

# PROPOSAL AND CONCEPT

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# Introduction

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The “HR Day” can be used as a tool to help students get a better understanding of the relation between human resources and quality. Students learn how the theories they have studied during the first few weeks of their first semester as HRQM majors are put into practice (if at all). Teachers and trainers are invited to join.

The qualities of this product are defined as follows:

- **Process quality:** The activities run smoothly (this does not necessarily mean according to the plan).
- **Product quality:** The goals and objectives of the product are achieved: students gain a clearer understanding of the relationship of HR and quality; students see how an HR department works in the business world.
- **Transcendental quality:** The expectations of students are met and/ or exceeded. Students feel that the “HR Day” was a good experience and of added value for them.

It is suggested to schedule this HR DAY shortly after the first exam period of the C-Cluster.

The “HR Day” consists of three main parts: a presentation by a company representative, a workshop and an interactive game/ discussion. The concept will be elaborated on below.

# Goals and Objectives

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During the first period, C-cluster students are given an introduction to Human Resource Management as well as to Quality Management. They know about HR tools and several quality systems – and know how to critically evaluate them.

Yet, the question remains how all these theories are applied in the business world. Do companies use existing models? Is there a certain guideline for HR departments? What does a “real” HR department look like? What kind of tasks does an HR manager have? Where is the link with quality? With the “HR Day” the theory until now can be linked with practice.

Students are encouraged to critically evaluate what they have learned during the presentation, establishing the habit of questioning processes and management operations.

Furthermore, students will enhance their communication and negotiation skills as a result of the Werewolf Game.

In short, the goals and objectives can be summarized as follows:

- To make students understand better the relationship of HR and QM
- To illustrate how the theory taught during HRQM lectures is put into practice
- To reflect upon what students have gotten to know during the presentation
- To enable students to improve their management skills

# Quality System

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A quality system that is suitable for the “HR Day” is a cycle system that is founded by Dr. Deming, namely the PDCA (“Plan – Do – Check – Act”) cycle. The PDCA cycle is a systematic approach to problem solving. Thus, the quality of a product is defined in terms of customer satisfaction. The satisfaction of the C-Cluster students is an essential part of the quality of this HRQM product.



The PDCA problem-solving process is typically used in quality control. In its first phase, “Plan”, the current situation is analyzed, objectives are set and a solution to the problem is generated. The idea for improvement is implemented in the second stage, “Do”. The next step is to monitor the processes and results against the objectives agreed upon in the beginning (“Check”). The “Act” phase includes reviewing all the steps taken, modifying them if necessary and eventually, starting the cycle again to establish continuing improvement.

The PDCA cycle applied to the HRQM product looks as follows:

- **Plan:**  
The problem is recognized and analyzed: Something that the current C-cluster students are missing is being added to the HRQM program. The goals for this product are agreed upon: To help students understand the relationship between HR and Quality Management (cf. “Goals and Objectives”)
- **Do:**  
The idea is implemented: Next semester’s C-cluster students are invited to experience the “HR Day”, the program is executed.
- **Check:**  
The processes and results are monitored and evaluated: The team will use the input of the students (feedback forms, results of the discussion, etc.) to find out whether the goals for the product have been reached.
- **Act :**  
The processes of the “HR Day” are reviewed, suggestions for improvement are made and implemented, if desired.

# HR Day Schedule

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(See appendix 1 for a tabular schedule of the “HR Day”)

## 1. Introduction

The “HR Day” will start off with a short introduction; a few energizers done by the entire group will follow. The project team will explain the program and will ask the students to fill out an expectation form (cf. appendix 2: Form: Expectations).

## 2. Company Presentation (Main Part 1)

In this part of the program, a professional invited by the project team will present their company’s HR department and how this is linked with quality management, most commonly used HR tools in that industry, etc.

Students and lecturers will be encouraged to ask questions.

## 3. Workshop (Main Part 2)

The purpose of the workshop is to substantiate what students have learned during TPM and talked about during their individual SCC sessions and combining this with the idea that a person with good inner leadership skills can develop into a good manager due to exactly these aptitudes.

This training session will be conducted by the lecturers of the HRQM study stream who are given the freedom and expressly invited to create their own program and incorporate their own ideas.

The following concept *can be* auxiliary:

### **Personal Resource Management**

Contents:

- Rendering oneself aware of inner resources
- Reflecting the system of outer conditions
- Balancing claims and requirements
- Clarifying and redefining goals
- Reaching objectives set
- ...

Method:

- Input by trainers
- Solution-oriented reflection
- Group and individual work (interviews, feedback, counseling)

- ...

**Benefits:**

- Taking downtime
- Reviewing habits
- Assessing one's personal and professional position
- Setting goals and breaking new grounds
- Unlocking sources of inner strength

#### **4. Werewolf Game**

The Werewolf Game is a good means to make use of one's thinking style dominance to work in a team; it's an interplay of acting as a leader and as a follower. This game requires good communication and negotiation skills (appendix 4: Werewolf Game: Rules and Roles).

#### **5. Interactive Game/ Discussions (Main Part 3)**

During this portion of the "HR Day", students will be asked rather simple questions (appendix 5: Interactive Game) about the presentation and its context at first. These questions are mainly meant to initiate discussions within the group.

Lecturers are encouraged to elaborate on what students have learned during classes, as the amount of information might need time to be processed.

#### **6. Dinner (optional)**

A good opportunity to bring the day to an end would be a dinner in the city center of Arnhem.

Students will be given a form with questions (cf. appendix 3: Form: Feedback) that they are asked to fill out. The form will be collected the following week during class.

## Conclusion

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We, as a project team, developed and elaborated on the concept of the “HR Day” because a few weeks into the first semester as HRQM students, the connection between Human Resources and Quality Management was still vague to (too) many of us (cf. appendix 6: Survey Results). Our product will clarify this very relationship for the students.

Furthermore, the “HR Day” gives students the opportunity to compare the theory they have learnt during class to how processes in the “real” business world are dealt with as they will be given a first-hand account by the company representative.

Not only students will benefit from the “HR Day” experience, but also Arnhem Business School will be able to extend its network and make use of this by organizing internships for students, for instance. Moreover, the “HR Day” can be used as a promotional tool to make the HRQM study stream known in the industry and thus opening doors to internship and graduate assignment opportunities.



# Appendix

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- **Appendix 1: Time Schedule**

## **“HR Day” Schedule**

<b>Item #</b>	<b>Time</b>	<b>Activity</b>	<b>Conducted by</b>
1	06:00 - 07:00	Preparation	Project Team
2	07:00 - 09:00	Introduction	Project Team
3	09:00 - 12:00	Presentation	Company Representative
4	12:00 - 14:00	Lunch Break	Project Team
		Discussion	
5	14:00 - 15:00	Werewolf Game	Project Team
6	15:00 - 15:15	Short Break	
7	15:15 - 17:45	Workshop	The Management Team
8	17:45 - 18:30	Interactive Game/ Discussion	Project Team, the Management Team
8	18:30 - ??:??	Dinner	

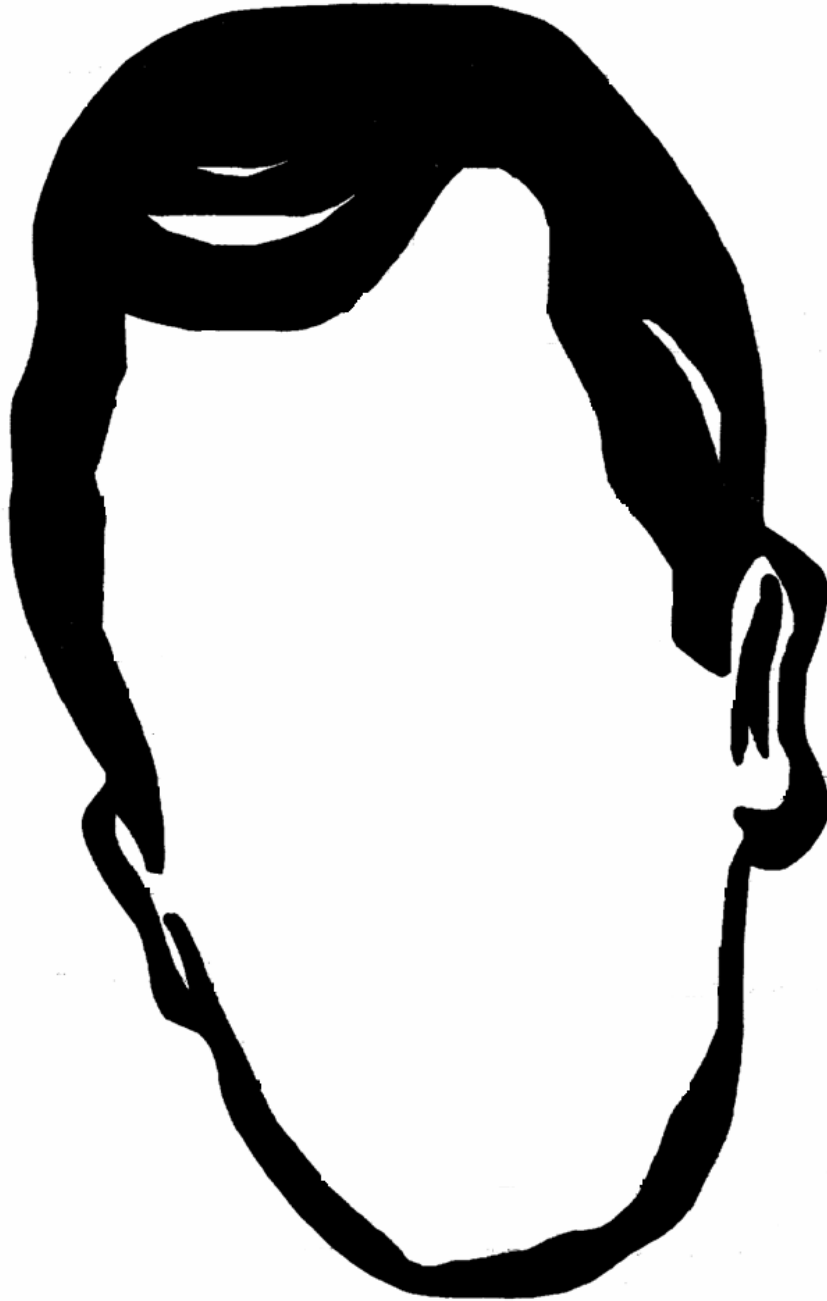
- **Appendix 2: Form: Expectations**

What do you expect from this “HR Day”?

Do you think it will help you get a better understanding of HR and QM? Why (not)?

Other comments?

...



Name:

Dominance:

- **Appendix 3: Form: Feedback**

Did the experience today meet your expectations? If so, how?

How do you feel about the experience?

What do you think about the organization of the “HR Day” and activities?

What are your suggestions for improvement?

Other comments?

...



Name:

Dominance:

- **Appendix 4: Werewolf Game: Rules and Roles**

Before the game starts, each player will be given a random role. This can be done by drawing a lot. Except the normal villagers and the werewolves, all other roles are only presented once in the game. Normally it is ideal to take one werewolf for each two non-werewolves villagers.

**The role of the players in the game:**

**Narrator:**

The person will lead the progress of the game by giving the signal and orders to the players.

**Villagers:**

All players excluding the narrator are counted as villagers, with the difference that some might have special abilities.

**Werewolves:**

They reveal themselves during the night and will eliminate 1 villager every night.

**Hunter:**

A villager with the ability to take another player with him should be eliminated from the game during the night by the werewolves.

**Fortune Teller:**

Fortune teller is a villager with the ability to see or reveal the true identity of one player each night.

**Witch:**

He or she has the ability to heal or poison another villager. Each of the abilities can only be used once in the game and only be done at night.

**Girl:**

She is a villager with the ability to take a peek during the night, to see who the werewolves are. (If there are only a small number of players, this role can be ignored)

**Cupid and the Lovers:**

Cupid will be called on the first night to choose 2 other players to be the lover's pair. The lovers will recognise each other and they are connected with each other for the rest of the game. Should one of them die, then the other one will follow them to death. In some case it could be that the pair consists of a werewolf and a villager. If this happens, none of them are allowed to try to eliminate the other player.

**Progress of the Game:**

The game starts at night, so everyone will have their eyes closed. Then the narrator will call Cupid to open his eyes. (of course this should be done in a more interesting

way, the narrator should try making a story out of this instead of just calling out names and saying the time).

Cupid will then open his eyes and choose 2 other players to be the lovers, when the narrator acknowledged Cupid's choice, then Cupid will close his eyes again. The narrator will tap the lovers so they can open their eyes and recognise each other. After that they will close their eyes again.

**Now the normal sequence of the game will start, which will be repeated every time:**

Every night the fortune teller will wake up first and she can choose a player she wants to reveal the identity of. The narrator will show the player's card or identity to the fortune teller. After that the fortune teller will fall asleep again. Remember that for each these steps the narrator has to lead the players and the players should never open or close their eyes before the narrator says so.

The second players to wake up now are the werewolves. These will recognise each other and then choose a villager they want to eliminate. When they already agreed who the next victim is going to be, they will be sending to sleep again by the narrator. During the time when the narrator calls the werewolves to open their eyes, the girl can try to take a peek and see who the werewolves are, of course the risk is being discovered and directly killed by the werewolves. When the werewolves go to sleep again, the girl will also have to close her eyes.

Before the dawn comes, the narrator will call the witch to open her eyes. If the witch hasn't used the healing potion yet, the narrator will point out the victim of the werewolves and leave it up to the witch whether to heal the victim or not (the healing can only takes place once in the game). Another option for the witch is to poison another player, which can also be done only once during the game. No matter what the witch's action is, the narrator sends the witch to sleep again after that.

Then the morning comes, all villagers will wake up and depending on the events of the night, they will find a dead villager or not. After that the group can start to discuss who they think are the werewolves. They can argue any way they want, but in the end they should have one or more suspects they can vote for. The villagers will then start a vote on the suspects and whoever has the most votes will be "killed" by the villagers. Should there be a draw, then the voting will be repeated until there is a clear result.(optional: in case of a draw, nobody gets killed).

As soon as a player "dies", his card or identity will be revealed to the other players. After the kill by voting, the game continues and it becomes night again, the players fall asleep and the narrator will lead the player through the same progress starting with the fortune teller to wake up.

Any player can reveal his identity by saying it to the others during the daytime, but not showing his card. The players can also lie about their identity.

For the hunter, should he be killed by the werewolves, than in the morning when he is found dead he can name a player he wants to take with him, meaning eliminating that player.

This game goes on until the werewolves equal or outnumber the other villagers, all the werewolves are eliminated or in the case of a lover pair consisting of a werewolf and a normal villager, until both of them are the only ones left.

- **Appendix 5: Interactive Game/Discussion**

- **Guidelines:**

The students will be divided into small groups of 4 or 5 people, with different thinking style dominances. In order to simplify creating this sort of diversity, stickers can be used. The groups will have a reflective discussion on what the students experienced during the course of the program. A member of the project team and/ or a lecturer may initiate discussions, raise questions, etc.

- **Interactive Game Questions (suggestions):**

**Group number:**

***Interactive Game Questions***

1. What kind of presentation did you attend?
2. What was your first impression?
3. What type of products/ services does the company offer?
4. How does the company check the quality of their products/ services?
5. How does the HR department work in this company?
6. Is this how you thought an HR department is operated?
7. Does the company work with the HBDI? If not, what other kind of instrument(s) does this company work with?
8. Do you believe the HBDI can influence the effectiveness of organizations? How?
9. Do you think that employees/teams/departments can be influenced by an instrument like the HBDI? How?
10. Do you think that the HBDI is a good instrument to improve organizations or would you rather choose another kind of instrument / tool to improve organizational effectiveness? Use proper arguments.
11. ...

- **Appendix 6: Survey Results**

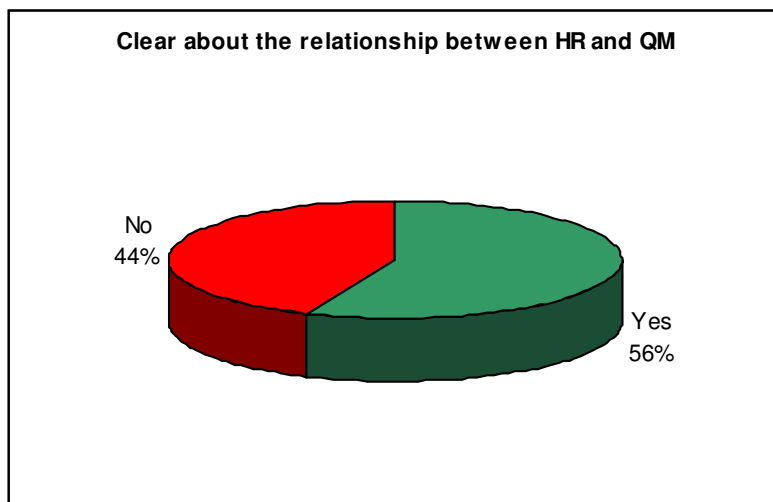
### Survey: "HR Day"

Target group: C-cluster students

*Objective: to find out how and why our product is of added value to the next C-cluster students.*

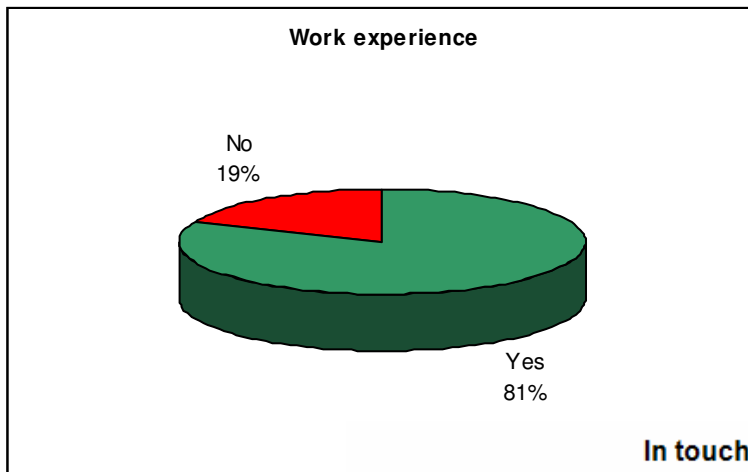
1. Do you understand the relationship between HR & Quality Management after the lectures of the first period?
  - a) If so, would you be able to explain it? What is it?
  - b) If not, why do you think that is?
2. Do you have any practical experience in a company?  
If yes, were you in touch with the quality control department? Please specify.
3. Thinking back to the beginning of the semester, what did you expect from the whole course?
4. Is there anything you missed during the first period? If so, please specify.
5. Suppose that a company representative, employed in the HR department, were invited to give a presentation about how the department works (HR tools, quality control, etc.) and that this presentation were followed by question periods and discussions.
  - a) Do you think that this would help you understand the relation between HR and QM? How?
  - b) Do you think that it would be helpful for your learning process to know how an HR department and a quality control department work in the business world? If so, why? If not, why not?

1.

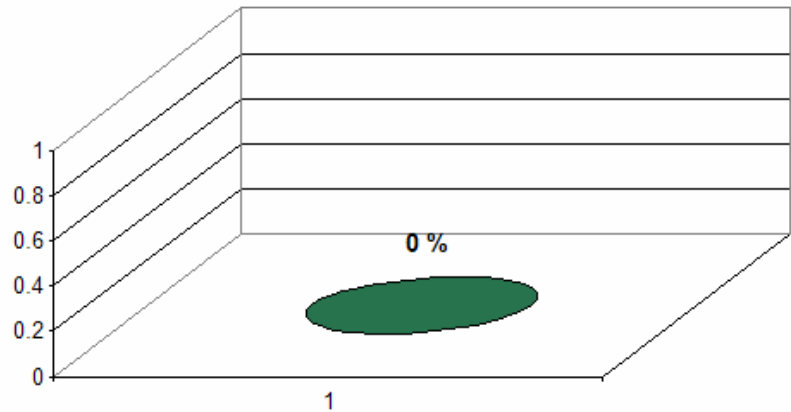




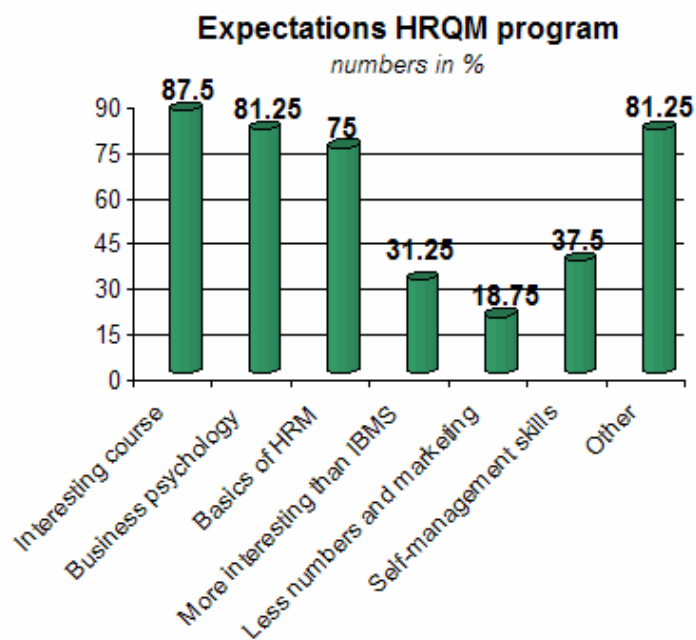
2.



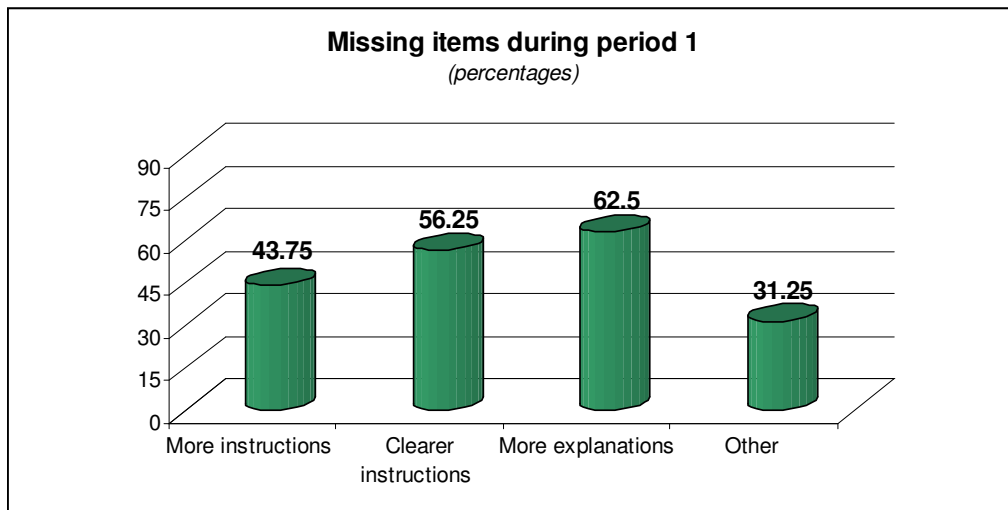
**In touch with quality control**



3.

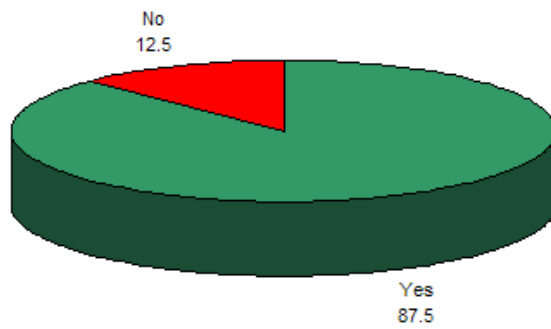


4.



5.

**HR Day helpful to understand HR/QM relation?**



**Helpful to learn about operating processes (HR and QM)?**

