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HUMAN RESOURCE AND QUALITY MANAGEMENT AND COLLIDING GYROSCOPES. AN ALTERNATIVE WAY OF LOOKING AT VALUE CREATION IN ORGANIZATIONS

Joop VINKE *

Loredana ORHEI **

There are several ways to look at the so called "human resources" within an organization. In the opinion of the authors it can be formulated as "analytical and measurable qualities of human beings that are leading to an optimal functioning of the organization in relation to its stakeholders." The objectives for this are influenced by a factor which mostly is not taken into account in HRM. The instruments and tools to practice HRM in organizations are often used at an operational level contributing to the strategic goals. In this way the contribution does not touch upon strategic decisions, but is integrated in a part of strategic planning. It is the true belief of the authors that the role of the human dimension and its contribution to organizations is an important and underestimated factor in trainings, educations and in scientific research in HRM. Focusing upon the added value of the human dimension to strategic decisions in business is a new and slippery road; it is, as the other developed study programmes at a University in the Netherlands have already shown, a road that deserves more attention. In this paper the authors explain what the integrative approach named HRQM is and does to students and how the philosophy behind it can contribute to employees in the performance, gyroscopic thinking and internally motivated contributions to strategic decisions. The authors use the metaphor of a gyroscope and explain how these can collide in special ways.

Key Words:

Human resource, added value, didactical approach, gyroscopic management.

JEL Classification: A, M.

1. INTRODUCTION – DEVELOPMENTS IN HUMAN RESOURCE MANAGEMENT

Over the past years, the authors have been working as managers in organizations and lecturers at Universities in The Netherlands and Romania in the field of management. During these years we experienced a lot of changes in the roles for the Personnel and the Quality Departments in organizations. These roles changed from being administrators to, more recently, being critical components in the competitive success of the business.

Today, almost every manager refers to the "people" in terms of "human capital" involved in the corporation's success. Since the past twenty years, corporations are

beginning to embrace this "Human Capital approach". This approach considers the money spent on fostering innovation in the workforce as an investment.

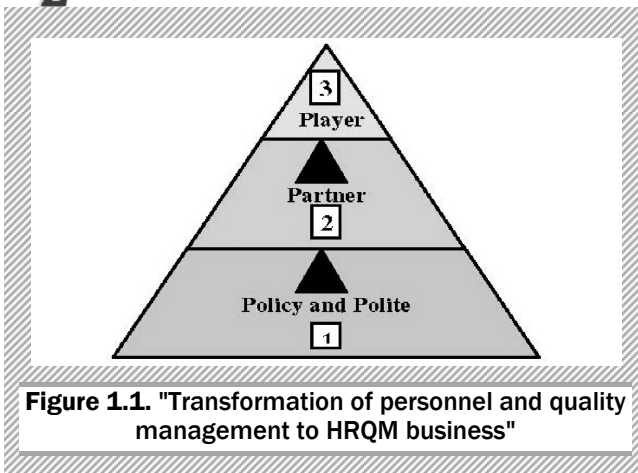
This "transformation" of the role of Human Resources and Quality Management has many consequences.

Using a figure for this transformation from personnel and quality management to an integrated HRQM in Business (Figure 1) it is possible to divide this development in three main categories.

These categories explain not just the needed change in focus of the HR and QM departments, but more important, they show the added value of this transformation for HRQM as an added value to the company.

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1.1. The "Policy and Polite" Phase

In the 1960's and 1970's the role of the personnel departments in organizations became clearer. Due to legislated corporate responsibility for workforce practices and worker safety, the personnel function and position was established and the "Personnel Administration" as department was introduced.

Separated from or sometimes combined with the "Payroll Department" in many businesses, this department is primarily responsible for managing personnel information, data, and processes, ensuring that the organizations complies with employment legislation.

Managers and employees of these departments serve as "controllers" to ensure that employment practices and policies are adhered throughout the organizations.

These Departments are often also seen as the "polite" or social group in the organization: responsible for coordinating social events like company picnics and other outings, sending birthday notes to employees. At the same time these departments were created, a start was made in implementing theory, models, methods and systems to control the quality in the organization. In practice this "control" in that time mostly was not executed by special departments but by independent "quality controllers".

1.2. Partner Phase

As globalization continues, so does competition between organizations in the business. Continued downsizing and off shoring drove organizations to operate at much lower costs in order to be more competitive. Into the 1980s and 1990s, the role of the "Personnel Administration" and "Personnel Department" began to transform.

Furthermore, the "quality control" also began to gain more interest, even leading to special "Quality Departments" within the organizations. These departments mainly focus on improving the product quality and the processes. Sometimes, they integrate as part of the Personnel

Departments in relation to the control of the quality concerning personnel-related processes (health and safety) and their quality aspects (quality of labour).

Many personnel departments re-branded themselves as "Human Resources Departments" (HR) or "Personnel and Organization departments" (in Dutch: "P&O-afdeling") to better align the new "needs" of the business.

At the same time, confidence in these departments continued to go down. In most organizations these days, many of these departments still function separated from the rest of the business, having no links to managers, their decisions, or the workforce. The HR and Quality departments that want to integrate in the organization's strategy still struggle with the way of doing this.

1.3. Player Phase

In the last ten years, organizations are facing even faster changes in a very short span of time. There is a tremendous pressure on managers to create highly flexible and innovative strategies to compete and increase profits and market share while decreasing costs. Managers not only have to ensure that they are delivering shareholder value; they also have to prove that they can deliver added value to the organizational profit. Today's organizations realise that, as many resources as possible have to be taken into account to focus on value-added activities in order to achieve organizational objectives. Organizations start outsourcing the standardized "back-office"- functions in order to focus more on strategic and competitive activities. They need innovations and efficient and effective management of the workforce as key competitive advantages, enhancing in this way more and more the importance of human resource and quality management. Their problem, however, is how to manage and measure the contribution of these organizational talents. Employees cannot be compared with other points of leverage, such as financial capital, patents, products, state-of-the art facilities or machinery. Especially if one takes into account the contribution of the employees to the quality. Organizations now struggle with what to measure and how to tie employee metrics to quality and organizational performance.

2. NEW COMPETENCIES NEEDED!! REDEFINING THE "PLAYING" FIELD OF HRQM

Like any other business manager, HR and quality managers and consultants have to prove themselves and their added value repeatedly. No longer are corporate "people" and "quality issues" the exclusive province of the Personnel and Quality managers and consultants that were, and often are, not involved in strategic decision-making. Their contribution to the bottom line often goes unrecognized.

The new HR and Quality managers and consultants will have to be players that help to drive and steer the human resource and the quality with strategies in a focus to align with corporate goals and objectives. Not only as partners,

but also as entrepreneurs and “players, finding their way to measure the success of this strategic focus against the organization’s objectives.

Even if the literature is filled with books and articles about the phenomena of entrepreneurship, it is still a long way into finding ways of “teaching” or training it. The authors believe that the player and entrepreneur role presented earlier can be achieved by developing new competences, which the authors will refer to as “gyroscopic” (self-management). The HR professional at the last stage can only become a player if he or she is able to be first of all a self-manager, a person aware of its own reactions, capabilities and is able to work upon this in order to take risks and do things different. An attempt to nurture this kind of professional is actively promoted in a study program in Arnhem Business School, in the Netherlands, a study program called HRQM (Human Resource and Quality Management). The program also promotes two new competencies needed for the “new professionals”, “International Business Awareness” and “Intercultural Adaptability”, which will be discussed later on in the paper.

2.1. Change in didactical approach

A couple of years ago Arnhem Business School integrated separated disciplines like HRM, Quality Management, Communication and Business Ethics in common lectures.

The reason for this was to look for a new didactical approach within the before mentioned ‘system-thinking’. By integrating disciplines, lecturers experienced an approach that every activity of each student is also a ‘creation of value’, as long as it is part of the total chain of creations.

This “value chain” is the total system of creating values in the student’s own study. By visualizing these ‘performance powers’ and making them visible and “measurable” with progress-indicators, the lecturers are able to make clear to the students and themselves that and how each student is the “creator of value” for the own study.

This offers the added value to the student and the professional field they will be working in as well. The core of the study focuses on the requirements from the professional business field. The added value in this approach is the new “value creation” for this professional field in the future from the entrepreneurial student.

In this way, students prove their readiness with a “Practice what you preach” approach. Their study is based on this and at the end of the study, graduates are the “new” managers that are ready to enter and influence the “new” HRQM professional field and not only. This approach we call “gyroscopic management” and we will explain it in the next subchapter!

The new approach and new basic competency (gyroscopic (self) management) is also a key concept when regarding business and non business managers, as the for profit and non profit field needs new professionals

that are able to cope with the 24 hours economy as well as globalized activity and staff.

2.2. Gyroscopic management or ... "What is needed to be a good change manager?"

The current working environment is in urgent need of change managers, not only as sporadic initiatives in an organizational change plan, but as constant challenge of the new economy. The first thing that I need to be a good change manager is **courage!**

Courage to set aside traditional beliefs and mindsets, and to see myself as the starting point of change. The courage to be vulnerable and see myself as the person starting changes and simultaneously undergoing those changes.

This seems obvious, but when we take a closer look at the different approaches of change management, this courage can often be miles away. To have an antenna for this and to pass on signals is a skill that not everyone has.

During the last years there are many movements too in the field of education and training: demands off flexible study programs in the higher professional education formulated from the students’ perspective as well as from that of the professional field.

2.2.1. The flywheel

Based on the mentioned developments we introduce the figure of a flywheel. That flywheel appeals to the different substantive perspectives that not only entail the development of flexible study programs but also flexible students, lecturers and educational organizations.

A chosen perspective is in our opinion only relevant if it shows why other perspectives are less suitable to start a specific development or change. These experiences have been the source to search for a change mentality that focuses mainly on courage. From the combination of courage and this flywheel comes the gyroscope metaphor.

The gyroscope indicates the changing contexts, where the “self” gains stability. Not only from the perspective of the development of flexible study programs but especially from flexible students, lecturers and educational organizations. The aim to put the student on the track we call “gyroscopic self-management” (see *Figure 4.1*).

Here we think in terms of all present factors, the lecturer, the organization and the professional field.

The skills expressed in the *figure 4.1* are from different areas: culture, communication, ethics and workforce deployment (HR, see framework). These areas merge in autonomic decisions taken by the acting subject, and it will get added value by this approach.

What this ultimately means for those involved we will work out in more detail later on, paying special attention to the

four aspects mentioned above as well as to the educational organization.

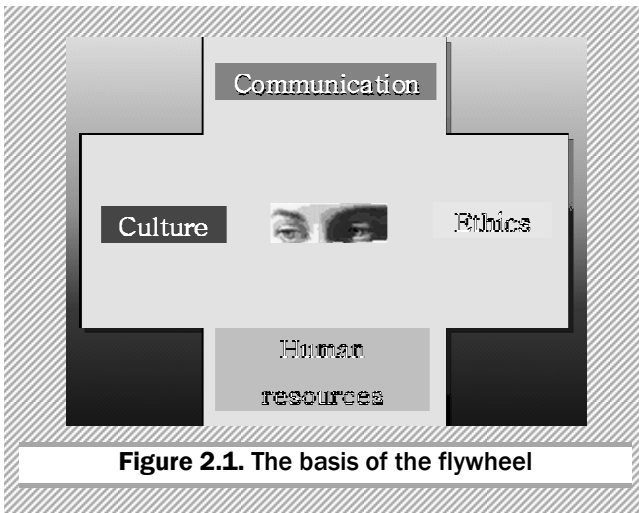


Figure 2.1. The basis of the flywheel

Processes in change in relation to the education's set-up and the educational organization take place at many universities. Traditional supply oriented teaching methods are being gradually replaced by the demand oriented. The assumption based on the principle of letting students being their own director of their study career we see more and more.

With HR we mean the human resource, which have an input in the organization only a human can have. In other words, the added value of a person's contribution to the organization...

Educational organizations have kept the different changes going on in the social force field outside the traditional educational system. However, as part of the knowledge economy the organizations more often understand the importance of

an integrated vision on education, profession and society. Different instruments and routes develop to steer this process of change within the Higher Professional Education in the right direction and eventually reach the outcome aimed for.

The reasons for this process of change mostly lay in external circumstances, such as the new education structures, new accreditation system concerning financing the different study programmes and institutes and the conclusion that education is not the first priority for the student.

These developments lead to another form of education, with elements known to the old or traditional education structure, such as working in project groups with tutors, problem-oriented education, study career coaching, work placements and graduation assignments.

We also see an increasing focus on the internationalizing of students and conducting applied research. The only way to get education up-to-date and maintain it is by

embedding it in social developments and education itself. By doing so, it acts as booster to those changes, and is a part of it.

More attention needs to be paid to the skills of those concerned ("stakeholders"), what they include in their lessons. One develops the skills we classify as "gyroscopic self-management" in the preparation or the performance of those trainings, in contacts with people in the field and the personal positioning within the organization. This gyroscopic self-management contains three important elements:

- The realization that the decisions I make are inspired by my cultural upbringing.
- The added economical value of my decisions for the organization, in which I work.
- The way this realization is expressed in a concrete action in the organization.

In addition, everyone having a personal interest decides for themselves by which terms and conditions they participate in the continuing processes and how to take the consequences of those decisions.

Working in the professional field as managers, we have experienced and seen that students more often experience that after their study the acquired knowledge and skills alone provide an insufficient basis to take critical decisions and to deal with the consequences of those decisions.

Features such as courage, communicative skills or cultural awareness appear to be of deciding importance, even more than knowing which instruments to use to bring about certain strategic changes within organizations.

The traditional educational system mainly tries to hand students instruments and models from their own field of expertise, where the booster effect is not present as not the whole, autonomous person is addressed and the practicality of the models and instruments is limited.

We, as authors, on the other hand, like to steer from an integrated approach, on an entirely different focus: the personal reflection on subjective experiences and decisions in management and HR related settings.

In the education and training process, we use different working styles, in which there is a boost of this way of thinking and acting. This boosting is expressed in the interaction (initiated by the acting subject), that brings about the gyroscopic vision between skills, knowledge and attitude, between subjective and environmental factors, between stability and instability. This gyroscopic vision, approach and focus will offer the possibility to optimize the booster effect.

2.2.2. Showing Colour?

The title of this chapter could be "Showing colour". With this we mean the following: the figure (Figure 4.1) shown before can be translated to the Figure 4.2 as shown below and is part of an overall model (see Figure 4.3).

This figure contains the different separate parts, as the blades of a flywheel, which we can link to a self, a cultural, communicative and ethical person within situations of action. This flywheel knows different colours expressing the separate (traditional) fields of ethics, communication, workforce deployment (HR) and culture.

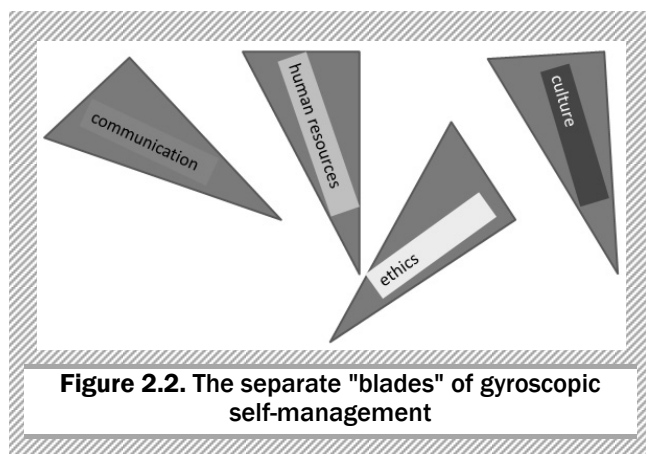


Figure 2.2. The separate "blades" of gyroscopic self-management

When we emphasize one of the blades with a special colour –yellow (ethics), purple (culture), orange (workforce deployment) or green (communication) - we choose for a traditional, knowledge-oriented (analytical) approach used in the higher vocational education up to this day, even though some gradual changes can be seen, such as placing the accent on the demand of the student (custom-made).

This analytic image shows little cohesion in itself. They are separate parts addressed in separate disciplines in separate classrooms. The question here is; what is the added value for this approach?

Of course, in this way, it is possible to study in detail the separate parts. One blade we zoom in, but the application in the field will ultimately require more.

No matter which practical or applied perspective we choose: in the field, the colours overflow and provide us with research material, gyroscopic self-management. Every decision I make as a person in a process of change, is inspired by my own cultural background, my personal communicative skills, my knowledge and experience within the relevant field of expertise (in our case management) and ethical considerations I take into account.

If I, as a lecturer and trainer, participate in this approach, I will then often start from my own perspective, exactly because that is what I do as professional expert. I show my colour as lecturer. By participating, I actually become part of the total change process.

The *Figure 4.2* above shows a static image. In reality the separate parts are no longer separately visible for the external observer, as presented in the figure by the four eyes in the corners (*Fig 4.3*), when the flywheel, the

gyroscope, is boosted to start and the unity moves (the "pair of eyes" in the centre reflect the acting subject).

The separate areas of a final ethical (subjectively stated) decision, mentioned above, are collected in the centre, in the flywheel. These parts rotate to a high speed for the external observer (the four eyes in the corners). By doing so, it is unclear for the observer where the areas can still be defined and where they merge. A spin, cinema or "gestalt" principle develops, where the status of the separate elements is undone and the perception is dependent on the cohesion to which the observer gives its own interpretation. The colours are blended and a new fact is created, thus the principle of gyroscopic self-management.

Some comments are to make on this figure 4.3:

- When I, as a person involved, make the choice for one of blades of the flywheel, the chance is that I could "fall off" when spinning. The choice for one part has its risks. This will certainly lead to a more traditional subject-oriented approach for me as lecturer.
- If I, as a person involved, stand still and try to follow the flywheel, I run the risk of becoming dizzy and no longer knowing what passes by. I no

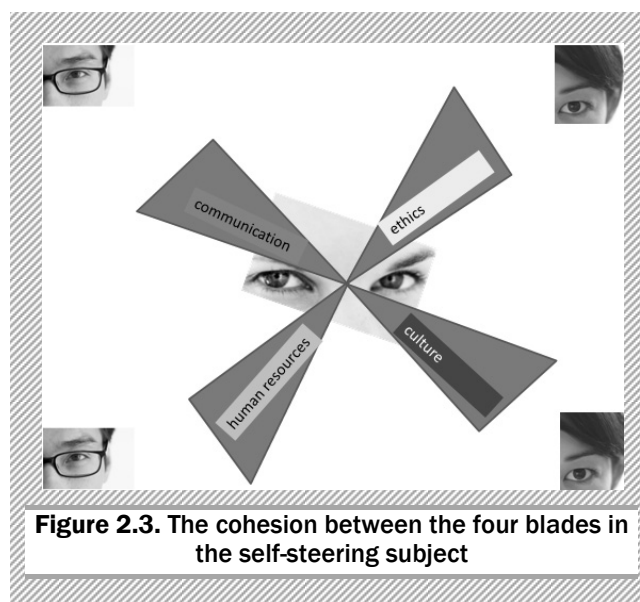


Figure 2.3. The cohesion between the four blades in the self-steering subject

longer participate in the change process and stay behind with my obsolete knowledge.

- In fact, only a third option remains for me, step outside the construction and try to describe what is happening when everything is in motion.

However, when I participate in this unity, new possibilities are created for me:

- I see blemishes (whether the unity stays in line),

- I see a new colour surfacing, the combination of composed parts,
- I am capable of distancing myself from the unity (objectify).

The latter possibility I can then use to see whether it all suffices to make a well-founded choice in a particular situation, in which I want to use my knowledge, skills and attitude. I am distancing myself as it were, objectify my own decisions moments in order to interpret the framework of the situation (we call this personal reflection).

This is how I can show colour in a second way, which is done in an existing card game, where a colour is handed equal to the colour of the previous player. I make sure I take the decision as handed in a manual or action-like context of the card game.

Gyroscopic self-management makes me aware of the choices made based on a given situation, in which certain rules, agreements, values apply.

We could call it the "moral context". This moral context we see to a considerable extent in the separate blades of the flywheel shown: my view on communication, decision-making, dealing with the workforce used and finally my cultural background. When I am aware of this, I have reached a high degree of gyroscopic self-management. Then I can see myself ready for take-off, and especially ready for change, in specific professional situations.

This form of so-called "gyroscopic self management"¹ can make sure to provide an extra dimension in the educational organization by the "practise what you preach" synergy. That way we, the lecturers and trainers, can link the changes in education sooner and especially more quickly to the changing environment.

The professional field shows that when organizations plan changes more or less the same paradoxes appear as seen in the education and trainings system.

Often, the change makers spend much attention on the attempt to motivate employers intrinsically, from the outside, to participate in change.

Little attention we give to the aspect of inner motivation described here, regarding whether or not to participate in the change route and the reward of exactly these reasons. Moreover, it is exactly this paradox in the education system that opens interesting possibilities: in order to gain the pos-

¹ A gyroscope is an instrument used in aviation. The phenomenon gyroscope is a metaphor here used to clarify what the "flywheel" is used for. It remains independent from the changing circumstances (contexts). Thus having developed this steering mechanism that can be characteristically referred to as the term "gyroscopic self management":

sibility for personal development, we have to strive for an integrated approach to the areas, to the perspective of the flywheel. By showing colour, we are aware of participating in the change, which we boosted ourselves!

This is why, according to us, the gyroscope is a useful metaphor, because when I boost it, or create motion, it gains momentum, and the gyroscope does its work and is stable in its equilibrium.

As soon as the gyroscope comes to a standstill, it falls over.

A gyroscope is a rotation symmetrical mass capable of spinning on its own axis. It can be seen as a spinning top. This device can be demonstrated based on the principles of angular momentum. A quickly spinning gyroscope will resist change of the axle's position. The inventor of the gyroscope, Leon Foucault combined in 1852 the name from the Greek words "gyros" and "skopein", respectively meaning "circle" and "see". Examples of gyroscopes are earth, the wheels of a bike or car, a flywheel and a spinning top.

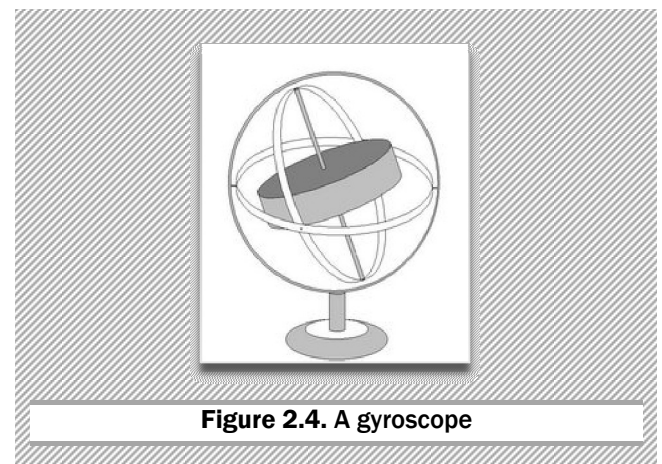


Figure 2.4. A gyroscope

The gyroscope demonstrates the understanding of the role of the balance between internal decisions and external influences. Finding that equilibrium by "showing colour" will ultimately enhance the participation to the change process and thus the chance for success.

That makes the integral perspective one of the most important conditions to be a good change manager.

3. TEACHING AND TRAINING HR AND QM

3.1. A study program called "HRQM"

The answer on this new approach and the way to become a "player" and an entrepreneur is, according to the authors visible in the approach of the new study program in HRQM (Human Resource and Quality Management) at Arnhem Business School in the Netherlands.

Added to teaching the basic competencies to students in this Bachelor study program for "Business and Management Studies", this specific study program offers two additional competencies:

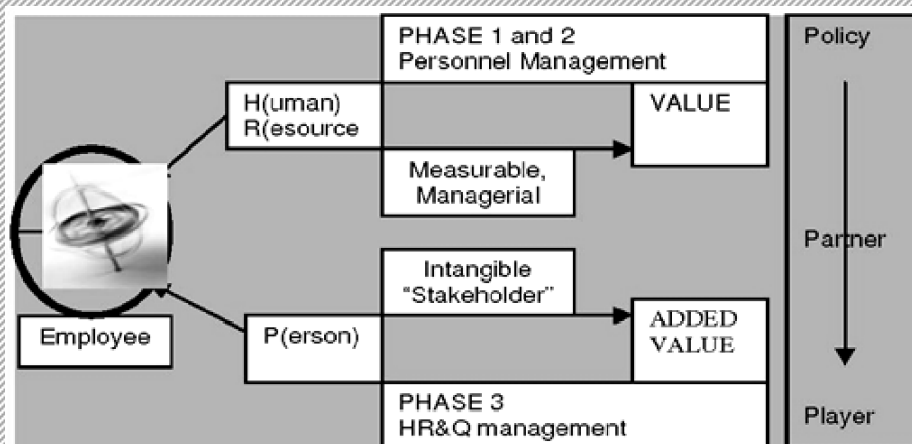


Figure 3.1. Model for dividing the employee in “human resource” (HR) and “person” (P) related with the three phases in HR role

1. “International Business Awareness” and
2. “Intercultural Adaptability”.

Both competencies strongly relate to each other and find their base in two visions, which we will explain hereafter:

3.1.1. International Business Awareness. Based on: “You can’t manage things that you can’t describe”²

The contributions of employees in an organization to the quality and the profit of that organization we know as “intangible” issues. Therefore, it might even, looking at the quote of P. Norton, be “impossible” to manage these. If this is the case and if we focus on the mindset that it is not possible to “manage things that you can’t describe”, maybe we need another view or perspective to change the mindset into one that sees a possibility for the management of Human Resource and of Quality in another way.

This new perspective and view is developed by us in the last years based on a mindset and practical approach in which the authors visualize the employee in an organization in a different way: as a person and a human resource in one. (See *fig 1.2*)

In the figure below it is shown that the “person” (P) can be separated from the “human resource” (HR). This way of visualizing makes it, according to us, better possible to develop systems and strategies that can make both the HR and the person in a separated way “visible” and therefore more separate and different measurable.

The above visualized model of the employees is developed based on the own work experience and on a combination of existing theoretical models; the “Michigan model”³ by Fombrun, Tiche and Devanna (also called the

“Hard HRM model”), the known “Harvard HRM model”⁴, developed by Beer et al, and the “British HRM model” as developed by Guest.⁵

The “P(erson)” behind the “H(uman) R(esource)” in the figure, is the part of the employee that contains all the abilities to deliver the important added value in the ‘value chain’⁶ of an organization. It makes clear that this part, called the “person” is the most important ‘stakeholder’, who, if well taken care of in the right way, can and will improve the contribution (the value) to the organization.

Managing stakeholders is in fact a strange approach. Stakeholders need different approaches and ways of approaching. They have to be “taken care of”. According to us, that is not “managing” them. They cannot be “managed”. Human resource management on the other hand is the managing of the other part of the employee, the “human resource”, the “HR”.

The definition for the “human resource” that we have made to use in this paper is:

“The necessary “tool” that is needed in the whole process that lets the organization run and that only can be produced by a human”.

The person in the figure is the one that has the

² Quote by Kaplan & Norton 2001

³ “Strategic Human Resource Management”, Fombrun, Tichy and Devanna, 1984

⁴ Beer et al (Managing Human Assets by Michael Beer, Richard E. Walton, Bert A. Spector, 1984)

⁵ Human Resource Management in a Business Context, 3rd Edition, 2007; Alan Price; Thomson Learning

⁶ The **value chain** is also known as **value chain analysis**. It is based on a concept from business management, first described by Michael Porter in 1985, “Competitive Advantage: Creating and Sustaining Superior Performance” Harvard Business Review.

competencies⁷ that are needed to perform the job or function in the position with his or her skills, knowledge and attitude. These are the critical success factors that can lead to added value for the “HR” part and therefore for the organizations.

By integrating HR and QM in one approach to HRQM and by dividing the employee in “HR” and “P” it is, in our opinion, possible to measure different parts in different ways. This requires that the HRQM role move closer to the strategic part of the management in organizations as shown in the picture.

Nowadays it is necessary for almost every manager to think, look and act international. This needs legitimizing of the strategic HRQM role in international settings in which the international market will constantly influence the local situations.

The need of the competence of “(international) business awareness” is therefore a very important issue. Not only as a reaction on the mentioned developments, but as a stimulating function to act pro-active on the changes.

A relevant issue here is the increasing globalization of Multi National Enterprises (MNE’s) but also of the Small and Medium Enterprises (SME’s) which demands different strategic thinking concerning human resources and quality. Strategic thinking influences for instance questions pertaining to diversity, the international workforce, ethical issues, change management or intercultural management.

These issues are all integrated parts of the mentioned HRQM study program at Arnhem Business School.

Linking these questions and issues to the student’s own study profile gives added value to the strategic embedding of their qualifications in business life in which competition, surviving, changing and many other aspects are fundamental.

In this way it is possible to make complementary methods and approaches to existing theories, systems and methods like for instance the ‘Balanced Scorecard’ by Kaplan and Norton (1992).

3.1.2. Intercultural adaptability. Based on: “Don’t try to motivate people, just try to reward their motives!”

The (international) business offers possibilities for intercultural settings. This requires not only the insight capabilities, skills and analytic tools that are created in the past and into today, but also the new ability to interpret and use them.

The challenge is to combine instruments and skills on the one hand and the creative and innovative interpretation and application on the other hand. Using this in the approach in the mentioned HRQM study program in the Netherlands as a new way to develop competencies like “Intercultural sensitivity and adaptability” enhances that possibility.

Together with the before mentioned competence, this intercultural adaptability can help graduates to make value-creating management decisions in their new roles in organizations about investments and divestitures.

This “new ability” to combine and interpret instruments, skills, models or theories in the teaching and training of students presupposes a systemic way of thinking. This will give them as a manager the possibility to let employees be aware of their own “share” in the value creation of the organization. This can and will provide an answer to the personal motives of the employees; it specifically gives them satisfaction and therefore a powerful ‘reward’.

These are not really the indicators in the way of “measuring” as we are used to, but they can be influenced and made possible by the use of HR and quality instruments.

That is why HRQM graduates have to know that the motive is one of the important values in the value chain of the organization.

“People have an innate, biologically founded need for rewards or attentions”. This helps to satisfy them and to make them contribute to the organization. An important part of this vision, which is focused on the motive of the individual, find its base in a research done by one of the author in which he searched for the answer why people work in an organization.

This research⁸, which has been awarded with the national HR Talent Trophy in the Netherlands, shows that it is important to search for the motive of the employee and to find a function for the employee in which it is possible for the employer to reward that specific motive of the employees. In this way it is possible to make the employee part of the value-chain. Moreover, can his motive be a performance driver as mentioned in the modern “HR-score card approach” by Huselid et al. (2001)

If this happens, the employee will find the best reward to be motivated to work for the company: his or her own reward for the reason to join the organization. This approach is already been implemented by organizations and it is also one of the pillars of the didactical approach used in the HRQM study program.

⁷ “Set of skills, related knowledge and attributes that allow an individual to perform a task or an activity within a specific function or job.” definition given by United Nations, Industrial development Organization, Human Resource Management Branch, 2002

⁸ Vinke, J., (2002): “Do not try to motivate your people; just try to reward their motives! Master thesis SHRM, Bristol, England, available by the author.

The motive of the student is also one of the key-drivers that relates with the learning style of the student and in the didactical approach; the lecturers use this and help the students to find the ultimate reward for this.

In this way students not only learn to be a good administrator and partner when it comes to HR and QM, but they also learn to enjoy their functions and to start playing and become a "player".

In order to be a player in this new corporate world, graduates first have to prove to be successful administrators and partners in business. To develop as such, they have to understand the needs of the international business and can leverage this understanding to attract and retain a competitive, engaged, and impassioned driven (international) workforce.

Added with the competence to have the intercultural adaptability to look at individual motives, they can offer organizations an important type of value creation. This can no longer be seen as a mere cost of doing business. It will be the ultimate added value for the organizations and the investment and entrepreneurial challenge of the future.

4. THE RELATION BETWEEN EDUCATIONAL ORGANIZATION, LECTURER, STUDENT AND PROFESSIONAL FIELD

Educational organizations could play an important role in better tuning to the change processes and this "lagging behind" by offering freedom to stimulate the individual choices and with that personal development. By doing so, the presented view of the gyroscopic self management leads to a (re)structuring of the educational organization as an agora, a market, where interested parties, buyers and sellers can meet and have a place to negotiate different interests.

This means that also for our educational organizations the necessary adaptations not always have to be conform our specialisation or needs. If we stick to our original goods, it will inevitable result in the consequence of shutting down our 'stand'.

The changing education system and its organization demands an approach on those involved that justifies its own position, these and other factors such as motivational aspects were discussed above.

This requires the organization and mostly lecturers, the management and service departments, an identical changing role and attitude we wish to pass on to our students. We believe as authors that we have to endorse this view, pursue an active didactical vision, communicate, and develop new and other didactical concepts.

In order to do so, the management has to give lecturers that opportunity in facilitating this. In business education, at university level this change in didactical approach can be a good start.

Educational organization may realise more and more the need to be aligned with the fast changing environment in providing their graduates with the competitive advantage they need on the labour market.

Creating players instead of executives, task questioners instead of task takers is what the labour market is calling for. At European level there is a lot of emphasis on the fostering of entrepreneurship as a key competence for both education and business practice, defined mostly as the risk taking attitude to foster creativity.

Self - management, earlier described also as gyroscopic management, could be seen as a way to create a new generation of entrepreneurs. By using this didactical approach, the students will find themselves accountable and empowered to take decisions, based on their place in the value chain.

This attitude can lead to the creation of players/entrepreneurs, both on a solo stage as well as within the organizations they will be part of.

Breaking the current "chain" of all worthy and all knowing teachers and the blind obedience of the students to their teachers, fostered in their university education can be the start of a new era of professionals. Asking for directions and taking in all that educators have to give is a very biased approach, at least at university level. Giving solutions to the students and not encouraging their own approach creates dependency on the opinions of the upper hierarchy and very less individual initiative, even entrepreneurship.

It is important for the students to see that real life does not start after graduation and making choices is already part of their life. Studying to become a professional is just complementary to the professional path one has already chosen.

What university level can bring new, by this didactical approach is to foster and to encourage more than anywhere else, the individual choice and awareness and to give the labour market trained professionals.

We as authors believe that in a classroom there is more creativity that any teacher can foster and drawing lines and giving the students answers only "kills" what there is. What is more, the biased opinion of the educators, due to their cultural background and former experience, should be just another gyroscope the students collide with and not the starting point of their knowhow and attitude.

Encouraging self management in the students brings them one step closer to becoming entrepreneurs and player, all in the benefit of their future workplace. Until the time where business schools will provide the market with business players, a close attention needs to be pointed to the educators.

This new didactical approach "breaks" the security brought by the standard courses, taught year after year,

on the same theory manuals. There would be less control over the information the students will learn and the evaluation would become vague, a slippery road for the educator. This being said, the first player in this new picture would be the teacher and the new outcome of the process would be students who take decisions based on their own awareness of the surroundings. The books will no longer be the basis of evaluation, self awareness would.

Theory would become a tool, one of the many, but not the starting point. The best competency at this stage would become using the theory according to the moment and not focusing on it, but on the situation.

Since the economic crisis and the downfall of the existing economical and management models, there is a need for something new. We, the authors believe that the new didactical approach can be a way in the creation of "updated" professionals.

5. CONCLUSION AND FURTHER RESEARCH

The transformation in HRM as shown and explained in chapter 2 and in the figures is inevitable. More and more, organizations realize that HR and QM are the importing differentiating factors in long-term competitive success. Workforce and their strategies can still more align with organizational objectives.

Personnel Management and Quality control has nowadays a focus on administrating back-office functions and is not necessarily leveraged throughout the business.

Graduates for Universities can contribute to the many capabilities that affect key performance drivers and ultimate business performance, workforce productivity, and human resource and quality developments.

With a more strategic role that extends beyond ensuring efficiency and cost reducing in back-office functions, graduates are primed to be the new "players" that can help organizations change the way they leverage their employee-stakeholders.

In the opinion of the authors, students can with the mentioned approach compete and deliver added value to the organization and related improved customer satisfaction and profit. The title HRQM and "colliding

gyroscopes" makes clear that this is a process that has an own specific approach. One of the most important is courage for both the trainer and the students. If turning gyroscopes strikes to each other the effect we do not know and the direction both will go is unknown.

In the opinion of the authors even with scientific research, this effect we cannot measure and prove to expect. This is perhaps the basic of Human Resource and Quality management in this perspective.

Accepting the fact that people are turning gyroscopes that are colliding is a good start to manage HR and Quality. Stopping the turning of gyroscopes will let them fall and not work anymore. The task of trainers and teachers and managers is, according to the authors to let the gyroscopes turn and teach students and employees to focus on the stable part of every gyroscope, while running... **Themselves...**

Both authors have taken the experience and practice of the new gyroscopic management approach into the research field, with focus on the non profit field. Both authors consider this environment as a very prolific one for the study of basics of (human resource) management, as the activity of these types of organizations is based mostly on voluntary work of people. Results of qualitative action based research done in 2003, 2008 and 2009 both in Romania and The Netherlands has shown a lack of strategic approach by the management, which the authors believe can be defined as "human resource managers". This lack of strategic approach was due mostly to the lack of professionals and more over the new type of professionals, which the authors have explained earlier in this paper. As a result, as part of a doctoral research, the two authors will address in their in depth research competencies needed for non profit managers, having the "gyroscopic (self) management" as starting approach, as well as find new ways of fostering the creation of new players also in the working environment of the organizations. The aim of one of the doctoral researches is to develop a training programme that will enhance the creation of "players" in the organizations, having the non profit as a target group, based on the new "didactical" approach promoted by HRQM study programme in the Netherlands. Both researches will be action based research, as the authors considered it best suited for the topics to be studied.

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