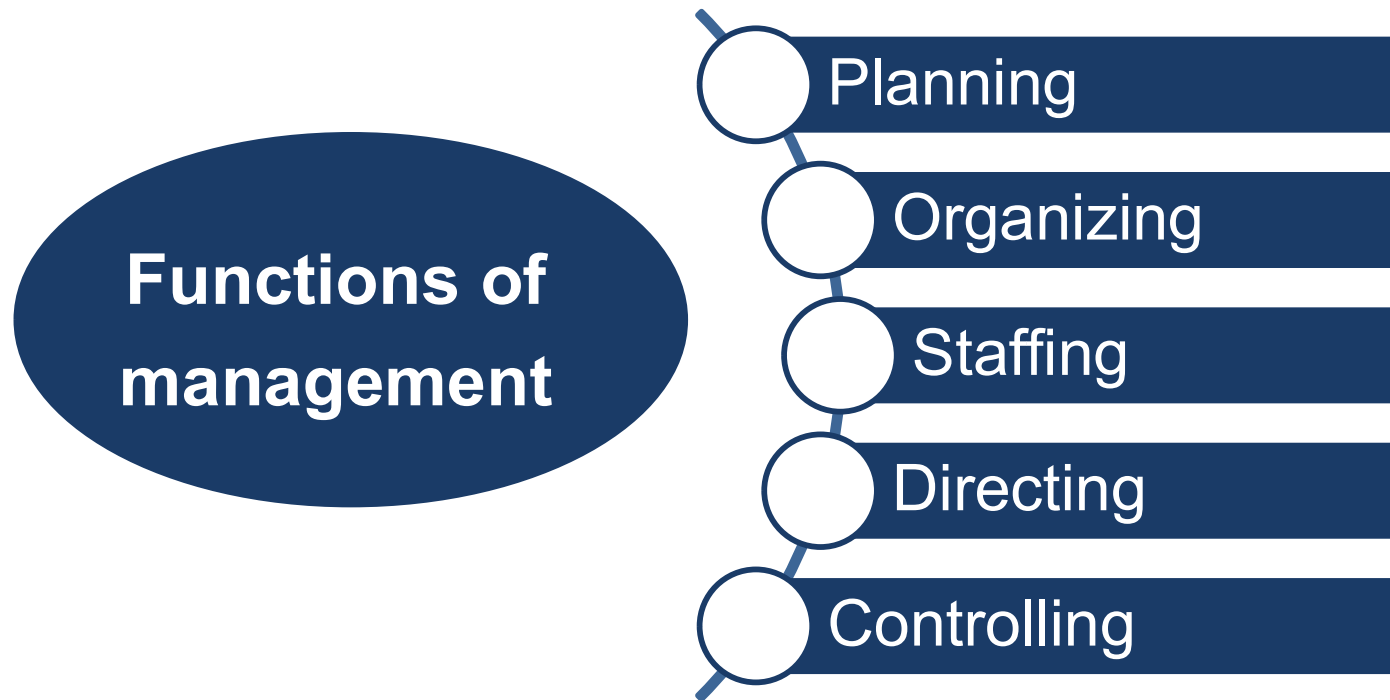# HR Competencies

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The Role of the Leader

Functions of management

- Planning
- Organizing
- Staffing
- Directing
- Controlling

Leadership style affects employees':

- Ability to make decisions.
- Sense of responsibility.
- Standards for performance.
- Belief that they will be rewarded.
- Sense of mission/shared values.
- Commitment to shared goal.

Leadership Approaches

Coercive
- Leader imposes a vision or solution.

Authoritative
- Leader proposes a solution and invites team to join this challenge.

Affiliative
- Leader creates strong relationships and encourages feedback.

Democratic
- Leader invites followers to collaborate and acts by consensus.

Pacesetting
- Leader models high performance standards.

Coaching
- Leader develops team members' skills.

Universal Characteristics of Leadership

Certain characteristics are defined around the world as traits of real leaders.

- Trustworthy and dependable
- Just
- Honest
- Thinks and plans ahead
- Encouraging
- Positive
- Dynamic
- Motivational
- Confidence building

- Decisive
- Committed to excellence
- Intelligent and informed
- Effective, win-win bargainer
- Administratively skilled
- Communicative
- Organized

Trait Theory

Leaders possess certain innate characteristics, e.g., physical characteristics and personality traits.
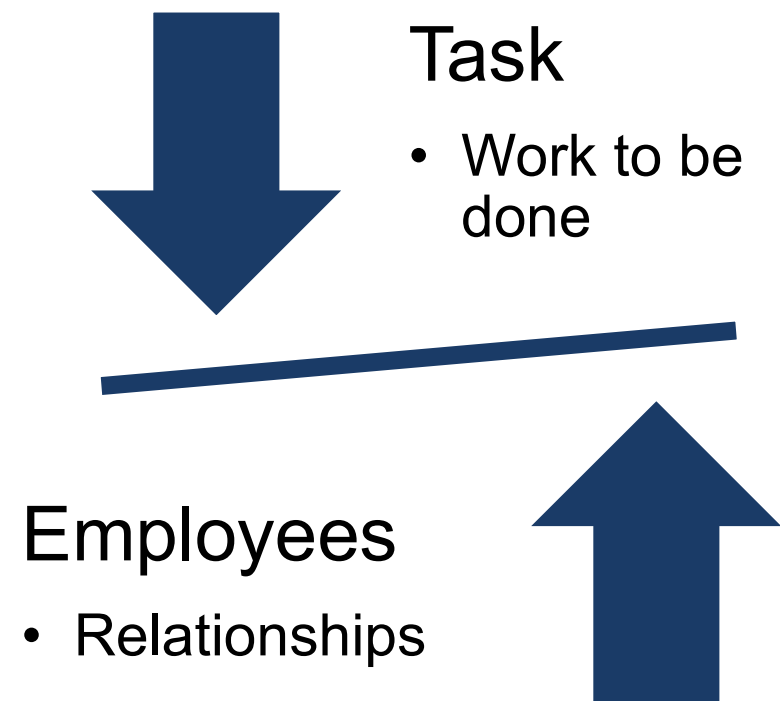
Behavioral School

Leaders influence group members through certain behaviors.

Blake-Mouton Theory

Manager types

- Country club managers
- Impoverished managers
- Authoritarian managers
- "Middle-of-the-road" managers
- Team leaders

Task
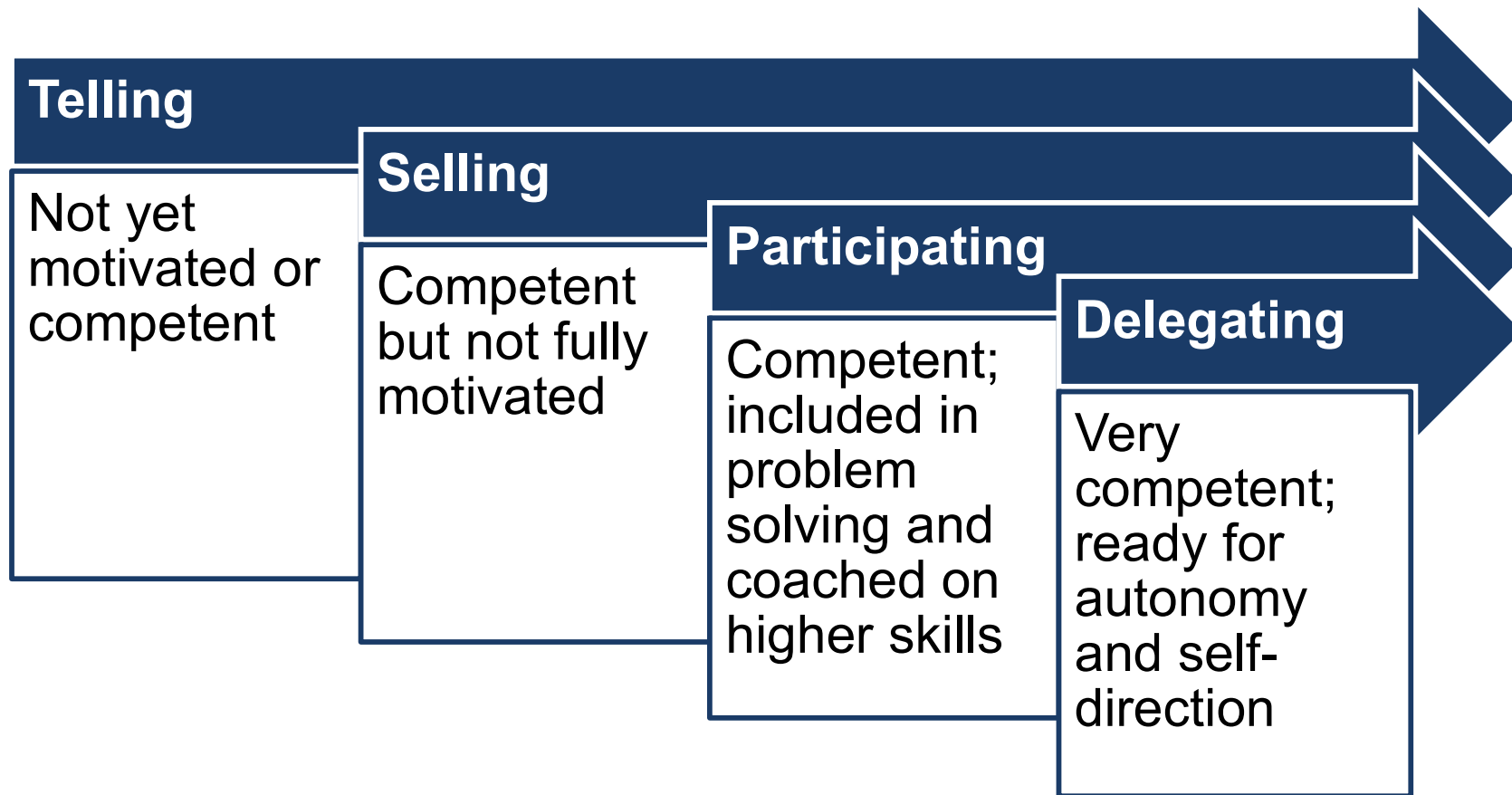- Work to be done

Employees
- Relationships

Situational Theories

- Extend the behavioral concept—the effectiveness of different leadership styles depends on the situation.

- Leadership style is most effective when it flexes to the situation or the employees involved.

Hersey-Blanchard Situational Leadership

Leadership style matches skills/experience of team members.

Telling	Selling	Participating	Delegating
Not yet motivated or competent	Competent but not fully motivated	Competent; included in problem solving and coached on higher skills	Very competent; ready for autonomy and self-direction

Fiedler's Contingency Theory

- Leaders change situation to make it more "favorable," more likely to produce good outcomes.

- "Situation favorableness" occurs when:
  - Leader-member relationships are strong.
  - Task structure and requirements are clear.
  - Leader can exert necessary power to reach group's goal.

- Unfavorable situations can be changed by:
  - Improving relations between leader and team.
  - Changing aspects of task.
  - Increasing or decreasing leader's exercise of power.

Path-Goal Theory

- Leaders help employees stay on track toward goals.

- Involves addressing different types of employee needs:
  - Directive
  - Supportive
  - Achievement
  - Participative

Emergent Leadership

- A leader is not appointed but emerges from the group.

- The group chooses the leader based on interactions.

Learning the Organization

Formal organizational features

- Reporting lines
- Decision-making process
- Funding process
- Strategy, mission, values
- Assessment-shaping events

Informal organizational features

- Values and beliefs
- Cross-organizational relationships
- Communication methods
- Social networks

Finding Allies

"Bureaucratic black belts"

"Tugboat pilots"

"Benevolent bureaucrats"

"Wind surfers"

Types of Power

Using one's power to change other's perceptions or actions	
Legitimate	Created formally through a title or position
Reward	Created when followers receive something they value in exchange for commitment
Expert	Created when a leader possesses great intelligence, insight, or experience
Referent	Created by the force of the leader's personality
Coercive	Created when the leader has the power to punish nonfollowers

Persuading

Methods of Persuasion

- Use reason.
- Appeal to mutually held visions or values.
- Use reciprocity (banking "favors").
- Trade by using expertise or resources to fulfill another's needs.

- Always use influence with honesty and concern.
- Avoid manipulating others by misusing emotional appeals and networking.

Building Trust

Common values

Aligned interests

Benevolence

Capability or competence

Predictability and integrity

Communication

Using Emotional Intelligence

Perceiving emotion

Identifying your own and others' emotions

Using emotion to facilitate thought

Decision making, problem solving, etc., within the context of emotions

Understanding emotion

Interpreting complex emotions and understanding their causes

Regulating emotion

Detaching from emotions when they get in the way

Emotional Intelligence Quotient (EIQ)

Self-awareness

Becoming aware of your emotions and needs and their effect on work relationships

Self-regulation

Learning to control and accommodate one's emotions

Motivation

Possessing a passion for the job or current objective

Empathy

Being aware and accepting of the importance and legitimacy of others' emotions

Social skills (social intelligence)

Being able to create connections or rapport with others

Motivation

Understanding why people behave the way they do helps leaders influence behavior by appealing to the right needs in the right way.

Theory X/Theory Y, Needs Theory

Theory X/Theory Y	Needs Theory (Maslow)
• **Theory X** leaders believe that people must be strictly controlled and forced to work. • **Theory Y** leaders believe that employees dislike rigid controls and inherently want to accomplish something.	• Individuals are motivated by a desire to satisfy certain needs. • Maslow identified five categories of needs that must be met in an ascending order: — Physiological — Safety and security — Belonging and love — Esteem — Self-actualization • A lower-level need must be relatively satisfied in order for a higher-level need to emerge or serve to motivate. However, no need is ever totally satisfied.

Herzberg

Herzberg's Motivation-Hygiene Theory

- Behavior is driven by:
  — Intrinsic factors (challenging work, meaningful impact of work, recognition).
  — Extrinsic factors (job security, pay, conditions).

- Satisfying hygiene factors can remove some discontent that interferes with motivation, but satisfactory conditions are not enough in themselves to create motivation.

- Motivation is created by appealing to individual desires or needs.

McClelland

McClelland's Three Needs Theory

Individuals are motivated by **achievement, affiliation, power.**

Effective leaders identify and appeal to each employee's primary motivators.

Examples:

- **Achievement**-oriented employees are given assignments that will require and call attention to their abilities.

- Socialization events or opportunities are incorporated into team schedules for **affiliation**-oriented employees.

- **Power**-oriented employees are given tasks that they can control and direct.

Self-Determination

Self-Determination Theory

Individuals are motivated by innate needs:

- Competence (McClelland's achievement)

- Relatedness (McClelland's affiliation)

- Autonomy (need to feel that one has control over one's life)

- Purpose (sense that one's actions have effects beyond individual or workplace)

Other Motivation Theories

Expectancy theory (Vroom)

- Level of effort depends on:
  - Expectancy.
  - Instrumentality.
  - Valence.

Attribution theory (Heider, Weiner)

- How a person interprets causes for past success or failure impacts motivation.
- A leader can help employees accurately attribute causes and create opportunities for success.

Goal-setting theory

- Motivation can be increased if employees can assess their achievement against goals.
- Optimally, employees should be involved in designing goals and supported in achieving them.

Competency Connection

Let's discuss a Competency Connection related to Leadership and Navigation:

- An HR manager recognized high turnover rates. Exit interviews pointed to an engagement problem.

- The manager created a cross-functional committee, built trust, enforced the importance of the issue, and then let the committee take the lead in responding.

- The culture committee surveyed employees and developed weekly meetings, employee appreciation events, and incentives.

- Management became more involved, bridging the gap between management and employees.

Competency Connection

- What type of leadership approach did the HR manager take while solving this issue?

- Which formal and informal organizational features did the HR manager encounter?

- How was the HR manager able to use or account for those features in solving the issue?