

DBA MiCE

Dr. David Griffiths
david.griffiths@sm.uwtsd.ac.uk



Create a profile on
LinkedIn & Twitter: Join
the LinkedIn HR Group
(#1 HR Group) - Follow
@kmskunkworks



Something you
would like to know
about me...



Something you
would like to share
about you...



You are not alone!
We are in this together!

Understand this and you will be a #rockstar!



Peter Cheese (CIPD CEO):

"Some say that content is king, but context is kingdom."

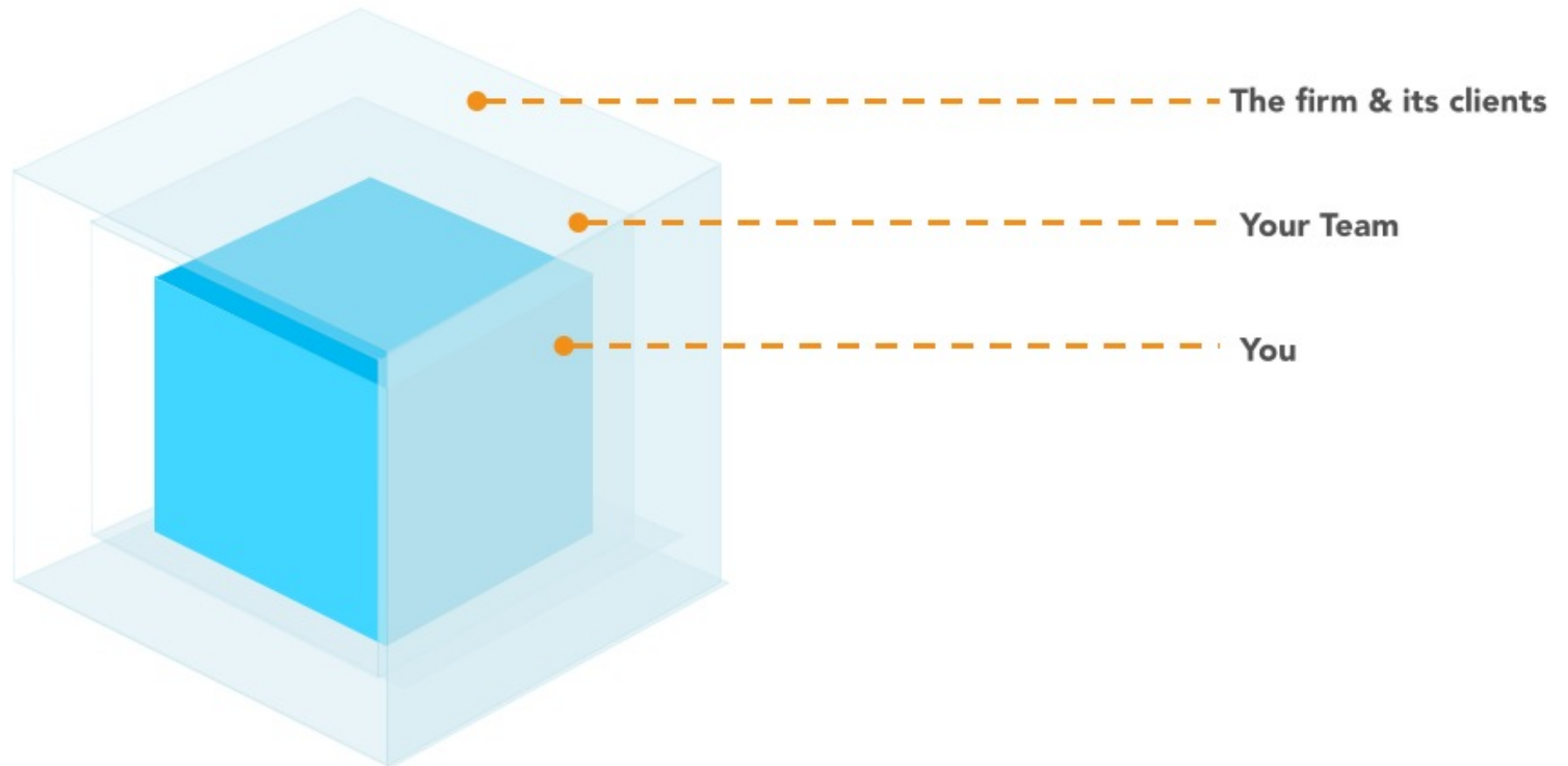
Management, October 2012

Your Team

The Org.

The wider world

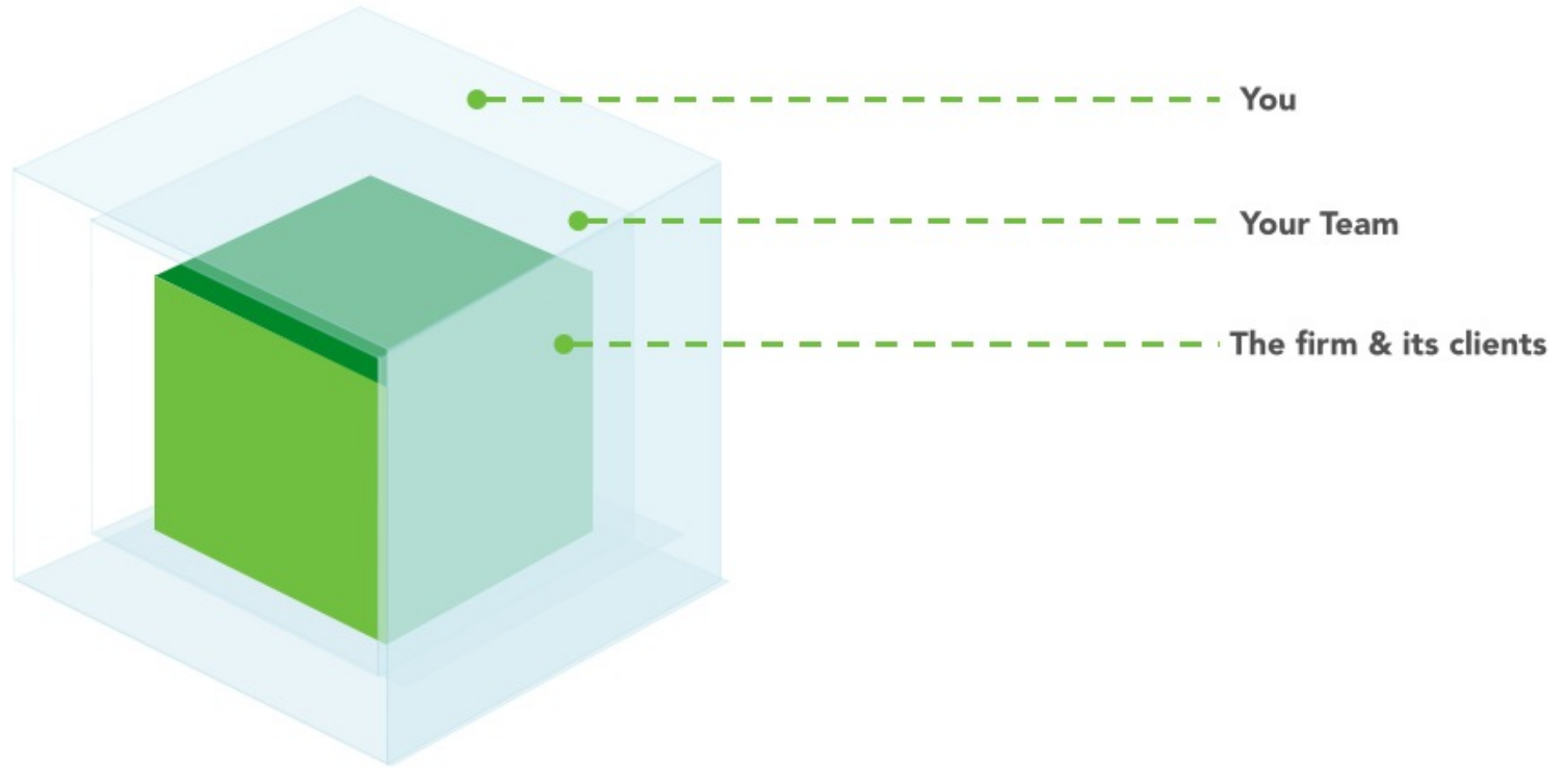
Critical Thinking: The limited thinker



Limited Thinking

The individual places him or herself at the centre of the world. Problems, decisions and actions are viewed through this lens and the potential impact, results and return from a given action too often fail to consider the whole. This means that thinking is often limited and less valuable.

Critical Thinking: The deep thinker



Deeper Thinking

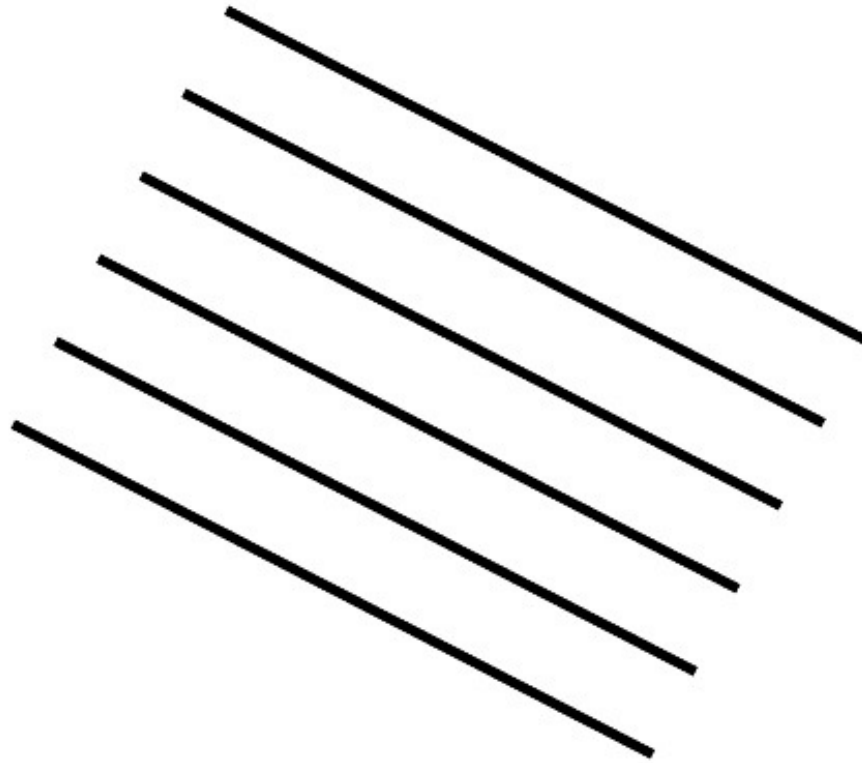
The individual places him or herself away from the centre, using the views of others as a way to observe a problem. Problems, decisions and actions viewed through this lens allow a richer picture of results, impact and return to be obtained.

3 Views on a problem

[allocated time to complete - 5 minutes]

The solution...

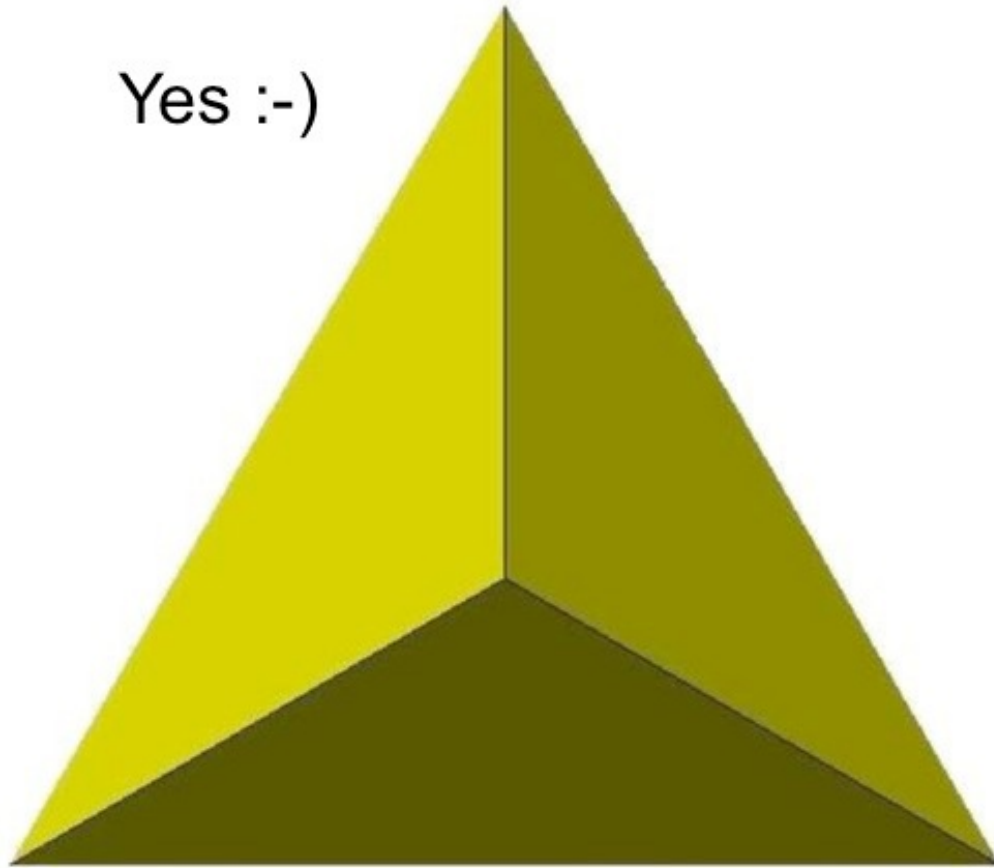
Using 6 matchsticks of equal length, create 4 equilateral triangles. All 4 triangles have to be the same size, and the sides of each triangle have to be one matchstick long



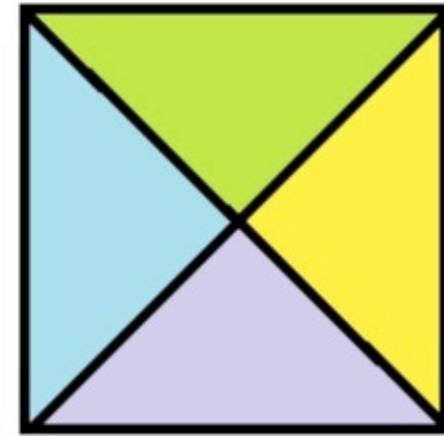
3 Views on a problem

The solution... Did you think of building a pyramid?

Yes :-)



Note: this was about creating 4 equilateral triangles. If you created 4 right angled triangles, you got it wrong.



Sorry,
no :-)

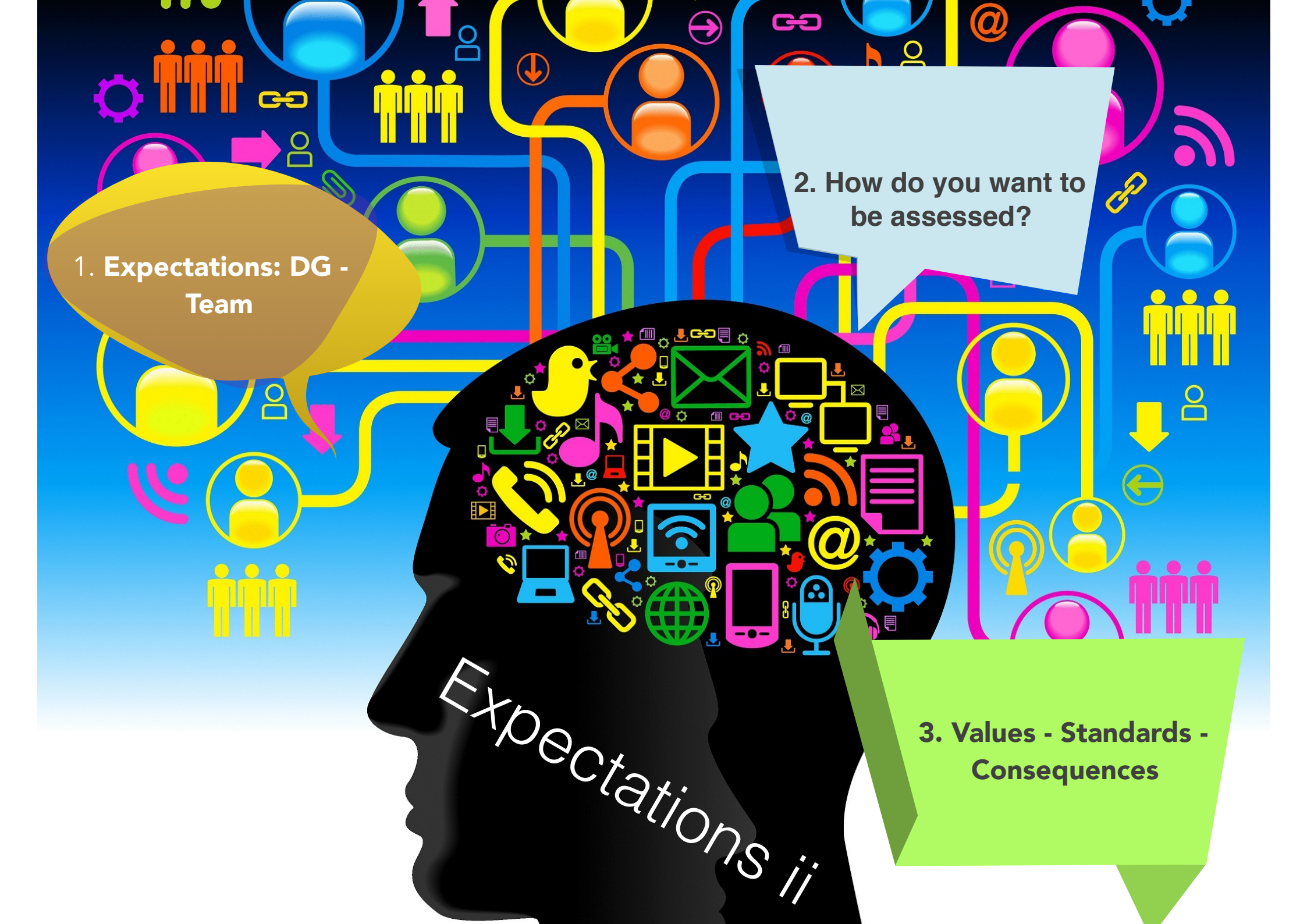


1: What do you want to know?

2: Why do you want to know it?

3: How do you want to learn?

Expectations i



1. Expectations: DG - Team

2. How do you want to be assessed?

3. Values - Standards - Consequences

Expectations ii

A person with long hair is sitting on a wooden pier, looking out at a sunset. The sun is low on the horizon, creating a bright orange glow that fills the sky and reflects on the water. The person's silhouette is dark against the bright light. The sky is filled with soft, white clouds. The water is calm, with a few small boats visible in the distance. The pier is made of wooden planks and extends from the foreground into the water.

**“TELL ME AND I’LL FORGET, SHOW ME AND
I MAY REMEMBER, INVOLVE ME
AND I’LL UNDERSTAND”**

OLD CHINESE PROVERB

Learning Agility Signifiers...

a. Innovating:

Learners are not afraid to challenge the status quo

b. Performing:

Learners remain calm in the face of difficulty

c. Reflecting:

Learners take time to reflect on their experiences

d. Risking:

Learners purposefully put themselves in challenging situations

e. Defending:

Learners are simply open to learning and resist the temptation to become defensive in the face of adversity

Mitchinson & Morris (2012)

Centre for Creative Leadership (Columbia University)

Mitchinson & Morris (2012)
Centre for Creative Leadership (Columbia University)

Innovate 	Challenge the status quo in an attempt to make improvements?	OR	Try to achieve the best with what I have at my disposal?
	Experiment with new ideas and endeavor to find the best solution to each individual problem?	OR	Choose the most readily available solution and move on to the next challenge?
Perform 	Pick up on subtle cues to build a better understanding of the problem?	OR	Trust my intuition to guide me to a solution?
	Stay calm when faced with a challenge or stressful situation?	OR	Use stress as energy to get things done more quickly?
Reflect 	Make time to critically reflect on my experiences?	OR	Move quickly from one task to another in order to accomplish more?
	Examine past failures for lessons?	OR	Put failure quickly behind me in order to focus on the next challenge?
Take Risks 	Volunteer for roles that are ambiguous, new or otherwise challenging?	OR	Take on challenges where I know I can be successful?
	Take enjoyment from struggling with a challenging problem?	OR	Take enjoyment from managing a well-oiled machine?
Defend 	Consider my personal role in both successes and failures?	OR	Take credit for success and quickly make excuses for failure?
	Seek feedback because I need it?	OR	Listen to feedback because others want to give it?

Learning-agile individuals tend to be **more social, creative**, focused and resilient. They are **less interested in accommodating others and are not afraid to challenge norms.**

Mitchinson & Morris (2012)
Centre for Creative Leadership (Columbia University)



Think about
what you are
saying...

STIMULATING CONVERSATION

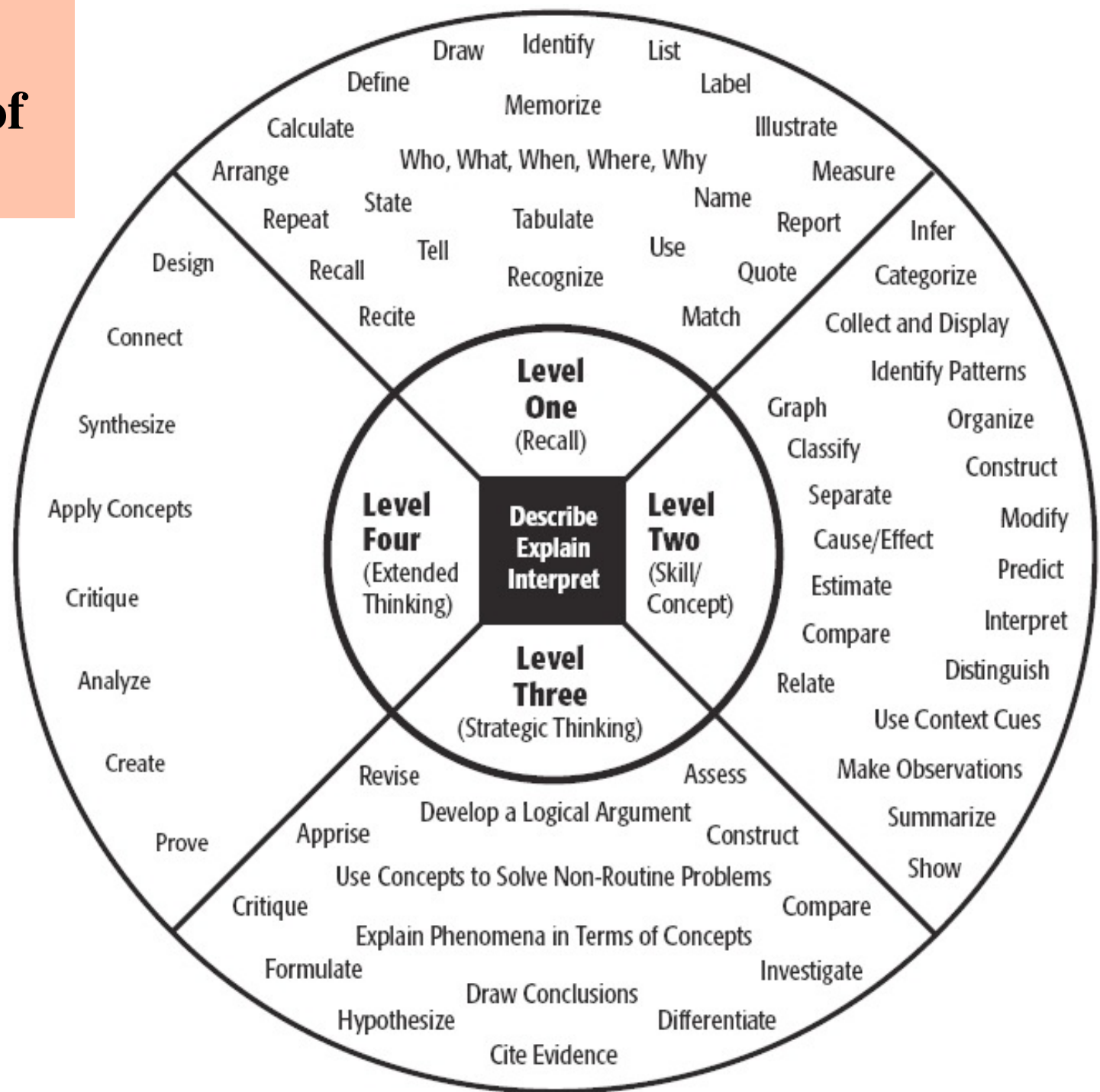
1. **Ask 'what'** instead of 'how' – “what are the key points to come out of the meeting today” Vs “how did the meeting go”
2. Ask an **open question**
3. **Accept what is offered** to you in a conversation – avoid rejection (improv acting)
4. **Ask an interesting question** – “What is the most challenging thing you are facing at work at the moment?” Vs “How are things going at work at the moment?”
5. Use **the power of “If”** – “If I gave you...”
6. Don't ask a question you would not answer yourself

Is curiosity the key?

Curiosity (Lowenstein, the psychology of curiosity):

1. Caused by gaps in knowledge that the individual is motivated to explore
2. The perceived ability of missing information to close the gap - gap needs to feel familiar and small enough to seem achievable (jumping a brook versus leaping the Grand Canyon)
 - i. Pose a question
 - ii. Exposed to a problem (a sequence of events with an anticipated but unknown resolution)
 - iii. Challenge the norm - a position is posed that violates the accepted outcome
 - iv. Social competition - the need to know what someone else knows
 - v. Feeling of familiarity -the challenge feels intimate/close to experience

Applying Webb *et al.*'s (2006) Depth of Knowledge Levels



CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?	How _____? Describe _____? What is _____?		
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?	What differences exist between _____? Can you write a brief outline?		
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?	Do you know of another instance where _____? Could this have happened in _____?		
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.	How does _____ compare/contrast with _____? What evidence can you present for _____?		
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?	What solutions would you suggest for _____? What might happen if you combined _____ with _____?		
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?	Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?		

My expectation: building an argument

1

Claim: We should get an MBA qualification

2

Grounds (evidence): Over 90% of MBA graduates are employed within 3 months of graduation (authority?)

3

Warrant: The MBA develops desirable leadership and management understanding (authority?)

4

Backing: MBAs are easily accessible (authority?)

5

Qualifier: MBAs are good for the vast majority of graduates - most, some, all? (authority?)

6

Counter & rebuttal: Not everyone thinks MBAs are valuable (authority) - However... (authority?)

7

Conclusion: What have you deduced?

Assignment – to be submitted by 28th Nov 2014. Word limit 7,500

You have just been hired as an external consultant by the HR Director at Malaysian Airlines.

The company is experiencing severe turbulence due to events over the last twelve months and has been saved from bankruptcy by the State. The company's Senior Management Team (SMT) has identified a weakness in their ability to make sense of their environment. The SMT also want to develop a more agile or adaptive organisation, though they are not sure what that means in practical terms.

You have been tasked with delivering an evidence-based report that highlights the challenges of the company's external and internal environments, in relation to developing HR capability. The company wants to better understand its starting conditions and how they could impact any potential change programme. In addition they want to better understand what human resource capabilities they might need over the coming 5 to 10 years if they are to become a more agile or adaptive organisation. You have also been asked to produce a list of key recommendations as outputs from your analysis.



***Our case
organisation:
Challenges &
Opportunities**



“Our failure to appreciate new opportunities or threats as a mandate to re-think core processes is profound. Instead we 'pave the cow path' far too often. If we had an aspiration for quality at our core, we would always be looking to do things better. But if we don't, where does that leave us?”

John Bordeaux
(IBM Global Business Services Strategy and Innovation)
USA

» Static or Dynamic?

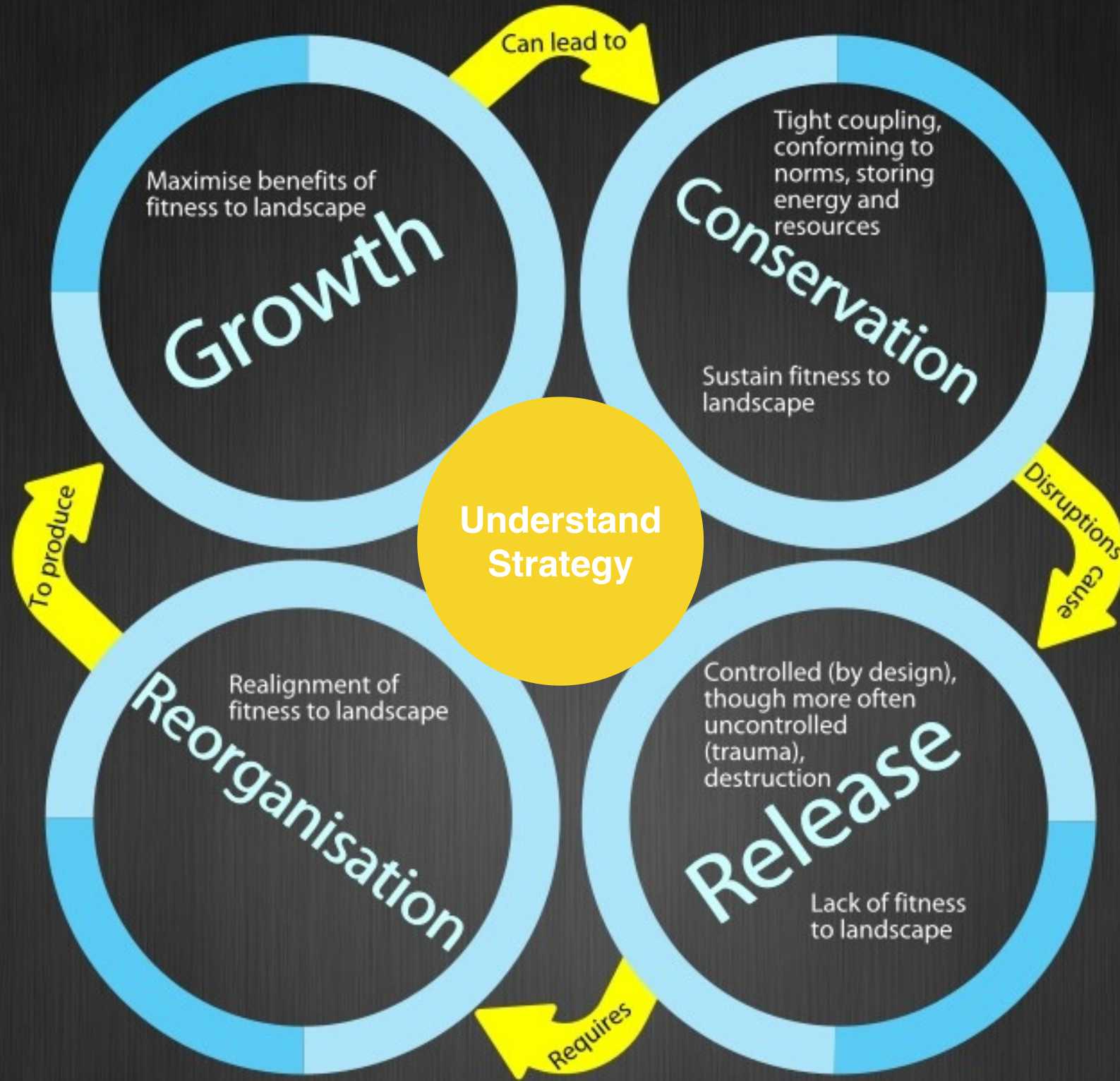
» So what?

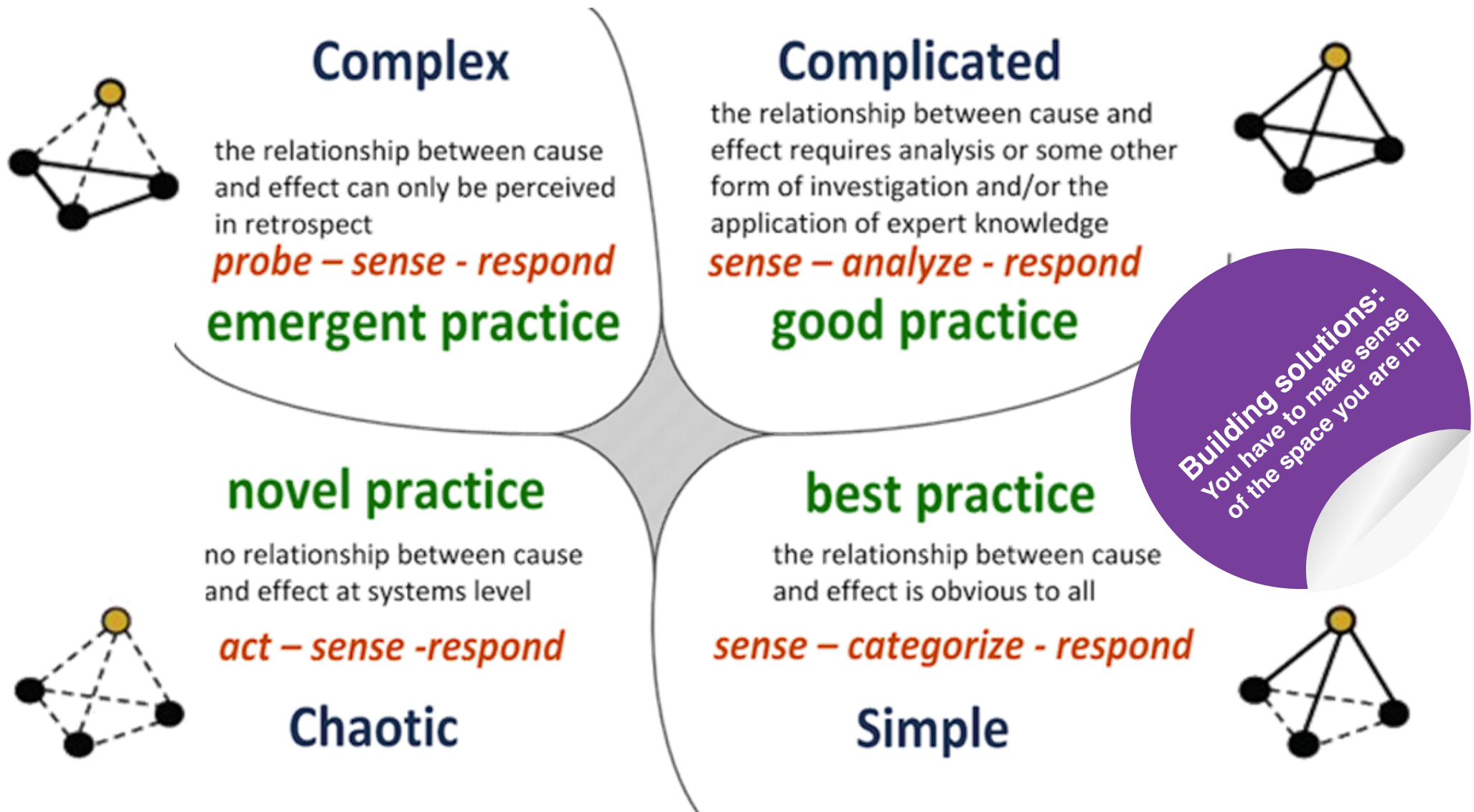
Environmental
forces



The Organisational Adaptive Cycle

Adapted from CS Holling





The Cynefin Framework. Snowden, D.J. Boone, M. 2007. "A Leader's Framework for Decision Making". Harvard Business Review, November 2007, pp. 69–76.

Cognitive-Edge
Cynefin Model

K3
Rumsfeld Conundrum

IRGC
Risk & Stakeholders

Known-Unknowns

Complex

Probe, by engaging all
affected stakeholders to
build rich knowledge
picture & decide way
forward

Known-Knowns

Complicated

Act Quick, use domain
experts to maximise
knowledge & mitigate risk

Examples for
each domain

Consider implications
through wide ranging
engagement

Chaotic

Unknown-Knowns

Enrich established routines
to assess and reduce risk

Simple

Known-Knowns

Have you
considered
risk?



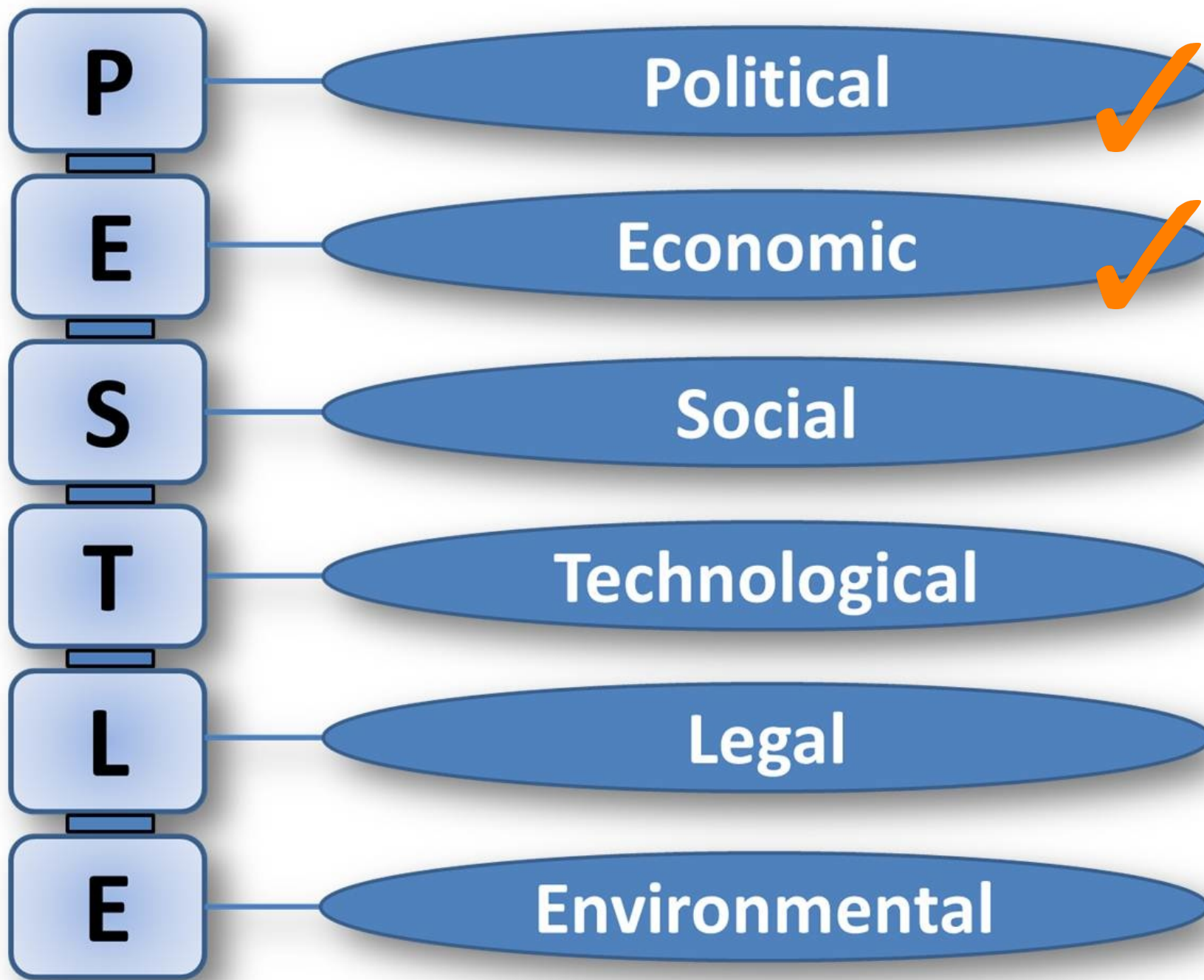
Griffiths (2013): Adapted from Snowden (various, e.g. 2006), Griffiths (2013),
IRGC (Risk Governance Framework, 2008) www.k3cubed.com

» Static or Dynamic?

» So what?

Dimensions	Organisation Characteristics	
	Static	Innovative
Structure	Rigid - Much energy given to maintaining permanent departments, committees; reverence for tradition, constitutions & by-laws. Hierarchical - adherence to chain of command. Narrowly defined roles	Flexible - Much use of temporary task forces; easy shifting of departmental lines; readiness to change constitution; depart from tradition. Multiple linkages based on functional collaboration. Broad roles
Atmosphere	Task-centred, impersonal. Cold, formal, reserved. Suspicious	People-centred, caring. Warm, informal, intimate. Trusting.
Management	Function of management is to control personnel through coercive power.	Function of management is to release the energy of personnel; power is used supportively.
Philosophy & Attitudes	Cautious - low risk taking. Errors should be avoided. Emphasis on personnel selection. Closed system - no sharing of resources. Emphasis on conserving resources. Low tolerance for ambiguity.	Experimental - high risk taking. Errors = opportunity to learn. Emphasis on personnel development. Interdependency - open system regarding sharing of resources. High tolerance for ambiguity.
Decision-making & Policy making	High participation at top, low at bottom. Clear distinction between policy making and policy execution. Decision-making by legal mechanisms. Decisions treated as final.	Relevant participation by all those affected. Collaborative policy making and policy execution. Decision-making by problem solving. Decision treated as hypothesis to be tested.
Communication	Flow restricted. One way - downward. Feelings repressed or hidden.	Open flow - easy access. Multidirectional - up, down, sideways. Feelings expressed.

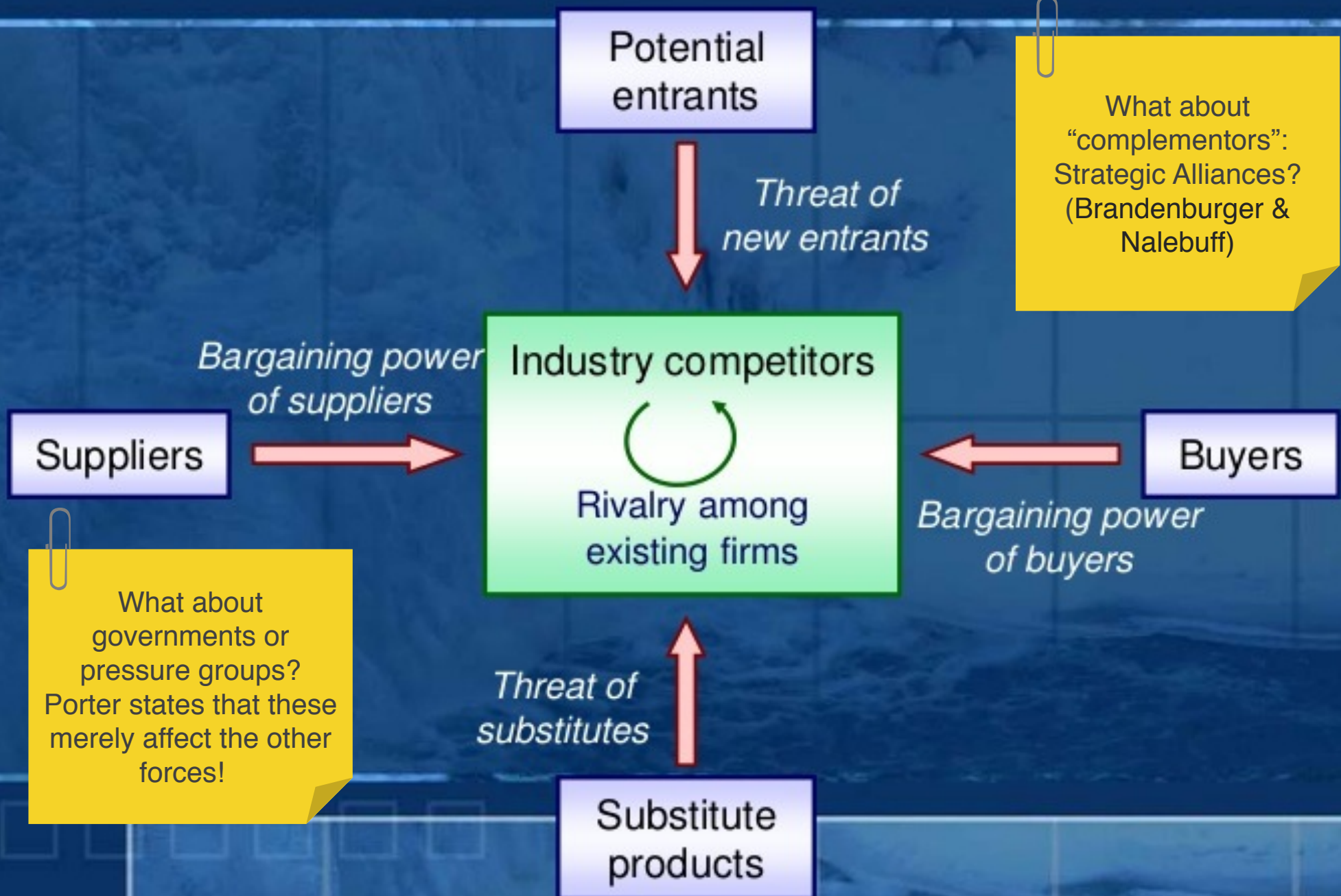
Table 5-4 Mouton et al., The Adult Learner, 2005, p. 111-112



PESTLE

» Anticipation & Sensemaking:
Analysing the environment

PORTER'S FIVE FORCES MODEL





Each team will create a poster presentation for the group, highlighting the current issues that could face HRM in organisations - you are free to explore!

You poster should include references to theory, research, case studies and models et al.

1 hour – Work as a team. Manage your time. Posters will be presented & discussed. Posters will then be uploaded to Moodle.

Create a poster

www.canva.com

Consider
internal &
external
factors!

Why?

- Free resource you can use on other courses
- Skills you need for the workplace
- Tools such as “Canva” will help you build and manage your professional brand

Think,
currency!

Denning Vs Friedman



***Why do organisations exist?**



***what is the difference for 1st, 2nd and 3rd sectors?**

Forbes: The origin of “The world’s dumbest idea”

The Winner? You Decide!



enjoy

Capitalism®



Is there only one
brand of
capitalism and
what is the
impact on HRM?

» Capitalism.
» So what?

	Liberal Market Economy (LME)	Co-ordinated Market Economy (CME)
Examples	UK, USA, Canada, Australia, other developed English-speaking economies	Germany, Japan, Scandinavian economies, Netherlands, Austria, Switzerland
Finance System	Equity-based, large stock markets. Easy for investors to switch assets - this leads to strong pressures for short-term profits	Credit-based, i.e. important role for banks. These often take a direct role in corporate decision-making, through representation at board-level and take a longer term view of corporate success.
Relationship between firms	Competitive and contract based, e.g. subcontracting tends to be based on price competition and be relatively low-trust.	Collaborative, both in terms of creating institutional infrastructure (wage, bargaining, training etc.) and in terms of long-term, high-trust relations across the supply chains of large firms.
Vocational training & education	General education provided by state. Vocational training systems unstable, as large firms prefer to develop their own systems rather than contribute to sectoral/occupational systems.	Firms pool resources into highly developed vocational training systems, usually at sectoral level (not Japan).
Wage determination	Workplace or firm level.	More centralised (sectoral or national level)
Employment relationships	Hire and fire' principles lead to low-trust relationships between employers and employees. Reliance on numerical flexibility.	Long-term, higher trust relationships between co-workers. Reliance on functional flexibility.
Union organisation	Primarily occupational	Primarily Sectoral (not Japan)
Role of the state	To ensure 'free and fair' markets, but otherwise to intervene as little as possible.	To establish a framework by which authority can be delegated to corporate actors, e.g. employers' organisations and trade unions.
HRM	Attempts to increase cooperation from employees historically made difficult by conflictive industrial relations, more recently by low levels of employment security creating difficulties in obtaining commitment. Individualisation of HR (individualised pay and career development, decline of trade unions).	More collectively oriented HRM (higher levels of collective employee involvement, greater prevalence of autonomous teams, less individualised pay).
Areas of competitive strength	Sectors involving radical innovation (IT, Science).	Sectors involving incremental innovation (engineering)

Corporate governance
and HRM. Define
"corporate governance"
What do you believe
and, given the
environment, what are
the potential
implications?

THE THEORY

» Consider UK/US Vs EU/Japan

» Hampel Report (1998, 2003, 2006)

CORPORATE GOVERNANCE

AGENCY . STEWARDSHIP . STAKEHOLDER .
RESOURCE DEPENDENCE



Theory

- **Agency theory:** "...one or more persons (the principal(s)) engage another person (the agent) to perform some service on their behalf, which involves delegating some decision-making authority" (Jensen & Meckling, 1976, p. 308)
- **Stewardship theory:** "...recognises that there exist non-financial motives for managerial behaviour [e.g. the need for achievement, recognition, intrinsic satisfaction]" (p. 21 - Critical issue in HRM)
- **Stakeholder theory:** "Companies owe some degree of accountability to a range of groups connected with their business other than shareholders" (ibid, p. 22)
- **Resource-dependence theory:** "Groups of organisations gain power over each other by controlling valued resources" (ibid, p. 23)



The first version of the UK Corporate Governance Code (the Code) was produced in 1992 by the Cadbury Committee.

Its paragraph 2.5 is still the classic definition of the context of the Code: *Corporate governance is the system by which companies are directed and controlled. Boards of directors are responsible for the governance of their companies.*

The shareholders' role in governance is to appoint the directors and the auditors and to satisfy themselves that an appropriate governance structure is in place.

The responsibilities of the board include setting the company's strategic aims, providing the leadership to put them into effect, supervising the management of the business and reporting to shareholders on their stewardship.

The board's actions are subject to laws, regulations and the shareholders in general meeting.

Outward looking



Think HRM! What other frameworks are out there? Which do you like? Why? [evidence!]

Inward looking



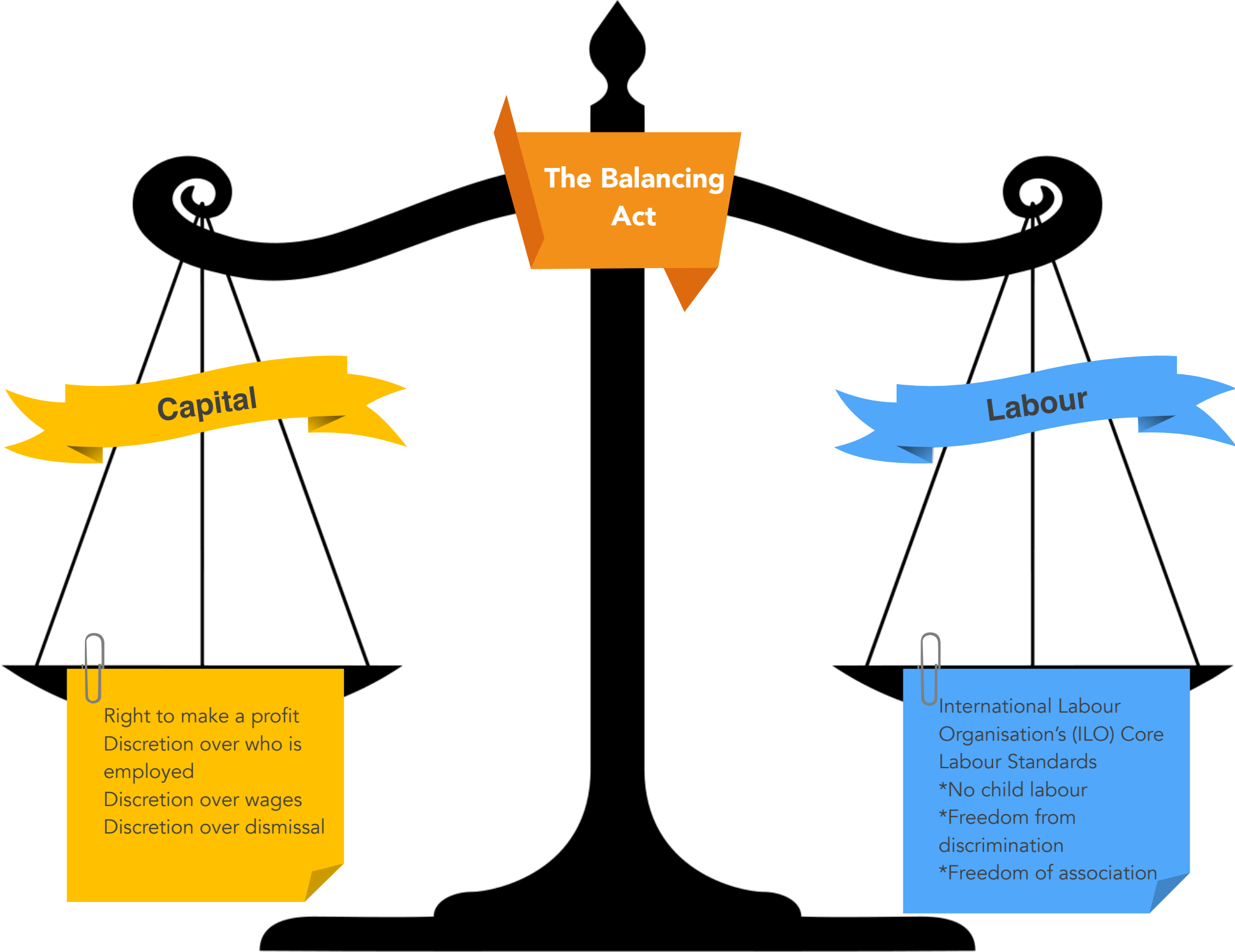
» So what?

Political

iNfLUENCE

Party
politics!

Politics and the regulatory environment



The diagram features a black balance scale with a central vertical pillar and two curved arms. At the top of the pillar is a small black decorative finial. An orange banner is draped across the top of the pillar. Each arm of the scale has a yellow banner hanging from it on the left and a blue banner hanging from it on the right. Below each banner is a rectangular box of the same color, attached to the scale's pan by a silver paperclip. The left side of the scale is slightly higher than the right side. The background is plain white.

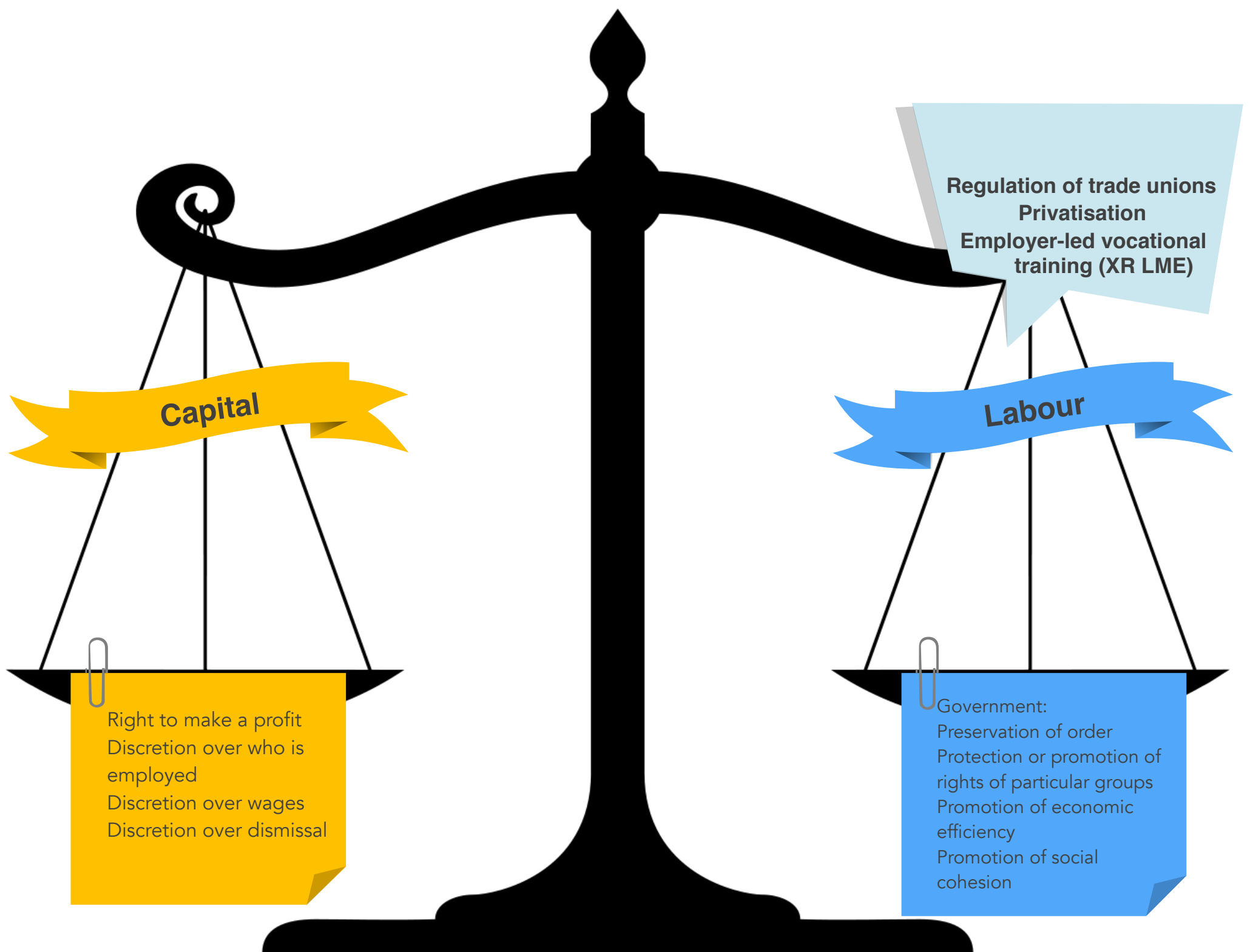
The Balancing Act

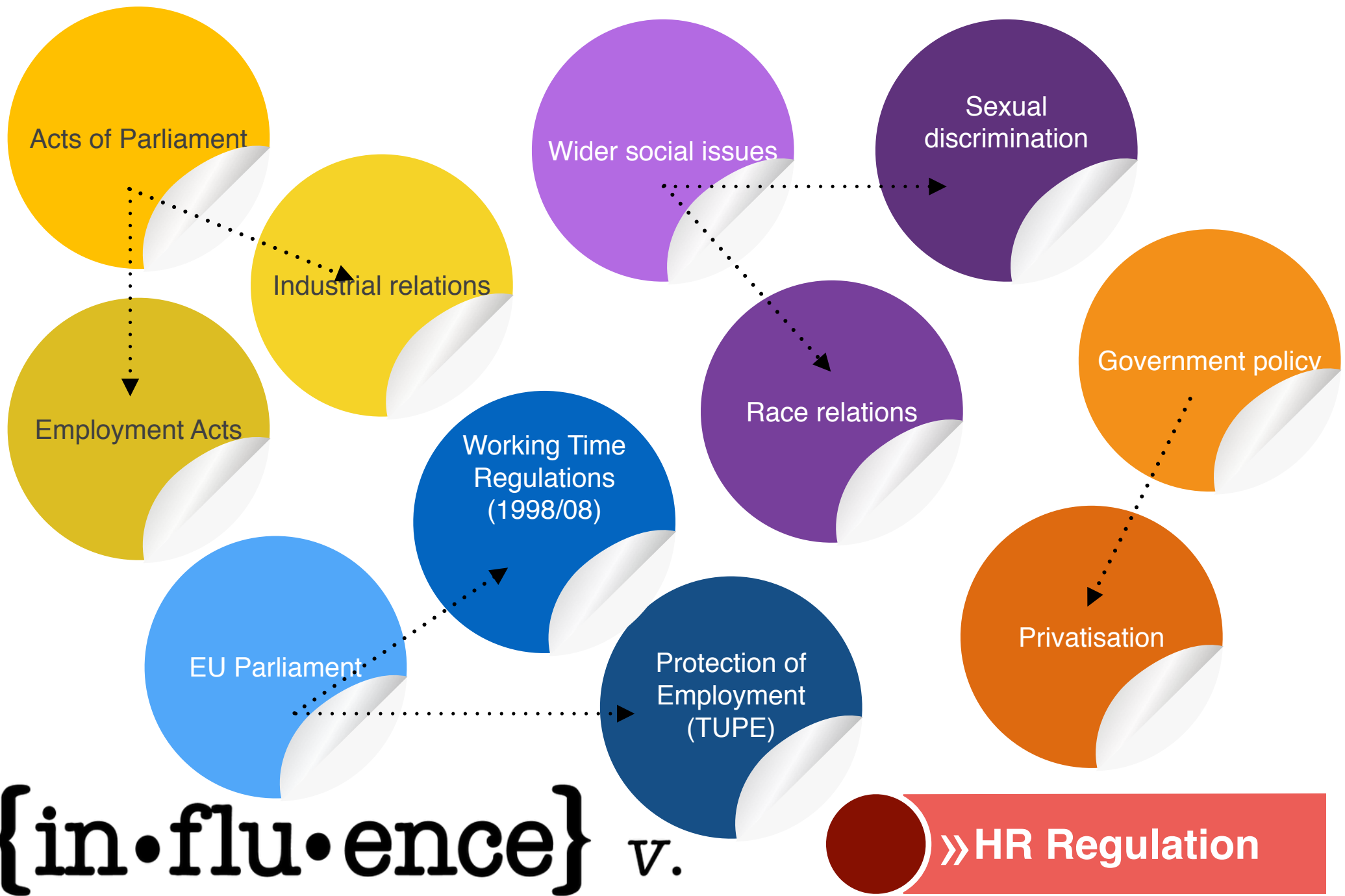
Capital

Right to make a profit
Discretion over who is employed
Discretion over wages
Discretion over dismissal

Labour

International Labour Organisation's (ILO) Core Labour Standards
*No child labour
*Freedom from discrimination
*Freedom of association





1. to affect the nature, development, or condition of;

Bosses told to improve work-life balance



Advantages of
this example?



Drawbacks of
this example?

HRM in the spotlight

Explore the international news from the last year. See if you can identify political influence upon HR in organisations. What are the implications (balance positives and negatives)?

- Example: HRM in the media
(Critical issues in HRM, CH. 7, p. 93)
 - In October 2009, bosses in British companies were told to make better use of part-time working opportunities for working parents as a means of enhancing employee work-life balance at the same time as providing creative ways of dealing with the ongoing economic downturn.
 - This announcement was made in conjunction with the extension of government regulations extending the rights of new parents to be able to request flexible hours to better balance work commitments with childcare responsibilities.



How does this
link to the
CFO?

www.theIIRC.org

*You have to
understand the
"Resource" in
H "R" M!

» Spender (1996) What is this
resource you are setting out to
manage? RBV Vs KBV of the firm

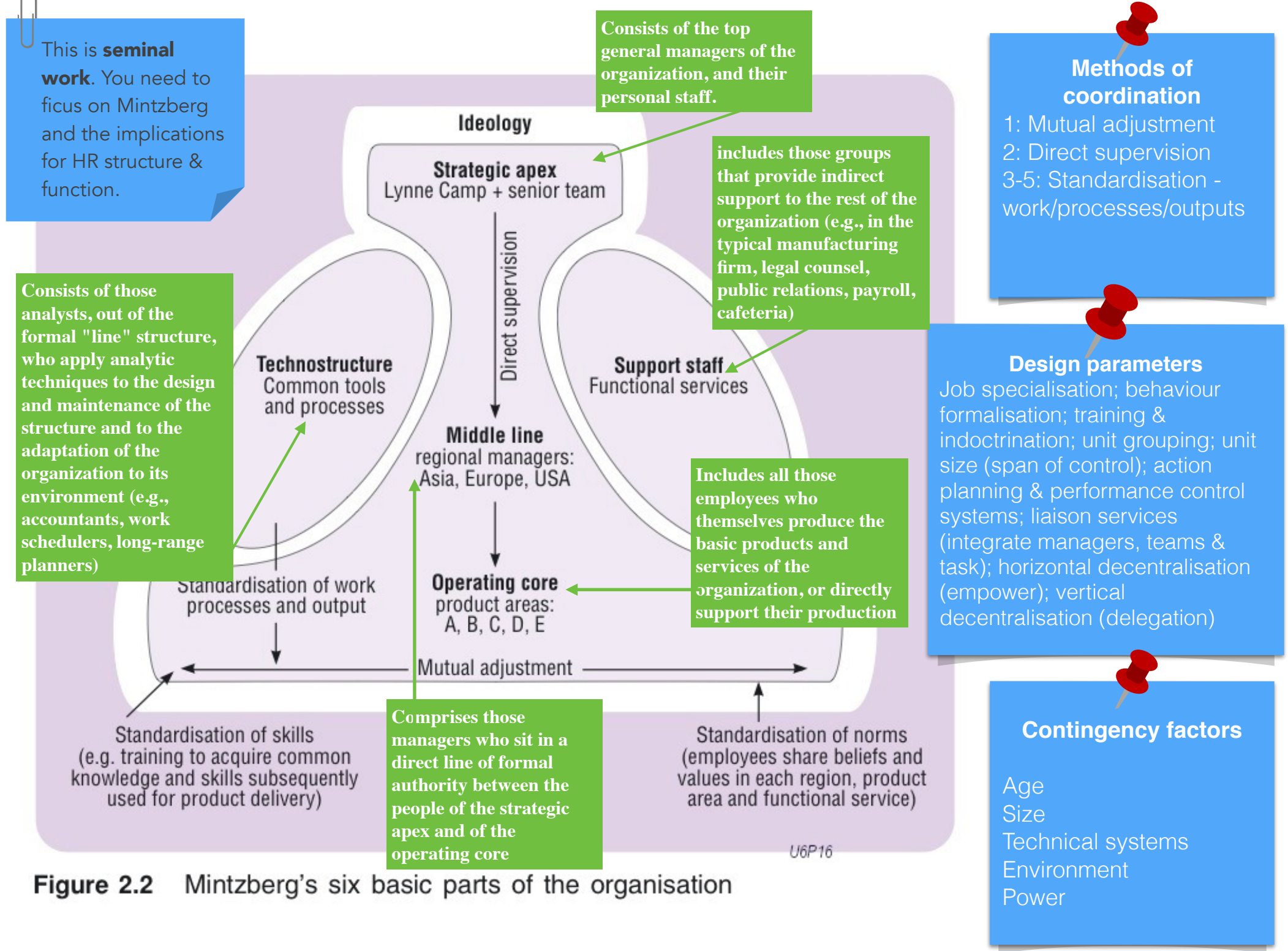
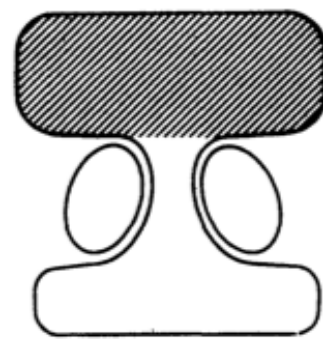


Table 2.1 Mintzberg's six ideal structural types						
	Simple structure	Machine bureaucracy	Professional bureaucracy	Divisionalised form	Adhocracy	Missionary
Key part	Strategic apex	Technostructure	Operating core	Middle line	Support staff	Ideology
Coordinating mechanism	Direct supervision	Standardisation of work processes	Standardisation of skills	Standardisation of outputs	Mutual adjustment	Standardisation of norms
Dominant pull to:	Centralise	Standardise	Professionalise	Balkanise	Collaborate	Evangelise
Decentralisation	None (centralised)	Limited horizontal	Horizontal	Limited vertical	Selective horizontal and vertical	Full decentralisation
Planning and control	Little	Action planning	Little	Much performance control	Limited action planning	Little
Liaison devices	Few	Few	In administration	Few	Many throughout	Few
Situational factors	Age and size, technical system, environment, power					
Examples	Small owner manager organisations undertaking simple activities, e.g. small shops	Fast-food chains; airlines; telephone banking	Hospitals; colleges; law firms (or other professional service firms or partnerships)	Large conglomerates	Creative advertising agencies; bespoke software boutiques	Evangelical churches; revolutionary movements

U6P17

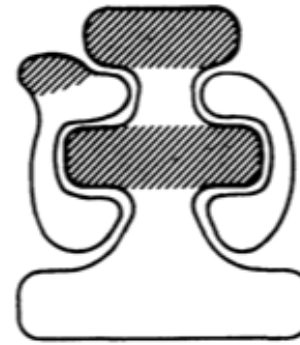
This is **seminal work**. Think about the implications for HR!



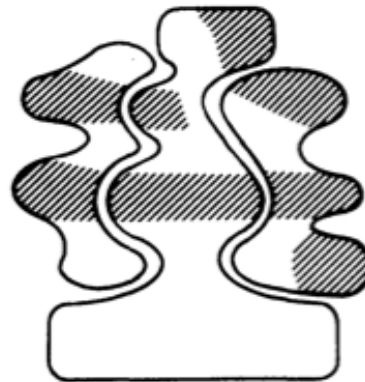
Type A:
Vertical and Horizontal
Centralization



Type B:
Limited Horizontal
Decentralization
(Selective)



Type C:
Limited Vertical
Decentralization
(Parallel)



Type D:
Selective Vertical and
Horizontal Decentralization



Type E:
Vertical and Horizontal
Decentralization

*The inflated size of the shaded parts indicates their special power in decision making, not their size.

FIGURE 2. The Five Types of Decentralization.

Do your reading in
this area!!!

Agile Model of HR

[Prev](#) | [Next](#)

The "Agile Model of HR" states that human resources' job is not just to implement controls and standards, and drive execution—but rather to facilitate and improve organizational agility. This changes HR's mission and focus. Driving agility means driving programs that create adaptability, innovation, collaboration, and speed.

Examples of agile HR strategies include:

- Training leaders at all levels of the company to act as hands-on coaches, not "managers"
- Designing the organization into small, high-performance teams that set their own targets
- Creating customer interactions within all groups and functions in the company
- Delivering a strong, focused mission and values to keep everyone aligned
- Creating systems with lots of transparent information, i.e., what are our goals, who is working on what project, who are our experts
- Implementing "systems of engagement" not just "systems of record," i.e., collaboration, information-sharing, project management
- Building a focus on continuous learning and learning culture at all levels
- Implementing a strong external employment brand that attracts "the right type" of people
- Hiring and promoting experts, not general managers
- Encouraging and teaching people to give each other direct feedback
- Creating programs for peer-to-peer rewards and recognition
- Developing programs to foster diversity in teams

The Agile Model of HR represents a new, emerging way for HR to define its mission.

Rather than viewing organizational processes as ways of extracting more economic value [strength-based leadership], **great companies create frameworks that use societal value and human values as decision-making criteria**....Well-established practices, such as R&D and marketing, cannot be tied to profits in the short or long run, yet analysts applaud them. If companies are to serve a purpose beyond their business portfolios, **CEOs must expand their investments to include** employee empowerment, emotional engagement, **values-based leadership** and related societal contributions”

(Kanter, HBR, How great companies think differently, Nov 2013, p.78)