Staff turnover due to unsuitable working conditions is reduced

Employer Branding	
	<ul style="list-style-type: none"> • Increasing number of applications • Number of applications due to recommendation of employees of one's own enterprise • Increased number of the unsolicited applications • The number of applicants per training vacancy • The number of holiday casual workers from employee families • Reduction of the education demolitions • Increased number of take-overs after the probationary period • In the long run perceptible: Reduction of the fluctuation • High duration of the seniority <p>Indicators (externally perceptible):</p> <ul style="list-style-type: none"> • Increase of the publicity with different target groups (e.g. graduates, pupils) • High snob value with different target groups (by interviews ascertainable) • Good positioning in the context of an employer ranking (e.g. by participation in competitions.) • Number of positive mentioning's of the enterprise in the press • High number of unique selling propositions as an employer
Tools	<p>Checkliste „Employer Branding“ The check list developed by the German Employer branding academy shows the most important steps on the way to the Employer of Choice. In the Internet retrievable: http://www.employerbranding.org/downloads/publikationen/DEBA_EB_Checkliste.pdf (as of 04.03.2016)</p> <p>Fachkräfte sichern. Employer Branding/Arbeitgebermarke. Hrsg.: Bundesministerium für Wirtschaft und Technologie (BMWi). Februar 2012. In the Internet retrievable: http://www.kofa.de/fileadmin/Dateiliste/Publikationen/Handlungsempfehlungen/Handlungsempfehlung_Employer_Branding-Arbeitgebermarke.pdf (as of 04.03.2016)</p> <p>Klein – aber fein: Als attraktiver Ausbildungsbetrieb bei Jugendlichen groß rauskommen. RKW Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. RKW Kompetenzzentrum. September 2015. https://www.rkw-kompetenzzentrum.de/fachkraeftesicherung/2015/leitfaeden/klein-aber-fein-als-attraktiver-ausbildungsbetrieb-bei-jugendlichen-gross-rauskommen/ (as of 04.03.2016)</p> <p>Leitfaden für die Einführung und Umsetzung einer Charta der Vielfalt. Practical guide to launch and implement a Diversity Charter. EUROPEAN COMMISSION. Directorate General for Justice and Consumers. European Union, 2015. In the Internet retrievable: http://ec.europa.eu/justice/discrimination/files/emerging_charter_guide_en.pdf (as of 04.03.2016)</p>

3.3 Career Guidance

Career guidance is an important process for preparing young people for an apprenticeship and a career. Alongside school and parents, many partners make a contribution to this. Companies bind short-term and long-term goals to their involvement in career guidance measures. For example, this includes attracting the attention of potential applicants at an early stage. The measures are also designed to multiply information about the company and careers in order to attract those young people for a subsequent apprenticeship who fit best to the company and are familiar with the spectrum of activities in the company.

Career Guidance

Career Guidance	
Criterion	The company actively and systematically takes part in career guidance for young people, helps to expand the career spectrum for girls and boys, thus ensuring prospective future skilled workers for itself.
Measures	<p>The process of marketing to the next generation should contain the following elements:</p> <p>(1) <u>Develop a concept for attracting the next generation</u></p> <ul style="list-style-type: none"> • Clarifying the standing of recruitment securing for the company • Knowing what makes an employer attractive to young people and including it in the company presentation (see field of action): Employer Branding) • Naming strengths as an employer and apprenticeship company (developing USPs) • Identifying and possible expanding target group spectrum (e.g. students who discontinue studies, young immigrants, people from the under-represented groups) • Selecting means of communication specific to target groups <p>(2) <u>Implementing specific measures e.g.</u></p> <ul style="list-style-type: none"> • Participation of girls and boys with the following goals in career guidance <ul style="list-style-type: none"> - Breaking gender stereotypes with choice of career - Helping to overcome information deficits - Arousing interest - Reducing the fear of entering companies or work placements - Discussing gender roles <p>(3) <u>Evaluating the results</u></p> <p>The results should be evaluated along the goals and results indicators planned by the company. These should be based on the relevant starting situation or the results of the previous year. Deviations must be interpreted against the background of the specific situation of the year in question. Decreases in the individual indicators (e.g. number of participants due to demographic developments) are not automatically an expression of lower effectiveness of the measures implemented.</p>
Methods	<p><u>Cooperation with schools and pupils</u></p> <ul style="list-style-type: none"> • Traineeship for pupils • Taking up school sponsorships • Conducting information events for teachers and parents • Participation in project weeks of the school or in project work of the pupils • Apprenticeship ambassador (company apprentices go to schools as „ambassadors“) • Company visits (guided tour of the company) • In-depth company visits (pupils' excursions with tasks in the company and subsequent evaluation) • Placing adverts in pupils' newspapers and using noticeboards in schools • Participation in teacher further education • Participation in Girls' Day and Boys' Day • Holiday camps • Open house <p><u>Cooperation with universities</u></p> <ul style="list-style-type: none"> • Specific appeal of (future) university graduates or drop-outs • Assignment of bachelor and master thesis's to students <p><u>Use of the Internet (incl. social media)</u></p> <ul style="list-style-type: none"> • Presenting and providing of the occupations that require trainings on a special trainee web site (career web site.) • Trainee blog on the home page

Career Guidance	
	<p><u>Use of conventional media (print, radio, TV etc.)</u></p> <ul style="list-style-type: none"> • Information about the education and training vacancies in the corporate magazine • Publication of training vacancies in regional newspapers <p><u>Cooperation with public authorities and industry-specific associations</u></p> <ul style="list-style-type: none"> • Cooperation with vocational information centres • Cooperation with the work management (in Germany with the agency for work) <p><u>Use of special advertising media</u></p> <ul style="list-style-type: none"> • Advertising space in public transport • Give-aways (e.g. buttons) • Sport sponsoring
Indicators	<ul style="list-style-type: none"> • Increase of the quota of the suitable advertising by x % • Number of cooperation's with schools and/or universities • Number and share of the participating pupils • The enterprise is know as a professional training centre by regional schools • Annual participation in the Girls or Boys Day (sex atypical fields of activity are component of the enterprise presentation) • Potential applicants for a position knew which professions are trained in the enterprise, (by interviews ascertainable) • Presentations do not have any elements which point to a preferential treatment of a gender (choice of words, pictures etc.) • Degree of the effectiveness of the activities for the materializing of the preferred choices of career as well as reflection and orientation ability regarding the choice of occupation decision (by interview ascertainable) • Positive feedback to the public presentation of the enterprise (interview of participating boys and girls, parents and teachers) • Breaking off training or change in the trained profession due to a previous lack of information about the profession is reduced (long-term)
Tools	<p>Leitfaden: Vom Du zum Wir. Jugendliche aktiv ansprechen und für eine Ausbildung gewinnen. RKW Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. RKW Kompetenzzentrum. September 2015. The guide shows ways and methods how teenagers can be appealed from first professional orientation until the education begins to solicit trainees. In the Internet retrievable: https://static5.rkw-kompetenzzentrum.de/fileadmin/media/publications/2015/Fachkraefte/Leitfaden/20150901-leitfaden-2-azubimarketing.pdf (as of 04.03.2016)</p> <p>Leitfaden: In den Betrieb reinschnuppern: Das Schülerpraktikum und die Zeit danach nutzen, um Azubis zu gewinnen. RKW Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. RKW Kompetenzzentrum. April 2015. In the Internet retrievable: https://www.rkw-kompetenzzentrum.de/fachkraeftesicherung/2015/leitfaeden/in-den-betrieb-reinschnuppern-das-schuelerpraktikum-und-die-zeit-danach-nutzen-um-azubis-zu-gewinnen/ (as of 04.03.2016)</p>

3.4 Recruitment Process – Job Adverts and Personal Selection

In view of the demographic change, the challenge is to address a large group of potential applicants appropriately and, by means of an objective selection process, select those with the required skills. A tailored personnel selection process ensures successful recruitment. It must ensure equal opportunities for suitable people irrespective of their gender, age or ethnic background, and at the same time ensure the quality of the selection decision with respect to meeting the requirements of the job in the future.

Recruitment Process – Job Adverts and Personal Selection	
Criterion	Job adverts are worded so that they do not exclude any person because of their gender, ethnic background, religious faith, sexual identity, age or disability. The personnel selection process is transparent and aimed at equal opportunities. It takes account of the applicants' different ways of thinking and behaving.
Measures	<p>The basis for diversity and gender-oriented personnel recruitment is the introduction of requirement profiles based on objective criteria. In addition to identifying necessary skills and qualifications, the subject of „working hours“ and „work-life balance“ must also be considered (e.g. possibility of part-time work in a managerial position to be filled).</p> <p><u>Drawing up the requirement profile</u></p> <ul style="list-style-type: none"> • Analysis of the area of activity (skills, prioritisation according to important and less important tasks, possible development of the spectrum of activity in future) • Identifying situations in the area of activity that will be critical for success in the future to be able to specify the necessary social and methodological skills. • Checking whether alternative vocational qualifications, lateral entrants or students who have discontinued their studies could be considered for the job <p>The job description can be drawn up based on the requirement profile.</p> <p><u>Diversity-oriented job advert</u></p> <ul style="list-style-type: none"> • Ensuring that the external or internal job advert does not exclude any person on the basis of ethnic background, religious faith, gender, sexual identity, age or disability (directly and indirectly) • Targeted addressing of groups (women, immigrants, men for social professions, women for jobs in maths, IT, science and technology) • Using female and male forms of job titles • Specifically encouraging women to submit an application in areas untypical for women • When advertising managerial positions, possibly emphasising that the job can also be part-time • When using pictures, making sure that as many different groups as possible are shown • Ensuring that internal job adverts are accessible to the entire workforce, including employees on parental leave. <p><u>Diversity-oriented, gender-equitable personnel selection process</u></p> <ul style="list-style-type: none"> • Establishing and implementing a transparent selection process with objective selection criteria that take sufficient account of the potentials and behaviour of women and men and other groups of people (e.g. immigrants) • Taking into account the fact that qualification and skills can also be acquired outside the workplace and during career breaks • Specifying a suitable personnel selection method for the job to be filled
Methods	<p><u>Methods of personnel recruitment</u></p> <ul style="list-style-type: none"> • External personnel recruitment: <ul style="list-style-type: none"> - Job adverts in papers - Internet - Contacts to universities - Employee contacts - Use of social networks - Participation in job exchanges - Enterprise contact fairs to universities - Contact to employer service of agencies for work

Recruitment Process – Job Adverts and Personal Selection	
	<ul style="list-style-type: none"> • Internal personnel recruitment: <ul style="list-style-type: none"> - internal job adverts - Personal development talks - Future and perspective conversations <p><u>Methods at the selection of personnel:</u></p> <ul style="list-style-type: none"> • Interview <ul style="list-style-type: none"> - The interview is an essential instrument at the selection of personnel next to the application submitted in writing to filter the suitable candidates out. Basis of the conversation should always be an interview guide (not least to safeguard comparability). - Questions on topics like pregnancy, family planning, sexual identity, denomination as well as party or trade union affiliation are not permitted. - Conversation leader should have taken part and be sensitized correspondingly at a training regarding gender issues. <p><u>Other possible methods of the selection of personnel are:</u></p> <ul style="list-style-type: none"> • Analysis of documents, e.g. <ul style="list-style-type: none"> - Analysis and interpretation of curriculum vitae and testimonials • Behaviour observation and behaviour judgement, e.g. <ul style="list-style-type: none"> - Assessment centre <p>At the planning and putting into action of staff selection procedures the international standard ISO 10667:2011 should be used: „Assessment service delivery -- Procedures and methods to assess people in work and organizational settings“.</p>
Indicators	<ul style="list-style-type: none"> • The availability of employees adapted to the needs is given in number with the required qualifications in the enterprise at the right time and at the right place • Job advertisements are formulated suitably for gender • Number of applications of "matching" persons on job advertisements • Share of the female applicants in the applications • An attractive and informative career internet page for applicants is available on the home page of the enterprise • Recruitment procedures are checked for elements which implicitly or explicitly favour a gender-specific choice • There are objective, transparent criteria for selection procedures which take into account the different behaviours among women and men • The members of the selection board have gender competence • The selection board has appointed women and men • Reduction in the recruitment costs • Reduction in the average duration of vacant positions
Tools	<p>Akku-Tool: AFSA Arbeitsfähigkeits- und Altersstrukturanalyse (Fitness for work and age structure analysis) It is aim of the AFSA to enable enterprises to foresee age structural changes.. http://akku.arbeitsfaehigkeit-erhalten.de (as of 08.04.2016)</p> <p>KOFA Selbsttest zur Personalarbeit „Fachkräfte finden“ The self-test developed by the centre for securing skilled manpower (KOFA) helps at the optimization of the recruitment strategy. In the Internet retrievable: http://www.kofa.de/fileadmin/Dateiliste/Publikationen/Selbsttest/KOFA-Selbsttest-Fachkraefte-finden.pdf (as of 04.03.2016)</p> <p>Arbeitshilfe - Internetauftritte gendersensibel gestalten. Herausgegeben von der Agentur für Gleichstellung im ESF im Auftrag des Bundesministeriums für Arbeit und Soziales. 2013. In the</p>

Recruitment Process – Job Adverts and Personal Selection

Internet retrievable: http://www.esfeichstellung.de/fileadmin/data/Downloads/Aktuelles/arbeitshilfe_internetauftritte_gendersensibel.pdf (as of 04.03.2016)

Chancengleiches Personalmanagement. Herausgeber: Deutscher Gewerkschaftsbund, Bundesvorstand, Abteilung Gleichstellungs- und Frauenpolitik, Mai 2006. In the Internet retrievable: https://www.dgb-bestellservice.de/besys_dgb/pdf/DGB40013.pdf (as of 04.03.2016)

Leitfaden für diskriminierungsfreie Sprache, Handlungen, Bilddarstellungen. Hrsg. Bundesminister für Arbeit, Soziales und Konsumentenschutz; Österreich 2006. In the Internet retrievable: http://static.uni-graz.at/fileadmin/Akgl/4_Fuer_MitarbeiterInnen/leitfaden_diskrim_2010_web011.pdf (as of 04.03.2016)

Einarbeitung neuer Mitarbeiterinnen und Mitarbeiter – 10 Tipps für einen gelungenen Start, Veröffentlicht am 10.05.2016 RKW-Online-Tutorial für Personalverantwortliche <https://www.youtube.com/watch?v=RT8sxJfo4zc&feature=youtu.be>

ISO 10667 Assessment service delivery procedures and methods to assess people in work and organizational settings“

3.5 Work-Life Balance

Equal opportunities for women and men on the labour market largely depend on the general conditions under which they can combine work and their personal lives. And women’s working biographies are usually much more linked to their family situation than those of men. So that they can decide freely on their lifestyle, family and earning model, both female and male employees need flexible, life-phase-oriented working hours models and forms of work organisation that enable them to combine family demands with working.

Work-Life Balance	
Criterion	Flexible, life-phase-oriented work organisation opens up more options for employees to combine working and their personal lives without disadvantages in their careers.
Measures	<p>Working processes must be organised in such a way that they are equally adaptable for the companies, employees and customers.</p> <p><u>Equality-oriented, flexible work organisation</u> requires:</p> <ul style="list-style-type: none"> • Recognition of the specific dimensions of work organisation (e.g. working hours and place of work, communication paths) • Taking account of the employees’ life phases • Combining clear allocation of tasks and setting results with the extended co-determination and scope for action of the employees • The conscious composition of the work team who complement each other in their performance, expertise and working hours <p><u>Flexible working places</u> can meet the needs of employees, e.g.</p> <ul style="list-style-type: none"> • Working from home with means to communicate with work • Alternating teleworking • Mobile teleworking <p><u>Flexible working hour’s models</u> go hand in hand with employees having more control their time. The following working hours models are largely used in companies:</p> <ul style="list-style-type: none"> • Flexitime • Part-time • Annual working hours • Trust-based working hours

Work-Life Balance	
	<p>Leave to care for children or family members is associated with two major problems for employees. These are maintaining communications with the company and gaining qualifications. The company can take appropriate action to influence both aspects:</p> <ul style="list-style-type: none"> • Allow time for care <ul style="list-style-type: none"> - Encouraging men to use family-friendly working hours - Support in organising childcare and care obligations (e.g. reserving employee spaces in child day-care, finding childminders, emergency regulations) • Actively planning leave and ensuring communication with the company <ul style="list-style-type: none"> - Planning talks on returning to work after parental leave - Ensuring contact with employees during parental leave - Taking account of employees on parental leave in newsletters/company events/further training programmes, etc. - Granting access to the intranet for employees on parental leave
Methods	<p><u>Methods for the introduction of flexible working time models</u></p> <ul style="list-style-type: none"> • Need elevation methods • Personal interviews • Online interview of the employees • Regular personal development or promoting talk • Idea workshops <p><u>Methods for the design of timeouts</u></p> <ul style="list-style-type: none"> • Talks to plan timeouts with nascent parents (women and men) before the parental leave • Personal development talk to discuss employment opportunities after the parental leave or care time • Appointment of a contact persons in the enterprise (godfather model) • Agreement of one individual re-entry concept • Including of executives and employees in organised contact hold programmes • Invitation of regular members of staff (team meetings, invitation for in-house events and further educations.) • Active return management
Indicators	<ul style="list-style-type: none"> • There are offers for the use of flexible working time models (e.g. male and female executives work in part-time.) • Executives and employees adapt their working time to the requirements at family obligations (parental leave, time to care for family members) • Working times are plannable (e.g. by a timely announcement of the shift plans) • Overtime accounts are reduced • Extended participation for employees • Strengthening of the job satisfaction by clear task assignment and targets for results • Quota of the parents who return into the enterprise after parental leave (key figure for family-orientated work structures) • Meetings take place at family-orientated times (taking opening hours of care facilities into account) • Absenteeism is reduced • Number of employees working in flexible working time models • Flexible working times and the liberties connected with that are judged positively • Increased number of men who use parental leaves • Parental leave does not have an negative effect on the positions of the employees (comparison of the positions and responsibilities which held parents ago and after the parental leave or time to care for family members) • Increase of the job satisfaction

Work-Life Balance	
Tools	<p>„berufundfamilie-Index“ Enterprises can check by their own strengths and development potentials of their personnel policy with respect to the family sense. The index value shows the three essential aspects of family sense within the enterprise: the dialog between corporate management and employees, the performance in form operational family-oriented measures as well as a family-oriented corporate culture. The index was developed by Forschungszentrum Familienbewusste Personalpolitik (FFP) by order of berufundfamilie gGmbH, with support of Bundesministeriums für Familie, Senioren, Frauen und Jugend funded by the European Social Funds. In the Internet retrievable: http://www.berufundfamilie-index.de/ (as of 04.03.2016)</p> <p>Leitfaden: Familienbewusste Arbeitszeiten. Leitfaden für die praktische Umsetzung von flexiblen, familienfreundlichen Arbeitszeitmodellen. März 2015. In the Internet retrievable: http://www.bmfsfj.de/RedaktionBMFSFJ/Broschuerenstelle/Pdf-Anlagen/Familienbewusste-Arbeitszeiten-Leitfaden.property=pdf,bereich=bmfsfj,sprache=de,rwb=true.pdf (as of 04.03.2016)</p> <p>Check: Familienorientierte Personalpolitik - Checkheft für kleine und mittlere Unternehmen. In the Internet retrievable: http://www.beruf-und-familie.de/system/cms/data/dl_data/137979277fd2bba4e3e1c2abf3a90a1e/BMFSFJ_familienorientierte_personalpolitik_2010.PDF (as of 04.03.2016)</p> <p>Familienfreundliche Arbeitsorganisation zur Unterstützung der Einführung flexibler Arbeitsbedingungen. Autorinnen: Simone Schuhmacher, Sandra Benz. In the Internet retrievable: http://innovation.mfg.de/polopoly_fs/1.13296.1349854475!/file/kmu_leitfaden_druck_final.pdf (as of 04.03.2016)</p>

3.6 Vocational and Extended Professional Training

High-quality vocational and extended professional training plays a key role in coping with structural change. It is the basis for ensuring the next generation of skilled workers and for strengthening the employability of employees.

Vocational and Extended Professional Training	
Criterion	The company personnel strategy is based on vocational and extended professional training that harmonises company and personal interests of the employees and enables diversity-oriented employee development. Content, general conditions and methods of basic and further training correspond to the company's skills requirements and the needs of the learners.
Measures	<p>Vocational Education and Training</p> <p>Young people who want to enter a career that is not typical for their gender, young parents and single parents or young people with an immigrant background need special support to find their way into the world of work. Guaranteeing equal opportunities in training is linked to specific measures, such as</p> <p><u>Retaining expert training staff</u></p> <ul style="list-style-type: none"> • It must be ensured that the training personnel have the required vocational, work and social teaching skills, knowledge and abilities. • The trainers should have a modern understanding of the role. That means that in addition to being able to teach the students the technical content, they are also a companion in the learning process. This can particularly be seen in the individual support for apprentices with different genders and cultural backgrounds acquiring knowledge and expertise. <p><u>Developing and implementing modern training methods</u></p> <ul style="list-style-type: none"> • Planning content in such a way that, in addition to teaching technical skills, the acquisition or specification of social skills among young women and men is encouraged with appropriate methods.

Vocational and Extended Professional Training	
	<ul style="list-style-type: none"> • During training, gender and diversity-oriented didactics are implemented that start with the potentials of young women and men. • Creating an open learning atmosphere based on mutual appreciation in training (especially for women in trade and technical jobs). <p>Extended Professional Training</p> <p>Just as in the process of vocational training, the employees and their specific needs must be considered alongside the need for qualification for specific jobs. Good results can only be expected if the offered forms of learning correspond to the existing needs. Equal opportunities in vocational further training needs:</p> <p><u>Planning and implementing extended professional training in such a way that it is diversity-equitable and in particular gender-equitable</u></p> <ul style="list-style-type: none"> • Identifying the need for education is the basis of targeted extended professional training. The education requirements analysis must take account of the employees' qualification level reached, their education path to date and learning experiences. • In the run-up to the education offer personal matters such as childcare must be matched to the studying times. • In addition, a working environment conducive to learning must be ensured in the company (e.g. teaching hours without disruption). • Initiating and supporting the transfer of what has been learned into workplace-related skills (e.g. transfer goals agreements, discussions and evaluations) <p><u>Making quality demands of external education service provider, e.g.</u></p> <ul style="list-style-type: none"> • The learning goals and content to be taught are planned specifically for target groups. • The content and methodological design addresses women and men equally. Various interaction options are used in learning (e.g. group work, presentations). • The education service provider guarantees good general conditions for the education process (e.g. room equipment, technical infrastructure and sanitary equipment). • The personnel of the education service provider have the necessary skills to teach and support the learning process and to support the transfer of what has been learned into workplace-related skills (e.g. gender skills, empathy, enabling skills/facilitation).
Methods	<p>Education needs analysis by the means of</p> <ul style="list-style-type: none"> • personal talks with respect to competence development • Combination of education needs analysis and target group analysis (specifics of the employees) <p>Further education agreement</p> <p>Internal training methods, e.g.</p> <ul style="list-style-type: none"> • Job rotation • Mentoring within the enterprise • Executive development programmes <p>External training methods. e.g.</p> <ul style="list-style-type: none"> • Trainings (for the further development of the technical, methodical, personal or social competences) • E-learning • Distance learning • Blended Learning • External mentoring <p>Further education of instructors (acquire and instructor gutters z (e.g. knowledge about gender specific learning behaviours of young women and men, acquisition of intercultural competence)</p> <p>Cooperation between learning locations (coordination of the protagonists who are involved in the education with regard to content and methods)</p>

Vocational and Extended Professional Training

Vocational and further education sector varies in the European countries. In view of the increasing meaning of lifelong learning in a changing labour world the quality assurance and development has a high significance in the field of advanced education. Therefore educational institutions use different management systems for the systematic quality development. These norms implemented with gender and diversity competence, secure the strategic fit with education measures for the different user groups.

ISO 29990

This international standard describes a management system for non-formal education and training. It defines basic requirements for learning services and service provider. The standard focuses on the learning process and its improvement. Learning service provider as well as their customer (e.g. enterprises) can use the standard to develop the relevant processes for their own purpose (e.g. determination of the education need, requirements on the putting into action of education measures).

It is guiding the education and further education in the structural change by its orientation towards the concrete requirements of the learner (e.g. requirements with regard to the existing educational level, the language, the culture) and towards learning methods that are geared to teaching and learning.

The components define requirements for

- Determining learning needs
- Design and provision of the learning services
- Monitoring and evaluation of the learning services and the learning service provider
- Strategy and business management
- Management review
- Preventive actions and corrective actions
- Financial management and risk management
- Human resources management
- Communication management (internal/external)
- Allocation of resources
- Internal audits
- Feedback from interested parties

Education quality circle

The work in so-called quality circles concentrates on creating a common quality understanding in the area of the education, on developing instruments for the improvement of quality and on checking their handle ability.

Indicators

General Indicators

- It exists a coordinated staff development strategy which gives orientation for education and further education
- The personnel development takes care of a needs and company strategy oriented qualification of the employees and executives

Indicators for a diversity oriented vocational training

- The education is adapted to the different studying needs of the sexes in language, study and teaching methods as well as regarding the didactics
- The share of the under-represented person group in the total number of the trainees increased
- The number of dropouts from education and training decreased
- The number of trainees hired after successful completion of their examinations has increased.
- Trainees have development prospects after completion of vocational training

Indicators for a diversity oriented advanced professional training

- Further education is open to all employee groups in the enterprise

Vocational and Extended Professional Training	
	<ul style="list-style-type: none"> • The approval of further educations is in principle independent of the percentage of working hours • Share of the women taking part in professional further education in the total number of the female employees of the enterprise in a particular time period • Share of the men taking part in professional further education in the total number of the male employees of the enterprise in a particular time period • Share of the women and men taking part in further education who are employed in part-time • Positive evaluation of further educational courses by the employees (content and framework conditions.)
Tools	<p>Geschlechtersensible Analyse des Weiterbildungsbedarfs. Gesellschaft für berufliche Weiterqualifizierung e. V. Here action fields and requirements are presented for the planning and execution of further education measures under the point of view of equality of women and men. In the Internet retrievable: http://www.genderleitfaden-weiterbildung.de/handlungsfelder-als-leitfaden/weiterbildungsbedarfsanalyse/ (as of 04.03.2016)</p> <p>Gender Mainstreaming: Chancengleichheit in der Ausbildung. In Jobstarter Regional. 2/2011.Hrsg.: Programmstelle beim Bundesinstitut für Berufsbildung (BIBB) für das Programm JOBSTARTER des Bundesministeriums für Bildung und Forschung (BMBF)</p> <p>Leitfaden - Qualität der betrieblichen Berufsausbildung. The guide of the Federal Institute for Vocational Training (BIBB) offers on-the-job training practice proven approaches and in instruments for the increase of the quality and attractiveness of vocational training. 2015. In the Internet retrievable: https://www.bibb.de/veroeffentlichungen/de/publication/show/id/7503 (as of 04.03.2016)</p> <p>Leitfaden: Klein – aber fein: Als attraktiver Ausbildungsbetrieb bei Jugendlichen groß rauskommen. Autorin: Ulrike Heitzer-Priem. RKW Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. RKW Kompetenzzentrum. September 2015. In the Internet retrievable: http://www.fachkraefte-toolbox.de/uploads/media/Leitfaden_1_online.pdf (as of 04.03.2016)</p> <p>Check: Wissen & Kompetenz The INQA checklist "knowledge & competence" helps enterprises to form, to steer and to develop the resources knowledge and competence systematically. In the Internet retrievable: http://www.inqa-check-wissen.de/check-wissen/daten/mittelstand/auswahl2.htm (as of 04.03.2016)</p> <p>Leitfaden: Strategisches Weiterbildungsmanagement für kleine und mittlere Unternehmen. RKW Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. RKW Kompetenzzentrum, September 2014. In the Internet retrievable: https://static5.rkw-kompetenzzentrum.de/fileadmin/media/publications/2015/Fachkraefte/Leitfaden/20151008-leitfaden-strategisches-weiterbildungsmanagement.pdf (as of 04.03.2016)</p> <p>Tool: ProWis-Lösungsbox With the contained tools the development of a suitable concept for the enterprise specific knowledge management is supported – from the diagnosis of the current situation up to the putting into action. Examples as well are introduced from medium-sized enterprises. In the Internet retrievable: http://www.prowis.net/prowis/?q=loesungsbox (as of 04.03.2016)</p> <p>ISO 299990 „Learning services for non-formal education and training — Basic requirements for service providers“ - ISO 29990 was published as an ISO standard in September 2010. This international standard is a service standard for learning services and at the same time a management system for learning service provider. In the Internet retrievable: http://www.beuth.de/de/norm/din-iso-29990/135409271 (as of 03.03.2016)</p> <p>Beuth Kommentar: Qualitätsmanagement in der Aus- und Weiterbildung - Leitfaden zur Umsetzung der DIN ISO 29990. Autoren: Dr. Thomas Rau, Dipl.-Ing. Jürgen Heene , Dr. Karsten Koitz , Dr. Manfred Schmidt , Dr. Peter Schönfeld , Prof. Dr. Axel Wilske. In the Internet retrievable: http://www.beuth.de/de/publikation/qualitaetsmanagement-aus-</p>

Vocational and Extended Professional Training	
	<p>weiterbildung/192236150 (as of 03.03.2016)</p> <p>Praxisleitfaden Weiterbildungscontrolling. Autoren: Julia Hinz, Annette Hopen, Prof. Dr. Bernd K�pplinger, Dr. Karsten Koitz, Dr. Thomas Rau. RKW Berlin GmbH, 2014. In the Internet retrievable: http://rkw-bb.de/fileadmin/dokumente/allgemein/QuBiC/QuBiC_Praxisleitfaden_-_Weiterbildungscontrolling.pdf (as of 03.03.2016)</p> <p>Mut zur Evaluation. RKW Berlin GmbH, Julia Hinz, Prof. Dr. Bernd K�pplinger, Dr. Michael Kalman, Dr. Karsten Koitz, Dr. Thomas Rau. RKW Berlin GmbH, 2015. In the Internet retrievable: http://rkw-bb.de/fileadmin/dokumente/allgemein/QuBiE/QuBiE_Praxisleitfaden_-_Evaluation.pdf (as of 03.03.2016)</p>

3.7 Career Planning

Against the background of developments on the labour market that is due to demographic change and the increasing shortage of skilled workers, but also to a developing cultural change, a growing number of companies recognises that they will have to bond women to the company as highly qualified skilled workers and enable them to progress up the career ladder with equal opportunities. This will secure the demand for qualified employees in the long term.

Career Planning	
Criterion	The company offers employees individual development opportunities and perspectives. This develops the employees' potential. Young female skilled workers and work-oriented (future) parents are supported in substantiating their career plans, improving the work-life balance and helping to shape a gender and diversity-equitable management structure in their company ¹⁹
Measures	<p>There are many reasons for the still low proportion of women in managerial positions. In addition to role clich�s and male-dominated corporate and working cultures, the (lack of a) work-life balance is still one of the barriers to progression for women. For this reason, women's career planning should be directed to equal opportunities. This can be achieved by the following measures, for example:</p> <p><u>Promoting gender-equitable careers</u></p> <ul style="list-style-type: none"> • Defining, communicating and implementing equality or diversity skills as a requirement for managers • Raising awareness among male superiors of any role stereotypes and traditional evaluation patterns • Individual career planning in line with the potentials and their consistent compliance • Creating general conditions for combining family and career development (incl. field of action: work-life balance) • Encouraging women to develop a career • When filling a managerial position check whether internal candidates could be considered • Offering specialist and project careers in addition to managerial careers

¹⁹ Cf. „INNOVATIV! – Gemeinsam F hren mit Frauen“. Within this project, companies from various sectors and of different sizes worked together to increase the proportion of female managers at the intermediate and senior level long term. The three-year (2010-2013) project started here. It was developed within the context of the initiative „Equality for Women in Business“ organised by the Federal Ministry of Employment and Social Affairs together with the Federal Society of German Employer Associations and the Federation of German Trade Unions. See: http://www.zfbt.de/frauen_in_fuehrung/innovativ.html (as of 03.03.2016)

Career Planning	
	<ul style="list-style-type: none"> • Encouraging the potential of employees by delegating responsibility and direct involvement in decision-making • Opening up the opportunity for all employees (not only full-time employees) to change to different departments in order to escape a possible career dead-end. • Feedback and information from superiors (e.g. systematic feedback of results to assess and optimise the results of work) • Developing an open communications climate (information is not monopolised, but understood as a resource for employees) • Using suitable methods to increase managerial skills
Methods	<ul style="list-style-type: none"> • Periodical staff meetings aimed at personnel development • Individual promotion plans • Coaching • Mentoring • Management training • Transferring project responsibility • Forming a personnel pool for the future filling of managerial positions • Targeted internal talent management
Indicators	<ul style="list-style-type: none"> • Employees are supported in their career planning • Career development talks are carried out regularly • Targets for the individual development of the career for women and men are set for a particular time period • Promotion decisions are comprehensible and transparent by clear agreement of targets and a structured performance requirements management • There are different advancement and career concepts (leadership and career in part-time are as possible as horizontal special careers) • Positive development of the proportion of women in the leadership in a particular time period (e.g. period of 5 years) differentiated according to responsibility levels • Balanced relationship of female and male employees taking part in special staff developmental measures like e.g. mentoring, coaching, special project work • Increase in the number of under-represented groups (women or men) which take part in important internal events (e.g. participation in strategy rounds or business plan meetings.)
Tools	<p>Tool: AKKu Webapps Analysis instruments and concrete starting-points for the maintenance or the promotion of the fitness for work of employees in the enterprise are shown particularly for small enterprises. After registration on the Internet retrievable: https://www.gfwh.de/akku/index.php?id=38 (as of 04.03.2016)</p> <p>Leitfaden Frauen in Führungspositionen. Erfolgreiche Unternehmensführung im Mittelstand, RKW Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. RKW Kompetenzzentrum, April 2014. In the Internet retrievable: www.rkw-kompetenzzentrum.de/publikationen (as of 04.03.2016)</p> <p>Leitfaden: „Fachlaufbahnen in mittelständischen Unternehmen“ The guide shows how an enterprise individual special career can be developed and arranged. In the Internet retrievable: https://www.rkw-kompetenzzentrum.de/fachkraeftesicherung/2016/leitfaden/fachlaufbahnen-in-mittelstaendischen-unternehmen (as of 04.03.2016)</p> <p>Leitfaden: „Talentmanagement - Schlüsselpositionen rechtzeitig besetzen“. The guide shall support to identify and prioritize the success critical positions, to discover talents and to coordinate this with the key positions in the enterprise. Based on this the guide shows which staff developmental measures are possible and how sustainable relations to promising external</p>

Career Planning	
	<p>qualified employees are built up. In the Internet retrievable: https://www.rkw-kompetenzzentrum.de/fachkraeftesicherung/2014/leitfaeden/talentmanagement-schluesselformen-rechtzeitig-besetzen (as of 04.03.2016)</p> <p>Studie „Karrieren jenseits von Führung“ In the Internet retrievable: https://www.rkw-kompetenzzentrum.de/fachkraeftesicherung/2016/expertise/karrieren-jenseits-von-fuehrung (as of 04.03.2016)</p>

3.8 Performance Management and Payment

The material and non-material offers of a performance management system must meet the needs, expectations and lifestyles of the employees. In addition to monetary incentives (wage, salary, bonuses), employees see the job itself (content of work, scope of activities, requirements, development opportunities) and the corporate culture as key motivation factors for working. For this reason, a modern performance management system must take account of the complexity of the incentive factors.

Performance Management and Payment	
Criterion	In the company an attractive performance management system is implemented that sets incentives to motivate the workforce and acts as an attraction factor for gaining and retaining employees. The pay system is based on objective criteria is transparent and guarantees that no group of employees is disadvantaged.
Measures	<p><u>Incentive systems</u> should have a positive impact on employee's motivation and willingness to work. For this to succeed, the following principles must be considered when developing the performance management system:</p> <ul style="list-style-type: none"> • Simply structured, transparent, able to communicate (transparency) • There must be no great time difference between performing the service and the resultant remuneration (timeliness) • It must correspond to the interests of employees so that it can have an effective impact on the willingness to perform (exact fit) • The benefits of the incentive system must not exceed the resultant costs (efficiency) • Comparability of the incentives in jobs of equal value to ensure acceptance (fairness) <p>The <u>payment structure</u> is the basic pillar of the material corporate incentive system. Employers are required to avoid discrimination in payment for work.</p> <ul style="list-style-type: none"> • Payment systems must be clear and checkable. The employees must be able to comprehend the reasons for differences in payment • Pay systems must refer to the type of activity and portray major requirements (objectivity) • The criteria must not discriminate This could be the case if women and men cannot fulfil them as easily as other employees for reasons associated with meeting family obligations or with different physical strength • A differentiated analysis of the individual components of pay and their determinants is necessary: <ul style="list-style-type: none"> - <u>Basic pay</u>: This results from the job requirements. It is important to check whether equal and equivalent work is actually being paid the same - <u>Graduated increases to basic pay</u>: criteria such as years of work or experience in the job should come into play here. Others, e.g. age or work experience, can be discriminatory

Performance Management and Payment

- Performance reimbursement: There must be specific checks as to whether equal or equivalent performance is always rewarded in the same way
- Pay for overtime: part-time employees are often disadvantaged here, these are usually women
- Hardship allowances: these are mostly found in traditional men's jobs. Often only physical stresses but not mental stresses are deemed to be hardship

- Any disadvantage found in the pay system must be removed by the employer
- In the event of a company regulation on the evaluation of work, the discriminatory individual provisions must be deleted or modified

The introduction and development of a performance requirements management or incentive system can be realized over the following phases:

Analysis of the initial situation and target determination

- Previous incentive and compensation system (strengths and weaknesses)
- Employee surveys as a participatory instrument of the situation analysis
- Focusing on employee groups and fields, with the necessity to steer the performance (e.g. increase of the selling result)
- Check of the legal frameworks
- Determination of parameter for measurement

Development of the incentive concept

- Elaboration and assessment of alternative incentive concepts
- Selection of suitable instruments
- Development of the new incentive system
- Inclusion of employee representatives and the employees

Introduction of an advanced performance management system

- Possibly in a pilot phase

Evaluation

The evaluation is done in line with fixed success indicators which are accepted by the employees and which measure and judge the effectiveness. Eventually processes of change must be started.

Methods

Monetary material incentives

- Variable compensation (performance surcharges to the basic salary)
- Boni

Methods for the check of equal pay

- Gender sensitive analysis of the contracts of employment:
Analysis of the classification of women and men particularly in a collective agreement / area of tariff classification (performance compensations, rises, boni, rises in salary per annum, job evaluations)
- Pair comparison:
Comparison of jobs of women and men in the enterprise which are equal from its requirements and must therefore be compensated equally.
- Proxy method:

Performance Management and Payment	
	<p>If there is no comparable male person or group in the enterprise, such a person or group can be consulted for comparison purposes from other enterprises. It is, however, prerequisite that the equivalence of the activities was already stated in the comparison enterprise. This method is e.g. provided legally by the province Ontario/Canada.</p> <p><u>non-monetary material incentives</u></p> <ul style="list-style-type: none"> • Job ticket for the public short-distance traffic • Insurance benefits, enterprise retirement system • Canteen • Physical fitness room in the business • Location and size of the office • Car park etc. <p><u>"Cafeteria systems"</u></p> <ul style="list-style-type: none"> • Employees have the choice to choose those auxiliary services from a predefined shopping basket which matches best their respective situation in life <p><u>Immaterial incentives</u></p> <ul style="list-style-type: none"> • Atmosphere of work • Interesting work task with beneficial working conditions • Competence increase in the context of the activity. • Good communication, regular feedback and performance evaluations • Public appreciation of performances (awards "the employee of the month") • Introduction of non-supervised time keeping • Participation in high-quality further educations etc.
Indicators	<ul style="list-style-type: none"> • Personal development talks are carried out periodically (at least annually). The target achievement are confirmed in the dialog and new targets defined. • Employee surveys expressing high satisfaction with the work, the income, the executives and the atmosphere of work • The operational payment system is transparent, objective criteria of the classification exist • There are no wage differentials between men and women in areas with the same individual requirements and job-related features • The sense of fairness for the judgement and compensation system is distinctive (by interviews ascertainable) • High employer identification • Low (unintentional) fluctuation
Tools	<p>Handlungsempfehlung: Leistungsmanagement und Vergütung. KOFA Fachkräftesicherung für kleine und mittlere Unternehmen. April 2015. In the Internet retrievable: http://www.kofa.de/fileadmin/Dateiliste/Publikationen/Handlungsempfehlungen/Handlungsempfehlung_Leistungsmanagement_und_Verguetung.pdf (as of 04.03.2016)</p> <p>CONSOLIDATED VERSION OF THE TREATY ON THE FUNCTIONING OF THE EUROPEAN UNION Article 157 (ex-Article 141 TEC) Each Member State shall ensure that the principle of equal pay for male and female workers for equal work or work of equal value is applied.</p> <p>DIRECTIVE 2006/54/EC, Article 4 Prohibition of discrimination - For the same work or for work to which equal value is attributed, direct and indirect discrimination on grounds of sex with</p>

Performance Management and Payment

regard to all aspects and conditions of remuneration shall be eliminated. In particular, where a job classification system is used for determining pay, it shall be based on the same criteria for both men and women and so drawn up as to exclude any discrimination on grounds of sex.

Entgeltcheck: EG-Check.de

With this cheque different target groups can recognize payment differences with the help of various instruments, which indicate a discrimination according to existing law. Karin Tondorf, Andrea Jochmann-Döll, Gisela Ludewig., Hans Böckler-Stiftung. 2014. In the Internet retrievable: http://www.eg-check.de/media/eg-check_2014_07.pdf (as of 04.03.2016)

The instrument „Lohnungleichheit im Betrieb – Deutschland“ (Logib-D) addresses the operational practice and helps to develop operational solutions for a fair payment. In the Internet retrievable: www.logib-d.de/startseite (as of 04.03.2016)

The equal pacE web tool is an innovative software application for companies to detect gender pay inequalities in the firm's pay structures and to identify the key drivers of the gender pay gap on the company level. It is a modified version of the established German web tool Logib-D that was adjusted for online use in Finland, Flemish-Belgium/the Netherlands, France, Poland and the United Kingdom. In the Internet retrievable: <http://www.equal-pace.eu/the-equal-pace-web-tool/> (as of 04.03.2016)

Leitfaden zur Durchsetzung des Grundsatzes des gleichen Entgeltes bei gleicher und gleichwertiger Arbeit. Hrsg.: Bundesministerium für Familie, Senioren, Frauen und Jugend. 2009. In the Internet retrievable:

<http://www.bmfsfj.de/RedaktionBMFSFJ/Broschuerenstelle/Pdf-Anlagen/fair-pay-entgeltgleichheit-fuer-frauen-und-maenner.property=pdf> (as of 04.03.2016)

Der Entgeltgleichheit einen Schritt näher. Die EVA-Liste zur Evaluierung von Arbeitsbewertungsverfahren. The Eva list is a list of questions with which work valuation methods can be checked outgoingly there, whether they are formulated unbiasedly as to sex and without any potential for the indirect discrimination.

In the Internet retrievable: http://www.bmfsfj.de/RedaktionBMFSFJ/Broschuerenstelle/Pdf-Anlagen/Der-Entgeltgleichheit-einen-Schritt-n_C3_A4her-Die-EVA-Liste.property=pdf,bereich=bmfsfj,sprache=de,rwb=true.pdf (as of 04.03.2016)

3.9 Company Health Management

Structural change in the world of work is linked to multi-dimensional health stresses that are sometimes completely new. Company health promotion therefore has to be an integral part of modern personnel management. In addition to orientation on increasing company results, promoting health is also an expression of social responsibility and appreciation of employees.

Company Health Management	
Criterion	The company offers working conditions that enable healthy working in the long term/. The attitudes and values of the employees for a healthy work environment and a healthy life-style are encouraged by measures specific to target groups.
Measures	<p>The following quality criteria must basically be considered when introducing health-promoting measures or a health management system:</p> <ul style="list-style-type: none"> • The active participation of employees must be ensured. • When identifying the need for action and the company-specific goals and during implementation of the measures, the target group perspective, in this case the diversity and gender approach in particular, is a prerequisite for the exact fit and effectiveness of the measures. • The interactions of corporate culture, management behaviour, work organisation, per-

Company Health Management	
	<p>sonnel development or family obligations with the employee's health must be anticipated. Work organisation must be aligned to various needs, e.g. gender-specific needs, in particular to rule out conditions that make people ill. Both stresses and possible resources should be considered (e.g. resources and stresses arising from the private work and achievements of mothers and fathers). Behavioural and relationship-related strengths must be encouraged and stresses reduced (holism)</p> <p>For example, instruments of company health promotion can be:</p> <ul style="list-style-type: none"> • The use of external expertise (health insurance companies, trainers, company doctor) • „Health circles“ (company working group that advances health promotion in the company with its empirical knowledge) • Demand-based preventive methods <p>The systematic improvement of working conditions and the strengthening of personal health resources are long-term tasks that are not finished after a limited project term. The success must be secured in the long term and measures permanently embedded in the company processes.</p>
Methods	<p><u>Methods in the preparation and project planning phase</u></p> <ul style="list-style-type: none"> • Strength weakness analysis • Information meeting for employees and executives to the sensitization and information about the topic "health and work" • Workshops (steering committee) • Use of project planning instruments • Planning workshops <p><u>Methods for the fact finding of the burdens and resources</u></p> <ul style="list-style-type: none"> • Evaluation of statistics • Job inspection • Employee survey • Congestion indications/complaint management <p>On the basis of the recorded data documents which are basis for concrete measures are prepared:</p> <ul style="list-style-type: none"> • Endangering analysis with diversity aspects (requirements and framework conditions of work in the same enterprise can have different work loads for women and men) • Documentation of work loads which contains a standardized recording and activity-related assessment of the jobs with regard to physical and emotional loads <p><u>Methods for the planning of the concrete healthy measures</u></p> <ul style="list-style-type: none"> • Knowledge about the competences and resources of the employees for the successful mastering of the work tasks. • Inclusion of employees in the planning (e.g. in health circle) • Planning of a broad supply for all target groups (take different interests into account, coordination on spatial and temporal working conditions.) • Demanding and promoting health-conscious behaviour of the executives (self-contemplation about attitudes, competences, prejudices.) <p><u>Methods in implementation phase</u></p> <ul style="list-style-type: none"> • Use of external know-how (health insurance companies, coaches, company doctor) • Health circle (operational working group who speeds up the health promotion with the

Company Health Management	
	<p>experience knowledge in the business)</p> <ul style="list-style-type: none"> • Using role-model function of executives <p><u>Demand-based preventive methods</u>, such as:</p> <ul style="list-style-type: none"> • Exercise/gymnastics • Health days • Healthy canteen food • Stress management methods • Sport offers with particular consideration of the different interests of women and men • Preventive check-ups <p><u>Systematic company re-integration management after an extended period of sickness</u></p> <ul style="list-style-type: none"> • Demand-based measures are implemented according to a prevention plan with the aim of effectively and permanently re-integrating the employee concerned. <p><u>Methods of the evaluation</u></p> <ul style="list-style-type: none"> • Feedback meeting with the health circle and/or departments • Employee survey (questionnaire) • Reflection workshop with the project team
Indicators	<ul style="list-style-type: none"> • There exist clear targets in the enterprise to the health promotion • Personnel responsibilities for the topic are fixed • Internal trainings for executives with regard to action fields from the health management are part of the further education plan • Job analyses/safe work method statements are carried out regularly (they determine both physical and emotional strains) • Employee supervisor talks about working conditions are carried out regularly • Higher degree of the job satisfaction (with the work in general and with the implementation of measures of health beneficial projects especially) • Improvement in the quality of work • Positive feedback on the health oriented offers (investigate by interview) • Number of work accidents drops • Diminution of time missed due to illness (longer-term effect, however, it is more plausible to regard sick person stand statistics as an important instrument to discover action requirements instead to measure success)
Tools	<p>Handlungshilfe: Arbeitsbedingungen beurteilen – geschlechtergerecht Gender Mainstreaming in der Gefährdungsbeurteilung psychischer Belastungen. Überarbeitete 2. Auflage. ver.di Bundesverwaltung. Dezember 2013. In the Internet retrievable: http://www.verdi-gefaehrungsbeurteilung.de/upload/arbeitsbedingungen-beurteilen-geschlechtergerecht.pdf (as of 04.03.2016)</p> <p>Leitfaden: Gesundheit geht uns alle an Tipps und Hinweise für Beschäftigte. Autorinnen: Gabriele Held, Ingra Freigang-Bauer, Sandra Rulinski, Christina Weber. RKW Rationalisierungs- und Innovationszentrum der Deutschen Wirtschaft e. V. RKW Kompetenzzentrum. Oktober 2015. In the Internet retrievable: https://static5.rkw-kompetenzzentrum.de/fileadmin/media/publications/2015/Fachkraefte/Leitfaden/20151001-leitfaden-gesundheit-geht-uns-alle-an.pdf (as of 04.03.2016)</p> <p>Handlungshilfe: Integration der psychischen Belastungen in die Gefährdungsbeurteilung. Autoren: Matthias Holm, Max Geray. Geschäftsstelle der Initiative Neue Qualität der Arbeit.</p>

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Hrsg.: Bundesanstalt für Arbeitsschutz und Arbeitsmedizin. Juli 2012. In the Internet retrievable: http://www.inqa.de/SharedDocs/PDFs/DE/Publikationen/integration-pdf.pdf?__blob=publicationFile (as of 04.03.2016)

Geschlechtsspezifische Fragen im Zusammenhang mit Sicherheit und Gesundheitsschutz bei der Arbeit. Europäische Agentur für Sicherheit und Gesundheitsschutz am Arbeitsplatz FACTS Nr. 42, Bilbao. In the Internet retrievable: <https://osha.europa.eu/de/tools-and-publications/publications/factsheets/42/view> (as of 04.03.2016)

4 Strategy Consultancy and Implementation

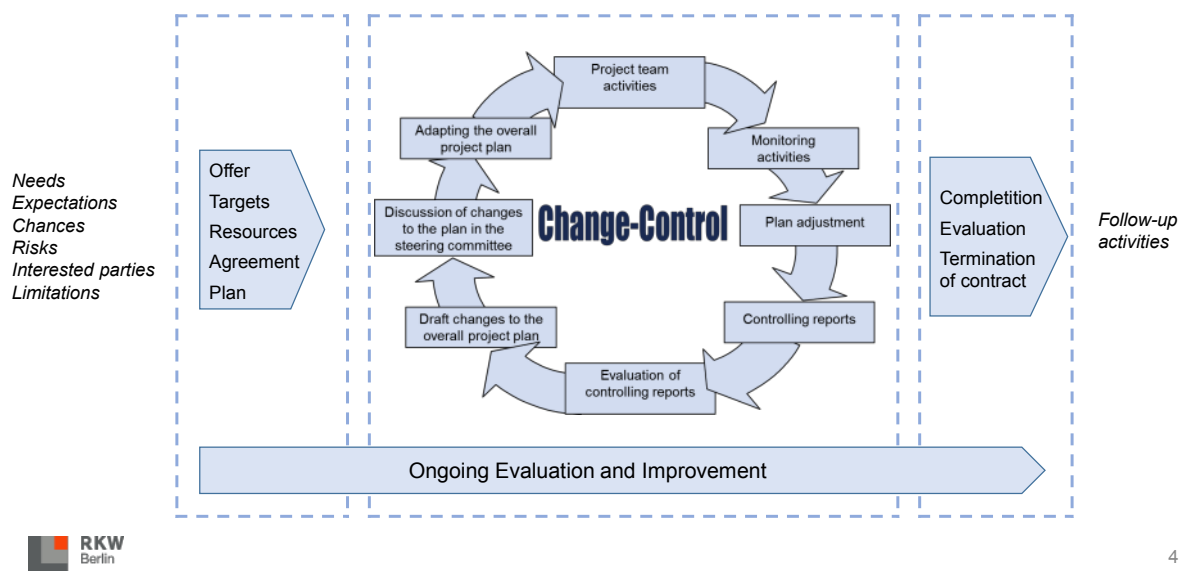
4.1 Phases of the Consulting Process

4.1.1 Consulting Process

The European Standard EN 16114:2011 Management consultancy service defines this service as „set of multidisciplinary activities of intellectual work, within the field of management activities, which aim to create value or promote changes, by providing advice or solutions, by taking actions or by producing deliverables.“²⁰ For consultations in the area of the human resources development this definition is fully applicable. The consultation requires a variety of knowledge and competences in the personnel management and administration, the organisation, business administration and further areas. In the strategic personnel consulting it is all about processes of change which concern the entire enterprise and which are as a rule only realizable, if the changes are supported by the staff. Here exists a special responsibility of the consultant in the designing of the CHANGE process.

The consulting process follows ideal-typically the presented process model.

Process model



4

4.1.2 Offering phase and Contract

An initial analysis and a pre-conversation is in general starting point for the consulting process with the corporate management and/or the HR manager.

The **initial analysis** usually includes the identification of the organization's needs, requirements and objectives as presented by its top management, especially with respect to

- Human resources development;
- Present managerial and operational methods;
- Interested parties;

²⁰ EN 16114:2011 Management consultancy services

- d) Market needs and perspectives, customer requirements;
- e) Potentials and risks;
- f) Compliance with relevant statutory and regulatory requirements as well as with relevant standard requirements;
- g) Establishing the difference between the organization's current situation and the identified objectives to be achieved.

Based on this analysis and the pre-conversation with the corporate management the coordination on the consultancy service is carried out. Since strategic human resources consultations last a long time and have many facets of the personnel progress, it also can be a number of contracts or partial contracts. In every case the targets and tasks must in writing and obligatorily be defined.

Enterprises should ensure that they have a **contract with the HRD consultant** that clearly defines the scope of work (including outputs), has realistic milestones and is cost-effective for the organization. The contract should consider the following content:²¹

- a) Contract objectives that are specific, measurable, achievable, realistic and time-limited;
- b) Detailed plan (project plan) with agreed milestones and outputs;
- c) Monitoring and evaluating the effectiveness of the plan and implementing contingent actions, as appropriate;
- d) Release of resources (including subcontractors)
- e) Warranties and guarantees,
- f) 3rd party confidentiality;
- g) Intellectual property rights;
- h) Procedures to approve the outcomes of the contract;
- i) Obligations that remain after closure (e.g. legal, confidentiality, non-competition outstanding issues).

To avoid misunderstandings and minimise risks, transparency is of special importance for the contract. This also applies to the exact specification of tasks and the corresponding responsibilities, which lie with the employees of the enterprise.

Useful considerations for consultant's services

A successful consultation process requires an effective interaction between consultant and the enterprise. That is why the following aspects of cooperation should be considered:²²

- a) The success of a HRM system depends mainly on the involvement and commitment of top management and not on the consultant alone;
- b) The organization should assign a staff member (usually the person who will eventually ensure that the HRM system is maintained) to coordinate and monitor the consultant's activities;
- c) Communicating the detailed plan (project plan) to all interested parties;

²¹ Criteria adapted on the basis of EN 16144:2011 Management consultancy services and ISO 10019:2005 Guidelines for the selection of quality management system consultants and use of their services

²² Criteria adapted on the basis of ISO 10019:2005 Guidelines for the selection of quality management system consultants and use of their services

- d) Employees are involved at all levels, in order to integrate the results of the HR consultation within the organization's other relevant operations;
- e) Identifying the training needs of relevant employees so they can perform the ongoing evaluation, maintenance and improvement of the HRM system;
- f) The consultant should be empowered to interact with the organization's management and employees at all levels in order to appraise the organization's processes;
- g) The consulting services should be compatible with the organization's culture, the competence of its employees, and existing processes;
- h) The resulting HRM system should not generate unnecessary administration and documentation.

4.1.3 Execution phase

The HR consultant implements the service, following the agreed approach and plan. To achieve a mutually positive outcome, the consultant and the client need to collaborate with confidence, fairness and mutual respect.

Sections 4.2 to 4.6 illustrate important aspects of the execution phase of successful human resource development consultation.

4.2 Actual Analysis of the Internal and External General Conditions

4.3 Strategy Development Process

4.4 Developing and Communicating Guiding Principle and Strategic Goals

4.5 Operationalising Goals and Drawing up a Specific Plan of Action

4.6 Concepts and Process Redesign

Strategic changes in the enterprise must be approved and supported by the staff. Therefore it is recommended to organize a workshop with important interested parties at the beginning of the execution phase in which the essential features and targets of the consulting project are discussed. As a rule, these are particularly the following aspects:

- a) Definition of objectives and requirements;
- b) Responsibility and commitment of the top management;
- c) Establishing a project team and a list of other staff members to support the project;
- d) Establishing a project structure;
- e) Fields of action;
- f) Methods to be used in the project;
- g) Work agreements;
- h) Time table (project plan);
- i) Communication in the team.

The consultation or project implementation is controlled by **controlling**. Regular meetings and status reports ensure communication within the team. The planned interim reports ensure that the company management and those involved are informed about the current course of the consultation. See particularly the change control procedure shown in the section 4.1.1 in procedure model.

The previously defined milestones and indicators of success should be used to monitor success. The degree to which the goals are achieved, the contribution of measures to achieve the goals and the efficiency activities implemented are reviewed.

The management should regularly name the progress and the existing need for action. This implies the willingness to acknowledge positive results and to sanction where agreed goals or agreements are inadequately fulfilled or through failure not fulfilled at all.

In view of the everyday work tasks and the pressure of work it is important to maintain and encourage the interest of the management and employees for the change process that has been started.

4.1.4 Closure phase

The final phase is closure. After completion of the deliverables and assessment of the outcomes, the assignment is completed by resolving any open items and meeting all contractual and legal obligations. It is critical that the consultant gains acceptance from the enterprise that the assignment is complete.

The **closure process** results in a number of outcomes, including:²³

- a) Release of all parties from their obligations in the agreement;
- b) Shared understanding of continuing obligations between all the stakeholders, particularly the consultant and the client (e.g. guarantees, confidentiality, outstanding issues, etc.);
- c) Financial settlement of invoices, expenses, etc.

Even if no **evaluation** is included in the agreement, the consultant should have a process to learn from the undertaken work so that he can record the information and knowledge created during the project and apply it for improvement.

Typical metrics of an evaluation include:²⁴

- a) Innovation (development of new services);
- b) Process effectiveness;
- c) Process improvements;
- d) Team performance;
- e) Utilization of resources;
- f) Climate & motivation;
- g) Sales leads/references;
- h) Client satisfaction.

The consultant should maintain expertise in evaluation and should have a systematic process for ensuring that strengths and opportunities for improvement are recorded and shared among the staff.

The following factors can generally be considered as factors of **success of a human resources development consultation**:

²³ EN 16114:2012 Management consultancy services

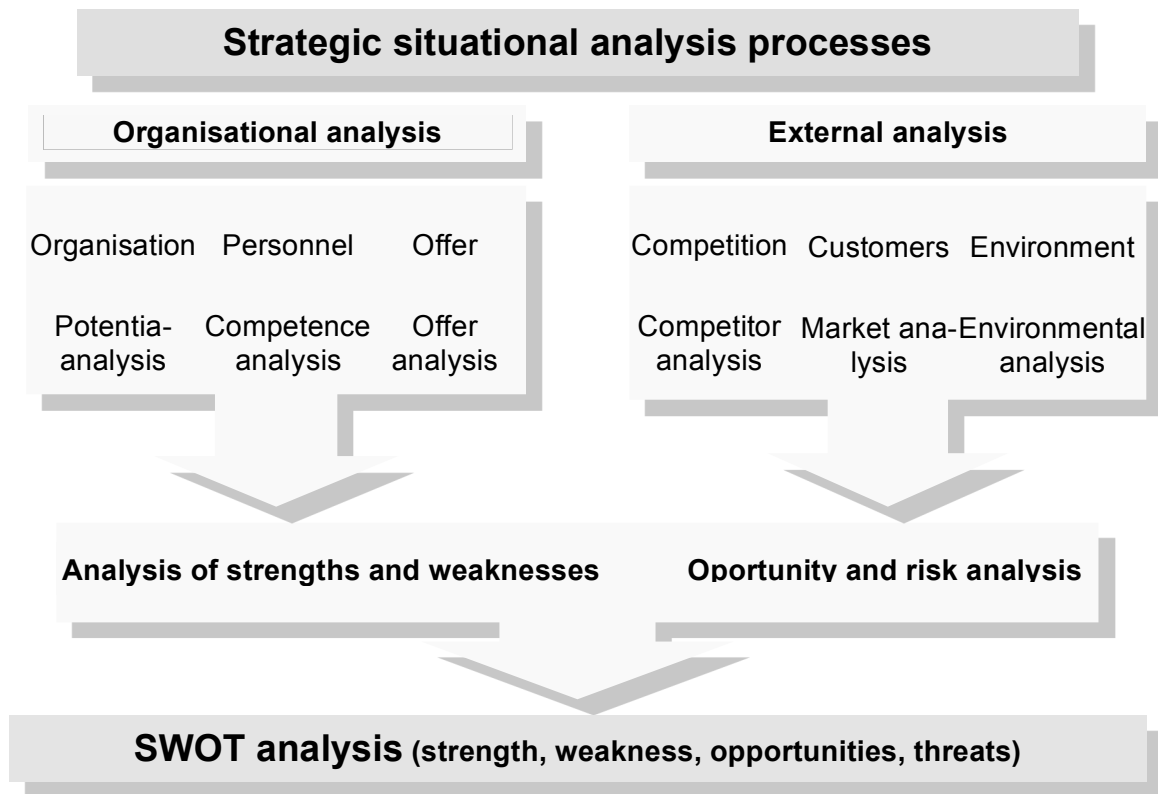
²⁴ EN 16114:2012 Management consultancy services

Factors of success

- visible and obligatory commitment of the leadership
- graduated involvement of participants and persons affected
- consistent process orientation
- holistic approach
- target-oriented analysis
- realistic resource planning
- differentiated measures that meet the needs of the company and the employees
- transparent processes and intensive communication
- ongoing evaluation

4.2 Actual Analysis of the Internal and External General Conditions

The actual analysis is used to record all of the factors to be taken into account in order to develop a personnel strategy that corresponds to the company's objectives. In the analysis phase precise information about the actual status and the effects that have occurred or are to be expected must first of all be collected.



The SWOT Analysis has proved its worth as a suitable method. Matters are viewed both internally and externally, strengths and weaknesses identified, stakeholder interests analysed and competition conditions recorded. In addition to this, the most important challenges are listed with their opportunities and risks that can result from failures to act.

The following questions can provide orientation:

Orientation Questions

- What changes on the market (e.g. in customer behaviour) or in society (e.g. demographic development, change to general legal conditions) set requirements for action in personnel work in the company?
- What strengths does the company have from an internal and external point of view that can speed up change processes?
- Where are there potentials for improvement or weaknesses in the company that require or prevent change (e.g. high absenteeism, too few younger skilled workers, lack of communication)?
- Where exactly is the need for change (strengthening job satisfaction, more flexibility in work organisation, creating general conditions for gender-aware training)?
- What opportunities result from the internal and external changes for the company (e.g. market expansion, securing skilled workers)?
- What are the risks or threats for the company if there are no changes (e.g. shortage of skilled workers, loss of market segments)?
- How do various stakeholders (e.g. the management, employees, business partners, the works' council) have to be involved in the project? To what extent can they exert an influence on the process and

The following **data sources** can be consulted during the actual analysis:

- a) Context or situation analysis and market analyses;
- b) Internal strategy document and discussions (vision, mission, corporate mission statement, strategic goals, management reviews, quality management system, procedural landscape and individual processes relevant to personnel, documents for personnel development, etc.);
- c) Company statistics and their evaluation (e.g. age structure analyses, distribution of the sexes in the individual company divisions, sickness absence statistics) as well as employee questionnaires and workshops;
- d) Results of evaluations (e.g. self-evaluation and audit), benchmarks and self-assessment instruments.

These data are supplemented by information on the competitive situation and requirements are derived for changing corporate policy, especially personnel policy. International and national standards can be used or there can be a comparison with internationally valid standards for the conduct of companies (e.g. European principles, the requirements of international conventions, ISO and OECD guidelines on the social responsibility of companies).

Implementation methods can be:

- Strategy workshop
- Future workshop
- Staff surveys (personal, with the help of questionnaires), etc.

Current and prospective requirements are developed and fields of action identified from the analysis of the internal and external starting position.

4.3 Strategy Development Process

The motives for strategy development processes in small and medium-sized enterprises can be very different. Market changes, an expansion of the business fields, necessary innovation processes or the introduction or continuing improvement of a management system are associated with personnel policy questions. Quite often strategic concerns are introduced by recognised risks or problems that have already occurred.

In view of the specific need for company action and the complexity of the associated specific interdependencies, it is always necessary to have a targeted change process with appropriate and carefully planned steps as well as a longer-term focus. General planning and implementation principles can be specified as factors for success. These include:

- a) Visible and committed involvement of the management;
- b) Graduated involvement of participants and those affected;
- c) Consistent process orientation;
- d) Holistic approach;
- e) Target-oriented analysis;
- f) Realistic resource planning;

- g) Differentiated measures that meet the needs of the company and the employees;
- h) Transparent processes and intensive communication;
- i) Ongoing evaluation.

In addition to the clear positioning of the management, initiating participation of those involved at an early stage is decisive. Only in this way is the change process supported on a broad basis and at the same time a collective learning process initiated and encouraged.

A strategy development process can be broken down into several process stages relatively independently of the scope of the planned changes



4.4 Developing and Communicating Guiding Principle and Strategic Goals

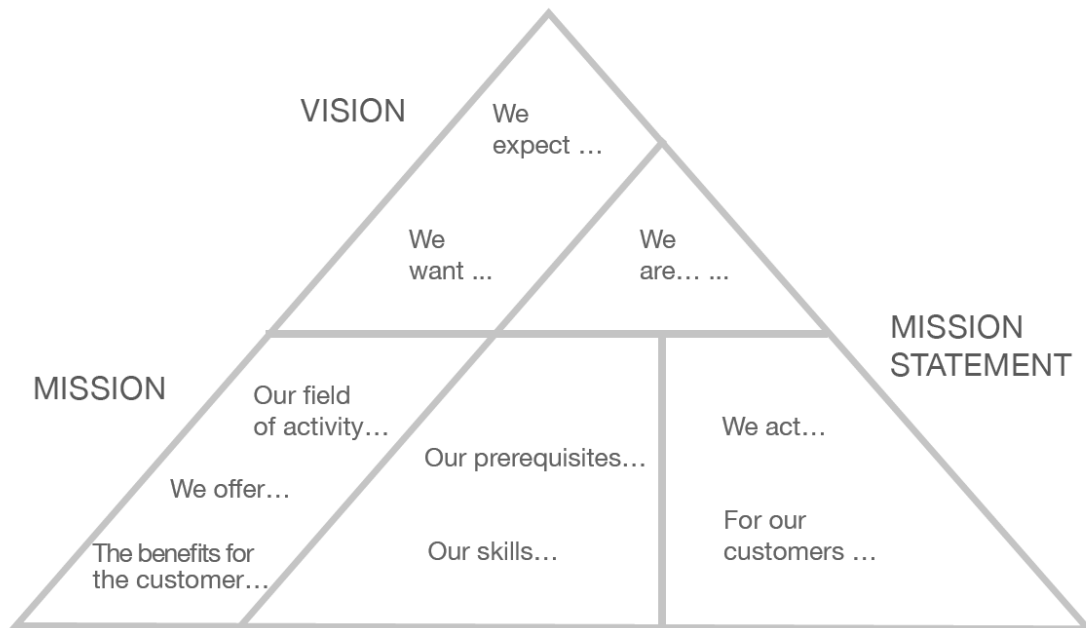
Based on the actual analysis possible fields for action and options for action can be derived that are evaluated on the basis of selection criteria (e.g. effects on the quality of the products and services, cost-benefit comparison, potential for innovation).

Setting priorities helps to specify time horizons and to plan resources. It must also be considered which measures need to be implemented quickly and which change processes can be realised more in the medium to long-term.

It is important to set primary orientation points from the outset. To do this, it makes sense to develop a pyramid of goals with which the consistency of the goals can be ensured.

In line with the recognised general development trends and the specific fields for action, the vision, mission and guiding principle for a structural change-oriented personnel strategy is then derived.

This mission statement usually contains general principles that refer to personnel work in the whole company. The guidelines derived from this give specific orientation to the individual fields of action in personnel work. In this connection, the guidelines of a structural change-oriented personnel strategy link the economically determined goals (efficiency, profitability and profit) to the interests of the employees (job security, personnel development, equal pay, etc.) and derive principles of personnel work oriented on values.



Developing a mission statement should be designed as a participative process involving employees from various hierarchy levels. The great added value for drawing up a common mission statement lies in the creation process itself. Furthermore, it leads to the opportunity of determining location and participation and thus helps those involved to identify with the company.

Orientation Questions

What do we stand for?

- What basic understanding do the company management, managers and employees have of responsibility for securing the human resources in the company?
- Which human image predominates?
What weight do we attach to the employees' interests?

What do we want to achieve?

- To which basic principles should a structural change-oriented personnel strategy be aligned?
- Does this orientation concur with the prevailing corporate culture?
- What concrete added value should the planned change process generate to achieve the corporate goals (indicator of success)?

How do we want to achieve this?

- Which concrete measures and attitudes ensure managerial responsibility?
- How can participation of employees in the change process be achieved?
- What central factors influence the employees' motivation and employability?
- Are all relevant areas of action portrayed?

Comprehensibility, emotional impact, the potential for motivation and the ability to integrate are essential requirements when formulating the mission statement and the guidelines.

Orientation Questions

- Is the wording authentic? Does it correspond to the corporate culture and the character of communication in the company?
- Have the guidelines been kept general enough?
- Do the guidelines and goals completely portray the personnel strategy?
- Have the guidelines been given a perspective?
- Are the strategic goals realistic and achievable?
- Have the strategic goals been worded specifically?
- Is it easy to understand why specific fields for action and measures have been selected in the stated priority?

The proposal for the mission statement and the guidelines drawn up in participation are then agreed with the company management.

4.5 Operationalising Goals and Drawing up a Specific Plan of Action

In this process particular importance is attached to the formulation of measurable goals for the individual measures. In addition to a clear orientation towards the result to be achieved, goals help to reduce the complexity of scope for action and develop appropriate measures. The more clearly the goals are formulated, the more stringently the fields for action and specific implementation measures can be aligned. They should be **SMART**:

S	specific	formulate as specifically as possible
M	measurable	specific criterion for success
A	attractive, achievable	take account of personal interests
R	realistic	do not make excessive or insufficient demands
T	timely	time frame with a target date

When using external consultants, if the measures and goals are laid down clearly it is possible to state the consultation job more precisely and derive criteria for success.

The fields for action specified in the guidelines then have to be broken down into concrete measures. The written result is the plan of action, which contains a clear declared order for the project group(s), definition of the results, scheduling, specification of the resources and the specific nature of the monitoring process to be implemented.

Furthermore, instruments and methods of project and quality management must be laid down in the plan of action, with the help of which the change process is to be systematically implemented and secured in terms of quality.

4.6 Concepts and Process Redesign

The contents of the concepts and processes concern all fields of personnel management, development and administration. Specific fields of action and criteria, measures, methods, indicators and tools for structural change-oriented personnel strategy are described in Chapter 3.

Drawing up the concepts and processes and implementing a modern personnel strategy is linked to the use of adaptable methods. In small and medium-sized companies these instruments are often not known or there is a lack of experience in implementing them. This is where expert external advice and support can give help.

The desired changes and the redesigning of the processes are drawn up in project teams, possibly involving external advisors, and prepared for a decision. Concentration on essentials and alignment to the strategy documents are important. Possible alternative solutions should particularly be identified and evaluated.

Personnel development concepts that can be continuously updated are recommended. This ensures the necessary stability and familiarity of the employees with the concept on the one hand and on the other the continuing possibility for improvement, fed from various sources, such as the annual staff appraisals. Analogously, this also applies to the processes relevant to personnel, embedded in the consistent procedural landscape of a management system.

When designing processes, it must be remembered that:

- a) There is a focus on „core processes“;
- b) Processes are streamlined or simplified, which includes reduction of the representation complexity of the necessary processes;
- c) Processes are clearly separated from each other and the interfaces between the processes are clearly defined;
- d) The resources required for dealing with the processes are optimised;
- e) Too complex or inefficient processes are avoided;
- f) The number of people involved in the process remains manageable;
- g) Excessive durations in individual processes are avoided and
- h) Alignment of the processes to the benefit of employees and the benefit of the enterprise is guaranteed.

5 Guidelines for the selection of human resources development consultants

5.1 Introduction (Scope)

In the realization of a human resources development strategy some enterprises choose to rely on their own personnel but some use the services of external consultants. The selection of a consultant by an enterprise is important for ensuring that the resulting human resources development (HRD) is capable of meeting the organization's planned objectives in the most efficient and effective manner. Even when using the services of a HRD consultant, the involvement and commitment of the organization's top management are key factors for a successful HRD.

This document aims to provide guidance on the factors to be taken into consideration when selecting a HRD consultant. It can be used by enterprises in the selection of a HRD consultant who is able to meet their specific needs, expectations and objectives in the realization of HRD strategy. The recommendations are based on ISO 10019²⁵ and other normative documents by ISO²⁶, CEN²⁷ and DIN²⁸. These more general recommendations are adapted to the requirements of HRD.

It gives guidance on the process for evaluating the competence of a HRD consultant and provides confidence that the organization's needs and expectations for the consultant's services will be met.

HRD is a process of establishing, documenting, implementing, maintaining and continually improving human resources. It can include the following:

- a) Identifying the processes needed for a HRD and their application throughout the enterprise;
- b) Determining the sequence and interaction of the identified processes;
- c) Determining criteria and methods needed to ensure that both the operation and control of the identified processes are effective;
- d) Ensuring the availability of resources and information necessary to support the operation and monitoring of the identified processes;
- e) Monitoring, measuring and analysing the identified processes;
- f) Implementing actions necessary to achieve planned results and continual improvement of the identified processes.

5.1.1 Input to the selection process

Enterprise needs and expectations

When selecting a HRD consultant, the enterprise should identify its needs and expectations of the HRD consultant, based on its overall objectives for the realization of a HRD strategy.

²⁵ ISO 10019:2005 Guidelines for the selection of quality management system consultants and use of their services

²⁶ EN ISO 19011:2011 Guidelines for auditing management systems

²⁷ CEN GUIDE 14 Common policy guidance for addressing standardisation on qualification of professions and personnel, 2010-04-21; CEN Workshop Agreement CWA 16275 Guidelines for the selection of consultants advising SMEs on integrated quality, environment, health and safety management systems, March 2011

²⁸ DIN PAS 1029:2008 Authority field Single-Coaching

Top management should be involved in the process of evaluation and selection of the HRD consultant.

Role of the consultant

The selection process should take into account the role of the consultant in HRD. The consultant's role generally includes the following:

- a) Assisting the enterprise to ensure that the design and the implementation of the HRD strategy is suited to the enterprise culture, characteristics, level of education and specific business environment;
- b) Illustrating the concepts concerning HRD in a clear and understandable way throughout the enterprise, paying special attention to the understanding and adoption of criteria for a HR strategy oriented towards structural changes, including equal career opportunities to women and men;
- c) Communicating with all relevant individuals, at all levels, involving them actively in the HRD strategy realization to keep communication lines open between the HRD function and individuals and groups both within and outside the enterprise;
- d) Advising and supporting the enterprise in identifying the appropriate processes needed for its HRD and defining the relative importance, sequence and interaction of those processes;
- e) Assisting the enterprise in identifying needs for documentation essential to ensure the effective planning, operation and control of its processes;
- f) Evaluating the effectiveness and efficiency of the HRD processes to stimulate the enterprise to look for opportunities for improvement;
- g) Assisting in promoting a process approach and continual improvement of the HRD within the enterprise;
- h) Assisting in identifying the training needs to enable the organization to maintain the HRD;
- i) Assisting the organization, where applicable, to identify the relationship between its HRD and relevant other management system components (e.g. environmental or occupational health and safety) and facilitate the integration of such systems.

5.1.2 Evaluation of the competence of the consultant

When evaluating the competence and suitability of a consultant, due consideration should be given to

- a) Personal abilities (see 5.2);
- b) Knowledge and skills necessary to meet the enterprise overall objectives for the HRD (see 5.3, 5.4 and 5.5);
- c) Work experience (see 5.6), and
- d) Ethical behaviour (see 5.8).

According to the requirements described above, the selection of the competent HRD consultant may be carried out by SME. In the same way a third-party independent certification

body of personnel (operating in conformity with EN ISO/IEC 17024²⁹ and under the national accreditation) may certify the competence of an HRD consultant. In this case the HRD consultant should ensure also a proven continued professional development.

5.2 Competence of the consultant

5.2.1 General

When selecting a HR consultant, the enterprise should evaluate whether the consultant maintains the competence appropriate to the scope of the consulting services to be provided.

Whereas “competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.”³⁰

5.2.2 Personal abilities

Personal abilities contribute to the successful performance of a HR consultant. A quality management system consultant, generally, should be

- a) Ethical: fair, truthful, sincere, honest and discreet;
- b) Observant: constantly and actively aware of organizational culture and values, physical surroundings and activities;
- c) Perceptive: aware of and able to understand the need for change and improvement; as well as to act as an internal change agent and consultant;
- d) Versatile: able to adapt to different situations and provide alternative and creative solutions to initiate change and act as an expert and facilitator;
- e) Tenacious: persistent, focused on achieving objectives;
- f) Decisive: capable of reaching timely conclusions based on logical reasoning and analysis;
- g) Self-reliant: able to act and function independently while interacting effectively with others;
- h) Communicative: able to listen to, and effectively interface with, all levels of an organization, confidently and with sensitivity to its culture;
- i) Practical: realistic and flexible with good time management;
- j) Analytical: to evaluate the impact of an HRD intervention;
- k) Accountable: able to take responsibility for his/her own actions;
- l) Facilitative: able to assist an organization's management and employees through the HRD realization.

²⁹ EN ISO/IEC 17024-2012 Conformity assessment - General requirements for bodies operating certification of persons

³⁰ GLOSSARY - RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning: Definitions; <http://www.eucen.eu/EQFpro/GeneralDocs/FilesFeb09/GLOSSARY.pdf> 10.10.2015)

5.3 General knowledge and skills

HR consultants should have the appropriate education needed to acquire the knowledge and skills relevant for the consulting services to be provided.

The evaluation should be based on the examination of objective evidence and can include the following:

- a) Consultant's professional certifications and qualifications;
- b) References from previous assignments;
- c) Publication of books and articles dealing with the management of quality;
- d) References about professional ethics;
- e) HRD strategies or documentation developed by the consultant;
- f) Interviews with organizations that have used the consultant's services;
- g) Length of time of assignments over which the consultant's professional experience was acquired;
- h) Experience with, and knowledge of, similar organizations;
- i) Interviews with the consultant to evaluate competence.

In the formal education system a HRD consultant should at least hold a degree in ISCED level 4 plus a short-cycle tertiary general and vocational qualification in ISCED level 5. However, this requires an extended work experience (see below).

Usually the HRD consultant should hold a degree in ISCED level 6 to 8.

No.	ISCED level
4	Post-secondary non-tertiary general and vocational education
5	Short-cycle tertiary education
6	Bachelor or equivalent
7	Master or equivalent
8	Doctoral or equivalent

Source: International Standard Classification of Education 2011, UNESCO

In accordance with the European Qualifications Framework (EQF) the qualification of a HRD consultant shall be aligned usually with EQF level 6 to 8 at least with EQF level 5.

In case he/she has not graduated in a HRD specific subject the consultant, prior to starting the consulting activity, should obtain HR training of at least 180 hours. The training has to be recognized by governmental authorities or learning service providers certified against ISO 9001³¹ or ISO 29990³² from an accredited certification unit.

Descriptors defining levels in the European Qualifications Framework (EQF)

³¹ ISO 9001:2015 Quality management systems — Requirements

³² ISO 29990:2010 Learning services for non-formal education and training — Basic requirements for service providers

Level	Knowledge	Skills	Competence	Example
4	Factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Abitur, Matura, vocational school
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others	(UK) HNC, HND, Foundation Degree; short course of studies
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups	Bachelor Degree, Graduate Diploma, vocational university German State-certified Engineer, Business Manager and Designer (Fachhochschule), German Meister and State accredited Technician; State accredited Educator
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	University Diploma, Master, Postgraduate Certificate
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	Doctorate, PhD,

Source: RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, Official Journal of the European Union 2008/C 111/01, 6.5.2008; see also Wikipedia: Europäischer Qualifikationsrahmen,

5.4 Knowledge and skills specific to HRD

5.4.1 General HRD methods and techniques

HR consultants should have knowledge of, and be able to apply, appropriate HRD methods and techniques. The following list indicates such fields where the consultant's experience and ability may be valuable:

- a) Team work techniques; to facilitate the development of various organisational teams and their working relationship with other teams and individuals;
- b) Continual improvement methods and techniques;
- c) Policy deployment methodology to provide co-ordination and support services for the delivery of HRD programmes and services as well as their implementation;
- d) Process approach and process mapping techniques;
- e) Problem solving techniques to solve problems of overall human resource management and long-term organizational planning;
- f) Techniques for mediation to play the role of a peacemaker during disputes, conflicts between individuals and groups or management;
- g) Techniques for monitoring employee satisfaction;
- h) Auditing methodologies and techniques to diagnose problems and to determine appropriate solution particularly in the human resources areas as well as to evaluate the impact of an intervention;
- i) Techniques to analyse how HRD has improved individual or organisational performance.

5.4.2 HRD relevant knowledge

Knowledge to plan, develop, and administer policies and programmes designed to make expeditious use of an organisation's human resources.

Knowledge of the following human resource functions:

- a) Human Resource Planning;
- b) Job Analysis;
- c) Recruitment and selection of the human resources (Staffing);
- d) Orientation for new employees;
- e) Training and Development;
- f) Performance Appraisal;
- g) Career Planning;
- h) Benefits and Compensations;
- i) Trade Unions;
- j) Personnel Record-keeping;

- k) Personnel Research.

5.5 Knowledge and skills specific to the organization

5.5.1 Statutory and regulatory requirements

Knowledge of statutory and regulatory requirements relevant to the organization's activities and to the consultant's scope of work is essential for HR consulting. However, HR consultants should not be expected to have experience of the application of this knowledge prior to initiating their services.

5.5.2 Product, process and organizational requirements

HR consultants should have a reasonable knowledge of the organization's products, processes and customer expectations prior to initiating their consulting services, and should understand the key factors relevant to the sector in which the organization operates.

They should be able to apply this knowledge as follows to understand:

- a) The key characteristics of the organization's processes and related products;
- b) The sequence and interaction of the organization's processes and their effect on meeting product requirements;
- c) The terminology of the sector in which the organization operates;
- d) The nature of the structure, functions and relationships within the organization;
- e) The strategic linkage between business objectives and competence resource needs.

5.5.3 Management practices

HR consultants should have knowledge of relevant management practices to understand how the HR management integrates and interacts with the overall management system of the organization and how it will be deployed to secure the objectives of the enterprise.

In some cases, additional competencies can be required to meet the organization's needs, expectations and overall objectives for its HR management, such as business and strategic planning, risk management, and business improvement tools and techniques.

5.6 Work experience

The HR consultant should have relevant work experience in managerial, professional and technical aspects of the consultant services to be provided. This work experience can involve the exercise of judgement, problem solving and communication with all interested parties.

Verifiable references to past work experience and achievements are important and should be made available to the organization.

The consultant's relevant experience can include a combination of some or more of the following experiences in:

- a) Practical work;
- b) HR management;
- c) Providing consultant services;

