So you want to be a consultant?
Internal consulting skills for the HR Professional
Cathy Fyock, CSP, SPHR• June 30

(C) 2009 Cathy Fyock
CATHY MANDY® by Jerry Scott

WHEN I GROW UP, I'M GOING TO BE A CONSULTANT.
WHAT DOES A CONSULTANT DO?
THEY TELL PEOPLE WHAT TO DO, WHAT TO SAY, WHAT TO WEAR AND HOW TO ACT.
IN OTHER WORDS, YOU'LL BE DOING EXACTLY WHAT YOU DO NOW.
YEAH, BUT THEN I'LL HAVE BUSINESS CARDS!

(C) 2009 Cathy Fyock
A consultant is a person who has influence over others within an organization, but no direct power to make changes or implement programs.

--Peter Block
CASE STUDIES

(C) 2009 Cathy Fyock
Consulting Models

(C) 2009 Cathy Fyock
Order Taker

(C) 2009 Cathy Fyock
Consulting Contracts

- Definition of client
- Objectives
- Metrics/deliverables
- Scope/activities
- Roles of client/consultant
- Use of data/confidentiality
- Evaluation
- Time line

(C) 2009 Cathy Fyock
What makes a “bad” question?

- Closed questions
- Leading questions
- Obvious questions

(C) 2009 Cathy Fyock
Questioning Effectively

- Open questions
- Non-leading questions
- Restate the question
- Probe the issues

(C) 2009 Cathy Fyock
Consulting Questioning Template

- Client and Client System
- Objectives of the Project
- Measures of Success and Deliverables
- The Problem
- Readiness and Capability of the Client
- Scope of the Project
- Roles and Responsibilities
- Surfacing Resistance
- Use of data and results
- Next Steps

(C) 2009 Cathy Fyock
More Case Studies

(C) 2009 Cathy Fyock
If you always do what you always did . . . You’ll always get what you always got!

(C) 2009 Cathy Fyock
So you want to be a consultant?

Internal consulting skills for the HR Professional

Presented by
Cathy Fyock, CSP, SPHR
Director of Recruiting
Resources Global Professionals

Cathy Fyock is the Director of Recruiting for Resources Global Professionals, a professional services firm supporting clients with project professionals through times of change, growth, and transition. She also directs her own firm, Innovative Management Concepts, where she has provided guidance to client organizations on the issues of recruiting and selecting top talent in an aging and changing workplace. As an employment strategist, Cathy combines her talents as speaker and her knowledge of workforce issues to provide innovative and inspirational learning events, and to help organizations attract top talent, reduce turnover, and improve productivity in a volatile labor market. Cathy has provided over 200 national seminars for the Society for Human Resource Management, including presentations at each of their annual conferences since 1986. For 15 years she served on faculty for SHRM’s HR Generalist Certificate Program, and volunteers with SHRM at the local chapter, state, and national levels, including having served as Chair for the HRCI Board of Directors. Additionally, she is the author of numerous articles and five books, including Hiring Source Book and Get the Best. Her most recent book is The Truth About Hiring The Best. She can be reached at 502 588-3048 or cathy.fyock@resources-us.com.
Cases

Case 1.

The client comes to you in HR to fill an open position. The hiring manager gushes that you are brilliant, and that you have always been able to find excellent staff in the past. You are feeling very proud and confident, and begin to search for the person to meet the needs of this department. You proudly refer the final candidate to the hiring manager, and the hiring manager is excited that you have once again shown your brilliance as an expert resource. One week later the hiring manager fires the new employee, and returns to your office knowing that you will be able to find the ideal person to fill their need. What might have gone wrong?

Case 2.

The client comes to HR to request a new training program on coaching in the workplace. You immediately research coaching programs, and offer a six-week program on elements of coaching. You are later criticized for introducing “fluff” training that fails to address the needs of the workplace. What might have gone wrong?
Questioning effectively

*For each statement provided, ask at least one probing question.*

1. This is the most important project on my plate right now.

2. We need to have this completed by June 1.

3. You’ll need to head up the communications on this issue.

4. I need to have our QSC scores increase to reach my objective.

5. The program will need to be completely documented.

6. We’ll need to make certain that all employees are notified of this change.

7. I don’t want the word to get out on this project. It needs to be hush-hush.

8. This is for your eyes only.

9. I want this done immediately.

10. Your involvement is critical to this project’s success.
Questioning skills

Client and Client System

♦ Who is the primary client? Who initiated the project? Who is the decision-maker?
♦ Who is the target group? What is the size?
♦ Who are other key stakeholders (others who are affected by the change or could benefit)?
♦ Who are the critical individuals and groups that must be involved for the change to occur—that can make or break the success of the project?

Objectives of the Project

♦ Who do you want to do this project?
♦ What are your objectives?
♦ What are the objectives or expectations of your boss? Other stakeholders?

Measures of Success and Deliverables

♦ What is your vision of success? By what date?
♦ What will be different if the project is successful? What are the deliverables?
♦ How will success be measured?
♦ How does your vision of success compare with the vision of other key stakeholders?
♦ What is the follow-up evaluation process?

The Problem

♦ What is the problem as you see it?
♦ How is the problem related to accomplishment of your objectives?
♦ What other factors are helping/hindering the accomplishment of your objectives?
♦ How do you know it is a problem?
♦ What is keeping you up at night?
♦ How would other key stakeholders define the problem?
♦ What is the root cause(s) of the problem?

Readiness and Capability of the Client

♦ How important is this project compared to other priorities?
♦ Was the need for change determined by you/others/externally?
♦ Is the change a “have to” or a “nice to”?
♦ What would happen if the change wasn’t made?
♦ What resources will you provide for the project?
♦ What is your history and experience in the rent past in using consultants?
Scope of the Project

♦ What is the scope of the problem/project?
♦ What are the boundaries? Who/what is off limits?
♦ When you like to start/end this project?
♦ What are the key activities involved?
♦ To what people and information do I have access?

Roles and Responsibilities

♦ Why did you call me? How can I help?
♦ What are your expectations of me?
♦ Who should be responsible for key activities?
♦ What responsibilities will you take?
♦ Who else should be involved or informed?
♦ How much time do you and others on your staff have to work on this project?
♦ What other resources will you invest in the project?
♦ Who should I call when I have questions, run into problems, or need approvals?
♦ How often will we get together to review progress?

Surfacing Resistance

♦ What concerns do you have about this project?
♦ What is the potential impact on your organization/customers/others?
♦ What resistance might we encounter?

Use of data and results

♦ Who will receive the data? How? When?
♦ Who will be involved in collecting/analyzing/using the data?
♦ How will the data be used?
♦ What data is confidential? Anonymous?
♦ How will the project of the consulting be used?

Next Steps

♦ What are the next steps?
♦ Are there other people we should interview to assess their view of the problem or solution?
♦ What other data should we get?
♦ What timeline and milestone goals should we set up?
Case Studies

For both cases below, assume that you are a HR Generalist and the client has come to you with this issue.

Case 1.

The client comes to you to fill an open position.

Fact patterns:

♦ HR has filled positions in the past with minimal involvement from the client.
♦ Client has had experience in filling many positions in the past.
♦ There have been on-going discussions about consolidating departments and improving processes, which may change how positions are filled.
♦ There are several openings, but this one is pivotal to filling the rest of the positions.

Case 2.

Feedback from customers indicates that training is necessary.

Fact patterns:

♦ Customer complaints about rudeness of Customer Service Representatives have increased.
♦ The manager of this group has been recently promoted to lead his fellow co-workers.
♦ No departmental processes have been documented.
♦ Turnover in departments had increased 20% in the last 90 days prior to the new manager being names.