# Critical Issues in Developing and Implementing Dynamic Organization-Wide HR Information Systems

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#### **Problem**

- Develop and implement a system that can help organization make strategic and tactical HR decisions
  - Workforce planning
  - Recruiting
  - Assignments
  - Crisis management



### **Aspects of the Problem**

- Choosing a data model
  - Data collection and structuring
- Gaining and sustaining organizational support
- Developing the system
  - Requirements
  - Assessments
- Validation and maintaining the system



### **Case Studies**

- Large Government Organizations
- Multiple Missions
- Technology Intensive



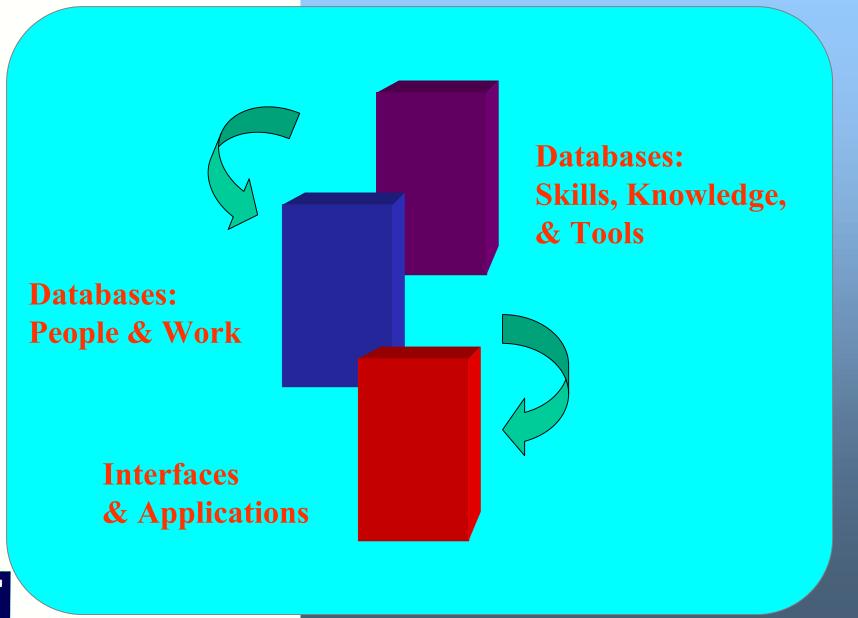


#### **Data Model Basics**

- Jobs can be described quantitatively using descriptors that generalize across jobs
- The "world of work" can be legitimately viewed from different perspectives depending on user or functional requirements
- Any given type of work element (e.g., basic abilities, personality, occupational interests) can be organized hierarchically

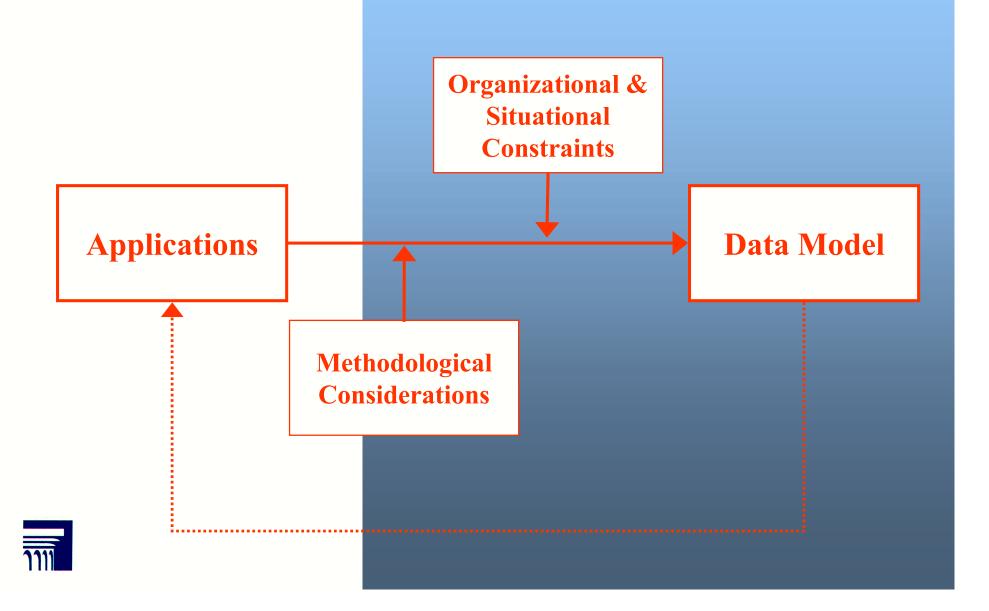


### **Data Model Components**

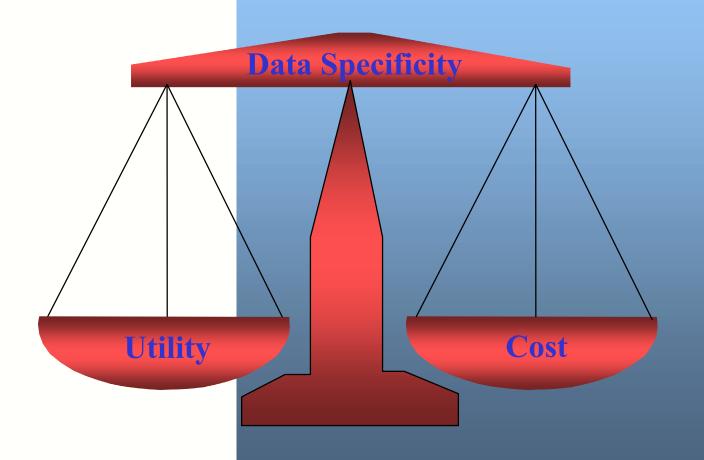




### **Choosing a Data Model**



### The Data Model Problem





### **Key Questions**

- What applications will the HRIS encompass?
- What methodological considerations must be considered?
- How will the characteristics of the organization impact on HRIS utility?
- What situational constraints can constrain the system?



### Critical Data Model Question

• Will any of the methodological considerations, organizational characteristics, or situational constraints limit the capacity of the HRIS to satisfy the requirements of its applications?



# Gaining & Sustaining Organizational Support

- Securing support for change:
  - Employee participation
  - High-level advisorship and involvement
  - Town meetings and briefings
  - Use of internal SMEs



### **Multi-Dimensional Issue**

- Technical
  - Measurement
  - Technology
- Social
  - Perceptions
  - Expectations
  - Uses of the system



### **Example - Self Report Ratings**

#### **Technical**

■ Types of validity & reliability of self-ratings

#### **Social**

- Employee participation assumptions & self-ratings
- Varying uses for proficiency data. Stakeholder expectations not clarified.
- Mid-stream expectations for use of proficiency data re-negotiated.
- Unforeseen work & funding



### **Before You Start**

- **■** Conduct assessment for change.
  - type of organizational change
  - role of culture in planned project
  - organizational readiness/resilience



### At the Beginning

- Focus on relationship to mission
- Build alliances with core units & Management
- Be aware of political shifts and anticipate possible necessary actions.
- Staff project team with roles and skills in mind.
  - Consultant (language translation; relationship & trustbuilding; situation assessment; negotiation)
  - Internal participants (network, reputation, knowledge of organizational system; problem solving skills)



### **Throughout**

- **■** Control key components of the project.
  - Know your dependencies
  - Control quality of project supports
- Provide regular feedback to client
  - (quick hits) to sustain support & demonstrate added value.
- Define teams' contributions regularly:
  - Build project on functional priorities
  - Remember : Building trust and acceptance never ends
- Define resource allocations.



### **Developing the System**

 Two (potentially three) independent stages involved in developing an organization-wide HRIS:

• Building the descriptor catalog

Assessing employee proficiencies



# **Key Issues in Building the Descriptor Catalog**

- Choice of descriptors
- Data collection structure and strategy
- Measurement demands



# Building the Descriptor Catalog - Choice of Descriptors

#### I. Worker Characteristics

- A. Abilities
- B. Occupational Values & Interests
- C. Work Styles

#### **II. Worker Requirements**

- A. Basic Skills
- B. Cross-functional Skills
- C. Knowledge
- D. Education

#### **III. Experience Requirements**

- A. Work Experience
- B. Training
- C. Licensure/Certification

Worker-oriented Work Elements



#### **IV. Occupational Requirements**

- A. Generalized Work Activities
- B. Work Context
- C. Organizational Context

#### V. Occ-Specific Requirements

- A. Tasks & duties
- B. Occupational skills\*
- C. Occupational knowledges\*
- D. Machines, tools, equipment\*

#### VI. Occupation Characteristics

Labor Market Information Occupational Outlook Wages

Job- or Occupation-oriented Work Elements



# Building the Descriptor Catalog - Choice of Descriptors (cont.)

- Comprehensive set of occupational skills covering all work performed in the organization
- Each skill consisted of
  - Skill name
  - Exemplar tasks
  - Tools
  - Knowledges



### Building the Descriptor Catalog - Data Collection

- Data collection structure
  - Must be in line with the data model
  - May require an independent data collection stage
- Data collection strategy
  - Use of technology
  - Process of identifying appropriate descriptors



### **Building the Descriptor Catalog - Measurement Demands**

- Descriptors must be developed in line with the intended applications of the system
- For our purposes, the data had to be:
  - general enough to permit meaningful summarization across the organization, yet specific enough to identify employees with highly targeted capabilities (e.g., proficiency with Cobol)
  - standardized across occupational units
  - parsimonious



# **Key Issues in Assessing Employee Proficiencies**

- Assessment "objects"
- Assessment method
- Data collection medium
- Assessor motivation
- Assessor frame of reference



# Assessing Employee Proficiencies Assessment "Objects" and Method

- What objects (in your model) to assess should be driven by the intended applications
- Assessment method also must be driven by intended applications and will inevitably be shaped by practical concerns



## **Assessing Employee Proficiencies - Data Collection Medium**

- Use of technology
- Tie-in to other databases
- Accessibility to users
  - Connectivity
  - Security access structures
  - User-friendly interfaces and applications



# Assessing Employee Proficiencies Assessor Motivation and Frame of Reference

- Assessor motivation ("Why should I take the time to do this?")
  - Assessors must see the personal value in the system
  - Data entry process must be easy and user-friendly
- Assessor frame of reference
  - Instructions must be clear
  - Potentially problematic for some descriptors



### Validating the HRIS

- Establishing "validity" of the system
  - Validity of the model
  - Validity of the ratings
  - Utility of the system



### **Key HRIS Maintenance Issues**

- Maintaining the currency of the system
  - Keeping the data model current
  - Keeping employee ratings current
- Availability of knowledgeable staff
  - Maintenance, updating of data
  - Analytical capability to use data
  - Life-cycle maintenance of software

