

3. Theoretical paradigm for integrated management and administration of people.

This study examined the relationship between strategic context, viewed in terms of product-market variation, work flow integration, and firm size, and executive use of human resource management control systems, including input, behavior, and output controls. Data from executives in 102 firms showed the following: a positive relationship between product-market variation and the use of behavior control, mediated by the presence of managers' knowledge of cause-effect relations and the crystallization of standards of desirable performance; a negative relationship between work flow integration and behavior and output control, mediated by crystallization of performance standards; and a positive relationship between firm size and input control that is independent of administrative information. These results are discussed in terms of theory development and future research in strategic human resource management.

3.1 Paradigm concept

One major concern about considering people as assets or resources is that they will be commoditized and abused. Some analysis suggests that human beings are not "commodities" or "resources", but are creative and social beings in a productive enterprise. The 2000 revision of ISO 9001, in contrast, requires identifying the processes, their sequence and interaction, and to define and communicate responsibilities and authorities. In general, heavily unionized nations such as France and Germany have adopted and encouraged such approaches. Also, in 2001, the International Labor Organization decided to revisit and revise its 1975 Recommendation 150 on Human Resources Development, resulting in its "Labor is not a commodity" principle. One view of these trends is that a strong social consensus on political economy and a good social welfare system facilitates labor mobility and tends to make the entire economy more productive, as labor can develop skills and experience in various ways, and move from one enterprise to another with little controversy or difficulty in adapting. Another important controversy regards labor mobility and the broader philosophical issue with usage of the phrase human resources. Governments of developing nations often regard developed nations that encourage immigration or "guest workers" as appropriating human capital that is more rightfully part of the developing nation and required to

further its economic growth. Over time, the United Nations have come to more generally support the developing nations' point of view, and have requested significant offsetting "foreign aid" contributions so that a developing nation losing human capital does not lose the capacity to continue to train new people in trades, professions, and the arts.

3.2 The leader of a group composed of people

You've heard the expression "He / She is a born leader." Are all leaders born or can leadership be learned. This factsheet takes a close look at the concept of leadership. It will give leaders who volunteered, were elected or appointed, a number of guidelines to help them effectively lead their groups. Leadership can be learned. We all have leadership potential, just as we have some ability to sing or run. Some people may be better than others, but each of us has a starting point to build on with training and practice. You do not have to be officially designated as a leader of a group to be an effective leader. Leadership is a process that helps a group to achieve its goals. Leaders and group members can mutually influence each other's ideas. The person who exhibits leadership is ... someone that makes things happen that would not happen otherwise. Leaders should be well organized and have made time in their lives for their organization. Leadership requires commitment. Leadership is a mix of knowledge, values, skills, and behaviors. Each of us has beliefs about what characteristics an effective leader should possess. Different groups will also have different beliefs or values about what "makes" an effective leader than other groups have. Your group will assess your leadership, and your success may depend on how well your leadership characteristics match those that they value. It is important, then, for a leader to know his/her own abilities, knowledge and values and how others perceive them. For example, if "trust" is a quality which is highly valued by your group, then it is important for you to be viewed as a trustworthy person. By knowing your own strengths and weaknesses, you can also develop a plan to work on those areas you may wish to improve. Recognizing strengths and compensating for weaknesses represents the first step in achieving positive self-regard. A successful leader makes an effort to learn and practice skills. Some of the more essential components are: the knowledge and understanding of specific tasks; the skills and ability to communicate, build teams, vision, and take risks; and, a value for individuals, the group, and its

responsibilities. General knowledge about the organization, how a meeting is run, and the organization's business is essential. He / She should understand parliamentary procedure, the role of the chairperson, and the purpose and design of an effective agenda. In addition, an awareness of the subject that the group is involved with is important. If you are a director of the Widget Association, you should know a little bit about widgets. We tend to think of a good communicator as a good speaker. This is only partly true. Good communicators can express themselves clearly and with confidence. However, a key and often forgotten component of effective communication is listening. A good listener hears not only facts but also feelings. Paraphrasing or restating the person's message in shorter terms is a useful technique. It helps to clarify the message, and it shows the speaker that you have heard what they have said. So you're saying that I should repeat what was just said, only in my own words. A leader cannot achieve success alone. The old notion that a leader is "the top of the pyramid" is false. An effective leader is involved and in touch with group members. He/she enables them to act by providing technical assistance, emotional support and vision. Effective leaders insist on the support and assistance of those affected by the project. They think in terms of we not the few projects in my study that disintegrated did so because the person failed to build a coalition of supporters and collaborators.

3.3 Direct process of leadership and control

A leader also develops a vision of the organization's future. It is important to communicate this vision to members of the group, allowing them to respond and become part of the visioning process. You should build a vision with others. Visioning is a collaborative effort! Your group will grow and prosper by building commitment to a vision or dream that is shared by all. Telling others outside of the organization about the vision is important to the process of developing your own commitment to it.

Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world. A leader is a risk taker and an innovator. New ideas may come from yourself from others in the organization, or from the community. A leader should recognize good ideas, actively support them, and encourage action. One may call them early add Just think of the first time you played baseball. You probably were not perfect at hitting the ball or running the

bases. Leaders are learners and must be able to learn from their mistakes as well as their successes. So must they encourage their group members and support them through their mistakes. Without mistakes, there is no learning or growth, of innovation. Leaders are pioneers - people who are willing to step out into the unknown. All changes and innovations involve risk and challenge. An effective leader must take the time to recognize and reward people for what they've done. Individuals may become tired, bored or frustrated with a particular task or goal. They are often tempted to give up. A leader must provide the encouragement to motivate members to carry on. Recognition comes in many forms; it may be given to individuals or to groups. It may be as simple as a word of encouragement: You did a great job, thanks. Whatever the method, give credit and praise when and where it is due. And do not forget to reward yourself. Celebrate once a goal or milestone has been reached. Good thoughts not delivered mean squat. Showing a genuine concern and respect for your work, your people and your community may be the best strategy in reaching your goal of outstanding leadership. A leader may use different styles in carrying out his/her role. Many different theories of leadership have been developed through years of research with groups and organizations. Situational Leadership is a very popular "framework" to follow. It explains that the style a leader chooses depends mostly upon the group's level of readiness. That is, how willing and able the members are to take responsibility as a group. Situational Leadership recognizes that the leader must be flexible and the group members are the most important factor.

3.4 Organizational structure and the location of the control

A leader may use different styles in carrying out his/her role. Many different theories of leadership have been developed through years of research with groups and organizations. Situational Leadership is a very popular framework to follow. It explains that the style a leader chooses depends mostly upon the group's level of readiness. That is, how willing and able the members are to take responsibility as a group. Situational Leadership recognizes that the leader must be flexible and the group members are the most important factor. The willingness of a group relates to its attitude. If a group is willing, then it has the confidence, commitment and motivation to accomplish a specific job or activity. A leader who provides support and encouragement to a group is demonstrating maintenance or relationship

behavior. Being able (or having ability) means that the group has the knowledge, skill and experience to accomplish a particular task. When a leader explains what each member is to do, as well as when, where, and how tasks are to be accomplished, he or she is demonstrating task-oriented behavior. According to Situational Leadership, the appropriate style depends on the combinations of willingness and ability in a group. In general, the more willing and able the group, the less directive or task-oriented should be the leader. The four different styles and most appropriate situation for each are described below.

Situation: This style is appropriate when the members are new or inexperienced and need a lot of help, direction and encouragement in order to get the job done. The feeling or relationships within the group are not explored to a great extent. This leader provides structure and guidance to the group. The leader defines the role of group members and directs them on what, how, when and where to do various tasks. A supportive role may also be provided to reward and encourage. Here the group is a little more responsible, experienced and willing. The leader's main role is to assist the members in doing a task for which they do not have the skills. The leader coaches the members through the skills of the task. Direction and guidance are necessary. The leader also provides plenty of encouragement and inspiration to maintain the willingness (motivation) of the group.

Situation: Leaders using this supportive style know the group has the ability to do the job. However, the group may be unwilling apprehensive, bored, etc. . Therefore, the group members and leader participate in making decisions and carrying them out together. Here, the leader puts more emphasis on relationships and individuals' feelings within the group. Members feel important when the leader provides moral support and encouragement. The leader is a resource person and helper in this role. A leader will choose to be a delegator when the group members are both willing and able to take responsibility for directing their own behavior. The leader trusts the group to do their own thing and observes from a distance.

Important: no one style of leadership is appropriate for every occasion or situation! To be a good leader, know your group - where they are at in terms of their ability, knowledge, desire and willingness. In addition, you must be aware of your preferred style and how others perceive you. Be ready to adapt that leadership style to the occasion. Practice moving from one style to another, depending on the occasion. Use the behaviors appropriate for that style - they're easy to learn.

