Lesson 6 – Human Resource Management

Competency-based Approach to HRM

COMPETENCY	
Practices	Attributes
the observable performance leading to the outcome of a standard quality	the underlying attributes of a person - personal traits - knowledge - skills
NEED	RESOURCE

3 strategies of utilizing resources to satisfy the needs:
- to select applicants whose existing competencies best fit the required task;
- to redesign the job so that employees are only given tasks within their capabilities;
  - This is usually a temporary strategy used for instance new employees are initially assigned to clients with less complex problems or requests.
- to train and develop employee competencies.

Managerial Competencies

Source: George Klemp. *Leadership Competencies: Putting It All Together*. www.cambriaconsulting.com

Content analysis of 62 managerial competency models:

Exhibit 1: Sample Companies Represented

- Allied-Signal
- Alcoa
- American Express
- AT&T
- Bank One
- British Petroleum
- Canadian National
- Chase
- DuPont
- EDS
- Ford
- General Electric
- Hewlett Packard
- International Paper
- Johnson & Johnson
- Knight-Ridder
- Merck
- Mobil
- PepsiCo
- Siemens-Rolm
- Sun Microsystems
- Unilever

Exhibit 3: Leadership Practices Menu

Act as a Role Model	Develop Strategy	Manage Complexity
Align the Organization	Drive Change	Manage Conflict
Build Business Relationships	Drive for Improvement	Manage Diversity/Value Others
Build Teams	Empower Others	Manage Performance
Communicate	Focus on the Customer	Motivate Others
Cooperate/Team-player	Get Results	Plan & Organize
Create a Hi-Performance Climate	Hire & Staff	Promote Learning
Delegate	Influence the Organization	Set Vision & Direction
Develop Creative Solutions	Make Decisions	Take Charge
Develop People	Manage Across Boundaries	Total Quality Management

Exhibit 2: Leadership Attributes Menu

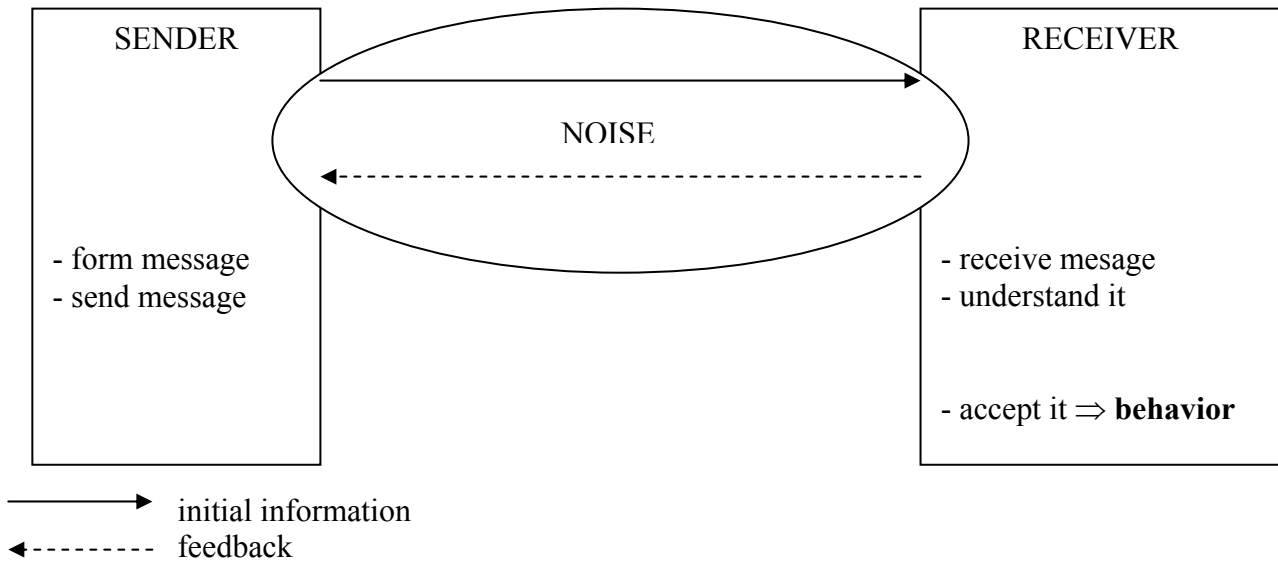|		
Accountability	Creativity	Judgment
Achievement Drive	Decisiveness	Learning Orientation
Action-oriented	Dependability	Political Astuteness
Analytic Thinking	Directive/Controlling	Presence/Charisma
Attention to Detail	Energy/Enthusiasm	Responsiveness
Business Acumen	Flexibility/Adaptability	Risk-taking
Communication Skill	Global Perspective	Self-Confidence/Courage
Composure/Self-control	Influence Skill	Strategic Thinking
Conceptual Grasp	Integrity/Honesty/Ethics	Technical/Functional Knowledge
Cooperativeness	Interpersonal Astuteness	Tenacity/Persistence

Exhibit 4: Top Leadership Practices

Key Practices	Other Practices
Develop People (64%)	Build Teams (36%)
Get Results (55%)	Cooperate/Team Player (36%)
Communicate (52%)	Develop Creative Solutions (34%)
Focus on the Customer (52%)	Drive Change (32%)
Set Vision & Direction (46%)	Act as a Role Model (29%)
Build Business Relationships (43%)	Manage Diversity (29%)
Make Decisions (41%)	Develop Strategy (25%)
Manage Performance (39%)	Take Charge (23%)
Influence the Organization (38%)	

Exhibit 5: Top Leadership Attributes

Key Attributes		Other Attributes	
Integrity/Honesty/Ethics (77%)	Achievement Drive (76%)	Initiative/Action Oriented (58%)	Communication Skill (52%)
Interpersonal Astuteness (73%)	Learning Orientation (73%)	Energy/Enthusiasm (50%)	Political Astuteness (50%)
Directive/Controlling (66%)	Influence Skill (64%)	Analytic Thinking (48%)	Accountability/Commitment (48%)
Strategic Thinking (64%)	Conceptual Grasp (63%)	Cooperativeness (48%)	Decisiveness (44%)
Flexibility/Adaptability (61%)	Self-confidence/Courage (60%)	Judgment (44%)	Business Acumen (40%)

Communication

- the aim is to <u>get the information across</u> in such a way that the receiver will <u>accept</u> it.

SENDER	NOISE	RECEIVER
- form message - send message		- receive message - understand it - accept it $\Rightarrow$ **behavior**

⟶ initial information
◄------- feedback

GETTING THE MESSAGE ACROSS

- verbal = oral or written method of transmitting meaning through words;
- nonverbal = any part of communication that does not use words.

Empathize	try to understand and be sensitive to the feelings, thoughts, and situation of others.
Repeat	rephrase the key points a couple of times; "tell them what you're going to tell them → tell them → tell the what you've told them".
Use timing	find a time when the receiver is less likely to be distracted by other matters.
Be descriptive	focus on the problem, rather than be personal (if you have negative information to convey).

ACTIVE LISTENNING

4 types of listeners:
   non-listener
   marginal listener
   evaluative listener – hears the words but doesn't get the meaning;
   active listener – hears and understands the message

Listen	listen to the content of the message; try to hear precisely what is being said.
Empathize	try to perceive the speaker's feelings about what is being said through the way that the message is delivered.
Be interested	as any behavior, active listening requires motivation. Try to take the view that there is always something of value in a conversation and actively look for it.
Provide feedback	by rephrasing the speaker's ideas; this demonstrates your interest and helps the speaker determine whether you understand the message.

Persuasive communication: from understanding to acceptance

Managers usually wand others to accept their information, not just understand it.
Understanding = receiver perceives the same meaning that the sender intended.
Accepting = the meaning of the message becomes part of their belief system and changes their opinions and
behaviors.

Rapport = being attuned to other people verbally or nonverbally so that they are comfortable and have trust
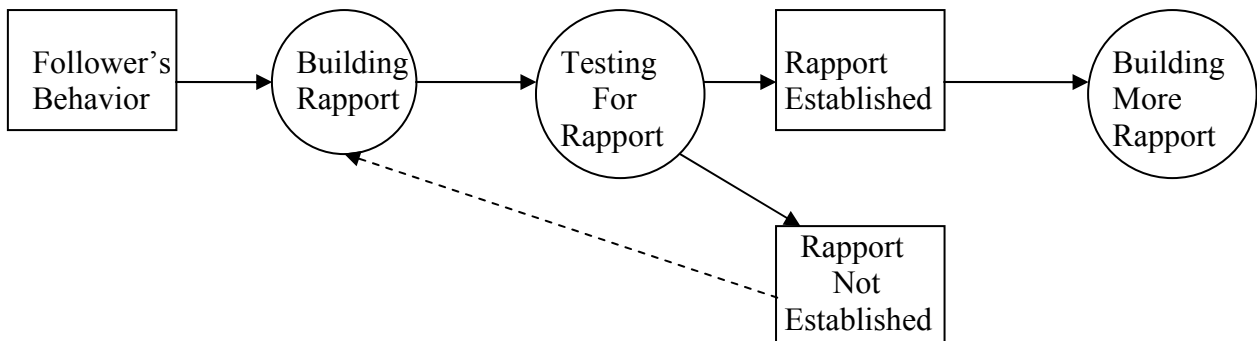and confidence in you.
Pacing =   establishing rapport by reflecting what others do, know or assume to be true (saying or doing
something similar, matching some part of their ongoing experience).
Leading = getting other people to pace with you (attempting to influence them to consider other
possibilities).
Having behavioral adaptability = having enough range in your own behavior to pace with the person or
persons with whom you are interacting.

The Pace-Lead Model of influencing other people
Source: Hersey P. – Blanchard, K. – Johnson, D. Management of Organizational Behavior. New Jersey: Prencice Hall, 2001.

Assignment 6

Reading for Lesson 6:
ROBBINS, S. P. *Management.* 4th ed. New Jersey : Prentice Hall, 1994. (ORG 126)
- ☐ Chapter 12, pp. 339-372
- ☐ Chapter 18

Review questions for Lesson 6
1. What is the task of job analysis?
2. What are the three basic characteristics of a job?
3. What is the purpose of job design?
4. How are jobs being redesigned?

5. Define human resource management.
6. What are 3 basic staffing activities and how are they interrelated?
7. What are the purposes of evaluation?
8. Describe and distinguish between various traditional performance evaluation methods.