



# Workforce Talent Management



Mr. Brian Lynch  
University of Maryland  
Baltimore Washington Medical Center

# WORKFORCE TALENT MANAGEMENT

MARYLAND BANKING SCHOOL

*Presented by*

Brian Lynch

UM Baltimore Washington Medical Center

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Alan Clardy, Ph.D.

Towson University

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# WORKFORCE TALENT MANAGEMENT

## Brian Lynch

### Course Description

This course is designed to acquaint the freshmen student with the fundamental issues and procedures involved in managing an organization's human resources. The emphasis will be on understanding the background issues involved in selected aspects of human resources management and the techniques and procedures used to address those issues. The course will illustrate both the kinds of organizational policy decisions that can be made about human resources as well as provide some practical guides. (Note: it is important for the student to recognize that this is not a course in supervision and will not deal with some traditional supervisory issues like how to discipline a problem employee.)

### Course Objectives

After successfully completing this course, you should be able to:

1. correctly identify the mission and key functions involved in human resources management (HRM)
2. describe the basic legal framework within which HRM operates
3. outline some of the key issues and procedures for effectively staffing, recruiting and selecting applications for positions
4. indicate how jobs can be evaluated and priced
5. describe some of the key issues and procedures for managing compensation
6. identify and evaluate desirable characteristics for performance management systems
7. identify how line managers can best use and support training activities

### Recommended Readings

Raymond Noe, et al. 2013. Managing Human Resources. NY: Irwin McGraw Hill. 8<sup>th</sup> ed.

## Course Outline

### I. The human resources management (HRM) function

### II. Human resources management: the general legal context

- A. The legal context: implications for HRM
- B. Sexual harassment

### III. Staffing and selection: specific legal framework

- A. Legal issues: exercise
- B. Recruiting
- C. Realistic job previews
- D. The basics of selection interviewing
- E. Interviewing: recommended agenda

### IV. Compensation: the organizational reward system

- A. Job analysis and job evaluation
- B. Compensation administration
- C. Incentive compensation

### V. Performance management

- A. Performance management and appraisal systems: foundations
- B. Performance management: special issues

# HUMAN RESOURCES MANAGEMENT

**MISSION:** To achieve competitive advantage from the people of an organization through policies and programs that **attract, retain, motivate, develop** and **allocate** qualified personnel

**FUNCTIONS => GOALS => EFFECTS & MEASURES**

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Personnel planning		* Productivity: output/input
	Strengthen organizational performance	* Employee participation: absenteeism, turnover
Staffing		* Workforce adaptability: Skill levels, variety
		* Motivation & commitment
Performance management	Provide competitive advantage	* Market share performance
		* Product & service quality: Customer retention
Training	Improve quality of worklife	* Job satisfaction: EOS
		* Health and stress: costs, claims
		* Safety: occurrences
Compensation and Benefits	Compliance with laws & regulations	* Image in the community
		* Liability
Safety		
Labor Relations		

# **HUMAN RESOURCES MANAGEMENT: THE GENERAL LEGAL CONTEXT**

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Employment at Will Doctrine

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Exceptions to the Employment at Will Doctrine:

I. Statutory Bases (not exhaustive list)

1. Civil Rights Laws
2. National Labor Relations Act
3. OSHA

II. Contractual Bases

The existence of an employment contract – either written or implied

III. Tort Claims

1. Fraud or misrepresentation in hiring
2. Defamation of character

## **THE LEGAL CONTEXT: IMPLICATIONS FOR HRM**

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General guidelines and procedures for all HR actions:

1. First question: what are the legal ramifications of a personnel action or decision?

2. Certain procedures must be followed when dealing with employees

- \*WARN

- \*ERISA

3. Certain kinds of employee actions must be tolerated --  
Employees have the right to exercise their rights

- \*OSHA

4. Precautions should be taken:

- \*notification

- \*time to respond

- \*documentation

5. Personnel decisions should be job-related.

The legal context establishes the minimum levels of treatment.

Compliance does not assure a competitive, quality workforce.

Example: Sexual harassment

# SEXUAL HARASSMENT

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1980: EEOC issued guidelines making sexual harassment a violation of Civil Rights laws

Sexual harassment violations:

## 1. **Quid pro quo**

Making terms and conditions of employment (job security, pay, promotion, etc.) contingent on submission to sexual demands

## 2. **Hostile working environment**

Creating an intimidating, hostile or offensive working environment of unwelcome sexual advances, requests for sexual favors or physical, verbal conduct of a sexual nature even without a quid pro quo

Protecting against sexual harassment in the workplace:

- a written policy that is communicated to all employees indicating organizational commitment against harassment
- a written procedure for dealing with complaints, including an option to go to someone other than the supervisor
- guarantee of safety from retaliation
- prompt investigation and action taken in response to complaint
- training for managers and supervisors

**SEXUAL HARASSMENT: YES OR NO?**



The following situations present various situations in which the conduct of managers and/or employees may or may not involve sexually harassing behavior. Identify whether or not, in your judgment, the situation is likely to be sexual harassment. Feel free to add any comments or questions.

1. Mary Wilson is a very friendly and personable supervisor. She tends to greet people with a big smile and direct eye contact. She often touches people when talking with them by placing her hand on the other person's arm or shoulder. These little actions help her feel like she is keeping the other person's full attention and rapport. She does these things with her boss, her colleagues and her subordinate employees, male and female alike. No one has objected to her friendliness.

Sexual harassment: ☐ Probably yes ☐ Probably no

2. Mac Barnes works as a graphic artist in the Advertising Department. He is quiet and keeps to himself. When reviewing his work, his supervisor Helen Cummings often leans over his shoulder and rubs against him. She has commented several times that his wide shoulders and large hands would be nice to snuggle with. Mac has not reacted to these comments, although they make him uncomfortable.

Sexual harassment: ☐ Probably yes ☐ Probably no

3. Judy Mason has just joined the company and works in the Mailroom and Supply Department. She often wears halter tops and tight blue jeans to work. Her co-workers cluster around her desk, telling dirty jokes during lunch hour. Judy giggles nervously at the jokes, but is becoming increasingly concerned about the way the men act around her. She doesn't see them act like this around the other women in the area. She expressed her concerns to her supervisor about this.

Sexual harassment: ☐ Probably yes ☐ Probably no

4. Frank Johnson supervises the paint shop, which has traditionally been staffed only by men. He recently hired a woman as a sign painter. Since she reported to work, the male painters will

not socialize with or help her. At times, Frank sees them do little things that make it more difficult for her to complete her work successfully, like hiding tools, misplacing her work orders or not sharing information about department operations. Frank wonders how long she will remain under this pressure.

Sexual harassment: ☐ Probably yes    ☐ Probably no

5. You are the supervisor of a document production unit with National Products company. Two repairmen from the Systems Servicing Company have been called in to repair a malfunctioning office machine. You have noticed that they seem to be talking with Mary Vaughn as they have been working. Mary's desk is in an area isolated with the machine. Mary is a very attractive, 28 year old mother of two. Later that morning, while in the Ladies Room, you overhear two employees talking about how upset Mary is because the two repairmen are making explicit sexual comments and direct offers to have sex with her.

Sexual harassment: ☐ Probably yes    ☐ Probably no

6. William Campbell, 39, manages the Metropolitan Sales Department. He works out of the headquarters office. William frequently must confer with managers in other departments of the company, including Customer Service. Brenda Johnson, 25, is an attractive, single woman who works in Customer Service. For the past few months, whenever William comes into the Customer Service area, he makes a point of asking Brenda out to lunch at the Downtowner Hotel. He has made several remarks, like "using room service after" and "noon-time quickie", that make it clear that he is thinking of sex and not food. Often, he makes these invitations when other people -- managers and coworkers -- are present. Brenda has complained to the Director of Human Resources, who replied that "this is not a problem."

Sexual harassment: ☐ Probably yes    ☐ Probably no

From Clardy, Managing Human Resources. LEA Press. 1995.

## **STAFFING AND SELECTION: SPECIFIC LEGAL FRAMEWORK**

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1. Civil Rights laws prohibit discrimination in personnel actions based on prohibited criteria:

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2. Polygraph Protection Act

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3. Fair Credit Reporting Act

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4. Americans with Disabilities Act

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5. Negligent Hiring

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6. Immigration Reform and Control Act

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7. Executive Order 11246 (covers government contractors)

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## LEGAL ISSUES: EXERCISE

Identify whether the following questions would be legally acceptable or unacceptable questions to ask on an application form or during an employment interview.

1. What is the matter with your arm? (Referring to a noticeable condition)

☐ Acceptable    ☐ Unacceptable

2. Were you ever addicted to illegal drugs in the past?

☐ Acceptable    ☐ Unacceptable

3. Do you currently use illegal drugs or abuse drugs that have been legally obtained?

☐ Acceptable    ☐ Unacceptable

4. Have you ever been arrested? If so, for what?

☐ Acceptable    ☐ Unacceptable

5. Have you ever been convicted of a crime? If so, for what?

☐ Acceptable    ☐ Unacceptable

6. Have you ever been treated for alcoholism?

☐ Acceptable    ☐ Unacceptable

7. Do you plan to get pregnant any time soon?

☐ Acceptable    ☐ Unacceptable

8. Can you perform the essential functions of this job with or without reasonable accommodation?

☐ Acceptable    ☐ Unacceptable

## RECRUITING

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Attracting qualified applicants in sufficient quantity to fill the organization's staffing needs

Presenting your product (employment with your organization) in the best terms to elicit most favorable reactions from potential buyers (job applicants)

Employment "buyer" profiles:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Applying marketing principles to your employment product:

Assess your product (employment): focus groups with current employees, exit interviews, hiring agents to learn why people like working for your organization and why they don't

# REALISTIC JOB PREVIEWS

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Realistic Job Previews (RJP's)

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There are two likely outcomes:

1. \_\_\_\_\_
2. \_\_\_\_\_

May not be advised under certain conditions

Ways to communicate RJPs:

- oral communications from the interviewer
- discussions with coworkers
- tours, visits, and/or inspections.

The RJP should cover three main areas of attention:

1. Job conditions or requirements
  - difficult customers or deadline pressures
  - personal comportment (dress, appearance, manners, etc.)
  - overtime or late work
  - unusual safety issues
2. Your management practices
  - your management style (loose or tight)
  - your expectations for performance
3. Company conditions
  - recent management or business changes
  - company priorities

# THE BASICS OF SELECTION INTERVIEWING

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1) Rule #1: Do not hire problems! A problem is:

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2) Use an interviewing and selection process that gives you the most accurate and helpful information about each candidate so that you can make the best decision possible.

- Use a range of screening and selection procedures
- Make sure the interview is a dialogue or shared discussion

3) Avoid salary discussions or negotiations during the interview process.

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4) Don't make up your mind too early: complete all the interviews before forming any strong opinions.

5. Follow a routine procedure

# INTERVIEWING: RECOMMENDED AGENDA

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Manage the discussion to produce an effective interview.

Step 1: Create a climate that encourages effective communication.

- Ambience: location, welcome, style
- Explain the agenda for the meeting.

Step 2: Review the applicant's background in some detail; probe for qualifications

- What were the exact duties you performed in that job?

\*

\*

- What did you like most and least about the job? What did you find most and least satisfying?
- Why did you leave? Or Why do you want to leave?
- Specific skills or practices for certain common situations
- References to check

Step 3: Describe the organization and let the applicant interview you.

- Provide a realistic job preview.

Step 4: Close by describing what will happen next:

- Timetable for decision, further contact
- Thank the applicant for meeting with you.



# COMPENSATION: THE ORGANIZATIONAL REWARD SYSTEM

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## I. Intrinsic rewards

## II. Extrinsic rewards

### 1) Direct compensation --

#### a. Base pay

#### b. Incentive pay

### 2) Indirect compensation --

#### a. Protection programs:

- \* Required by law

- \* Discretionary, optional

#### b. Pay for time not worked

#### c. Employee services and perquisites

TOTAL COMPENSATION = Direct Comp + Indirect Comp

U.S. Civilian Workforce Averages (hourly rates):	1995	2012
Direct compensation:	\$	\$
Indirect compensation:	\$	\$
	=====	=====
Total compensation:	\$	\$

## WORKSHEET: DEFINING A JOB

1. Job title \_\_\_\_\_

2. Describe the main purpose of this job in three sentences or less:

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3. List the three main, specific duties of this job:

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4. With what kinds of people does a person in this position typically work?

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5. Describe a typical problem solved or decision made.

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6. Total number of people under his or her supervision: \_\_\_\_\_

## A. BASE PAY THROUGH JOB EVALUATION

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The systematic valuation of the worth of jobs making decisions about what to pay for jobs

- POINT FACTOR method most commonly used

1. Determine **compensable factors** to use

- \* Job knowledge
- \* Contracts with others
- \* Amount of supervision
- \* Working conditions
- \* Responsibility

2. Each factor is divided into **gradients or levels** and each level has a point value

3. Jobs are evaluated using this system and a **total point value** for each is computed

4. Jobs with similar scores are placed in a **salary grade**

5. The **grades are priced** and form a salary structure

Minimum      ----- Midpoint -----      Maximum

INTERNAL EQUITY: treating similar jobs alike

EXTERNAL EQUITY: pricing jobs to the market

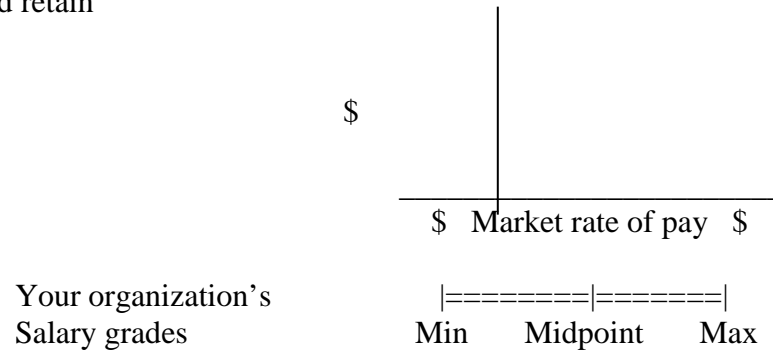
Job evaluation Points	Grade	Grade Structure		
		Min	Mid	Max
100 - 175	1	15,000	20,000	25,000
176 - 250	2	20,000	25,000	30,000
251 - 325	3	25,000	32,500	38,000
326 - 400	4	30,000	40,000	50,000

## B. COMPENSATION PLAN AND DESIGN

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GOALS: Targeted outcome for positioning employee pay to the labor market

A. Attract and retain



B. Motivate: making pay variable or putting it “at risk”

Jan	monthly fixed	\$ 2,000
	W-2 total comp	\$ 24,000

Dale	monthly fixed	\$ 1,000
	W-2 total comp	\$ 24,000

C. Control costs

## C. INCENTIVE COMPENSATION

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## 1. Types of Incentive Compensation Plans

Individual based		Group based
Piece rate		Profit sharing
	Sales incentive plans	
Merit Pay		Gain sharing
	Attendance incentive plans	
Pay for skills		Team incentive plans

## 2. INCENTIVES TO COOPERATE

Weight of different measures in determining incentive pay adjustments.

Situation A:	Measures of Performance		
	Corporate	Division	Individual
Executives	100%		
Division Managers	50%	25%	25%
Managers and Supervisors	25%	50%	25%

Situation B:	Measures of Performance		
	Corporate	Division	Individual
Executives	100%		
Division Managers		100%	
Managers and Supervisors	25%	50%	25%

## WORKSHEET: INCENTIVE COMPENSATION PLAN DESIGN

ISSUE	EXAMPLE SERVICE QUALITY	SPECIFICATION
<b>1. CRITERIA:</b>  What do you want to incent?	Behaviors: smile, use name  Results: customer satisfaction, loyalty, retention	
<b>2. MEASURES:</b>  How do you measure the criteria?	Surveys Mystery shops Records Evaluations	
<b>3. STANDARDS:</b>  What is the desired achievement level?	Expected: 80%  Trigger: 85%	
<b>4. REWARDS:</b>  What are the incentives? How much variable? How frequently?	Money: 5, 50, 500  Symbolic: meals, tickets, plaques, thanks	
<b>5. RECIPIENTS:</b>  Who is tracked and paid?	Individuals  Groups/teams	

## PERFORMANCE APPRAISALS V. PERFORMANCE MANAGEMENT

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	Performance Appraisals	Performance Management
Timing	Once a year	All year long
Relation to organizational goals	Not clear	Based on goals
Performance Planning	Not required	Essential
Managerial Ownership	Personnel redtape	System for managing
Role of employee development	Rater after the fact	Plan for success at the start of year
Key skills	Appraisal discussion	Performance planning, coaching and feedback, appraisal and rewarding

# PERFORMANCE MANAGEMENT: SPECIAL ISSUES

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## I. RATER (SUPERVISOR) TRAINING

Elements that should be included in rater training

1. What are common rating errors and having the goal of accuracy
2. Different procedures for keeping information
3. Defining role models of different levels of performance
4. How to use policy, documents, procedures
5. Communication and discussion skills:
  - providing non-evaluative feedback
  - encouraging employee input and participation
  - responding to defensive behaviors
  - action planning
6. Practice writing and discussions

## II. PROGRAM ASSESSMENT



Is the performance management system itself assessed or evaluated?

- How accurate were the evaluations?
- To what extent does the system contribute to organizational performance?
- To what extent did the employees think it was fair?
- How satisfied were employees and supervisors with:
  - \* the total performance management process?
  - \* the rating given?
  - \* the rater's performance in delivering the evaluation?
- Was there any effect on the employee's motivation to improve?
- Was there any effect on the employee's intention to leave or organizational commitment?

### III. COMMUNICATIONS TO EMPLOYEES ABOUT THE PERFORMANCE MANAGEMENT SYSTEM

- Organizational goals, mission
- Summary of key policies
- What's being evaluated (factors)
- Training and development resources
- How to receive and use feedback