

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 <ul style="list-style-type: none"> - 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:

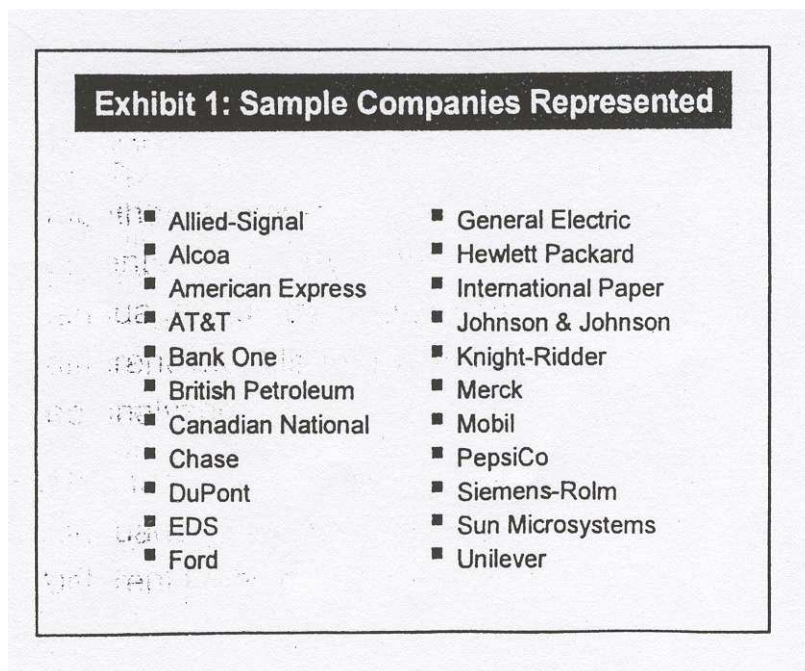


Exhibit 3: Leadership Practices Menu

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

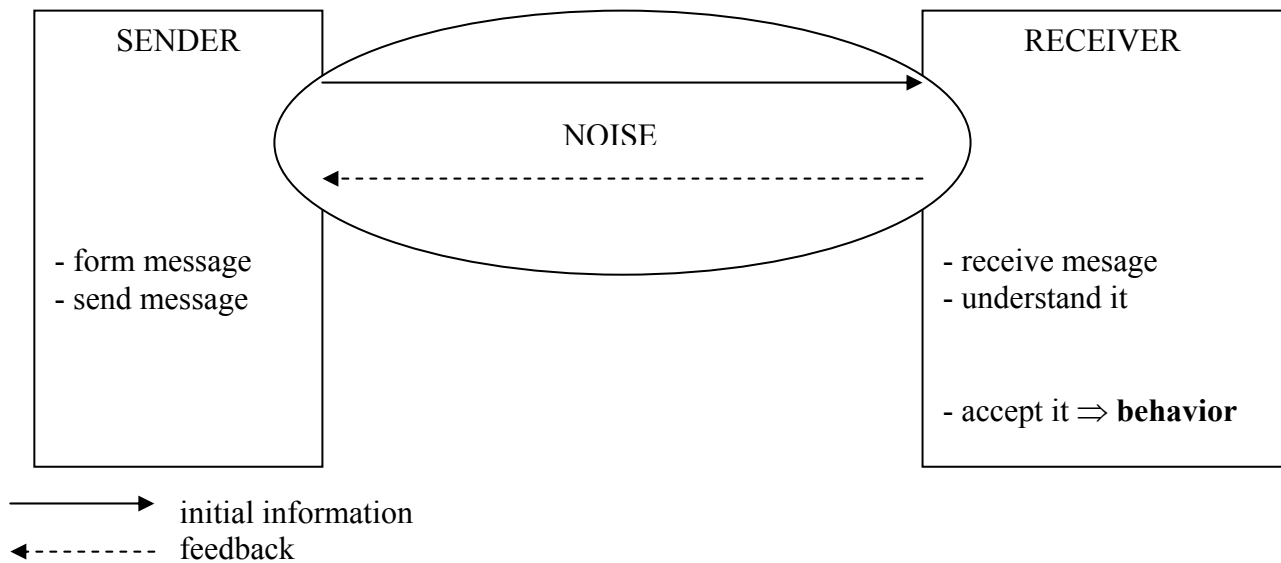
Key Practices	Other Practices
Develop People (64%)	Build Teams (36%)
Focus on the Customer (52%)	Develop Creative Solutions (34%)
Set Vision & Direction (46%)	Drive Change (32%)
Make Decisions (41%)	Manage Diversity (29%)
Influence the Organization (38%)	Take Charge (23%)
Get Results (55%)	Cooperate/Team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

Exhibit 5: Top Leadership Attributes

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

Communication

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



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 want 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.

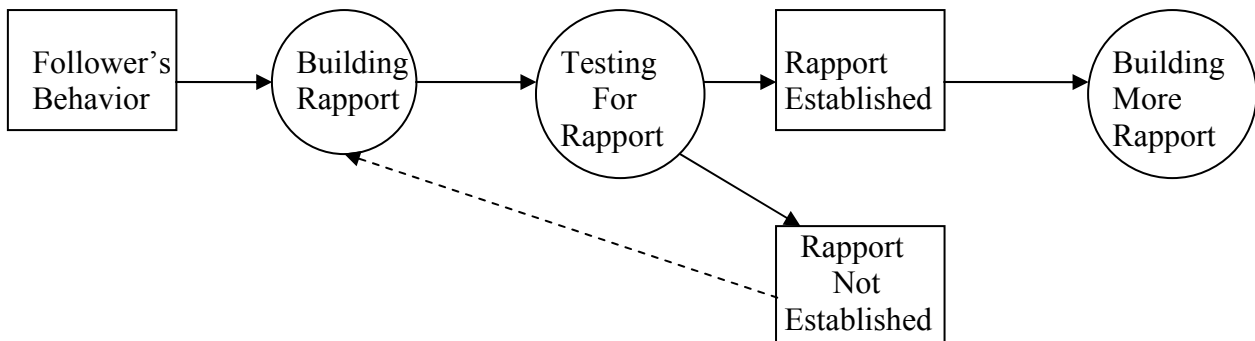
Pacing = establishing rapport by reflecting what others do, know or assume to be true (saying or doing something similar, matching some part of their ongoing experience).

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: Prentice 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.