

HUMANE Seminar, University of Amsterdam

Farewell HR, hello
people

Workshop notes



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LEARNING POINTS: 1

- The importance of how talent is viewed by the org.
- Many points of recognition through listening to speaker.
Concerning own institution.
 - recruitment through videogames/technology
 - identifying new skills if not follow rules
 - interesting to use tech tools for recruitment.
 - the fact that some factors are being put aside such as university or graduation.
- Would the video-game tool work for faculty/senior research positions? More research on this is needed. How is this assessed?
- Change from 80's Bell Chart / the philosophy on how to treat staff based on their performance.
- Is talent genetic or learned and developed.
- Let staff to learn by adaptation, through experience, lose control, ~~and~~ accept that something else may work better or the same.
- We should ~~the~~ give trust.
- Method of coaching.
 - Not sure if it always works
 - Not telling them what to do always.
 - Not control them but have a reference point, otherwise there will be mistakes. →
 - To what the impact may be.
 - To work must have the rules + procedures.

LEARNING POINTS 2:

— X-Model → alignment of needs^{meeting} of org and staff.

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- Selection process
Use of filters to get top candidates
- identify criteria
- performance domain
- Autonomy ↔ performance indicators
- Career ladder vs career lattice
- Onboarding → use the time between contract signing & 1st workday
- Situational leadership (not only at work!)
- external vs. internal locus of control



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- TALENT MANAGEMENT & LEGAL COMPLIANCE
 - ~~MAIN~~ INVOLVING CHIEF OFFICERS IN ~~THE~~ RECRUITING PEOPLE
 - EMPLOYER BRANDING & TALENT ATTRACTION
 - DO GOOD JOB DESCRIPTIONS & USE APPROPRIATE CHANNELS.
 - DEFINE YOUR VISION ABOUT ^{WHAT IS} TALENTⁿ, REFERRING TO YOUR ORGANISATION
 - TALENT _{RECRUITING} → DIVERSITY AS OPPORTUNITY AND ALSO AS CHALLENGE
-
- MANAGING PROFESSIONALS. MISSION IMPOSSIBLE?
 - FIT BETWEEN PERSONAL PASSIONS AND THE MISSION OF ~~THE~~ COMPANY.
 - LEADERSHIP STYLE
 - PERFORMANCE MANAGEMENT (TOP-DOWN vs BOTTOM-UP)

- Finding the intersection of individual + organizational motivation.

- knowing what motivates people can be difficult

- Fishbowl method → useful tool we will use!!

- 2-Sided learning (mother + child)

- This

- Take
wh

- Not

- Setting

- Increasing
Some

- Think 'outside the box' about insurgent talent.
- Talent Philosophy - knowing what you want first
- Not working in isolation
- Setting realistic career aspirations for Ptds.
- Increasing competition for some types of roles



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big
3. also

end

GROUP 5

EFMD

- TO CREATE A talent RoadMAP
- Employer branding in international context / Employee value proposition

2. Leuven University

- "Philosophy of talent"
- How "to tap" and discover "internal" talent?
- How to define "talent" and "excellence"?

3. IMEC

- The effectiveness of ~~Feedback~~
- Alignment of 'personal' & 'organizational' ^{goals}
- A 'complete' & 'mature' HR ^{system}
- The 'MAGIC' of onboarding

4. Hudson

- Victim or taking control
- The power of a coaching leadership style
- Fishing Bowl: If you're a fish, do you know that there's more than water?



g a "good" score → no
real differentiation
ad reduction (for
quisition = more work)
message teaching unimportant

→ Low Skill
→ "PAPERWORK"
↳ (poor

INTERESTING QUESTIONS ABOUT TALENT
How can we recognize the talent?

TARGETING DIFFERENT PROFILES WHEN
⇒ LOOKING OUT OF THE BOX RECRUITING

HOW IS TALENT?

IT IS ALLOWED TO MAKE MISTAKES TO LEARN

DIFFERENCE ACADEMICS ↔ SUPPORTIVE STAFF

KEEP IN MIND PERSONAL AMBITIONS/
PASSION

↳ DIALOGUE!



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What does talent means
our organization? (philosophy)

Experience in knowledge ^{which} ~~into~~ org-
anizations? How to define so that all
other don't think that they are not important

Compensation in talent attraction

Personal development plans ^{are}
(career roadmaps (also ^{outside} university))

Talent pools ^{globally} → we should recruit outside
our "normal" circles / preferences

Motivation, ~~making~~ emphasis on the
future and not too much on the past

What individual wants? ^{what organization}
wants

Talent today vs. to maximize
our flexibility



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Dialogue (Individual & Organization)

→ balance

- what do you value (fit of your values), why you want to work here
- Rules kills passion in knowledge intensive organizations
- coaching, giving people time and trust
 - can I fail? is it a safe environment
 - let's try & learn!
- "seeing the same" in different ways



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- talent Mgmt → forced ranking culture
- organizational choices → talent
- inclusiveness as pitfalls of mediocracy
- how to define "talent"
- learning requires disruption of habits
- artificial movie / not realistic

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- team performance
vs.
individual performance

- Is it a question of inclusive
vs exclusive?

- philosophy

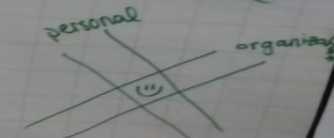
- talent + language issues

- data driven search for
talents

- how do you build a
talent culture?

- Freedom vs control
and leadership.

- Who is the mother? (HR? manager? organization?)



- How we can measure talent?
 - Everybody has talent - how to correctly use it?
 - Managers role in talent management process
 - Legislation restrictions for people mobility
 - Different budget levels for universities
 - Different mentalities
 - How long talent can survive in one position?
 - How to motivate talented people to share their knowledge
 - How to decrease the workload of talented staff?
-
- From systemic perspective:
leader should create sustainable environment
when system works without manager
 - From employee perspective:
feeling of security to be supported when
needed



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A/ 1- Performance Management should not stop at the evaluation stage

2- A too soft and long approach to underperformance

B/ 1- Add in achievements on how you achieved the KPI's, not just that you achieved them

2- Improved guidance relating to how manager + subordinate agree to KPI's + performance plan

3- A greater focus on non-financial rewards

C/ barriers

- too large teams to allow manager to do effective performance management

- not all managers are competent at performance management

- leaders who are not interested in performance management

- Evaluation rankings
 - ↓ Focus more on personal strengths and complementing the team.

- Selection process - a lot of focus on formal merits/CV
 - ↓ Focus more on future goals, ^{personal} skills

More • testing EG/IG

Getting to know our people

- More collaboration between subjects/Special areas

Barriers • Lack of time for collaboration

Lack of incentive/recognition

Doesn't fit with the Strategic ^{plan} quantore



human

a lot
merits/CV
personal
Skills

people

between

collaboration

ve/recognition

Strategic plan
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PERFORMANCE MANAGEMENT

Should be banished:

1. everyone getting a "good" score → no real basis, no real differentiation
2. no teaching load reduction (for
↓ big grant acquisition = more work)
3. also not: giving message teaching unimportant

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PERFORMANCE MANAGEMENT

BARRIERS:

- LACK OF KNOWLEDGE OF THE FIELD OF RESEARCH/TEACHING
- NO SHARED DEFINITION OF TALENT: WHAT IS IT?
- HOW TO BENEFIT FROM HR? PROFESSORS DON'T KNOW...

3. Academic tradition that performance issues are not tackled
- Legislation
 - Lack of leadership

BARRIERS

- I unnecessary "scaling / ranking"
- II Hard TARGETS
- III Stop measuring by checking list "working"
- IV "Bad" leadership

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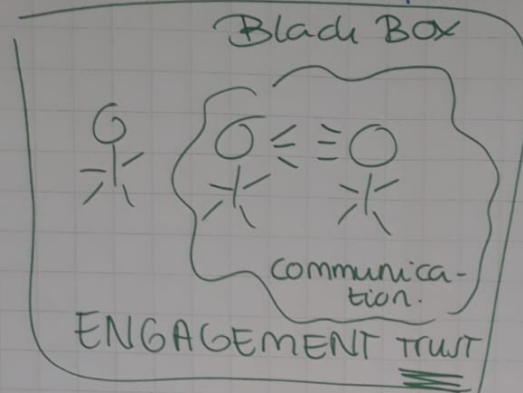
ELEMENTS TO BANISH:

- SEEING THE FRAMEWORK ONLY OF USE FOR POOR PERFORMANCE (vs stimulating Good performance)
- LOW SKILL LEVELS IN DELIVERING FEEDBACK
- "paperwork" INVOLVED AS AN OBSTACLE
↳ (poor exchanges)



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PERFORMANCE MGMT.



HR expert

individual < > Team
manage < > leadership
Target < > ambition
SHORT term < > long term.

new systems
financial....
OR.

individual

Team

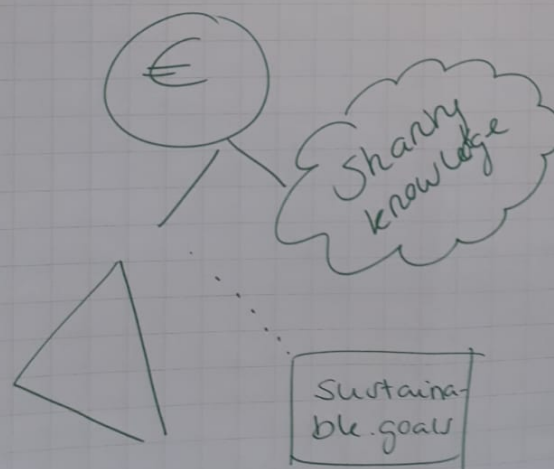
Department.

university

alignment

?

Rewarding System



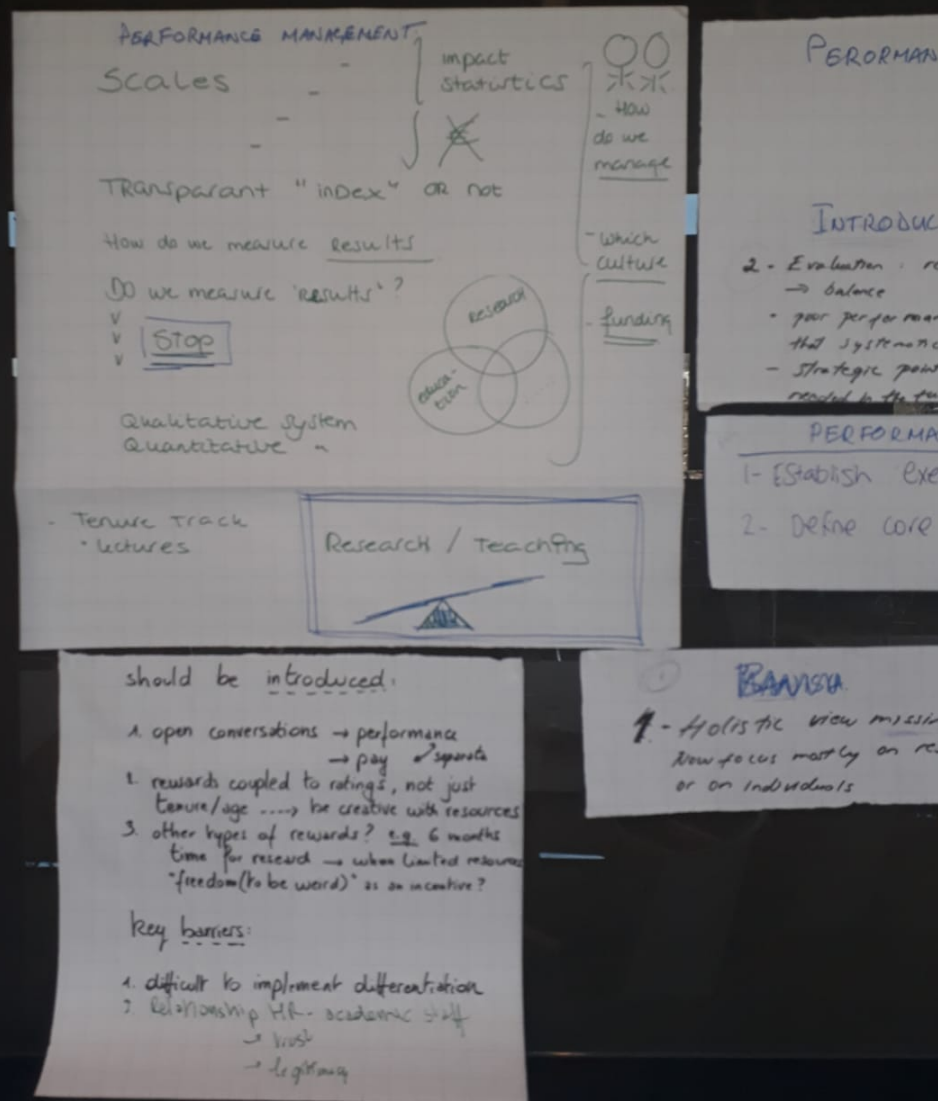
REvolu-
tion

and
coffee break

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PERFORMANCE MGMT.

INTRODUCE

- 2 - Evaluation : research vs. Teaching
→ balance
- poor performance → how to manage that systematically
- Strategic point of view → what is needed in the future vs. what we have now

PERFORMANCE MGMT.

- 1 - Establish executive level buy in + commitment
- 2 - Define core competencies of talent

1 - Holistic view missing.
Now focus mostly on research or on individuals

ELEMENTS TO INTRODUCE

- GOOD ~~PROCESSES~~ ^{DEFINING} job description / vacancies → EXIT + STAY INTERVIEWS
- CLEAR PICTURE OF WHAT GOOD PERFORMANCE IS AND WHAT GOOD LEADERSHIP IS
- ALIGNMENT OF THE ENTIRE SYSTEM
- TEAM PERFORMANCE : PART OF IND. RATING + HOW TO RATE?
- 360° → OPTIONS → culture push → BROADEN SCOPE
- USE ONBOARDING TO SET THE SCENE (expectations)



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— D MODEL/EXAMPLE BEHAVIOUR BOARD + DEANS

BARRIERS



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- ① Common language needed
 - leadership understanding
 - leveraging HR expertise
 - understanding of HR
 - unclear who 'owns' the HR strategy
 - Lack of definition of management

- ② No agreed definition of what talent is
- 2- Lack of commitment in managing underperformance
- 3- How to combine KPIs at different layers - i.e. - individual, team, multi disciplinary . . .

BARRIERS

- Implementation
US vs. THEM
- Compliance with legislation
Culture
- Academic vs PS. staff
Culture in Talent Management
- Measurement of performance
How / who