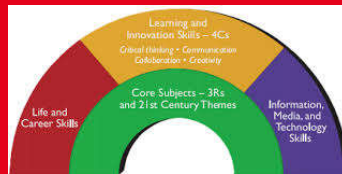


DOOR DE BOMEN HET BOS OPNIEUW ZIEN: EMPLOYABILITY ONTWIKKELEN DOORHEEN DE HR-CYCLUS

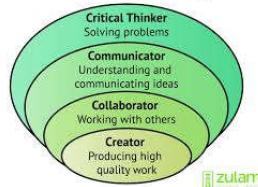
Filip De Fruyt – Meise – September 26, 2022



SKILLS: EDUCATION/HR: A LOT ... OFTEN BOTTOM-UP GENERATED



The Four Cs of 21st Century Skills



TAXONOMY: FIVE PSYCHOSOCIAL SYSTEMS AND SKILLS FOR LIVING (DE FRUYT & JOHN, IN PREPARATION; JOHN, 2015)

- Living together – work with others
- Lead/follow – status hierarchy
- Start/Act – standards
- Conserve and explore
- Deal with frustration/setbacks

Agreeableness: Belonging

- Close bonds/social support

Extraversion: Approach

- Rewards/gains

Conscientiousness: Self-regulation

- Standards

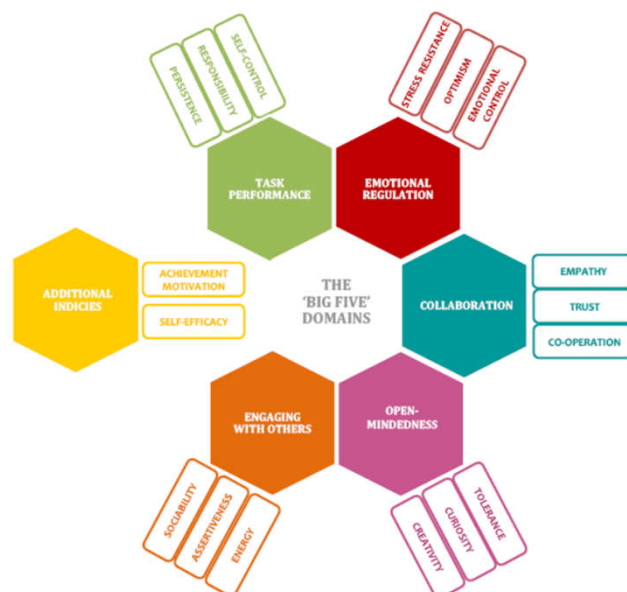
Openness: Exploration

- Interests

Negative Affect vs Emotional stability: Coping

- Adversity: Failures/losses/punishments

OECD MODEL (JOHN & DE FRUYT, 2015; KANKARAS & SUAREZ-ALVAREZ, 2019)



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Employability in the 21st Century: Complex (Interactive) Problem Solving and Other Essential Skills

Filip De Fruyt, Bart Wille and Oliver P. John

Industrial and Organizational Psychology / Volume 8 / Issue 02 / June 2015, pp 276 - 281
 DOI: 10.1017/iop.2015.33, Published online: 28 July 2015



“EMPLOYABILITY” (DE FRUYT, WILLE & JOHN, 2015)

Defined as whether a person:

- Demonstrates task-engagement and goal-setting: **GET THE JOB DONE**
- Can get along with other people **BE NICE**
- Adapts to/fits in an organizational structure: **FIT & CONTRIBUTE**
- Learns on the job/future challenges: **LEARN & DEVELOP**
- Able to deal with time perspective: **ANTICIPATE**



“EMPLOYABILITY” (DE FRUYT, WILLE & JOHN, 2015)

Defined as whether a person:

- Demonstrates task-engagement and goal-setting: **C**
- Can get along with other people **E X A - N**
- Adapts to/fits in an organizational structure: **A x C x N**
- Learns on the job/future challenges: **O x C**
- Able to deal with time perspective: **O x C**

Openness
Conscientiousness
Extraversion
Agreeableness
Neuroticism



RUIMERE VISIE OP PERFORMANCE

Van: Hoe goed doe je je job, naar ...

- Task performance: kern van de klassieke functiebeschrijving
- Contextual performance:
 - Interpersoonlijk gedrag
 - bijdrage tot de groep (team)
 - Organizational citizenship behavior
- Adaptive performance: omgang met verandering/flexibiliteit
- Learning performance: leren en ontwikkelen
- Control/Avoid counterproductive behavior/derailment
- ... Well-being (?)

RUIMERE VISIE OP PERFORMANCE

- Task performance: kern van de klassieke functiebeschrijving: **C**
- Contextual performance: **E x A**
 - Interpersoonlijk gedrag,
 - bijdrage tot de groep (team)
 - Organizational citizenship behavior
- Adaptive performance: omgang met verandering/flexibiliteit: **N x O**
- Learning performance: leren en ontwikkelen: **O x C**
- Control/Avoid counterproductive behavior/derailment: **N x A x E**
- (Well-being: **E x N**)

TASK PERFORMANCE (C)

- Meest klassieke vorm van evaluatie
- Kwantiteit en kwaliteit
- Gaat veelal over performance in het verleden
- Onduidelijke ankerpunten tussen beoordelaars: verschillende frames-of-reference
- ‘Incompetence’: often “a have not”
 - Cannot get the job done
 - Can do the task, but not the people
 - Can do the task and the people, but not the organizational rules/policies

CONTEXTUAL PERFORMANCE (E X A CIRCUMPLEX)

- Bijdrage tot de groepsdynamiek en interpersoonlijke relaties (niet noodzakelijk team)
- Mogelijk vanuit diverse posities in het interpersoonlijk circumplex: zorg voor voldoende heterogeniteit in groepen (>< geen vrijgeleide om assessment af te schaffen – integendeel – je moet de heterogeniteit goed kennen)
- ‘Extra gedrag’ (OCB) (alles buiten wat ‘moet’)
- Challenge (in/after covid) ~ thuiswerk
- Caveat voor interpersoonlijke jobs: Leidinggevend kader, klantencontact, ... (is expliciet onderdeel van task performance daar)

ADAPTIVE PERFORMANCE (N X O CIRCUMPLEX)

- Omgang met verandering en onvoorziene omstandigheden
- Blokkerende en faciliterende gevoelens, gedragingen, mindsets, ...
- Coping – emotieregulatieliteratuur (Stad Gent: “neute mag, pleuje nie”)
 - Problemen oplossen
 - Omvormen tot opportuniteiten
 - Positive framing (re-appraisal)
 - ...
- Creativiteit/Innovatie

LEARNING PERFORMANCE (C X O CIRCUMPLEX)

- Leren in brede zin ~ brein actief houden (levenslang leren: Colruyt groep: “Hire to retire”)
 - Direct nut (onmiddellijk inzetbaar)
 - Indirect nut (later inzetbaar, employability, ...)
- Voorbij ‘waar krijg je energie van?’
 - “Intrinsiek”: maar veel mensen hebben geen systematisch idee wat ze graag doen
 - Niets mis met extrinsiek gemotiveerde interessen
- Zal assessment vergen: opties bij mensen VERRUIMEN ipv (te vroege) foreclosure (is nieuw voor assessment!)
- Vocabulaire aanleren om:
 - vaardigheden te leren consolideren: de ‘HOW’ vraag
 - kijken naar de eigen interessen: de ‘WHAT/WHERE’ vraag
 - Kijken naar omgevingen/jobs (en hoe hierin veranderingen aanbrengen/job crafting)

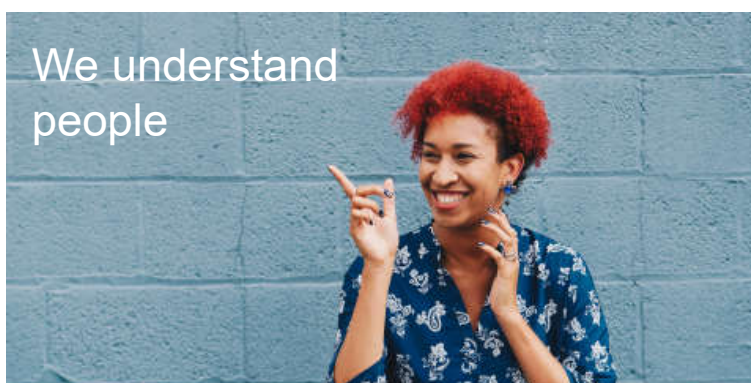
TALENT/MANAGEMENT&DEVELOPMENT

- Two critical sets of constructs:
 - “how” of performance: → Personality/skills
 - “what/where” of performance: → Interests (values)
- Wille & De Fruyt (2021)
 - interests are what get people into jobs (**attraction**)
 - interests are what make people good at their jobs (**performance**)
 - interests are what keep people in jobs (**retention**)
 - interests are what drive people to change (**mobility**) or learn (**development**)
- Input for Talent Management Programs: ‘No Employee Left Behind’ (De Fruyt, 2019)



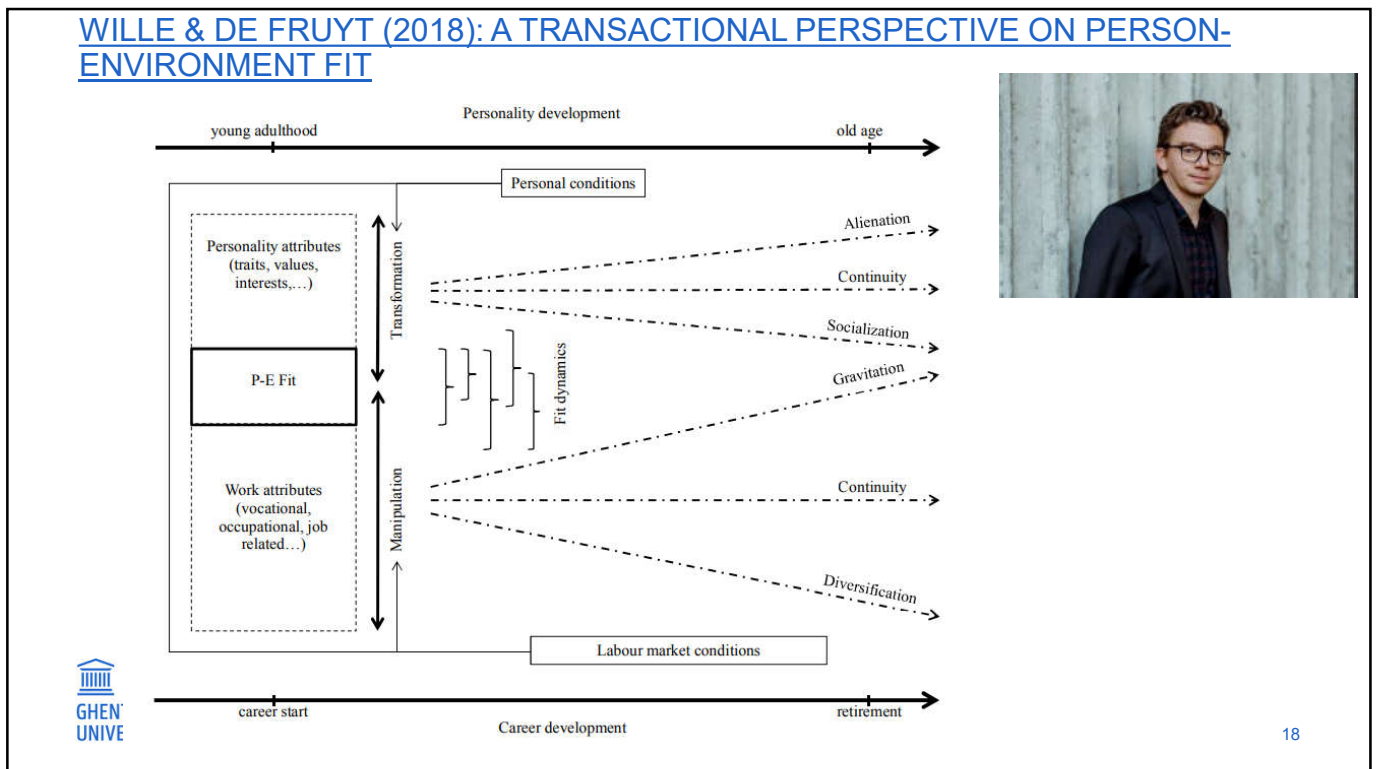
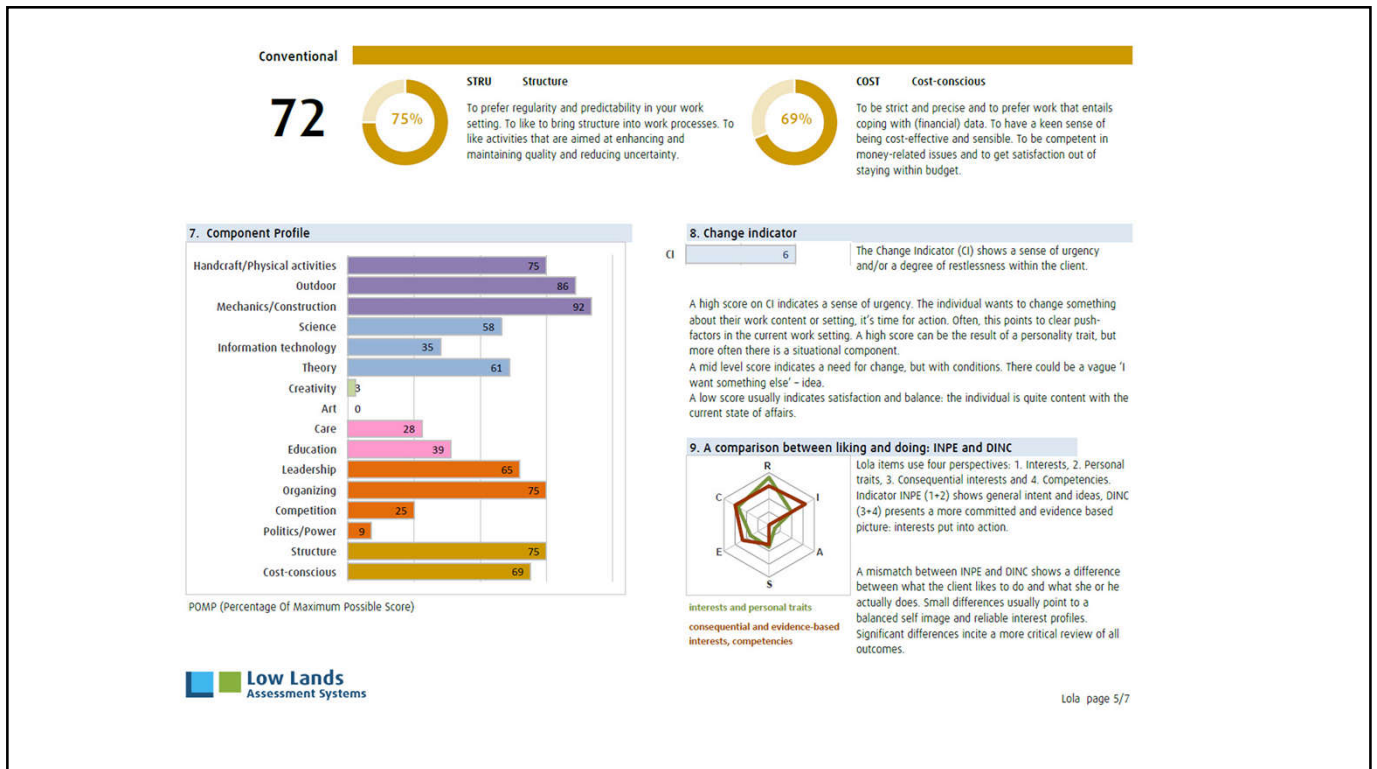
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Lola: The sophisticated tool for career exploration



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Thanks! Contact details

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