An examination of the competencies need by human resource management

Mohsen Jajarmizadeh[1], Mahnaz Taghipour[2]

[1.] Department of Public Administration, Payame Noor University, PO BOX 19395-3697, Tehran, IRAN. E-mail: Mjajarmizadeh@yahoo.co.uk
[2.] Department of Public Administration, Payame Noor University, PO BOX 19395-3697, Tehran, IRAN. E-mail: Taghipour2261@yahoo.com

Abstract: In a new outlook to human resources management, human is the key resource of organizations. At the centre of organizations, human beings play a significant role; therefore, identifying and improving their skills, knowledge, and competencies is essential for their performance. This study aims at investigating skills and competencies necessary for human resources management. The model proposed in this study includes four dimensions i.e. individual, group-inter personal-leadership, managerial-strategic and specialty dimensions. The research method is descriptive-survey. The results show that human resources managers in Shiraz University of Medical Sciences and Health Services have skills and competencies necessary to do their jobs.

Introduction

Today's competitive atmosphere encourages managers to have a strategic contribution to the organizations   performance. However, it seems that the managers do not have the business acumen necessary for a strategic function. One of the implications of this procedure is that the success and survival of human resources are shown in a way that depends on qualifications and competencies (payne, 2005: 6). Traditional management and traditional human resource roles are mostly inappropriate for meeting the needs of human resources in the twenty-first century. At first glance, changes in technology, marketing, management, and society make it necessary that human resource professionals create competencies and tasks in accordance with these challenges (Madu, 2009: 1). Government and nonprofit organizations have found that to deal with economic, technical, legal and cultural changes and environmental uncertainty, organizations must have the necessary skills alongside people with technical knowledge, skills, abilities and other such characteristics. They also need people who are flexible and can adapt themselves with the rapid changes (Pynes, 2004: 20).

Competency

Since the mid-1980s, development and evaluation of managerial competence have become important to organizations. The most important reason for that was the belief that the development of managerial competence has numerous benefits for organizations. This belief is still firm (Nasehi Far, Saadat, &Masoom Zade Zavareh, 2010: 3). Much has been said and written about managerial competencies.   What are these competencies? How are they developed? What are their indicators? Some managers create wealth and honor for their organizations and consider it as a mission for their country and people (Ghaffarian, 2000: 9). Meritocracy has a simple definition is the science of management: It is a system in which the talented and competent persons are chosen and appointed on the basis of their achievements and specialty. At the organization level, this means that everyone should be competent for his job and position (Jobedar & Keramati, 2008: 54). To establish meritocracy in a specific country and cultural context, environmental conditions and legal and managerial infrastructures need to be established. Defining the exact capabilities and competencies needed for managers at various levels and sectors is one of the important prerequisites of establishing meritocracy in the government system. For even if there is a strong will alongside good conditions for proper implementation of meritocracy in the country but we do not know who and with what capabilities and competencies should take the positions and posts, we will go astray. (Zahedi and Shaikh, 2010: 101). According to Butler (2006), unlike the traits and characteristics that are innate and immutable, competencies can change and develop through training at any time. Hoffman (1998) believes that achieving competency in an occupation or industry is an advantage and people with these competencies are able to create new opportunities in their profession.

Definition of competency

The review of literature related to the competence and its definitions makes it very clear that there is a lack of clear cut definition and terminology for this concept and its meaning. The following review of the definitions provided primarily by the field's leading experts, can partly reflect this (Karami, 2007: 24). Leech (2002) defines competency as recognizing criteria specified for performance evaluation. knowledge and attitudes required for work and attainment of knowledge (to provide benefits to companies and customers) and outputs (what will be provided by others) and the capability to understand the skills, knowledge, attitudes and practices of other managers. (Hau, 2002: 32). According to McC lendon (2007) competency is a special skill or ability to perform tasks or activities and is very important for employees in the corporate sectors. It is a set of explicit and implicit knowledge; attitudes and skills demonstrated by individuals which can be considered as a potential for effectiveness in job performance. (Draganidis & Mentaz, 2006: 53). It is defined elsewhere as an individual feature that represents the relationship between criteria or resources affecting performance in a career (Chin-yi, 2004: 12).

The statement of the problem and research purposes

Nowadays, achieving higher positions requires management skills and competencies. The issue has become more complex by the fact that universities have had little success in training and preparing these managers in their regular programs. Today, more than one hundred universities worldwide offer management courses and over one hundred thousand graduate join the community of professional managers annually. But transformative and effective managers are still few. The reason for this contradictory situation is that managerial competence is not solely achieved through acquiring information and professional knowledge. Instead, it requires a comprehensive development of all dimensions including skills, personality and attitude and behavior change. Managers achieve the organizational goals based on their competencies. To the extent that the manager takes advantage of qualitative and quantitative capabilities they can achieve higher standards and purposes (Abedi Nejad, 2003: 2).

The ability to identify skills and competencies required for future managers of the organizations that want to remain competitive is essential. (Chung-Herera, enz, & Lankau, 2003: 17).

The purpose of this study is to investigate competencies required for human resource managers. This general purpose includes four secondary purposes including investigation of specialized competencies and skills of human resources and its

individual, group, inter-personal, leadership, managerial-strategic and specialty dimensions.

The research framework

Dimensions, components and indicators of this study are determined based on the models presented by Lee (2006), scanlan (2007) and Selzer, schor, & smither (1995). So according to these models, competencies and skills of human resource managers have four dimensions as follows: 1) individual skills and competencies; 2)group, social, interpersonal and leadership skills and competencies;3) management and strategic skills and competencies; and 4) expert skills and competencies of human resources.

The conceptual model for research
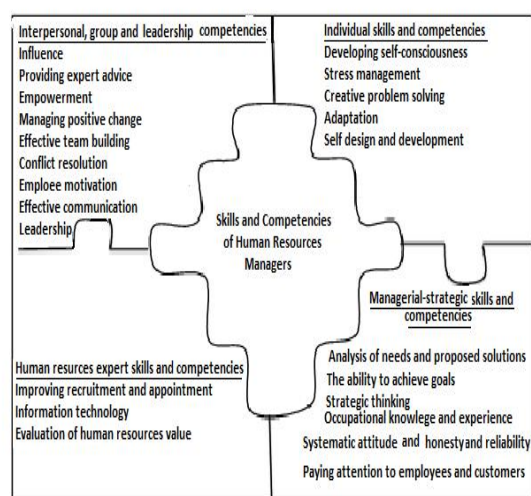
Research Method and Statistical Population

The research method is descriptive-survey and the pollution includes staff of Shiraz University of Medical Sciences and subordinate branches. The study was carried out at three levels of senior, managers, and experts.

Findings

The main hypothesis: hrm in Shiraz University of Medical Sciences possess skills and competencies needed to do their job.

1-1 - the one-sample t test for HRM skills and competencies

T.V. = 3	Current status mean	standard deviation	significance level	N	df	One-sample t
Senior	242.38	23.54	0.000	13	12	36.65
Managers	233.16	40.36	0.000	24	23	27.93
Experts	195.49	46.03	0.000	113	112	44.45
Total	205.58	46.97	0.000	150	149	52.81

* According to Table 1-1 and the t value which is less than 0 .01, the research hypothesis is supported at the 0.99 confidence level. This means that hrm

possess the skills and competencies required to do their jobs.

* The comparison between the views of three groups indicates that there is a significant difference between their views. The group of experts had the lowest score for skills and competencies required for hrm.

1-1 - The first sub-hypothesis

Human resource managers at Shiraz University of Medical sciences possess individual skills and competencies needed to do their job.

2-1 - the one-sample t test for HRM individual skills and competencies

T.V. = 3	Current status mean	standard deviation	significance level	N	df	One-sample t
Senior	57.30	6.01	0.000	13	12	32.53
Managers	54.62	8.60	0.000	24	23	29.40
Experts	47.53	10.62	0.000	113	112	44.56
Total	49.52	10.56	0.000	150	149	53.92

* According to Table 2-1 and the t value which is less than 0 .01, the research hypothesis is supported at the 0.99 confidence level. This means that hrm possess the individual skills and competencies required to do their jobs.

* The comparison between the views of three groups indicates that there is a significant difference between their views. The group of experts had the lowest score for individual skills and competencies required for hrm.

2-1- The second sub-hypothesis

Human resource managers at Shiraz University of Medical sciences possess group-interpersonal-leadership skills and competencies needed to do their job.

3-1 - the one-sample t test for HRM group-interpersonal-leadership skills and competencies

T.V. = 3	Current status mean	standard deviation	significance level	N	df	One-sample t
Senior	92.53	9.68	0.000	13	12	33.33
Managers	87.45	16.66	0.000	24	23	24.83
Experts	72.91	19.30	0.000	113	112	38.49
Total	76.94	19.54	0.000	150	149	46.33

* According to Table3-1 and the t value which is less than 0 .01, the research hypothesis is supported at the 0.99 confidence level. This means that hrm possess the group-interpersonal-leadership skills and competencies required to do their jobs.

* The comparison between the views of three groups indicates that there is a significant difference between their views. The group of experts had the lowest score for group-interpersonal- leadership skills and competencies required for hrm.

3-1- The third sub-hypothesis

Human resource managers at Shiraz University of Medical sciences possess expert skills and competencies needed to do their job.

4-1 - the one-sample t test for HRM expert skills and competencies

T.V. = 3	Current status mean	standard deviation	significance level	N	df	One-sample t
Senior	22.31	2.20	0.000	13	12	31.45
Managers	22.33	4.53	0.000	24	23	20.87
Experts	18.05	5.2	0.000	113	112	30.60
Total	19.10	5.24	0.000	150	149	37.61

* According to Table4-1 and the t value which is less than 0 .01, the research hypothesis is supported at the 0.99 confidence level. This means that hrm possess the expert skills and competencies required to do their jobs.

* The comparison between the views of three groups indicates that there is a significant difference between their views. The group of experts had the lowest score for expert skills and competencies required for hrm.

4-1- The fourth sub-hypothesis

Human resource managers at Shiraz University of Medical sciences possess managerial- strategic skills and competencies needed to do their job.

5-1 - the one-sample t test for HRM managerial-strategic skills and competencies

T.V. = 3	Current status mean	standard deviation	significance level	N	df	One-sample t
Senior	74.30	9.30	0.000	13	12	27.63
Managers	72.75	13.85	0.000	24	23	24.67
Experts	60.48	14.65	0.000	113	112	41.68
Total	63.64	15.13	0.000	150	149	49.08

* According to Table5-1 and the t value which is less than 0 .01, the research hypothesis is supported at the 0.99 confidence level. This means that hrm possess the managerial-strategic skills and competencies required to do their jobs.

* The comparison between the views of three groups indicates that there is a significant difference between their views. The group of experts had the lowest score for managerial-strategic skills and competencies required for hrm.

Discussion:

The present study investigates the required skills and competencies for human resources managers. Four dimensions of HR competencies, i.e. individual, group-interpersonal-leadership, managerial, strategic competencies, in three levels of senior, managers, and experts. Generally, the participants' attitudes as reflected in the questionnaires show that HR managers possess individual, group-interpersonal-leadership,

managerial, and strategic competencies necessary for doing their job. This has been confirmed for all groups (senior, managers, and experts).

Suggestions

The following suggestions are posed based on higher-than medium scores which show the strengths of HR managers which should be strengthened and developed through well defined plans.

1) As for behavior pattern of senior managers, training in the form of adult approach has the highest impact on changing people's beliefs and values. Thus, senior managers' commitment to organizational values and trainings should be strengthened using related workshops. 2) No organization can succeed without commitment of its managers and employees and their attempts towards its objectives. Developing organizational commitment requires different personal, organizational and environmental factors some of which are under managers' control. Therefore, HR managers should have the required commitment to the organization and its objectives. 3) Managers in organizations are considered as organizational models. Therefore, HR managers should try to improve ethical behaviors in organizations and make them part of the dominating culture there. 4) Organizations, as open systems, should have a constructive relationship with internal and external factors affecting the organization. Thus, managers should facilitate these relationships via proper planning and systems. 5) The manager, as a member of a team should be honest in his behavior towards others in order to maintain and develop trust between members. Thus, they should try t create trust in the organization which in turn increases the organization's performance. 6) When facing a difficult situation, the HR managers should have problem solving capabilities in order to be able to provide proper solutions using innovative thinking and change the problems into opportunities and use them as a means of achieving organizational objectives. 7) Communication is a vital process in every organization. HR managers should be able to have effective communication with their employees so that they can maintain their motivation and trust and prevent rumors. It also creates a good condition for information exchange.

The following suggestions are made based on lower-than medium scores which indicates weaknesses regarding managers' competencies and should be improved through proper planning and training.

1) It is suggested that different methods of creating motivation which pay attention to personal needs such as self-actualization, respect, belonging, security and biological needs be used to ameliorate motivational weaknesses. 2) HR managers should identify employees with superior performance and give them rewards to increase motivation in others and help achievement of organizational objectives. 3) Employing people who cannot do their jabs successfully can lead to managers' failure and a halt in the organization's development. Therefore the recruitment departments should have capabilities necessary for employing competent employees for different levels of the organization. 4) Hr managers should be able to evaluate training programs. This can be done following four methods: evaluating reaction (reactions of people participating in the training programs); evaluating learning (via giving exams and tests to evaluate the extent to which instructed competencies have been learned); behavior change (investigating the amount of behavior change resulting from the training program) and evaluating results (evaluating the extent to which the achieved results are compatible with predefined objectives). 5) One of the most important duties in an administrative system is that of evaluating employees' consent in different situations. This is important because it is necessary to satisfy their needs and remove obstacles for their optimum performance. 6) In the process of organizations' development and improvement, re-engineering of structures and processes is of special importance. In this regard, organizations should constantly analyze their own processes and structures and propose proper solutions. Methodology and organization departments are responsible in this respect.

References
1. Abedi Nejad, J. Investigating the competencies of successful managers from the point of view of high school teachers and managers in Darab Department of Education, Unpublished Master's thesis, Faculty of Education and Psychology, Shiraz University. 2003.
2. Butler,Belinda.a pilot study of essential competencies as perceived by multi-unit operations and human resource leaders in the restaurant industry, ph.d. dissertation, Oklahoma state university, 2006.
3. Chin-yi,chen.an examination of the competencies need by sport managers in taiwan, ph.d. dissertation, university of Idaho, 2004.
4. Chung-herrera,b.,enz,c.,&lankau,m. grooming future hospitality leaders: a competencies model. Journal of best practices in human resource, 2003;1(41); 48-61.
5. Draganidis,f.,&mentaz,g. competency based management: a review of systems and approaches. Journal of information management & computer security, 2006;14:51-64.

6. Ghaffarian, v ,Managerial competency: how can we manage organizations better, Tehran: IndustrialManagement, 2000.

7. Hoffman,Terrence. using competencies in human resource management: case studies in Australian companies, ph.d.dissertation ,deakin university, 1998.

8. Hua , shucheng . A study of critical compencies among public sector human resource executive in china, ph.D.dissertation, Pennsylvania state university, pennsylavania, 2002.

9. Jobedar, A. &Keramati, H.. Investigating the factors affecting competencies for senior police management.Journal of Supervision and Inspection ,2008;2(5):53-83.

10. Karami, M.Training managers with the competence model.journal of Tadbir, 2007;179 :24-27.

11. Lee , yonchak. An investigation and critique of competencies Need by human resource development (HRD) Master's degree graduates in korea, ph.D.dissertation, florida university, florida, 2006

12. Leech,susan. human resource management issues in competency for assistive technology of occupational therapy proactitioners, pepperdinguniversity, 2002.

13. Madu,Boniface. An examination of the competencies required in the yransformation of the human professional to an executive management strategic partner in the 21 st century, ph.d. dissertation, capella university, Minnesota, 2009

14. McClendon,david. perceptions regarding performance appraisals, job competencies, and professional development needs among human resource directors in texas public school districts,ph.d.dissertation, texas A &M university-commerce, 2007.

15. Nasehi Far, V., Saadat, M., & Masoom Zade Zavareh,A. A model for assessing the capability and competency of the Ministry of Commerce executives.Journal of Business Review, 2010;41 ,3-17.

16. Payne , Marja-lisa. The path from an administrative to a strategic function : a comparative study of human resource Managers competencies, ph.D .dissertation , capella university , Minnesota. 2005.

17. Pynes,j human resource management for public and nonprofit organizations, united states of America:jossey-bass,2004.

18. Scanlan,kim.university human resource management curriculum and human resource management competencies:a comparative study,capella university,Minnesota, 2007.

19. Schor,s., selzer,j., &smither,j. The critical role of management skills.in introduction to developing management skills(3).retrieved august 21,2011,from http: web user. bus. umich. edu. cameronk. html, 1995.

2/20/12