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경영학박사학위논문

Line Managers' HR Competency :
Scale Development and Validation

라인관리자의 인사역량 :
측정도구 개발 및 타당도 검증

2016년 2월

서울대학교 대학원

경영학과 경영학 전공

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ABSTRACT

Line Managers' HR Competency : Scale Development and Validation

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This dissertation started from studying the importance of line managers' HR competency. Recent research on HRM has led to active discussions about HPWS gap and HR devolution. At the center of these discussions lies the roles of line managers. While the key role of HR department is to design HR policy and HR system and provide the big picture to fit into the strategic goal of a company, the implementation and communication of these HR policy and system with the employees falls into the responsibility of line managers. In particular, these HR roles in a modern enterprise are increasingly being transferred to line managers. While contribution of line managers to achievement of organizational goals is increasing, the HRM research has been limited

to HR policies and practices, or the role of HR department.

In order for line managers to properly perform the required HR roles, they have to be equipped with proper competency. Nevertheless, there has been only insufficient research to discuss the required HR competency of line managers for proper performance of such roles. There is no clear definition of line managers' HR competency nor appropriate scales for them. Thus, due to lack of such fundamental research, it is nearly impossible to prove the process of line managers' HR competency influencing HR effectiveness and contributing to organizational performance. Due to these necessity and limitations, this dissertation intended to develop scales for line managers' HR competency and prove validity based on theoretical discussions.

The main objective of this dissertation is as follows. First, it intends to examine the importance of line managers' HR competency as a solution to address the gap between intention and implementation of HPWS, which has been actively discussed in the recent HRM studies. Second, it intends to expand the discussions on the devolution of HR roles to line managers, which has emerged as a significant issue in HRM research along with HPWS gap. This highlights the importance of the required HR competency for line managers to perform the transferred HR roles. Third, against such backdrop, it intends to categorize line managers' HR competency into analyzable and measurable concept, develop scales to measure them, and examine validity, with the purpose of studying the definition and composition of line managers' HR competency as well as the impact of them on HR effectiveness.

The scales for line managers' HR competency in this study have been designed based on the competency definition of Boyatzis (1982) and Spencer and Spencer (1993) and key HR roles proposed by the previous research. It also empirically proved that line managers' HR competency are composed of six dimensions of HR knowledge, HR communication, HR development, HR conflict resolution, HR compliance, and HR characteristics that they have a positive impact on HR effectiveness, through verification and analysis based on such scales. The results of this dissertation will provide implications to lay the theoretical and empirical foundation for diverse perspectives and discussions on the importance of line managers as contributor to HR performance as well as organizational performance.

Keywords: Line managers, HR competency, Scale development, HR effectiveness

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I. INTRODUCTION

The increasingly global nature of business competition has resulted in an emphasis on the contribution of human resources (HR) as a source for firm survival and success. Many researchers in the strategic human resource management (SHRM) have examined the relationship between HR practices and various indicators of organizational performance. These empirical studies have pointed out the introduction and the implementation of bundles of HR practices that are necessary to achieve an organizational goal, which is often referred to as high performance work systems (HPWS), have a positive impact on the employee and organizational outcomes (e.g., Arthur, 1994; Batt, 2002; Bae & Lawler, 2000; Becker, Huselid & Ulrich, 2001; Delery & Doty, 1996; Delaney & Huselid, 1996; Dyer & Reeves, 1995; Guthrie, 2001; Huselid, 1995; MacDuffie, 1995; Youndt, Snell, Dean, & Lepak, 1996; Purcell & Kinnie, 2007). Although there is evidence of a positive relationship, empirical research findings suffer from a lack of consistency and convincing evidence. Some empirical studies found that there is little or no relationship between HR practices and organizational performance (e.g., Guest, Michie, Conway, & Sheehan, 2003, Wall & Wood, 2005; Wright & Haggerty, 2005), and the effect sizes were much smaller than predicted by theory (Comb et al., 2006).

In response to these empirical gaps, it has been criticized that the studies of human resource management (HRM) have dominantly focused on HR policies and/or practices designed to achieve organizational

strategic goals, or the role of the HR department that introduces or designs organizational strategic goals (Brewster, Gollan, & Wright, 2013; Brewster, Brookes, & Gollan, 2014). Sikora and Ferris (2014) argued that the real issue facing SHRM is the implementation of HR practices. In fact, the effectiveness of HR practices depends on the process or manner in which these practices are implemented rather than the mere presence or content of good HR practices. Therefore, the process of HRM should be taken into account and there might be a gap between intended-implemented HR practices. Recognizing this problem, some academicians (e.g., Bowen & Ostroff, 2004; Neal, West, & Patterson, 2005; Li, Frenkel, & Sanders, 2011; Nishii, Lepak, & Schneider, 2008; Patterson, Warr, & West, 2004) have recently turned their attention to HR processes, in particular, the vital role of line managers in effective HRM. While the HR professionals typically introduce or develop well-designed HR practices in response to business plans, line managers really have the prime responsibility for implementing these practices on the work floor (Child & Partiridge, 1982; Marchington, 2001; Gratton & Truss, 2003). While HR policies are defined by HR professionals, HR practice is almost always defined through line managers' behavior (Brewster et al., 2013). In addition, as a consequence of emphasizing the strategic role of HR professionals, more HR responsibilities have been devolved to line managers from HR professionals in contemporary organizations (Cunningham & Hyman, 1995, 1999; Kulik & Bainbridge, 2006; Perry & Kulik, 2008). This phenomenon is a globally growing trend (Larsen & Brewster 2003).

The consideration of HR competency issues must be preceded

before discussing the HR roles given to line managers. In order to properly fulfill these increasing HR roles, further adequate competencies are required for line managers to handle the HR roles. Thus, it is important to identify what competencies are required for managers to carry out these additional roles and to explore whether they are competent to handle these roles. Furthermore, it is generally reported that line managers are reluctant to carry out HR responsibilities effectively (Hall & Torrington, 1998; Harris, Doughty, & Kirk, 2002; Lowe, 1992) or do not believe HR activities as a legitimate part of their jobs (Hales, 2005). Line managers are neither capable nor motivated to take on these roles (Hope Hailey, Farndale, & Truss, 2005). Even if organizations formally decide to introduce and use well-designed HR practices for their organizational members, the HR practices will be ineffective unless line managers have the necessary competency to handle these practices. As a result, employees may neither experience nor perceive their organizational HR practices. Therefore, enhancing line manager's HR competency to properly perform HR roles is important to exert the desired effect on HR practices in response to business plans.

In spite of the importance of line managers' HR competency, this issue remains neglected. Therefore, it is unclear how line managers contribute to HR effectiveness through implementation of HR policies and practices, and subsequently to firm performance. Recognizing this gap in the literature, an in-depth study on line managers' HR competency must be conducted. This study focuses on two main goals regarding HR competency of line managers. The first goal is to

develop a measure of line managers' HR competency, and the second goal is to explore the impact of line managers' HR competency on HR effectiveness. Specific purposes and implications of the study are as follows.

First, this study focuses on the HR competency of line managers who are key actors in the HR processes. There has been little research or clear definition on this topic. A well-defined HR competency framework for line managers should be the first step towards a successful fulfillment of HR roles. Therefore, this study defines line managers' HR competency and identifies what specific competencies line managers need to perform HR roles successfully. Thus, the current study might explain in part the existing inconsistency in findings on HR-performance relationships and contribute to expand our understanding of HR processes.

Second, this study develops and validates the measurement of line managers' HR competency, which to the best of our knowledge has never been undertaken so far. In practical applications, this valid and reliable measurement scale would help both HR professionals and line managers understand what competencies line managers are currently lacking and what competencies they should develop in the future in order to successfully perform HR roles. Based on these results, organizations can gain useful information about HR devolution strategy and formulate development plans and programs for line managers. The results might also solve the issues of gaps between intended, actual, and perceived practices by employees in the organization. Moreover, a high level of competency might allow HR professionals to focus on

more strategic issues.

Third, this study examines the impact of line managers' HR competency on HR effectiveness. HR effectiveness is defined as the extent to which a firm's HR activities contribute to the achievement of a firm's strategic goals (Huselid, Jackson, & Schuler, 1997; Wright et al., 2001), which should be considered as the main priority in a current and uncertain organizational environment while attempting to add value through HRM. HR effectiveness is a concept that encompasses not only the quality of HR practices developed to achieve the organizational goals but also the quality of implementation of these HR practices (Bowen & Ostroff, 2004; Huselid, Jackson, & Schuler, 1997; Wright, et al., 2001). In particular, in order to implement the HR system designed to achieve strategic goals as intended, greater attention needs to be given to the competencies of line managers as implementers. In spite of the line managers' vital role in implementing HR practices, there is limited work in line managers' contribution to HR effectiveness. By investigating the relationship between line managers' HR competency and HR effectiveness, line managers' contributions toward achieving organizational goals through implementing HR practices could be demonstrated.

II. THEORETICAL BACKGROUND

1. HR Processes

1.1 HR and the Role of HR Professionals

Research in SHRM has explored a contribution of a set of best HR practices such as ‘high performance’, ‘high commitment’, and ‘high involvement’ on organizational performance. These systems are used interchangeably by various scholars in describing them, but the term high-performance work systems has been much adopted in recent study (Datta, Guthrie, & Wright, 2005; Evans & Davis, 2005; Takeuchi, Lepak, Wang, & Takeuchi, 2007). HPWS generally refer to a group of separate but interconnected HR practices such as selective hiring, training and development, career opportunities, performance appraisal, and participative decision making, designed to enhance employees’ skills, motivation, and participation in decisions (Appelbaum, Bailey, Berg, & Kalleberg, 2000; Boselie, Dietz, & Boon, 2005; Delery, 1998). It is defined as a bundle or set rather than a single individual practice, due to an its interconnected synergistic effects result from integration among these separate practices (Arthur, 1994; Huselid, 1995; Ichniowski, Shaw, & Prensushi, 1997; Subramony, 2009; Wright & McMahan, 1992). In a meta analytic review (e.g., Combs et al., 2006; Subramony, 2009), these HR bundles have significantly larger magnitudes of effects than their constituent individual practices, and are

positively related to a various business outcomes. These findings reaffirm the importance of synergistic HR combinations. Many empirical studies have shown a statistically significant linkage between HPWS and various indicators of organizational performance, and recent studies have been developed to understand the mechanisms in which this relationship takes place.

In particular, the role of employee attitudes and behaviors as a mediators in the relationship between HPWS and organizational performance has received much scholarly attention (e.g., Bowen & Ostroff, 2004; Guest, 1999; Kehoe & Wright, 2013; Liao et al., 2009; Nishii & Wright, 2008; Takeuchi, Chen, & Lepak, 2009; Wright & Gardner, 2003). Because employees' subjective perceptions of HPWS rather than the actual and objective existence of HPWS in the organization are likely to serve as proximal antecedents of employee work attitudes and behaviors (Ostroff & Bowen, 2000; Wright & Boswell, 2002). More recent research in this domain has started to focus on how to implement HR practices in order for employees to experience and perceive them properly; in this process, the importance of role of both HR professionals and line managers has emerged.

The role of the HR professionals has been discussed a lot, based on four kinds of role categories consisting of strategic partner, change agent, employee champion and administrative expert proposed by Ulrich (1997). The first two roles are more future-oriented and strategic while the second two roles are day-to-day and operational function. However, due to globalization of business and the associated intensification in competitive pressures, many authors have argued that the strategic role

among HR roles is a pivotal one for HR professionals in today's organization (Cleland, Pajo, & Toulson, 2000). The HR professionals is now expected to presume a prominent position at the senior decision-making level and to take a proactive role in developing the organization's members as a source of competitive advantage (Sheehan, Cieri, Greenwood, & Van Buren, 2014). This changing nature of HR roles has been accompanied by an expectation that implementation of HR practices should be carried primarily by line managers (Kulik & Bainbridge, 2006).

1.2 HR and the Role of Line Managers

1.2.1 HR Devolution

Line managers can be defined as middle and junior level managers that undertake general management work for the organization, directly work with non-managerial employees (Hales, 2005; Rewick, 2003). As a growing number of HR responsibilities have been devolved to line managers, the role of the line managers has been changed over the last twenty years; in particular, implementing HR practices by them has been of ongoing interest in the SHRM literature. A number of researchers have argued that line managers are often primarily responsible for operational HR roles in various field. These HR roles include day-to-day operational HR activities such as individualized pay awards, appraisal, training and development, motivating teams and on the job coaching (Cunningham & Hyman, 1995). But in recent years,

more HR roles that previously were exclusive roles of HR managers such as recruitment activities, career planning, occupational health and safety compliance, and organizational culture development and maintenance are also devolved to line managers (Perry & Kulik, 2008). Budhwar (2000) similarly identified six areas of HR roles that increasingly involved line managers: pay, recruitment, training, industrial relations, health and safety, and workforce expansion/reduction. Based on previous literature, recruitment and selection, training and development, performance management, compensation, and communication are commonly mentioned HR activities in HR devolution (e.g., Azmi & Mushitaq, 2015; Mitchell, 2013; Hales, 2005; Reichel, 2013). But the degree of line managers' involvement in those HR activities varies.

There is also considerable evidence to show it. For example, Kulik and Bainbridge (2006) found that line managers were widely involved in 21 HR activities such as recruitment and selection, career planning and development, training and coaching, promotion and termination decisions, performance management, and job design in a survey of 636 Australian organizations. The day-to-day HR activities such as employee disciplinary action, coaching, performance management, and promotion decisions are shown as the most prime responsibilities of line managers. Hales (2005) similarly found that most of organizations have line managers to take HR roles including scheduling work, conducting staff appraisals, facilitating training programs, recommending staff for promotion, and informing staff about business objectives from a survey of 135 organizations in London and the South East.

Delegating HR responsibilities to line managers could be beneficial to firms in many ways. First of all, it allows line managers to effectively respond to local problems while enabling HR professionals to focus on strategic issues rather than daily HR routines (Budhwar, 2000). Brewster and Larson (2000) further noted five merits of it such as reduction of costs, more comprehensive approach to HRM, placing HR responsibility with line managers most responsible, speedy decision making, and alternative way of outsourcing the HR function. Prior empirical studies also have recognized that line managers' participation in HR has significant implications for employee motivation (Bond & McCracken, 2005), line managers' well-being (Gennard & Kelly, 1997), the role of HR departments (Conway & Monks, 2010), professional role tensions (Sheehan et al., 2014), HR effectiveness (Azmi & Mushtaq, 2015; Ryu & Kim, 2013) and organizational outcomes (Azmi, 2010; Azmi & Mushtaq, 2015; Dany, Guedri, & Hatt, 2008).

A review of HR devolution to line managers is summarized in the table 1.

Table 1. A Review of HR Devolution

Author	Antecedents	Consequences	Theory	Conceptual Definition	Operational Definition	Sub dimension	Measure	Result
Perry & Kulik (2008)	the devolution of HR to the line	perceived people management effectiveness		the devolution of human resource responsibilities from human resource managers to line managers	respondents whether line manager involvement in people management activities in their organization had increased, decreased, or stayed about the same over the last five years		a single item 'Increased' responses were coded as '1;' all other responses were coded as '0.'	a positive effect of devolution on perceived people management effectiveness. this relation was significantly moderated by line support. this moderating effect had a greater impact in organizations that had not devolved compared to those that had devolved.
Gilbert, Winne, & Sels (2011a)	HR devolution	HR role stressors	role theory	the FLM's HR task requirements	the extent to which they were responsible for the HR task	26 HR tasks	an index of the number of HR tasks (ranging from one to 26) devolved to the FLM based on HR devolution literature (e.g., Casco'n-Pereira et al., 2006)	the number of devolved HR tasks was not significantly related to perceived HR role ambiguity and HR role overload.
Gilbert, Winne, & Sels (2011b)	line managers' enactment of HR practices	employees' affective commitment	social exchange theory	line managers' enactment of HR practices	the extent of line manager's enactment of the HR practices that are typically devolved to line managers		1363 employees working in three service organizations, 28 items, 'My direct supervisor takes good care of introducing new colleagues' and 'My direct supervisor responds to training needs in time.'	line managers' effective enactment of HR practices enhanced employees' affective commitment.

Ryu & Kim (2013)	FLMs' HR involvement	HR effectiveness	HR strength theory	line managers' participation in the implementation of human resource practices	the extent to which they have the authority to make decisions	workload, work methods, work pace, working hours, task allocation within his/her unit, job rotation within the unit, training activities within the unit, and hiring unit members.	a multiyear national survey dataset in South Korea called the Human Capital Corporate Panel (HCCP) survey, third-round data (2007 and 2009).	first-line managers' HR involvement was positively associated with HR effectiveness. this positive relationship became weaker when a company employs an institutionally emerging HR system, and that this negative combinative effect was alleviated by transferring HR knowledge to FLMs.
Reichel (2013)	HR devolution	strategic position of HR departments	strategic contingency theory	a situation in which the responsibility for various HR areas is passed on from the HR department to (non- HR specialist) line managers	who bears the primary responsibility for major decisions concerning five areas of HR activities	pay and benefits, recruitment and selection, training and development, industrial relations, and workforce expansion/reduction	an index of devolvement to line management of five areas of HR activities (ranging from 1 to 15). The anchors were HR department primarily responsible = 0, HR department responsible in consultation with line management = 1, line management responsible in consultation with HR department = 2, and line management primarily responsible = 3.	the degree of devolvement of HR activities was negatively related to how strategic the HR department's position in the organization is.

Mitchell (2013)	line management devolvement	the effective utilization of HPHRPs, organizational financial performance		the involvement of line managers, commonly referred to as supervisors, in the execution and administration of HR practices (Budhwar, 2000)	the extent of line managers' involvement in HR decisions regarding the following HPHRPs: recruitment and selection, training and development, performance management, compensation, incentives, communication, and participatory practices	the primary responsibility with line managers for HRM, change of responsibility of line managers for HRM, and the increased training of line managers in HRM	Budhwar's (2000) study, devolvement was measured on the basis of three sets of items	line management devolvement moderates the relationship between the HR strategic role and HPHRPs, such that the positive relationship between the HR strategic role and performance through HPHRPs was stronger at higher levels of line management devolvement.
Azmi & Mushtaq (2015)	line managers' involvement in HRM	effectiveness of HRM, status of HRM, organizational performance		the reallocation of personnel tasks to line managers (Armstrong & Cooke, 1992; Storey, 1992; Cunningham, Hyman & Baldry, 1996; Hall & Torrington, 1998; Brewster & Larsen, 2000; Renwick, 2000).	the level of involvement of line managers in HRM decisions and policy-making, actual day-to-day HR activities, and financial issues vis-a-vis HRM	decision making, process/activities, budgeting	Casco'n-Pereira et al. (2006), Budhwar (2000), Hall & Torrington (1998), among others three dimensions were explored with reference to the HRM functions of HR planning, recruitment and selection, training and development, pay management, performance appraisal and industrial relations.	line managers' involvement in HRM had a direct positive impact on effectiveness of HRM, status of HRM, organizational performance, except line managers' involvement in decision-making on status of HRM.

1.2.2 HPWS Gap and Line Managers

From reviewing the literature on HR devolution, we can know that line managers increasingly have the prime responsibility for implementing HR practices at the operational level (Child & Partridge, 1982; Currie & Procter, 2001; Marchington, 2001; Gratton & Truss, 2003; Guest & Bos-nehles, 2013). Differences in implementing HR practices might occur at this level (e.g., Den Hartog, Boselie, & Paauwe, 2004).

There is much theoretical argument on the importance of line managers in implementing HR practices. Purcell and Hutchinson (2007) presented HR-performance causal chain sequentially consisting of intended practices, actual practices, perceived practices, employee attitudes, employee behavior, and unit level outcomes. They highlighted the role of line managers in the HR-performance link. Wright and Nishii (2007) likewise described the process model of SHRM that can explain the processes through which HR practices impact organizational performance. This model consists of five stages of intended HR practices, actual HR practices, perceived HR practices, employee reaction, and organization performance. They argued that the way line managers implement HR practices could be very different than what the firm initially intended, and emphasized the importance of the effectiveness of HR implementation by line managers. Guest and Bos-nehles (2013) similarly proposed the four stages of HR implementation where the effectiveness of implementation can affect HR-performance relationship. These four stages are sequentially the

decision to introduce or significantly change an HR practices, quality of HR practices, implementation of HR practices, and quality of implementation. They argued that the first two steps are generally seen as the responsibility of the HR function, often working in collaboration with senior management, while the third and fourth steps are the responsibility of line managers.

There is also empirical evidence supporting these conceptual frameworks. For instance, Khilji and Wang (2006) argued that inconclusive findings in the SHRM literature regarding the relationship between HR systems and organizational performance may result primarily from a failure of researchers to distinguish between HR practices intended by the organizations and those actually implemented by line managers. By examining reports of both managers and non-managers from inside and outside HR departments in 12 Pakistan banking organizations, they found the substantial difference between intended and implemented HR practices. They suggested that the key factor affecting HR implementation is likely to be line managers' views on the role and effectiveness of HR practices. Townsend, Wilkinsion, and Allan (2012) similarly argued line managers are intermediaries in relation to signals conveyed from top management to employees, and found an vital role of them in delivering the clear message to employee in line with organizational goals based on semi-structured interviews with a sample of ward staff (hospital-specific term refers to the front line) at medium-sized private, but not-for-profit, hospitals in Australia.

1.3 The Importance of Line Managers' HR Competency

The HR literature has been consistently indicated the importance of line managers' HR skills and abilities (Perry & Kulik, 2008). Furthermore, the more line managers have HR roles, the more they need further competencies to deal with them. It is important to identify what competencies are required for them to carry out those additional roles effectively and to explore whether they are competent to fulfill them. This will help to understand what competencies they are currently lacking and what competencies they should develop in the future in order to successfully perform HR roles.

Although the effective implementation of HR practices mainly depends on line managers, it is generally reported that the level of line managers' competency to undertake HR roles is inadequate by the HR professionals as well as line managers themselves (Maxwell & Watson, 2006; Gillbert et al., 2011). It is known that line managers do not feel any institutional pressure to ponder HR issues seriously (Gratton et al. 1999), nor believe HR responsibilities as a legitimate part of their roles (Hales, 2005). They are commonly seen as reluctant to implement HR practices (Hall & Torrington, 1998; Harris, Doughty, & Kirk, 2002; Gennard & Kelly, 1997; Lowe, 1992), or neither capable nor motivated to take on these issues (Hope Hailey, Farndale, & Truss, 2005). Some researchers also have found that line managers have been unsuccessful in implementing their HR roles (e.g., Hope Hailey, Farndale, & Truss, 2005; Torrington & Hall, 1996).

HR roles assigned to line managers may lead to negative

consequences for the organization, unless the line managers have the adequate competency to handle them in a way the firm expects. For example, Cunningham and Hyman (1999) reported that devolving HR roles to line managers increased negative tensions within organizations in their four case studies. Harris, Doughty, and Kirk (2002) also presented that both line managers and HR specialists expressed skeptical views on the effectiveness of HR devolution in a case study on UK public-sector organizations.

Due to the reasons mentioned above, enhancing line manager's HR competency to properly play HR roles is important in order for HR practices designed to achieve an organization's goals to exert the desired effect as intended. But there is no clear definition of line managers' HR competency nor comprehensive study considering antecedents and consequences of the line managers' HR competency.

2. Line Managers' HR Competency

The competency model in this study was developed based on a comprehensive literature review. It starts with the general definition of competency.

2.1 General Definition of Competency

Although the term competency has no widely accepted single definition (Hoffmann, 1999), it can be generally understood as a

person's underlying characteristics such as knowledge, skills, and other personal characteristics, which enables he or she to achieve effective and/or superior performance in a given job, role or situation (Athey & Orth, 1999; Boyatzis, 1982; Spencer & Spencer, 1993; Rodriguez et al., 2002). These underlying characteristics could be categorized into two competencies like visible and invisible characteristics (Spencer & Spencer, 1993, Boyatzis, 2008; Hartle, 1995; Le Deist & Winterton, 2005). The former competencies are the essential characteristics for performing a given job, role or situation; they are more visible, and relatively easy to develop. The latter competencies are more important characteristics in predicting superior performance and much more strongly affects performance; they are more invisible, and relatively difficult to improve.

The concept of competency has been diversely defined and grouped to be used according to researchers and purpose of research. Various definitions of the competency that have used in the literatures are summarized in the following table 2.

Table 2. General Definition of Competency

Author	Definition
McClelland (1973)	components of performance associated with clusters of life outcomes
Hoffmann (1999)	(1) observable performance (2) standard or quality of the outcome of the person's performance (3) underlying attributes of a person
Klemp (1980)	underlying characteristic such as of a person which results in effective and/or superior performance in a job
Boyatzis (1982)	underlying characteristic of a person in that it may be a knowledge, skills, motive, trait, self-images or social role which is essential to performing a job
Selmer & Chiu (2004)	the work-related personal attributes; knowledge, skills and values that individuals draw upon to do their work well
Losey (1999)	HR competency = intelligence + education + experience + ethics +/- interest
Spence & Spencer (1993)	underlying characteristic of an individual that is causally related to effective and/or superior performance in a job or situation. (1) Visible competencies : knowledge, skills (2) Hidden competencies : motives, traits, and self-concept
Hartle (1995)	a characteristic of an individual that has been shown to drive superior job performance (1) Visible competencies of knowledge and skills (2) underlying elements of competencies like traits and motives
Le Deist & Winterton (2005)	four dimensions of competency including cognitive knowledge, functional skills, and social and meta competencies. The first three competencies can be categorized as one dimensions and meta-competency can be considered another dimension that is concerned with facilitating the acquisition of the other substantive competences.
Boyatzis (2008)	the threshold competencies are expertise and experience, knowledge, and an basic cognitive competencies such as memory and deductive reasoning. The differentiating competencies are cognitive competencies such as systems thinking and pattern recognition, emotional intelligence competencies such as self awareness and self-control, and social intelligence competencies such as empathy and teamwork.

For example, McClelland (1973) who is a founder of the modern competency movement indicated that traditional academic aptitude and knowledge content tests did not predict job performance or success in life. Because they are often biased by race, sex, or socioeconomic factors. Then he first proposed the concept of competency that could predict job performance better than intelligence and were not biased by them. It is based on a use criterion samples, and identification of operant thoughts and behaviors causally related to successful outcomes. In detail, this method compares people who have successful jobs with people who are less successful and measures what people spontaneously think and do in an unstructured situation - or have done in similar past situations (Spencer & Spencer, 1993). The initial concept of McClelland was defined in a broad concept that it indicates not only outcome but also life-related characteristics. However, as the concept was evolved, it materialized based on differentiation of superior performers such as knowledge, skills, and other characteristics by various authors over the years (Mirabile, 1997).

In line with his work, Boyatzis (1982) and Spencer and Spencer (1993) are the representative competency researchers. Boyatzis (1982) defined competency as an underlying characteristic of a person in that it may be a knowledge, motive, trait, skills, self-images or social role which is essential to performing a job. His research was expanded into the general manager's area, and consistent superior competencies were discovered across organizations and functions from 12 organizations and more than 2,000 managers in 41 management jobs. He identified generic competency model consisted of 21 competencies in 6 areas

such as goal and action management, leadership, human resource, directing subordinates, focus on other, and specialized knowledge. This research especially carries significance in that universally applied competencies. Through his work, competency study has become widely known in the management field (Hoffmann, 1999).

In the meantime, Spencer and Spencer (1993) succeeded to the McClelland (1973) and Boyatzis's (1982) competency research to further focus on the behavioral aspects where the competency can materialize in actual performance. They defined competency as an underlying characteristics that causally relate to criterion-referenced effective and/or superior performance in a job or situation. Those characteristics are divided into five types of competency characteristics such as knowledge, skills, motives, traits, and self-concept. Knowledge refers to the a person's information about specific content areas. skills refers to the ability to perform a certain mental or physical task. Motive refers to the things to drive behavior toward certain actions or goals. Traits refers to the physical characteristics and consistent responses to information or situations. Self-Concept refers to a person's values, attitudes, or self-image. They collected competency models related to 200 works. Based on analyses acquired from behavioral event interviews (BEI), a competency dictionary composed of 6 competencies (achievement and action, helping and human services, the impact and influence clusters, managerial, cognitive, personal effectiveness) was developed. Their research was advanced to be actually applied to organizations, which made a great contribution to further development in the future.

Similar to these argument, Klemp (1980) defined competency as an underlying characteristic of a person which results in effective and/or superior performance in a job. Selmer and Chiu (2004) also defined competency as the work-related personal attributes; knowledge, skills, and values that individuals draw upon to do their work well. Hoffmann (1999) provided an overview on the various meanings of competency, and argued that it had been defined in the literature as either observable performance, the standard or quality of the outcome of the person's performance, or the underlying attributes of a person. The first two meanings of the term refer to the outputs, the third meaning refers to the inputs required of a person to achieve competent performance. Knowledge, skills, attitude or other underlying personal attributes have been included in this way of defining the term. Even though each definition has been used depending on the purpose for which it is used, the third input based definition is a predominant approach (Hoffmann, 1999).

In the meantime, The person's underlying characteristics could be largely divided into two categories such as visible and invisible characteristics. For example, Spencer and Spencer (1993) divided five types of competency characteristics into visible and hidden one according to the iceberg model. Knowledge and skills are above the surface in the iceberg model and tend to be more visible, and easily identified. These competencies are relatively easy to improve. Motive, traits, and self-concept are hidden or beneath the surface in it and more difficult to detect. Although these competencies are relatively hard to

evaluate or develop in a short period, they could more strongly affect performance. But many organizations generally assume that recruits already have these underlying characteristics, and tend to select them on the basis of knowledge and skills. As potential factors lead people to use their knowledge or skills to improve job performance, organizations should pay more attention to these characteristics that have been often overlooked at a time of hiring employees.

Boyatzis (2008) presented similar argument. He found that outstanding performers like leaders, managers, advanced professionals in key jobs have three clusters of threshold competencies and three clusters of distinguishing outstanding performance competencies based on published research over the last 30 years. The threshold competencies are expertise and experience, knowledge, and an basic cognitive competencies such as memory and deductive reasoning. The differentiating competencies are cognitive competencies such as systems thinking and pattern recognition, emotional intelligence competencies such as self-awareness and self-control, and social intelligence competencies such as empathy and teamwork.

Hartle (1995) described competency as a characteristic of an individual that has been shown to drive superior job performance likewise. He also distinguished visible competencies of knowledge and skills and underlying elements of competencies like traits and motives.

Besides, Le Deist and Winterton's (2005) proposed four dimensions of competency including cognitive (knowledge), functional (skills), and social and meta competencies. The first three competencies was categorized one dimensions and meta-competency was concerned with

facilitating the acquisition of the other substantive competencies.

Losey (1999) proposed a competency equation which is competency = intelligence + education + experience + ethics +/- interest. He argued intelligence, education and experience are even vital components of the competency formula, those may not protect the long-term interests of the human resource professional. Therefore, to be competent human resource professional, a person needs brains, study, real-world training, and also be ethical in practice and have passion for the job. Likewise, among competencies, intelligence, education, and experience could be classified into one dimension, and ethics and interest could be categorized into the other dimension.

2.2 HR Professionals' Competency

The concept of individual competency has a long tradition in the management field (Becker et al., 2001), particularly in many facets of HRM, ranging from individual functions such as recruitment, development and performance management to organizational strategic planning and design of organizational structure and culture (Rodriguez, Patel, Bright, Gregory, & Gowing, 2002). Nowadays, the application of this work to HR professionals has been a central paradigm in HRM research (Storey et al., 2009). Although HR researchers have traditionally defined HR competencies as a HR-related knowledge, skills, or abilities currently held by an HR professionals (Wright, Dunford, & Snell, 2001), in recent years, many have focused on broad based and future-oriented competencies including strategic issues in order to

respond to a number of themes facing global business today and create sustainable value. Various definitions of HR competency have used in the literatures are shown in the following table 3.

Table 3. Definition of HR Professionals' Competency

Author	Definition
McLagan (1983)	the values, knowledge, and abilities to distinguish high and low performing HR professionals
Huselid, Jackson, & Schuler (1997)	<ul style="list-style-type: none"> - professional HR competencies is an expertise and skills relevant to performing excellently within a traditional HR department. - business-related competencies is the amount of business skills and experience that HR staff members have outside their functional specialty.
Wright, Dunford, & Snell (2001)	<ul style="list-style-type: none"> - organizational processes, engaged in by people, resulting in superior products, and generally these must endure over time as employees flow in, through and out of the firm. - the combination of the firms stock of knowledge (human, social, and organizational capital embedded in both people and systems) and the flow of this knowledge through creation, transfer, and integration in a way that is valuable, rare, inimitable, and organized.
Brockbank & Ulrich (2003)	the ability to add value to the company, with competency necessarily focusing on the process progressing from changing business conditions to achieving sustainable competitive advantage
Han, Chou, Chao, & Wright (2006)	a person's underlying attributes such as their knowledge, skills, or abilities
Ulrich, Brockbank, Johnson, & Younger (2007)	<ul style="list-style-type: none"> - the values, knowledge, and abilities of HR professionals - what is expected from those who work in HR - the basis for assessment and improvement in the quality of HR professionals.
Wei & Lau (2005)	<ul style="list-style-type: none"> - the ability of the HR function in developing and implementing a HRM system that is internally consistent and strategy compatible in order to achieve the firm's strategic goals - HR professional ability, business related ability, interpersonal ability

In the mid 1980s, the primary effort to identify competencies for HR professionals would lead to high performance was conducted by Patricia McLagan, sponsored by American society of training and development (ASTD). This work examined which values, knowledge, and abilities differentiate the high and low performing HR professionals groups, and these efforts grew many frameworks for HR competencies (Ulrich et al., 2013).

In one of the early studies, Huselid, Jackson, and Schuler (1997) described two types of HR competencies as professional HR competencies and business-related competencies. The former means an expertise and skills relevant to perform excellently within a traditional HR department, and relates to the delivery of traditional technical HR practices including recruiting, selection, performance measurement, training, and the administration of compensation and benefits. The latter means the amount of business skills and experience of HR staff members required to implement firm's strategy and goals, and involves designing and implementing a set of internally consistent policies and practices that ensure a firm's human capital contributes to the achievement of its business goals.

Wright, Dunford, and Snell (2001) focused on the strategic competency of the firm such as knowledge, learning, and dynamic capabilities and mentioned that competencies are organizational processes, engaged in by people, resulting in superior products, and generally these must endure over time as employees flow in, through and out of the firm. They also proposed that core competence arises from the combination of the firms stock of knowledge (human, social, and organizational capital embedded in both people and systems) and

the flow of this knowledge through creation, transfer, and integration in a way that is valuable, rare, inimitable, and organized.

Brockbank and Ulrich (2003) defined HR competency as the ability of HR professionals to add value to the company, with competency focusing on the process progressing from changing business environment to achieving sustainable competitive advantage.

Similarly, Han et al (2006) defines competency as a person's underlying attributes such as their knowledge, skills, or abilities.

Ulrich, Brockbank, Johnson, and Younger (2007) also defined HR competency as the values, knowledge, and abilities of HR professionals, and mentioned that HR professionals with the right competencies will perform better. The authors states that they will be more likely to create shareholder wealth, to engage employees, and to serve customers. HR competencies could be also used to form the basis for assessment and development in the quality of HR professionals.

Wei and Lau (2005) defined HR competency as the ability of the HR function in developing and implementing a HRM system that is internally consistent and strategy-compatible in order to achieve the firm's strategic goals. Broadly defined, HR competency includes HR professional ability, business related ability, and interpersonal ability (Dutton & Ashford, 1993).

In fact, many HR competency studies have been done by a number of consulting firms. They have sought to specify HR competencies, develop measure of them, and examine their impact on performance. A review of HR competency in the literatures is shown in the following table 4.

Table 4. HR Professionals' HR Competency by Consulting Firms

Author	HR Competency	Findings
Towers Perrin in association with IBM (1991)	(1) HR's education of and influence on line managers (2) computer literacy (3) ability to anticipate the effects of change (4) road knowledge of and a vision for HR	HR professionals indicated HR's education of and influence on line managers as most important HR competence; line executives proposed computer literacy was most critical; consultants suggested ability to anticipate the effects of change was most essential; and academicians wanted HR professionals to prove broad knowledge of and a vision for HR (Becker et al., 2001).
Hewitt (2009)	(1) organization design, (2) service delivery and technology, (3) governance and metrics, (4) strategy and program design	when HR professionals master these four skill sets, they are able to help their companies manage their business (Ulrich et al., 2013).
Deloitte (2011)	(1) business (commercial awareness, business acumen, customer focus, aligned business to HR), (2) HR (employee relations, get the basics right, HR expertise, HR metrics, change delivery), (3) consulting capabilities (brokering, trusted advisor, impact and influence, facilitation and coaching, leadership, project delivery).	when HR professionals have these competencies, they are able to be business partners who help their business be successful (Ulrich et al., 2013).
Boston Consulting Group (2014)	(1) talent management and leadership (2) engagement, behavior, and culture management, (3) HR strategy, planning, and analytics, (4) performance management and rewards, (5) recruiting: branding, hiring and on-boarding, (6) HR communication and social media, (7) training and people development, (8) HR target operating model, (9) diversity and generation management, (10) labor costs and labor management.	companies that have strong capabilities in HR topics- such as talent and leadership, engagement, behavior, and culture management; and HR strategy, planning, and analytics— show significantly better financial performance than companies that are weaker in those areas.
Human Resource Competency Study (HRCS) directed by Ulrich and Brockbank with the support from the University of Michigan and the RBL Group (2015)	(1) strategic Positioner, (2) credible activist, (3) capability builder, (4) change champion, (5) human resource innovator and Integrator, (6) technology Proponent => the world's largest database as well as the most comprehensive approach on HR competencies within the literature (Han et al., 2006)	competencies of a credible have the biggest impact on individual effectiveness and human resource innovator and integrator have the biggest impact on business performance.

For example, Towers Perrin in association with IBM (1991) surveyed 3,000 HR professionals, line executives, consultants and academicians from 12 countries about a large range of HR issues. This work revealed a diverse perspective on HR competencies as follows. HR professionals indicated HR's education of and influence on line managers as most important HR competence; line executives proposed computer literacy was most critical; consultants suggested ability to anticipate the effects of change was most essential; and academicians wanted HR professionals to prove broad knowledge of and a vision for HR (Becker et al., 2001).

One of the most well known studies in HR competency is the human resource competency study (HRCS) directed by Ulrich and Brockbank with the support from the University of Michigan and the RBL Group. This HR competency study is the world's largest database as well as the most comprehensive approach on HR competencies within the literature (Han et al., 2006), and has been the important study source about HR competency. Since 1987, HRCS has sought answers about what makes effective HR professionals and what HR professionals do to impact business performance by defining the competencies. This research has been done in six waves every five years, six competency domain factors, strategic positioner, credible activist, capability builder, change champion, human resource innovator and integrator, technology proponent, are identified from six round survey collected data from both 2,638 HR participants, 9,897 inside HR and 7,488 outside HR associates. They also examined each HR competence domains on individual effectiveness and business

performance. The findings show that the competencies of a credible have the biggest impact on individual effectiveness, and human resource innovator and integrator have the biggest impact on business performance.

Deloitte (2011) identified HR competencies into three broad domains: (1) business (commercial awareness, business acumen, customer focus, aligned business to HR), (2) HR (employee relations, get the basics right, HR expertise, HR metrics, change delivery), and (3) consulting capabilities (brokering, trusted advisor, impact and influence, facilitation and coaching, leadership, project delivery). They argued that when HR professionals have these competencies, they are able to be business partners who help their business be successful (Ulrich et al., 2013).

The Boston Consulting Group (BCG) and the European Association for People Management (EAPM) (2014) also found the positive impact of HR competencies on firm performance surveyed 3,507 respondents from 101 countries and interviewed 64 HR and non-HR executives. They identified 10 broad HR topics: (1) talent management and leadership (2) engagement, behavior, and culture management, (3) HR strategy, planning, and analytics, (4) performance management and rewards, (5) recruiting: branding, hiring and on-boarding, (6) HR communication and social media, (7) training and people development, (8) HR target operating model, (9) diversity and generation management, (10) labor costs and labor management. The result showed that HR capabilities correlate with economic performance. Companies that have strong capabilities in HR topics- such as talent and

leadership, engagement, behavior, and culture management; and HR strategy, planning, and analytics— show significantly better financial performance than companies that are weaker in those areas.

A number of academic researchers have examined the association between HR competency and performance as well. Most of them defined and measured HR competency based on HRCS (human resource competence study) directed by Ulrich and Brockbank with the support from the University of Michigan and the RBL Group. Business knowledge, field expertise, and change management or interpersonal skills are the most common HR competencies used in the literature. For example, Huselid et al. (1997) examined the impact of two types of HR competencies comprised of professional HR competencies and business-related competencies on HR effectiveness and latter's impact on firm performance. The senior executives in HR and line positions were asked to indicate the extent to which HR staff currently possess the capabilities and attributes listed using a scale ranging from 1 to 5 from 293 U. S. firms. Professional HR competencies were measured by 15 items, and sample items were "Focus on the quality of HR services," "Broad knowledge of many HR functions." Business-related competencies were measured by 3 items, and two sample items were "Experience in other key business areas," "line management experience." The results showed that the positive impact of HR competencies on HR effectiveness.

Han et al. (2006) also explored the relationship between HR competencies and HR effectiveness as perceived by line managers and

employees, and surveyed 182 high-level executives, 152 HR managers, 320 line managers, and 1,262 employees in 39 Taiwanese high-tech firms. They adopted the HR professional competency items including business knowledge, field expertise, and change management developed by Ulrich et al. (1995). The results showed that HR competencies of field expertise and change management are strongly related to HR effectiveness, while business knowledge is not.

Wei and Lau (2005) found that the firms with higher HR competency were very likely to adopt SHRM in China. They measured HR competency as the extent to which HR managers and professionals show competency in the professional competency, business-related competency and interpersonal competency using a 12 item scale.

Long, Ismail, and Amin (2013) indicated that HR competencies (business knowledge and culture management) were positively related to the role of change agent and organizational performance. Seven items adopted in the HRSC (Brockbank & Ulrich, 2003; Ulrich et al., 2008) are used to measure HR competencies (culture management, effective relationship and communication, HRD skills, performance management, value chain knowledge, HR technology and conflict management) in their paper. A review of HR professionals' HR competency in the literatures is shown in the following table 5.

Table 5. HR Professionals' HR Competency

Author	Antecedents	Consequences	Theory	Conceptual Definition	Operational Definition	Sub dimension	Measure	Result
Ulrich, Brockbank, Johnson, & Younger (1995)	HR competencies	overall performance of the HR professional	resource-based view (RBV)	specific competencies HR professionals may demonstrate to add value to a business	business activities or functions which are central to business operations, The extent to which HR professionals demonstrate competence in each of 21 HR practices, Ability to manage change processes	knowledge of business, delivery of HR and change management	data from 12,689 associates of human resource (HR) professionals in 1500 businesses in 109 firms. <u>16 items on knowledge of business:</u> financial, strategic, technological, and organizational (Ulrich & Lake, 1990). <u>21 items on delivery of HR:</u> selection, development, appraisal, rewards, organization design, and communication. <u>30 items on change management:</u> problem solving, influence, innovation, and contracting.	overall HR competency increase, a subsequent increase in competitiveness occurs (time 1, 2). HR competency in knowledge of business and change management highly increased business competitiveness, delivery of HR are less related.
Huselid, Jackson, & Schuler (1997)	professional HR competencies and business-related competencies on HR effectiveness	firm performance	institutional theory, resource-based view (RBV)	HRM staff capabilities or competencies in order to increase the likelihood of effective HRM	the extent to which HR staff currently possess the capabilities and attributes	<u>professional HR competencies</u> is an expertise and skills relevant to performing excellently within a traditional HR department. <u>business-related competencies</u> is the amount of business skills and experience that HR staff members have outside their functional specialty.	<u>professional HR competencies</u> were measured by 15 items, "focus on the quality of HR services," "broad knowledge of many HR functions." <u>business-related competencies</u> were measured by 3 items, "experience in other key business areas," "line management experience."	positive impact of HR competencies on HR effectiveness and corporate financial performance.

Bosellie & Paauwe (2005)	HR competencies	firm performance		kind of capabilities, which need to be fulfilled by those who feel attracted to the HR-function as a specialist staff job as well the necessary competencies on the basis of the demands of the main stakeholders.		strategic contribution, personal credibility, HR delivery, business knowledge, and HR technology	2002 Human resource competence study	personal credibility and HR delivery increased the perceived HR function's evaluation. non-HR respondents considered strategic contribution lead to financial competitiveness, HR managers considered business knowledge is crucial for value of the HR function.
Selmer & Chiu (2004)	required future HR competencies	organizational position	the views of CEOs and HR executives in Hong Kong on required future HR competencies	the underlying characteristics leading to successful and effective HR performance in the future	the level of competency that senior HR executives should possess in order to be successful in the future	knowledge of business, delivery of HR practices, personal credibility, and management of change	self-developed 47 items in 8 areas of competency: HR knowledge, professional personal skills, strategic labour relations, innovation and crisis management, Financial/Business knowledge, organizational knowledge, corporate relations, change agent	in all those cases, the mean scores for the CEOs were higher than those of the HR executives. These results mostly affirm our research question that there is a strategic gap in the opinions between CEOs and HR executives regarding future HR competence of HR professionals.
Wei & Lau (2005)	market orientation, HRM importance and HRM competency	firm's adoption of SHRM	resource-based view (RBV), Competency perspectives	ability of the HR function in developing and implementing a HRM system that is internally consistent and strategy-compatible in order to achieve the firm's strategic goals	the extent to which HR managers and professionals show competency in the three areas	professional competency, business-related competency and interpersonal competency.	a 12-item scale was developed based on the literature, "Demonstrate the financial impact of all HR activities," "Have knowledge about competitors' HRM practices," "Is able to maintain close personal relationship with others."	the three factors are significantly related to a firm's adoption of SHRM

Han, Chou, Chao, & Wright (2006)	HR competencies	HR effectiveness		HR staff members' knowledge, skills, and capabilities that directly influence HR functions and performance		knowledge of business, field expertise, and change management	33 items adapted from the HR professional competency items developed by Ulrich et al. (1995)	HR competencies of field expertise and change management are related to HR effectiveness as perceived by line managers and employees, business knowledge is not.
Long & Ismail (2011)	HR competencies	firm performance	resource-based view (RBV)	a set of characteristics contributing to the effective HR performance that enables an organization to carry out its business strategies in a competitive market	how well they performed the competencies identified in the questionnaires	business knowledge, strategic contribution, HR delivery, personal credibility, HR technology and internal consultation	based on the six competency domains and 21 competency factors adopted in the HRCS (Brockbank & Ulrich, 2003).	strategic contribution, business knowledge, HR technology and internal consultation have significant correlation with firms' performance
Long, Ismail, & Amin (2013)	HR competencies The change agent role	organizational performance		the ability to add value to the business, with competency necessarily focusing on the process progressing from changing business conditions to achieving sustainable competitive advantage (Brockbank & Ulrich, 2003).	how well they performed the competencies identified in the questionnaire	business knowledge culture management relationship skills human resource development skills	seven competencies items adopted in the human resource competency study (Brockbank & Ulrich, 2003; Ulrich et al., 2008).	role of change agent mediates the relationship between 3 HR competencies and organizational performance, while culture management is not.

2.3 Line Managers' HR Competency

While there is a great deal written about the types of competencies needed for HR professionals, research focusing on the line managers' HR competency is scarce with a little work being exceptions. As a result, there is now limited information about the types of competencies needed by line managers. For example, Gilbert, Winne, and Sels (2011a) investigated the impact of line managers' HR competency on two HR role stressors, i.e. HR role ambiguity and HR role overload. They defined line managers' HR competency as personal characteristics to perform the HR role well. Three examples of 4 items were: "I am sufficiently trained to execute my HR tasks," "I have the knowledge I need to execute my HR tasks," "At all times, I have the feeling I have mastered the execution of my HR tasks." Through a sample of 169 front-line managers from 47 Belgian organizations, the results showed that the positive impact of HR competencies on HR role ambiguity and HR role overload. But HR competency of line managers in this study was not specifically defined and measured by using too simple survey questions.

Bos-Nehles, van Riemsdijk, and Looise (2013) defined line managers' HR ability as an competency necessary to successfully implement HR practices on the work floor. They found a positive impact of line managers' HR ability on employees' satisfaction of a line manager's effectiveness in implementing HR practices. HR ability was measured based on the occupational self-efficacy scale of Schyns and van Collani (2002), and the HR training scale. Sample items was

"I meet the goals I set for myself in performing my HR responsibilities," "The courses I followed were relevant for performing my HR responsibilities." Because HR competency of line managers in this study was only measured based on the occupational self-efficacy scale and the HR training scale, its meaning is limited.

Jiang (2013) similarly revealed that line managers' HR ability has a moderating effects on the relationship between manager perceived HPWS and employee perceived HPWS, and the relationship of manager perceived HPWS with employee job satisfaction through employee perceived HPWS in his dissertation. HR ability was defined as their knowledge about the content of HR practices as well their skills and experiences in executing HR practices. It was measured based on the competence items of Spreitzer's (1995) psychological empowerment scale (e.g., "I have mastered the skills necessary to implement HR practices in our department"), and managers' knowledge about HR practices created by him (e.g., "I am clear about the HR policies and practices applied to employees in our department"). Because HR competency of line managers in this study was only defined as an HR ability, and measured just based on psychological empowerment scale and managers' knowledge about HR practices, its meaning is also limited. A review of line managers' HR competency in the literatures is shown in the following table 6.

Table 6. Line Managers' HR Competency

Author	Antecedents	Consequences	Theory	Conceptual Definition	Operational Definition	Measure	Result
Gilbert, Winne, & Sels (2011a)	line managers' HR competency	HR role stressors	role theory	personal characteristics to perform the HR role well		self-constructed 5 item scale "I have the knowledge I need to execute my HR tasks" "I feel sufficiently competent to execute my HR tasks"	169 front-line managers from 47 Belgian organizations the positive impact of HR competencies on HR role ambiguity and HR role overload.
Bos-Nehles, van Riemsdijk, & Looise (2013)	line managers' HR AMO	HR effectiveness (satisfaction of their subordinates with the way HRM practices)	work performance theory, AMO theory	HRM-related competences necessary to successfully implement HRM practices on the work floor	HRM-related competences of line managers for their HRM tasks	competences: occupational self-efficacy (Schyns & van Collani, 2002), training (developed on basis of pilot case study)	through a survey of 174 line managers and 1,065 of their direct subordinates in two organizations, positive impact of line managers' HR ability on HR effectiveness.
Jiang (2013)	HR perceived HPWS, Manager perceived HPWS, line managers' HR AMO	employee perceived HPWS, employee job satisfaction	AMO Theory	their knowledge about the content of HR practices as well their skills and experiences in executing HR practices	the extent to which department managers are able to, willing to, and have the opportunities to deal with HR-related issues in their department	3 items adapted from Spreitzer's (1995) psychological empowerment scale, and 3 items created to reflect managers' knowledge about HR practices	data from a nationwide shipping company in China, line managers' HR ability has a moderating effects on the relationship between manager perceived HPWS and employee perceived HPWS, and the relationship of manager perceived HPWS with employee job satisfaction through employee perceived HPWS.

Although three aforementioned studies used the term of line managers' HR competency and examined its effect on performance, none of them clarified the precise meaning of HR competency nor specified what kind of critical competencies line managers need in order to add value through successful fulfillment of HR roles. Even though HR competency is much broader and comprehensive dimensional concept, it was simply defined in one-dimensional frameworks, mainly focusing on HR-related self efficacy in those studies. No validation study have been undertaken. A validation study of line managers' competency, therefore, must be conducted. First of all, it has to be clearly defined and described what specific competencies are required of line managers in order to effectively perform HR roles in response to business plans to exert the desired effect.

III. Scale Development

Following to the rigorous stages of scale development used by previous studies (DeVellis, 2003; Hinkin, 1998), the scale development procedure for the current study used the five phases: 1) construct definition, 2) item generation, 3) scale development, 4) scale evaluation, and 5) additional analysis. The table 7 presents the scale development processes in this study.

Table 7. The Scale Development Steps

	Procedure	Analysis
phase1	Construct definition & Dimension identification	Literature
phase2	Item generation & Review	Literature & expert review Content validity
phase3	Scale development Dimensionality & Item reduction	Exploratory factor analysis Reliability assessment
phase4	Scale evaluation Re-evaluate dimensionality Construct validity information	Confirmatory factor analysis Discriminant validity
phase5	Additional analysis	Nomological validity

1. Phase One: Construct Definition

1.1 The Definition of Line Managers' HR Competency

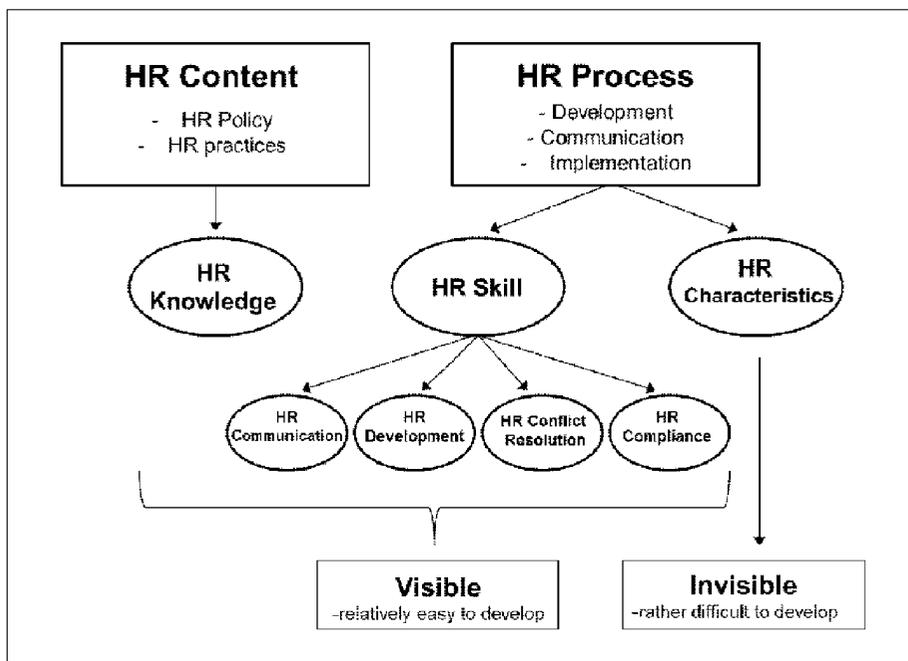
The main HR role given to line managers is to deal with various HR practices designed to achieve organizational strategic goals as intended. In order to successfully perform these roles, they need to have a comprehensive HR competency. As stated previously, competency is generally defined as a person's underlying characteristics such as knowledge, skills, and other personal characteristics, which enable he or she to achieve effective and/or superior performance in a given job, role or situation (Athey & Orth, 1999; Boyatzis, 1982; Spencer & Spencer, 1993; Rodriguez et al., 2002). In line with previous competency research, line managers' HR competency is defined as line managers' knowledge, skills, and personal characteristics necessary to effectively perform HR roles in this study.

1.2 The Dimension of Line Managers' HR Competency

Competency has been diversely defined and grouped to be used according to researchers and purpose of research. Based on literature review, this paper identifies line managers' HR competency as 6 dimensions consisting of HR knowledge, HR development, HR conflict resolution, HR compliance, HR communication, and HR characteristics. The following is the analytical strategy that I choose in an attempt to identify the dimensions of line managers' HR competency. While

keeping the definition of competency in mind, I evaluate knowledge, ability and personal characteristics proper to the HR role of line managers. To this end, I pay a careful attention to the model of Boyatzis (1982) and Spencer and Spencer (1993). These dimensions identification are depicted in the following figure 1 and described in detail below.

Figure 1. Dimension Identification



First, I categorize dimensions of line managers' HR competency based on the competency model of Boyatzis (1982) and Spencer and Spencer (1993). They defined the components of competency into largely knowledge, skills, and other characteristics, and defined the competency dimensions of superior managers based on these scales. For

example, Boyatzis (1982) defined competency as specialized knowledge, leadership, human resource, directing subordinates, focus on other, and goal and action management. Spencer and Spencer (1993) similarly defined competency as cognitive, managerial, helping and human services, the impact and influence, personal effectiveness, and achievement and action. I also follows their framework to categorize HR competency into knowledge, skills, and other characteristics. Also, by referring to the competency dimensions defined by them and adjusting them to fit into the scope of HRM, I define the dimensions of line managers' HR competency as HR knowledge, HR development, HR conflict resolution, HR compliance, HR communication, HR characteristics.

Second, according to Bowen and Ostroff (2004), understanding both HR content and HR process has to be understood in order to effectively perform HR roles. Based on this argument, necessary competencies are mainly defined. HR content refers to "the specific set of HR practices necessary for achieving an organizational goal" (Bowen & Ostroff, 2001, P. 204). In the HR content-based approach, HR-related business knowledge and HR practice-related knowledge are identified first. HR processes refer to "the set of activities aimed at developing, communicating, and implementing HR practices" (Delmotte, Winne, & Sels, 2012, p. 1481). In the HR process-based approach, I define the HR communication skills that are required to properly deliver information on the HR content and HR guideline compliance skills in order to obey HR policy of the company, which is required to realize the content and HR process as intended by the HR department in line

with the firm's strategy. In addition, I consider HR development skills to prepare subordinates to adapt to HR practices and HR conflict resolution skills in order to overcome subordinates' HR-related resistance.

Third, based on main HR roles given to line managers, I define HR role-specific competency dimensions. According to previous studies, the most commonly referenced HR activities devoted to line managers are pay and benefits, recruitment and selection, training and development, industrial relations, and workforce expansion or reduction (e.g., Brewster & Larsen, 1992; Budhwar & Sparrow, 1997; Budhwar, 2000; Reichel, 2013; Brewster et al., 2014; Azmi & Mushitaq, 2015). I identify line managers' HR competency required to effectively perform these HR activities. Because training and development among HR activities are the most increased roles devoted to line managers in comparison to other roles (Budhwar, 2000), HR development skills required to properly execute these roles are identified first. In addition, because the HR decision-making processes in activities such as pay and benefits, recruitment and selection, industrial relations, and workforce expansion or reduction may potentially involve employees' conflict, employees could resist these HR-related decisions. Therefore, HR conflict resolution skills to manage resistance in an appropriate way for the purpose of facilitated HRM are also identified. If line managers are to fulfill the above-mentioned five key roles, the roles also need to be based on HR knowledge, HR communication, HR compliance, and HR characteristics-related competencies.

Forth, based on the work of Boyatzis (1982) and Spencer and

Spencer (1993), this study distinguishes visible and invisible aspects of underlying characteristics of line managers' HR competency. Boyatzis (1982) considered knowledge, skills, motive, traits, self-image, and social role as underlying characteristics of competency. Similarly, Spencer and Spencer (1993) argued knowledge, skills, motive, traits, and self-concept as underlying characteristics of competency. They argued that these characteristics are differentiated from the visible and invisible aspects. For example, Spencer and Spencer (1993) differentiated knowledge and skills based on visible characteristics, and motive, traits, and self-concept based on invisible characteristics. Boyatzis (1982) considered knowledge and skills as minimally acceptable competency based on threshold characteristics and others as differentiating characteristics that make it possible to divide performers into superior and average performers. As the former is relatively easy to develop, many organizations have more interest in threshold characteristics. Although the latter is rather difficult to develop, its impact on performance is meaningful. Therefore, organizations should pay attention to these competencies. This study identifies the HR characteristics dimension by applying these invisible aspects. Besides this dimension, the remaining dimensions such as HR knowledge, HR communications, HR development, HR conflict resolution, and HR compliance belong to the visible aspects. As mentioned above, the visible aspects are relatively easier to observe and develop, and thus tend to be emphasized in terms of HRM. Accordingly, visible dimensions are specifically identified further. In comparison, invisible aspects tend to be rather difficult to find or develop, and thus regarded

as less important in terms of HRM. Therefore, the invisible aspects of line managers' HR competency are integrated into one dimension.

A total of six dimensions including HR knowledge, HR communication, HR development, HR conflict resolution, HR compliance, and HR characteristics are identified through those literature review. The detailed explanations of each dimension are as follows:

1.2.1 HR Knowledge

In terms of content-based approach, line managers need a comprehensive understanding of the organizations' HR policy and HR practices of each department. As the previous studies persistently have mentioned about issues regarding a lack of HR knowledge among line managers, HR knowledge is necessary for line managers to effectively perform HR roles. HR-related business and HR practices knowledge competencies have been mainly discussed in HR professional's competency research (Dutton & Ashford, 1993; Wei & Lau, 2005). Given that line managers' HR roles are devolved from HR professionals, line managers' HR competency can also be drawn from those of HR professionals. I redefined and described them more precisely, focusing on line managers' role in implementing HR practices.

First, when line managers understand how business operates, they can add value to an organization. HR-related business knowledge do not mean the ability to manage all functions of business but the ability to understand them, in particular the implication for HR of the firm's strategy. Since ability to see the connection between one's roles and the

firm's strategic goal brings about positive behavior (Rucci, Kirn, & Quinn, 1998), that understanding allows them to appropriately implement HR practices as intended by a firm. If line managers do not understand the vision and goal of a company, they may interpret HR practices idiosyncratically and implement them in unintended ways in line with firm's strategy.

Second, line managers definitely have to possess HR knowledge which can lead effective implementation of HR activities given to them. For example, they need to know what HR practices are used and how those practices should be appropriately implemented at the operational level. They also have to be experienced in solving HR issues.

1.2.2 HR Communication

In terms of process-based approach, line managers should effectively communicate and deliver messages to their subordinates from the organization. This HR communication skills has been consistently emphasized in the HR literature. HR practices could be implemented as intended way, only if line managers are able to convey accurate and useful information to employees from HR department (Bowen & Ostroff, 2004; Nishii et al., 2008; Den Hartog, Verburg, & Croon, 2013). Den Hartog et al. (2013) also found the quality of line managers' communication moderated the relationship between manager-rated and employee-rated HR practices in his field study. In order to achieve it, it is necessary to effectively communicate with the HR department as well as employees. By establishing an amicable

relationship with the HR department, line managers may perform more successful HR roles in cooperating with the HR department in terms of the implementation and delivery of HR practices.

1.2.3 HR Development

The role of an HR development is one of the most mentioned responsibilities that are assigned to line managers (e.g., Azmi & Mushitaq, 2015; Mitchell, 2013; Hales, 2005; Reichel, 2013). Thus, it is necessary for them to acquire HR development skills for implementing the roles effectively. As human resources are considered as a firm's competitive advantage, the role of developing human resources has become a more critical competency. For instance, it is crucial for line managers to coach and mentor their subordinates for developing them as talents. It is necessary to promote training and development of subordinates for pursuing career development goals in a long-term. Furthermore, during communicating HR-related feedbacks, it is essential to provide sufficient opinions that are constructive and detailed in developing subordinates' work experience.

1.2.4 HR Conflict Resolution

Line managers' skills to resolve HR-related conflicts of subordinates or among team members for smoothly implementing HR practices is also essential. When a conflict is not completely resolved, it may cause further problems. In order to prevent any problems, it is

necessary for line managers to regularly pay attention to their subordinates and understand their needs relating HR issues. Also, they should apply HR practices in a cooperative manner. In the case of conflicts among team members caused by the results of HR decisions including performance appraisal, it is necessary for line managers to acquire the skills to resolve the conflicts actively through conversations rather than avoiding them.

1.2.5 HR Compliance

HR compliance refers to the competency to obey guidelines for achieving HR goals. To effectively apply HR practices for achieving its goals, line managers should comply with guidelines from HR department and perform them objectively and impartially. For example, they should obey HR standards and regulations and not make any unfair HR decisions based on their acquaintances. HR decisions should be performed fairly, particularly regardless of sex, positions, tenures, and backgrounds of subordinate. These could be flexibly applied depending on cultures and goals of organizations.

1.2.6 HR Characteristics

The above dimensions of HR competencies are essential for line managers to implement HR practices well. However, those competencies alone might not be enough (Delaney & Huselid, 1996). Based on a competency theory, this study also analyzes invisible or differentiating

characteristics such as HR motive, HR initiative, HR responsibilities of line managers for successfully performing HR roles. Those competencies have been commonly discussed in competency research as an invisible or differentiating characteristics (e.g., Spence & Spencer, 1993; Hartle, 1995; Boyatzis, 2008), which can further enhance the likelihood of effective implementation of HR practices as intended.

First, line managers should have a motives to fulfill HR roles well. Since motive is a "recurrent concern for a goal state, or condition, appearing in fantasy, which drives, directs, and selects behavior of the individual (McClelland, 1971)," HR-related motive can enable line managers to exert sufficient efforts in performing HR roles. Line managers who are not motivated may be reluctant to carry out these roles effectively (Jiang, 2013).

Second, line managers should be initiative in performing HR roles successfully. Those kind of line managers might perceive the importance and value of HR and HR practices. Since line managers can decide whether to utilize HR practices and how seriously to perform them (Guest & Bos-Nehled, 2013), their perception of HR value is important for effective implementation of HR practices. Line managers who do not perceive HR value or see it as an irrelevant bureaucratic ritual may neglect to effectively implement HR practices and prefer to give priority to other aspects of their jobs.

Third, line managers should feel responsible to effectively implement HR roles. HR-related responsibility means feelings of empowerment and obligation for implementation. Although the role of implementation of HR practices was devolved to line managers, unless they feel

responsible for effective implementation, high quality of implementation would not be easily accomplished.

2. Phase Two: Item Generation

The exploratory study was conducted before the earnest scale development and validity analysis. It is to confirm the validity of key dimensions of line managers' HR competency derived through literature review and to derive specific competencies exploratorically. Next, specific competencies drawn from literature review and interview were primarily classified in consideration of theoretical foundation and functional characteristics of them, and the importance of each competency was measured by expert panel. After measuring them, highly rated competencies were chosen for the key HR competencies of follow up scale development study. Finally, key competencies selected through these processes are itemized.

2.1 Exploratory Study

2.1.1 Interview for Perception about Line Managers' HR Competency

The exploratory study was conducted through interviews before the earnest scale development and validity analysis as follows. It is to preliminarily survey and identify a perception of HR competency of line managers who actually experience and work in the field. The

interview was conducted with three HR professionals who have more than ten years of work experience in the HR field and two line managers who have more than ten years of work experience were participated in this process. Having a sufficient work experience, knowledge in terms of HR, and position to act as a leader in organization, they are expected to propose more accurate perspectives. Semi-structured interviews are conducted, and main questions are as follows: “what competencies are needed for line managers to implement their HR roles effectively, why do you think like that?” "what do you think of an impact of line managers’ HR competency on HR effectiveness?”

The results of interviews, competencies that interviewee mentioned accorded with each dimension of HR competency identified through literature review. In addition, it was shown that interviewees agreed with the importance of impact of line managers’ HR competency on HR effectiveness. They also positively evaluated the validity of six dimension of HR competency I proposed in this study.

2.1.2 Classification and Importance Evaluation of Competency

This step is a exploratory study along with the interview to select key competencies for the scale development. First, 41 specific competencies for each competency dimension were derived through literature review. Those competencies were integrated with competencies mentioned through interviews in consideration of the similarity of theoretical foundation and functional characteristics of them, and

primarily classified. Then, the importance of these classified competencies for line managers' HR competency were evaluated by expert panel. Three HR professionals who have more than ten years of work experience in the HR field and two line managers who have more than ten years of work experience were participated in this process. In addition, five Ph. D candidates majoring in HRM provided their academic perspectives regarding the items. Although managers have sufficient work experience and practical perspectives, they may lack academic perspectives and concerns. Therefore, this study tries to solve this limitation by conducting a comprehensive analysis involving both practical and theoretical aspects.

Those specific competencies were evaluated by assessing the importance of each competency based on the views of the expert group. Then, they were evaluated by applying the content validity ratio (CVR) (Lawshe, 1975) to calculate the content validity of selection procedures. CVR presents values from -1 to 1. When the entire panel validates the importance of competency for line managers to perform HR roles, it displays the value of 1. In contrast, when the entire panel disagrees on the validity of the competency item, it offers a value of -1. The standard of the content validity at the significance level .05 is flexible depending on the number of the experts; as the size is bigger, the value is more relaxed. This study determines results based on opinions of ten people. The formula for calculating the value of content validity is as follows:

$$CVR = \frac{ne - N/2}{N/2}$$

where ne is the number of experts indicating "essential" about each competency and N is the total number of experts. Based on this evaluation process, Based on this evaluation process, I reconsidered highly rated ones among them and confirmed 14 competencies for follow up scale development.

Since it is not easy to distinguish between leadership and HR competency of line managers, I identified the a number of items that falls as HR competency regardless of differences between leadership and competency at first. Then, expert panel determined the importance of each competency regarding distinctions of HR competencies to leadership. In other words, this study prioritizes the items with stronger HR competency characteristics as more important than the items with more leadership features. By this evaluation process, this study focuses on HR competency than leadership. Furthermore, this study will conducts a discriminant validity of leadership to evaluate a quantitative examination of quality considerations.

2.2 Item Generation

This step is to generate a pool of items for line managers' HR competency using a deductive approach. As shown in table 8, most items were drawn from existing scales in terms of competency and

modified to fit the intended construct. The remaining items were created by referring to the literature review. The early stages of scale development should include the largest pool of potential items possible, which can be reduced, based on content reviews (Netemeyer, Bearden, & Sharma, 2003). Thus, I tried to develop a number of items and to make respondents can easily and quickly understand the point of questions. The item generation resulted in an initial pool of 75 items. Because an expert judgement is generally recommended to evaluate item generation for content validity (DeVellis, 2003), these initial items were assessed by five experts in the field of HRM. I sought advice from them to review and edited the initial item pool and the corresponding dimensions. Their feedback were used to verify the item content and to delete items. This procedure reduced the pool of 75 items to 68 items.

Table 8. Construct Definition and Survey Items

Domain	Definition	Sub-Competency	Key References & Measure	Survey Items
HR Knowledge	the knowledge to implement HR principles/practices to contribute to the success of the business	HR-related business knowledge	Becker et al. (2001), Brockbank & Ulrich (2003)	I fully understand the relationship between firm's vision/goal and HR practices. I fully understand the role of HR practices in the firm's value creation process. I fully understand the value for HR policy and HR practices according to the firm's strategy. I fully understand the HR philosophy and the right people for the company. I fully understand what the organization intends to achieve through implementation of HR practices. I fully understand the ultimate goals of firm's HR policy and HR practices.
		HR practices knowledge	Becker et al. (2001), Jiang (2013)	I am clear about the HR practices applied to our department. I know exactly how to apply and use HR practices in our department. I have appropriate experience to implement HR practices. I know exactly what needs to be done for HR practices to achieve results as intended. I have enough legal knowledge to implement HR practices in our practices. I figure out obstacles to implement HR practices in our department.
HR Communication	the skills to effectively communicate HR information to subordinates and HR department	HR delivery	Hales (2005), Den Hartog et al. (2013), Spencer & Spencer (1993)	I smoothly communicate with my subordinates regarding HR information of organization and team. I deliver enough information about the HR policies/practices/process of organization and team. I explain in easy terms what is expected of subordinates through HR practices. I clearly inform subordinates about what behaviors are expected and rewarded. I distribute helpful information to subordinates.
		interaction with HR department	Boyatzis (1982), Spencer & Spencer (1993)	I smoothly communicate with HR department regarding HR-related information of organization and team. I cooperate with HR department regarding implementation and delivery of HR practices. I build good relationship with HR department regarding HR tasks. I share useful HR-related information with HR department.

HR Development	the skills to help subordinates do his or her job well	coaching & mentoring	Gibb (2003), Hales (2005), Spencer & Spencer (1993)	<p>I act as a trusted advisor regarding HR development.</p> <p>I encourage subordinates to develop their competency through continued interest and advice.</p> <p>I provide subordinates with appropriate opportunities and environment to develop their career.</p> <p>I give subordinates assignments or educational opportunities to develop their insufficient competency.</p> <p>I do long-term coaching or training for the purpose of fostering the subordinates' learning and development.</p> <p>I examine subordinates' work-related issues together and look for their solutions.</p>
		HR-related feedback	Spencer & Spencer (1993)	<p>I give subordinates constructive feedback for the purpose of coaching.</p> <p>I give subordinates specific feedback for the purpose of career development.</p> <p>I give subordinates individualized suggestions for improvement.</p> <p>I give subordinates sufficient explanations about the reasons for the HR-related decision.</p> <p>I recognize subordinates' successful job performance.</p> <p>I give subordinates credit for their accomplishments on team or organization performance.</p>
HR Conflict Resolution	the skills to resolve HR-related conflict	HR related teamwork & cooperation	Boyatzis (1982), Spencer & Spencer (1993)	<p>I lead all team members to take part in implementing various HR practices.</p> <p>I seek various ideas and opinions from team members regarding implementation of HR practices.</p> <p>I try to create friendly team atmosphere regarding implementation of HR practices.</p> <p>I try to implement HR practices in a mutually cooperative atmosphere.</p>
		HR conflict resolution	Spencer & Spencer (1993)	<p>I facilitate a beneficial resolution of conflicts regarding a various HR-related decision-making processes.</p> <p>I do not hide or avoid the conflicts regarding implementation of HR practices in our department.</p> <p>I resolve conflicts regarding HR-related decision-making processes through talks.</p> <p>I figure out the underlying issues of conflicts regarding HR-related decision.</p>
		HR-related understanding of subordinates	Spencer & Spencer (1993)	<p>I understand subordinates' attitude, interest, and demand with regard to HR practices.</p> <p>I listen to the subordinates' opinion about he way of applying HR practices.</p> <p>Depending on the individual situation, I flexibly implement HR practices .</p> <p>I have good relationships with subordinates based on respect and trust regarding the implementation and delivery of HR practices.</p>

HR Compliance	the skills to comply with guidelines for achieving HR goals	compliance with HR regulation	Spencer & Spencer (1993)	<p>I implement HR practices in compliance with HRM guidelines.</p> <p>I follow rules and procedures of HR practices.</p> <p>I apply the way of conducting HR works in accordance with organizational HR strategy.</p> <p>I appropriately implement HR practices according to changes in organizational purposes.</p> <p>I objectively recognize issues related to implementation of HR works.</p>
		HR fairness	Renwick (2003)	<p>I make HR-related decisions in a fair and transparent way.</p> <p>I do not make HR-related decisions based on favoritism</p> <p>I do not give a preferential treatment according to the relative degree of intimacy.</p> <p>I conduct performance appraisals regardless of gender, position, tenure, and origin.</p>
HR Characteristics	the personal characteristics to work well or to compete against a standard of excellent	HR motive	Jiang (2013)	<p>I have a strong desire for learning about various HR-related experiences.</p> <p>I want to do the HR tasks well or right.</p> <p>I have a real enthusiasm to effectively perform HR practices .</p> <p>I think that HR can be a core competitive advantage.</p> <p>I recognize the importance of effective implementation of HR practices.</p> <p>For me, implementation of HR practices takes priority over other tasks.</p> <p>Time and efforts invested in implementing HR practices are obstacles to execute other works.</p>
		HR initiative	Boyatzis (1982), Spencer & Spencer (1993)	<p>I do my best to improve performance and quality of HR practices.</p> <p>I feel sufficiently competent to execute HR practices in our department.</p> <p>I take initiative to improve my HR-related knowledge and skills.</p> <p>I make an endeavor to implement HR practices despite time constraint.</p> <p>I make an endeavor to complete given HR-related project assignment.</p>
		HR responsibilities	Gratton et al. (1999), Jiang (2013)	<p>I feel a sense of obligation to effectively fulfill HR-related roles in our department.</p> <p>I have a sense of responsibility to implement HR policies and practices in my department.</p> <p>It depends on me to appropriately implement HR policies and practices in our department.</p>

3. Phase Three: Scale Development

The list of 68 items resulting from the previous phase was examined with line managers employed in firms in diverse fields of various industries by online survey. I conducted an online survey of line managers employed in firms in diverse fields of various industries. A usable sample of 56 line managers were collected. Each item were measured on Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree). After data collection, the selected pool of 68 items was subjected to item analysis. According to DeVellis (2003), I checked the mean, standard deviation, and item-total correlations for each item. 8 items (2 item of HR-related business knowledge, 1 item of coaching and mentoring, 2 item of feedback, 1 item of compliance with HR Regulation, 2 items of motive) with an item total correlation of less than 0.30 and a low variance in response (standard deviation of less than 0.40) were removed (Churchill, 1979).

In order to identify the underlying factor structure of the remaining pool of 60 items, I conducted an exploratory factor analysis (EFA) using principal components analysis with oblique rotation. Because of the small sample size ($N = 63$), the EFA were run for each dimension (knowledge (10 items), communication (9 items), development (9 items), conflict (12 items), compliance (8 items), and characteristics (12 items)) separately. With this, I have minimum five respondents for each item (recommendations for item-to-response ratios are 4, Rummel, 1970). I also computed Bartlett's test of sphericity (a statistical test for the presence of correlations among the variables) and the KMO

(Kaiser-Meyer-Olkin) measure of sampling adequacy to assess the suitability for factor analysis of the data. The KMO values for each dimension ranged from 0.74 (HR communication, HR characteristics) to 0.85 (HR knowledge). These measures exceeded the acceptable minimum value which is .6 (Hair et al., 2006). The Barlett's tests of sphericity for all constructs were found to be significant ($p < .00$). The findings presented Cronbach reliability scores ranging from .85 to .96.

To achieve better factor structure, I deleted some items which loaded on lower than .5 or more than one factor (cross loading above 0.40). After item deletion, the EFA was rerun. The number of factors were determined based on the eigenvalues-greater-than-one-rule (Kaiser, 1974) and the scree plots (Cattell, 1966). Then, alpha reliabilities for each dimension were calculated to assess whether the items within each dimension are internally consistent (Bollen & Lennox, 1991). The process of scale purification in this phase reduced the number of items from 60 to 44. EFA results are shown in tables 9-14.

Table 9. EFA - Dimension HR Knowledge

Kaisers' measure of sampling adequacy : .85	Intended construct	Factors		Deleted items after CFA
		1	2	
I fully understand the role of HR practices in the firm's value creation process.	HR-related business knowledge	.98		
I fully understand the value for HR policy and HR practices according to the firm's strategy.	HR-related business knowledge	.93		
I fully understand what the organization intends to achieve through implementation of HR practices.	HR-related business knowledge	.92		
I fully understand the ultimate goals of firm's HR policy and HR practices.	HR-related business knowledge	.92		

I figure out obstacles to implement HR practices in our department.	HR practices knowledge		.95	
I have enough legal knowledge to implement HR practices in our practices.	HR practices knowledge		.95	
I have appropriate experience to implement HR practices.	HR practices knowledge		.90	
I know exactly what needs to be done for HR practices to achieve results as intended.	HR practices knowledge		.80	
Cronbach's a		.96	.94	
Eigenvalues		5.70	1.22	
Explained variance (%)	total 86.52	71.21	15.31	

Table 10. EFA - Dimension HR Communication

Items	Intended construct	Factors		Deleted items after CFA
		1	2	
Kaisers' measure of sampling adequacy : .76				
I explain in easy terms what is expected of subordinates through HR practices.	HR delivery	.91		
I clearly inform subordinates about what behaviors are expected and rewarded.	HR delivery	.90		
I deliver enough information about the HR policies/practices/process of organization and team.	HR delivery	.86		
I smoothly communicate with my subordinates regarding HR information of organization and team.	HR delivery	.81		
I share useful HR-related information with HR department.	interaction with HR department		.95	
I build good relationship with HR department regarding HR tasks.	interaction with HR department		.87	
I cooperate with HR department regarding implementation and delivery of HR practices.	interaction with HR department		.70	
I smoothly communicate with HR department regarding HR-related information of organization and team.	interaction with HR department		.68	X
Cronbach's a		.91	.88	
Eigenvalues		4.82	1.39	
Explained variance (%)	total 77.67	60.25	17.42	

Table 11. EFA - Dimension HR Development

Kaisers' measure of sampling adequacy : .80		Factors		Deleted items after CFA
Items	Intended construct	1	2	
I give subordinates assignments or educational opportunities to develop their insufficient competency.	coaching & mentoring	.93		
I examine subordinates' work-related issues together and look for their solutions..	coaching & mentoring	.84		
I provide subordinates with appropriate opportunities and environment to develop their career.	coaching & mentoring	.79		
I act as a trusted advisor regarding HR development.	coaching & mentoring	.59		X
I give subordinates sufficient explanations about the reasons for the HR-related decision.	HR-related feedback		.98	
I give subordinates individualized suggestions for improvement.	HR-related feedback		.94	
I give subordinates specific feedback for the purpose of career development.	HR-related feedback		.55	X
I give subordinates constructive feedback for the purpose of coaching.	HR-related feedback		.52	X
Cronbach's a		.85	.90	
Eigenvalues		4.85	1.06	
Explained variance (%)	total 73.84	60.62	13.22	

Table 12. EFA - Dimension HR Conflict Resolution

Kaisers' measure of sampling adequacy : .79		Factors		Deleted items after CFA
Items	Intended construct	1	2	
I understand subordinates' attitude, interest, and demand with regard to HR practices.	HR-related understanding of subordinates	.98		
I listen to the subordinates' opinion about he way of applying HR practices.	HR-related understanding of subordinates	.97		
I resolve conflicts regarding HR-related decision-making processes through talks.	HR conflict resolution	.90		
I figure out the underlying issues of conflicts regarding HR-related decision.	HR conflict resolution	.86		

I seek various ideas and opinions from team members regarding implementation of HR practices.	HR related teamwork & cooperation		.94	
I lead all team members to take part in implementing various HR practices.	HR related teamwork & cooperation		.90	
I try to implement HR practices in a mutually cooperative atmosphere.	HR related teamwork & cooperation		.88	
Cronbach's a		.95	.90	
Eigenvalues		4.30	1.68	
Explained variance (%)	total 85.36	61.40	23.96	

Table 13. EFA - Dimension HR Compliance

Kaisers' measure of sampling adequacy : .79	Intended construct	Factors		Deleted items after CFA
		1	2	
Items				
I do not give a preferential treatment according to the relative degree of intimacy.	HR fairness	.97		
I do not make HR-related decisions based on favoritism	HR fairness	.98		
I make HR-related decisions in a fair and transparent way.	HR fairness	.90		
I implement HR practices in compliance with HRM guidelines.	compliance with HR regulation		.97	
I apply the way of conducting HR works in accordance with organizational HR strategy.	compliance with HR regulation		.95	
I follow rules and procedures of HR practices.	compliance with HR regulation		.88	
Cronbach's a		.95	.93	
Eigenvalues		3.89	1.49	
Explained variance (%)	total 89.62	64.79	24.84	

Table 14. EFA - Dimension HR Characteristics

Kaisers' measure of sampling adequacy : .74		Factors		Deleted items after CFA
Items	Intended construct	1	2	
I make an endeavor to implement HR practices despite time constraint.	HR initiative	.93		
I take initiative to improve my HR-related knowledge and skills.	HR initiative	.93		
I have a strong desire for learning about various HR-related experiences.	HR motive	.91		
I have a real enthusiasm to effectively perform HR practices.	HR motive	.90		
I have a sense of responsibility to implement HR policies and practices in my department.	HR responsibilities		.97	
I feel a sense of obligation to effectively fulfill HR-related roles in our department.	HR responsibilities		.95	
It depends on me to appropriately implement HR policies and practices in our department.	HR responsibilities		.68	X
Cronbach's a		.94	.90	
Eigenvalues		4.05	1.78	
Explained variance (%)	total 83.21	57.85	25.37	

In all constructs, a two-factors were extracted. For HR knowledge, factor 1 represented HR-related business knowledge and included 4 items. Factor 2 represented HR practices knowledge and included 4 items. The two factors accounted for 86.52 per cent of the total variance in the items and Cronbach alphas were .96 and .94 respectively. For HR communication, factor 1 represented HR delivery and included 4 items. Factor 2 represented interaction with HR department and included 4 items. The two factors accounted for 77.67 per cent of the total variance in the items and Cronbach alphas were .91 and .88 respectively. For HR development, factor 1 represented coaching & mentoring and included 4 items. Factor 2 represented

HR-related feedback and included 4 items. The two factors accounted for 73.84 per cent of the total variance in the items and Cronbach alphas were .85 and .90 respectively. For HR conflict resolution, the items developed to measure HR conflict resolution and HR-related understanding of subordinates loaded on one factor. As it is a prerequisite to understand subordinates in order to resolve conflicts, its meaning seems to be redundant. Accordingly, the two factors were combined into a single scale of a conflict resolution, and included 4 items. factor 1 represented HR-related teamwork & cooperation and included 3 items. The two factors accounted for 85.36 per cent of the total variance in the items and Cronbach alphas were .95 and .90 respectively. For HR compliance, factor 1 represented HR fairness and included 3 items. Factor 2 represented compliance with HR regulation and included 3 items. The two factors accounted for 89.62 per cent of the total variance in the items and Cronbach alphas were .95 and .93 respectively. For HR characteristics, the items developed to measure HR motive and HR initiative also loaded on one factor. Since the more strongly motivated to conduct HR tasks, the more efforts need to be made to proactively execute HR obligations, it seems that the meaning was overlapped. Accordingly, the two factors were combined into a single scale of a HR motive, and included 4 items. Factor 2 represented HR responsibilities and included 3 items. The two factors accounted for 83.21 per cent of the total variance in the items and Cronbach alphas were .94 and .90 respectively.

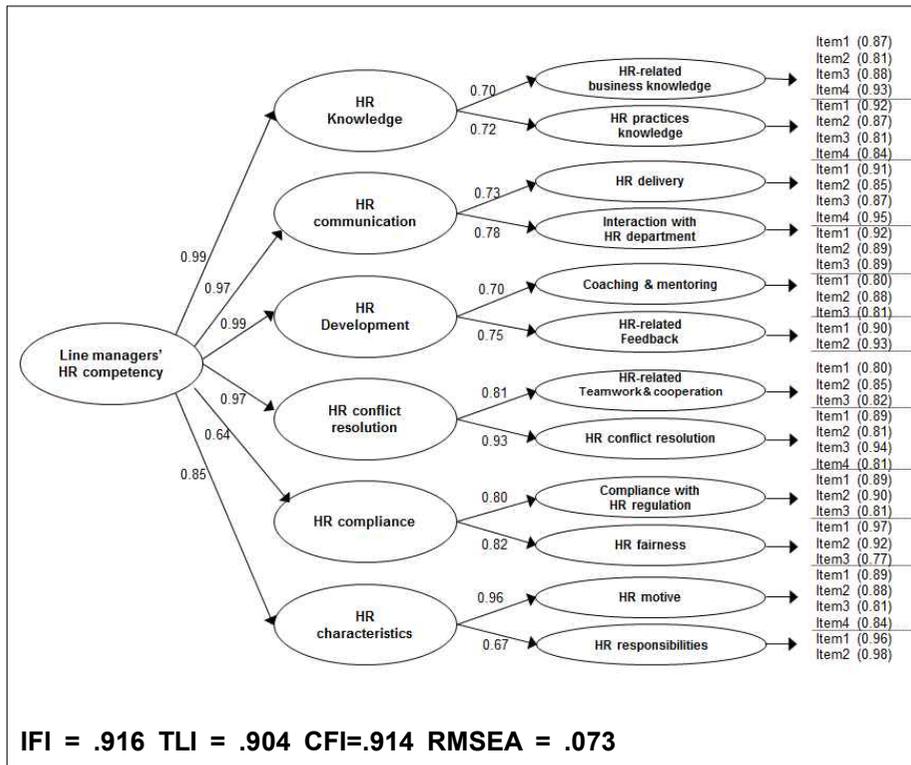
4. Phase Four: Scale Evaluation

In this phase, confirmatory factor analysis (CFA) with maximum likelihood estimation was conducted to re-evaluate the validity and model fit of the structure as determined in the exploratory factor analysis stage of the research. New data collection was carried out between October and November 2015. The final sample included 25 companies in various sectors and 101 teams with 101 line managers. 94 percent were male, and average age was 43.09 (s.d = 5.16). In education level, 57% had a bachelor's degree, 22% a junior college, 13% a master's degree, and 5% a PhD, 4% high school or below. Average size of the team was 10 employees. Of these teams, 32.7% were related to management and administration, 25.7% R&D, 21.8% operation and technical support, and 19.8% marketing and service. In team tenure, 34.7% of line managers had 1-4 years of service length, 31.7% 9-16 years, 20.8% 5-8 years, 7.9% 17-24 years, and 5% less than 1 year. Regarding to industry membership, 62.4% were related to manufacturing sectors, 19.8% at the finance industry, 10.9% at the professional service industry, and 6.9% at the wholesale and retail industry.

A third-order CFA was performed with this new sample using AMOS 19 package. In evaluating the six dimensions model, χ^2 value measures and several fit indices such as incremental fit index (IFI), Tucker-Lewis index (TLI), comparative fit index (CFI), and root mean square error of approximation (RMSEA). Because χ^2 value is sensitive

to sample size, I adopted these fit indices less affected by sample size (Bentler, 1990; Bollen, 1990; Hu & Bentler, 1995). χ^2 relative value to degree of freedom ($\chi^2/d.f$) should not exceed 3, and IFI, TLI, and CFI should be greater than .9 (Browne & Cudeck, 1993; Hall, Snell, & Foust, 1999; Hu & Bentler, 1999; Kline, 2005). RMSEA should be less than 1 (Steiger, 1990). Results revealed that the initial factor model was marginally acceptable (fit indices above .85 are generally acceptable, Hinkins, 1995), but not good enough (χ^2 (d.f) = 1636.08(884), $\chi^2/d.f$ = 1.85, p-value = .00, IFI = .83, TLI = .81, CFI = .82, RMSEA = .09). To achieve better model fit, some items were removed using the modification indices. The process of scale purification in this phase reduced the number of items from 44 to 39. The items removed are showed in the tables 9-14. After this process, the overall fit indices demonstrated a good fit ($\chi^2(d.f)$ = 1013.49(663), $\chi^2/d.f$ = 1.53, p-value = .00, IFI = .92, TLI = .90, CFI = .91, RMSEA = .07). The final results are provided in Figure 2.

Figure 2. The Third-Order CFA



Notes.

n = 101 line managers..

IFI: incremental fit index, CFI: comparative fit index; TLI: tucker-lewis index; RMSEA: root mean square error of approximation.

One important issue that remains is whether the 6 different dimensions of line managers' HR competency, as noted in figure 2, are empirical orthogonal or not. Besides the issue of sample size in the course of EFA (see section 3 of this study), I further test the model reported in figure 2 against alternative structure of factor dimensions that underline the sample.

In particular, I compared this 'third-order six factor' model with four alternative third-order factor models, on the basis of the high

correlation between each type of dimensions. Alternative model 1 (five factor) considered HR development and HR conflict resolution as one factor, alternative model 2 (four factor) considered HR knowledge, HR communication, and HR development as one factor, alternative model 3 (three factor) considered HR communication, HR development, HR conflict resolution, and HR characteristics, and alternative model 4 (two factor) considered HR knowledge, HR communication, HR development, HR conflict resolution, and HR characteristics as one factor. I found that the third-order six factor model (χ^2 (d.f) = 1013.49(663), χ^2 /d.f = 1.53, p-value = .00, IFI = .92, TLI = .90, CFI = .91, RMSEA = .07) has a better fit for the data than the model 1 (χ^2 (d.f) = 1142.59(675), χ^2 /d.f = 1.69, p-value = .00, IFI = .89, TLI = .88, CFI = .89, RMSEA = .08), model 2 (χ^2 (d.f) = 1164.35(679), χ^2 /d.f = 1.72, p-value = .00, IFI = .88, TLI = .87, CFI=, .88, RMSEA = .09), model 3 (χ^2 (d.f) = 1192.87(681), χ^2 /d.f = 1.75, p-value = .00, IFI = .88, TLI = .86, CFI=.88, RMSEA = .09), model 4 (χ^2 (d.f) = 1212.05(684), χ^2 /d.f = 1.77, p-value = .00, IFI = .87, TLI = .86, CFI = .87, RMSEA = .09).

Lastly, I examined whether line managers' HR competency has a unique construct validity. One may argue that this construct is not distinguishable from the concept of leadership. To explore this claim, I compared the correlation estimates between HR competency and leadership competency of line managers. Leadership competency refers to the ability of leaders to influence other people to accomplish the goals of an organization (Boyatzis, 1982). To measure leadership competency, I modified and used 6 items derived from Boyatzis (1982)

and Spencer and Spencer (1993). Items were measured on Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree). As can be seen in table 15, the two concepts, leadership and HR competency, are not perfectly correlated, hinting that HR competency may explain the variance not explained by leadership. This pattern is indeed salient in the domain of "HR characteristics" whose correlation is 0.43.

Table 15. Descriptive Statistics and Correlations

	M	S.D	1	2	3	4	5	6	7
1.knowledge	4.81	1.13							
2.communication	4.88	1.10	.72**						
3.development	4.97	.96	.64**	.70**					
4.conflict resolution	5.09	.94	.59**	.71**	.76**				
5.compliance	5.57	.90	.55**	.59**	.48**	.54**			
6.characteristics	4.96	1.14	.64**	.57**	.61**	.62**	.37**		
7.HR competency	5.05	.83	.85**	.87**	.85**	.85**	.70**	.79**	
8.leadership competency	5.41	.84	.49**	.48**	.64**	.61**	.56**	.43**	.65**

Notes.

n = 101 line managers.

* p < .05; ** p < .01.

Discriminant validity refers to the extent of dissimilarity between the intended measure and the ones indicating different constructs (Hair et al., 2006). To demonstrate discriminant validity of line managers' HR competency, I conducted CFA with HR competency and technical competency of line managers. Technical competency refers to the skills that are important for independent functioning (Boyatzis, 1982). To measure technical competency, I modified and used 10 items developed

by Spencer and Spencer (1993). Items were measured on Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree). Two-factor models showed much better fit than one-factor model, demonstrating discriminant validity. The results are shown in the following table 16.

Table 16. CFA : HR Competency and Technical Competency of Line Managers

	χ^2	df	χ^2 /df	IFI	TLI	CFI	RMSEA
1 factor model	356.66	54	6.605	.644	.470	.633	.237
2 factor model	84.16	53	1.588	.963	.944	.962	.077

Additionally, nomological validity was examined to provide further evidence of the construct validity of the measure. This validity analysis process is discussed in the next section.

5. Additional Analysis : Relationship with HR Effectiveness

Nomological validity refers to the extent the constructs fit into a theoretically based network of relationships (Netemeyer et a., 2003). The impact of line managers' HR competency on HR effectiveness was analyzed to demonstrate the existence of a nomological network of relationships using regression analyses.

HR effectiveness can be understood by the quality of HR practices and implementation of these HR practices (Bowen & Ostroff, 2004; Huselid, Jackson, & Schuler, 1997; Wright, et al., 2001). The high HR effectiveness means that employees are motivated to be able to form a

desirable attitudes and behaviors to achieve the goals of the firm through HR policies and HR practices and subsequently to achieve the strategic goals of the firm. Because the line managers are key actors in implementing HR practices designed to achieve strategic goals as intended, their implementation quality of HR practices is important. Purcell and Hutchinson (2007) stated that satisfaction of employees with HR practices implemented by line managers will impact employee attitudes and job behaviors. Townsend et al., (2012) also contended that higher investment should be made to the line managers' HR competency as they contribute to achieving organizational goals by having a significant influence on the perception of employees for HRM. Line managers' HR performance differs according to their level of HR competency (Gibert, Dewinne, & Sels, 2011). Based on competency theory, line managers' HR competency would be causally related to superior performance (Spencer & Spencer, 1993). If line managers have high HR competency, they can play HR activities appropriately and effectively. They are likely to share organization's strategy and objectives with their subordinates through their interpretation and implementation of HR practices. Therefore, their subordinates would be satisfied with the way their line managers implemented various aspects of HR activities. Consequently, it will help their subordinates contribute to achieve their job performance and subsequently organizational goals.

A sample includes 101 line managers and 496 employees in 25 companies drawn from the sample used in phase 4. To minimize potential common method biases, I collected data from two different

sources. Line managers reported on the team size, team category, leadership competency, technical competency, and HR competency. Subordinates reported on the LMX and HR effectiveness. Team size was measured by the total number of team members and team category (management & administration, operation & technical support, marketing & service, and R&D) was measured creating three dummy variables. HR effectiveness has been commonly examined by employee perceptions (Bos-Nehles et al., 2013). As proposed and tested by Bos-Nehles et al. (2013), HR effectiveness was measured as subordinates' satisfaction of a line managers' effectiveness in implementing HR activities. I used 12 items of HR activities commonly assessed in previous research (e.g., Chuang & Liao, 2010; Lepak & Snell, 2002) with modification in wording to understand the line managers' various HR activities. Subordinates were asked to rate their satisfaction level with the way their line managers implemented various aspects of HR activities in practice using a Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). Leader-member exchange (LMX) was also measured by asking subordinates to control confound effect. ICC(1) for LMX and HR effectiveness were .30 and .31, respectively. ICC(2) for them were .68 and .69, respectively. Overall, these statistics met the levels found in prior research dealing with aggregation (e.g., see Bliese, 2000; James, Demaree, & Wolf, 1984). Thus, I aggregated items for LMX and HR effectiveness to the team level. The descriptive statistics and correlations for this sample are presented in following table 17.

Table 17. Descriptive Statistics and Correlations^a

	M	S.D	1	2	3	4	5	6	7	8
1.team size ^b	2.13	.56								
2.marketing & service ^c	.19	.40	-.24 [*]							
3.operation & technical ^d	.22	.42	-.03	-.25 [*]						
4.R&D ^e	.26	.44	.10	-.28 ^{**}	-.31 ^{**}					
5.leadership competency	5.41	.85	.02	.16	-.00	.03				
6.technical competency	5.89	.61	.15	-.01	-.06	.06	.61 ^{**}			
7.LMX	5.30	.92	.02	.12	-.21 [*]	-.07	-.04	.07		
8.HR competency	5.05	.83	-.08	.13	.05	.09	.65 ^{**}	.40 ^{**}	-.13	
9.HR effectiveness	4.61	.73	-.14	.12	-.13	-.12	.11	.21 [*]	.19	.22 [*]

Notes.

^a n = 486 employees and 101 line managers.

^b logarithm.

^{c, d, e} team category dummy variables, management and administration was removed.

+p < .1 *p < .05; ** p < .01. (two-tailed test)

I used regression analyses using SPSS 19 package to test the relationship between line managers' HR competency and HR effectiveness. To check multi-collinearity of the variables, the variance inflation factors (VIF) was also measured. Since all the values were below 2, it was confirmed that the multi-collinearity problem did not occur. I controlled for the potential effects of team size, team category (general management, marketing & service, operation & technical support, and R&D), leadership competency, technical competency, and LMX. As shown in table 18, line managers' HR competency were significantly and positively related to HRM strength after controlling for the effects of these control variables. Hence, the nomological validity of the line managers' HR competency scale was established.

Table 18. Regression Results^a

	HR effectiveness	
	Model 1	Model 2
Step1.		
team size ^b	-.17+	-.15
marketing&service ^c	-.01	-.04
operation&technical support ^d	-.14	-.17
R&D ^e	-.16	-.20+
leadership competency	-.02	-.20
technical competency	.23+	.22+
LMX	.14	.16
Step2.		
HR competency		.30*
Overall F	2.03*	2.58*
R ²	.13	.18
F change		5.67*
R ² change		.05

Notes.

^a n = 486 employees and 101 line managers.

^b logarithm.

^{c, d, e} team category dummy variables, management and administration was removed.

+p < .1 *p < .05; ** p < .01. (two-tailed test)

IV. Discussion

In order for line managers to properly perform the required HR roles, they have to be equipped with proper competency. Nevertheless, there has been only insufficient research to discuss the required HR competency of line managers for proper performance of such roles. There is no clear definition of line managers' HR competency nor appropriate scales for them. Thus, due to lack of such fundamental research, it is nearly impossible to prove the process of line managers' HR competency influencing HR effectiveness and contributing to organizational performance. Due to these necessity and limitations, this dissertation intended to develop scales for line managers' HR competency and prove validity based on theoretical discussions. I expect that this measurement instrument can enhance insights of line managers' contribution in the HRM-performance relationship. In this chapter, I discuss the theoretical and practical implications of the current study as well as its limitations and directions for further research.

1. Theoretical Implications

The contributions of this study are as follows. First, this study focuses on line managers' HR competency as a key actor of implementation of HR policies and practices, which have been overlooked in SHRM research. Despite the fact that line managers'

sufficient HR competency is a prerequisite to execute effective HPWS, few studies have been conducted with an emphasis on line managers' competency. In particular, HR devolution of line managers has drastically increased. Thus, it is necessary for line managers to improve and develop HR competency in order to fulfill additional HR roles. Based on theory, this study clearly define the concept of line managers' HR competency and newly established dimensions of key competencies. This study also contributes by complementing the absence of and requirements of previous research, and theoretically and empirically expanded related discussions of scale development and validation.

Second, this study confirms the importance of implementation of HR practices in terms of the process-based approach by verifying the effects of line managers' HR competency on HR effectiveness that had yet to receive attention in comparison to HR effectiveness by HR professionals. Through this, the degree of contribution for achieving organizational goals based on successful fulfillment of line managers' HR roles can be figured out. In addition, this study partially can contribute in resolving the intended implemented HPWS gap issue that has been continuously discussed. This study carries significance in the expanding research on process-based approach to HRM with regard to implementation of effective HR practices.

Third, through development of line managers' HR competency scale, this study can contribute to the research that examine the relationships with various performance variables. This study can also be usefully applied to studies that identify the differentiated effects for each competency dimension of the performance variables. In addition,

future research is expected to develop into examination antecedents of line managers' HR competency so that they can identify effective HR processes driven by line managers. Therefore, various variables can be considered in an integrated way so that relationships among related variables can be more clearly defined.

2. Practical Implications

Development of a line managers' HR competency measurement scale in this dissertation can help set a direction of strategies for HR devolution in the future through an examination on the current practical level of line managers' HR competency in companies. In addition, the measurement scale helps figure out what kinds of competency line managers are lacking and what kinds of competency need to be developed in the future. The measurement scale can become useful information at a time of developing education and training programs for line managers in the future. The measurement scale can also suggest the importance to develop and improve line managers' HR competency by confirming the positive effects on HR effectiveness. The measurement scale is expected to design and apply a system that can improve various line managers' HR competencies.

3. Limitations and Conclusion

The study results need to be interpreted carefully in consideration of the following limitations. First, massive samples from various

industries and teams were difficult to collect due to time constraints. Although a reliable measurement scale was developed for two independent samples in accordance with appropriate procedures, more data have to be collected to refine models and generalize research results due to small sample sizes.

Second, the scales of line managers' HR competency developed in this dissertation were designed with a focus on the theoretical foundation of the previous research and the key HR roles that are required for line managers. However, as the business environment changes, the HR roles required for line managers may change too. The boundary between line managers and HR managers may be blurred. Thus, based on the six competencies defined in this study, future research would have to provide a better understanding on the required competency for a new business environment. Also, a comprehensive understanding should be made for the interactions between the HR roles of HR managers and those of line managers.

Lastly, this study examined the effectiveness of line managers' HR competency at the team level. In future research, the organizational level needs to be expanded so that the effects of HR managers' HR competency and line managers' HR competency on HR effectiveness and eventually on organizational performance can be comprehensively examined. The importance of line managers' HR competency in the context of HR devolution can be reconfirmed through the examination on how each variable has differentiated and the mutual effects on organizational performance.

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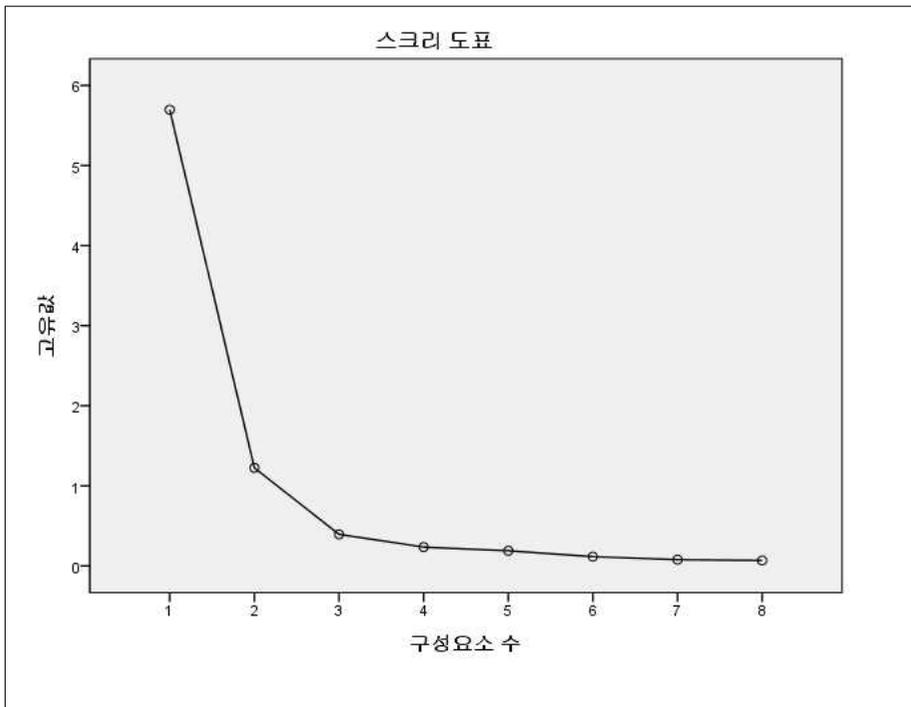
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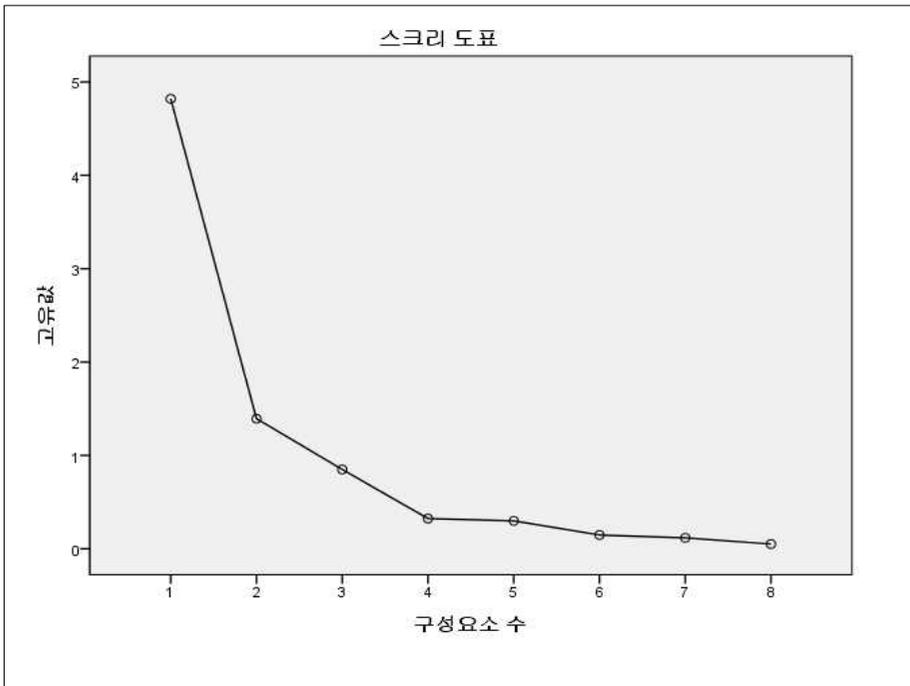
APPENDIX A

Scree Plots

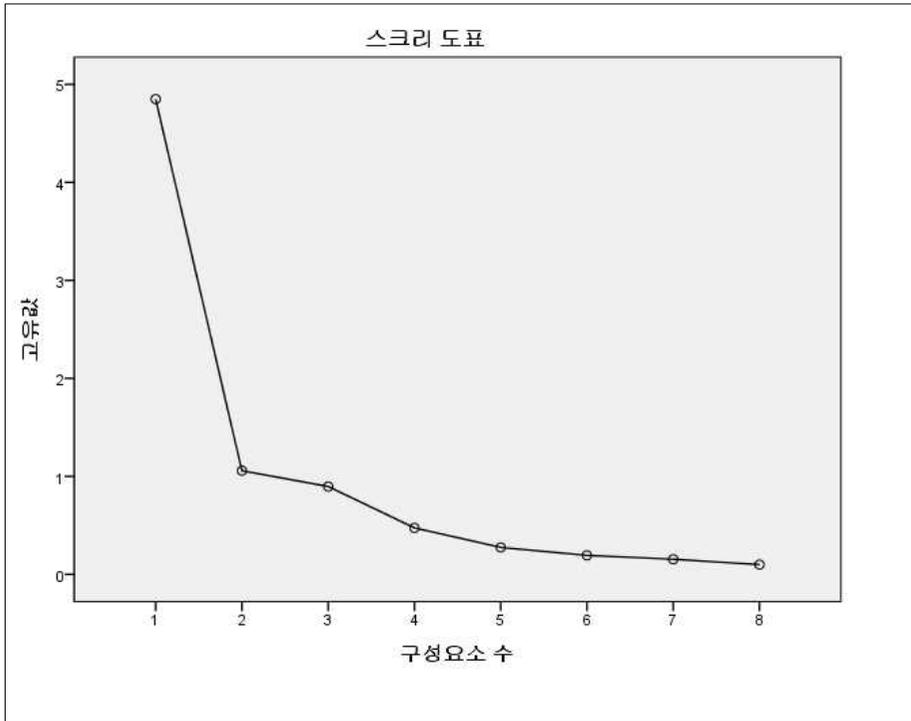
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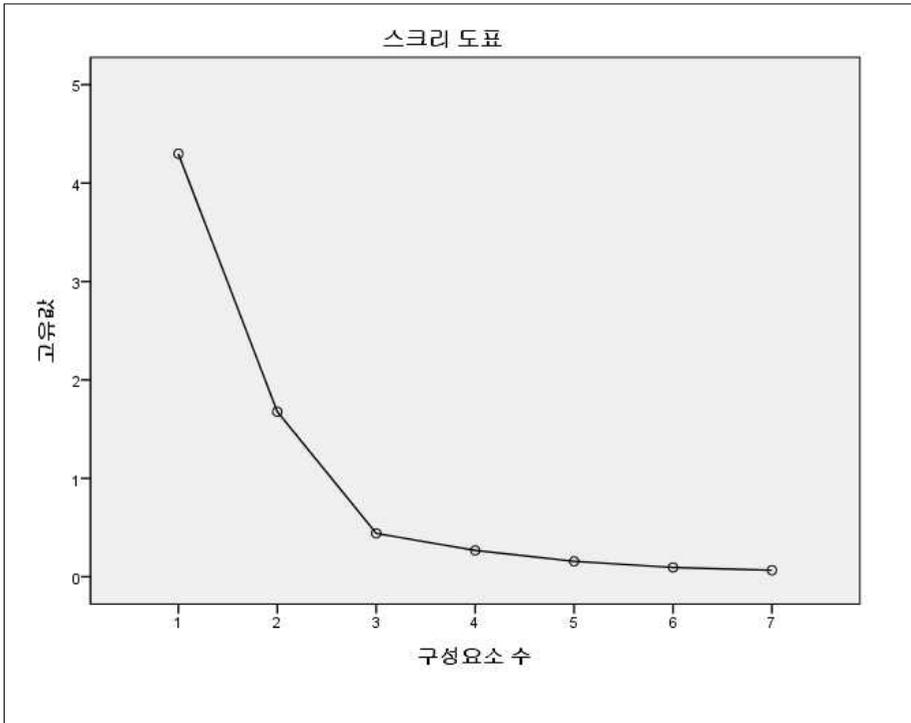
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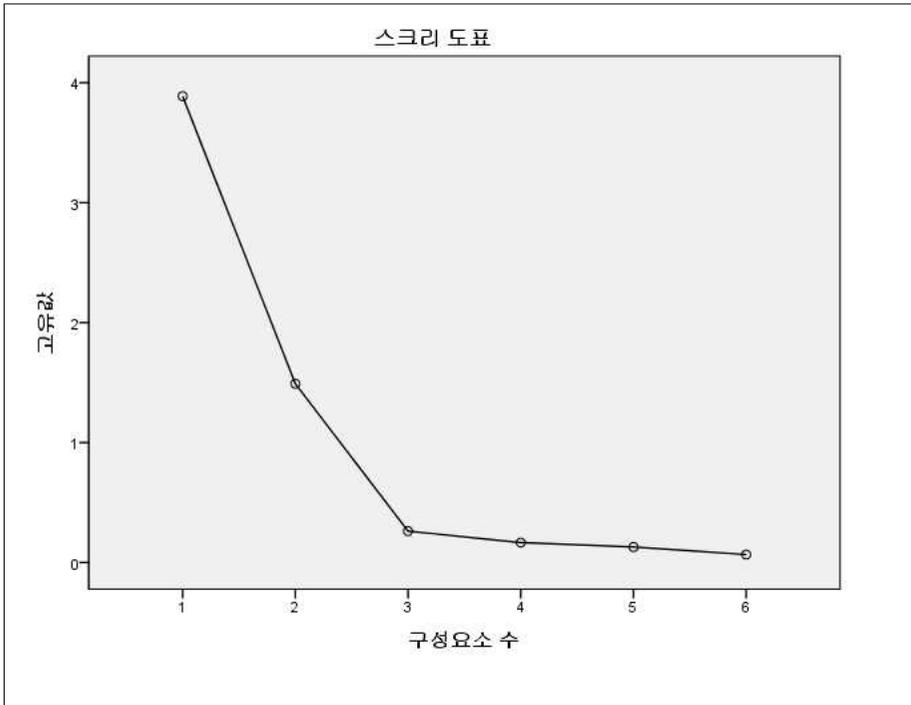
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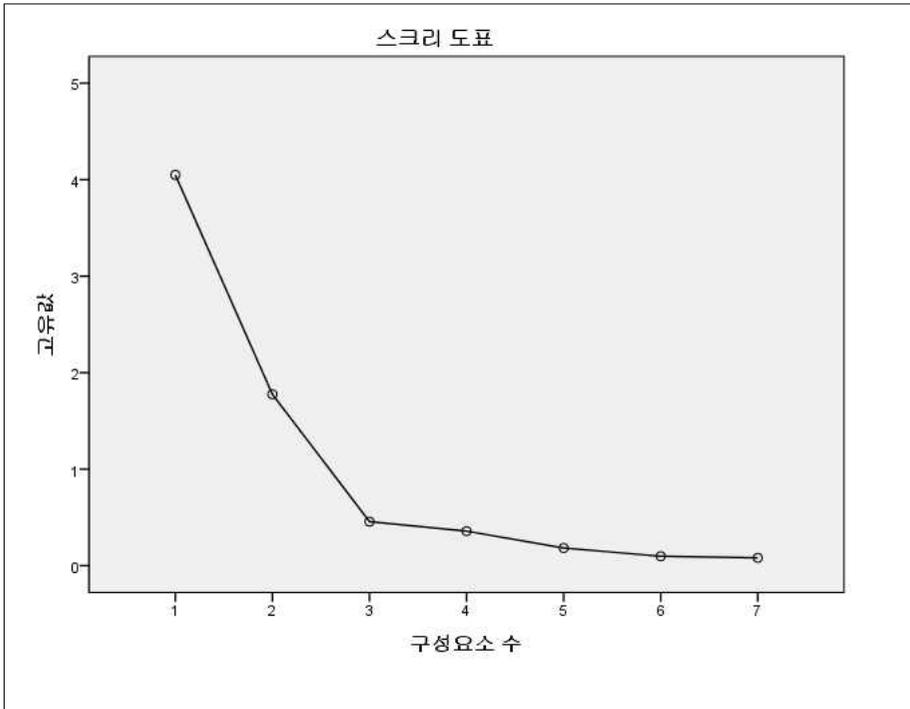
Dimension HR Conflict Resolution



Dimension HR Compliance



Dimension HR Characteristics



APPENDIX B

Survey Items

Line Managers' HR Competency

HR Knowledge

HR-related business knowledge

1. I fully understand the role of HR practices in the firm's value creation process.
2. I fully understand the value for HR policy and HR practices according to the firm's strategy.
3. I fully understand what the organization intends to achieve through implementation of HR practices.
4. I fully understand the ultimate goals of firm's HR policy and HR practices.

HR practices knowledge

5. I have appropriate experience to implement HR practices.
6. I know exactly what needs to be done for HR practices to achieve results as intended.
7. I have enough legal knowledge to implement HR practices in our practices.
8. I figure out obstacles to implement HR practices in our department.

HR Communication

HR delivery

9. I smoothly communicate with my subordinates regarding HR information of organization and team.
10. I deliver enough information about the HR policies/practices/process of organization and team.
11. I explain in easy terms what is expected of subordinates through HR practices.
12. I clearly inform subordinates about what behaviors are expected and rewarded.

Interaction with HR development

13. I cooperate with HR department regarding implementation and delivery of HR practices.
14. I build good relationship with HR department regarding HR tasks.
15. I share useful HR-related information with HR department.

HR Development

Coaching & Mentoring

16. I provide subordinates with appropriate opportunities and environment to develop their career.
17. I give subordinates assignments or educational opportunities to develop their insufficient competency.
18. I examine subordinates' work-related issues together and look for their solutions.

HR-related Feedback

19. I give subordinates individualized suggestions for improvement.
20. I give subordinates sufficient explanations about the reasons for the HR-related decision.

HR Conflict Resolution

HR-related teamwork & cooperation

21. I lead all team members to take part in implementing various HR practices.
22. I seek various ideas and opinions from team members regarding implementation of HR practices.
23. I try to implement HR practices in a mutually cooperative atmosphere.

HR conflict resolution

24. I resolve conflicts regarding HR-related decision-making processes through talks.
25. I figure out the underlying issues of conflicts regarding HR-related decision.
26. I understand subordinates' attitude, interest, and demand with regard to HR practices.
27. I listen to the subordinates' opinion about the way of applying HR practices.

HR Compliance

Compliance with HR regulation

28. I implement HR practices in compliance with HRM guidelines.
29. I follow rules and procedures of HR practices.
30. I apply the way of conducting HR works in accordance with organizational HR strategy.

HR fairness

31. I make HR-related decisions in a fair and transparent way.
32. I do not make HR-related decisions based on favoritism
33. I do not give a preferential treatment according to the relative degree of intimacy.

HR Characteristics

HR motive

34. I have a strong desire for learning about various HR-related experiences.
35. I have a real enthusiasm to effectively perform HR practices .
36. I take initiative to improve my HR-related knowledge and skills.
37. I make an endeavor to implement HR practices despite time constraint.

HR responsibilities

38. I feel a sense of obligation to effectively fulfill HR-related roles in our department.
39. I have a sense of responsibility to implement HR policies and practices in my department.

Technical Competency

1. I fully understand technical tasks of our department.
2. I have the necessary technical expertise in our department.
3. I have considerable expertise in the field of tasks of our department.
4. I have enough experience with respect to the technical tasks of our department.
5. I know the necessary skills to execute tasks of our department.
6. I know what is needed to achieve functional goals of our department.

Leadership Competency

1. I communicate a compelling vision to subordinates.
2. I motivate subordinates to have an interest in their work and the organization.
3. I am able to verbally and non-verbally communicate with subordinates effectively.
4. I place events or works in a causal sequence.
5. I have an analytical thinking ability.
6. I am confident of success.

Leader-Member Exchange (LMX)

1. I personally like my team leader.
2. I like working with my team leader.
3. My team leader supports me in executing my tasks.
4. My team leader recognizes my potential.
5. I believe and trust my team leader.

HR Effectiveness

Instructions: How satisfied are you with the way line manager in your department implements the following HR practices?

1. recruitment and selection
2. organizational socialization for newcomers
3. train subordinates
4. career development for subordinates
5. feedback for subordinates' development
6. objective performance appraisal
7. recognize subordinates' ability and contribution to the organization
8. fair compensation based on the performance
9. subordinates' participation in work-related decision
10. subordinates' discretion in work-related decision
11. enable subordinates to work more flexibly
12. help subordinates contribute to organizational performance
13. the overall satisfaction of line managers' effectiveness in HR practices implementation

국문초록

라인관리자의 인사역량: 측정도구 개발 및 타당도 검증

서울대학교 대학원
경영학과 경영학전공
조민정

본 논문은 라인관리자의 인사역량의 중요성에서 출발하였다. 최근 인사관리연구 분야에서는 실행-의도된 인사관리시스템의 차이와 라인관리자에게로의 인사역할 이양에 대한 이슈가 활발히 논의되고 있다. 이 논의의 중심에는 모두 라인관리자가 있다는 게 특징이다. 인사정책이나 인사제도를 기업의 전략적 목표에 맞게 설계하고 큰 그림을 그리는 것이 인사부서의 주요역할이라면, 그러한 인사정책이나 인사제도를 실제 종업원들에게 전달하고 실행하는 역할은 라인관리자의 주요 책임이라고 할 수 있다. 특히 현대 기업에서 이러한 인사역할의 정도는 점점 더 많이 라인관리자에게 이양되는 추세이다. 이처럼 조직목표 달성에 대한 라인관리자의 기여정도가 갈수록 증가함에도 불구하고, 기존의 인사관리 연구는 인사정책이나 관행,

또는 인사부서의 역할에만 초점을 두고 이루어져 왔다는 한계점이 있다.

라인관리자가 그들에게 요구되는 인사역할을 제대로 수행하기 위해서는, 그에 맞는 적절한 역량이 요구된다. 그럼에도 불구하고 그러한 역할을 수행하기 위해 필요한 역량을 논의한 연구는 상당히 미흡한 상황이다. 라인관리자의 인사역량에 대한 명확한 정의도 적절한 측정도구도 부재한 실정이다. 따라서 라인관리자의 인사역량이 인사효과성에 영향을 미쳐 조직성공에 기여할 수 있는지 그 과정을 실증하는 연구도 불가능하다. 이러한 필요성과 한계점에서 본 연구는 이론적 논의를 바탕으로 라인관리자의 인사역량에 대한 측정도구를 개발하고 타당성을 검증하였다.

본 논문의 목적은 크게 세 가지로 요약할 수 있다. 첫째, 최근 인사관리연구에서 많은 이슈가 되고 있는 인사제도의 의도와 실행의 차이를 해결할 수 있는 방안으로 라인관리자의 인사역량의 중요성에 대해 논의한다. 둘째, HPWS Gap과 더불어 최근 인사관리연구에서 관심 받고 있는 인사역할의 라인관리자에게로의 이양현상에 대한 논의의 확장이다. 라인관리자가 그들에게 이양되는 인사역할을 책임지기 위해서 필요한 인사역량에 대한 중요성을 강조한다. 셋째, 이러한 배경에서 라인관리자의 인사역량이 무엇인지, 어떻게 구성되는지, 인사효과성에 어떤 영향을 미치게 되는지를 탐구하기 위해 인사역량을 분석 및 측정 가능한 개념으로 체계화하고, 이를 측정할 수 있는 척도를 개발하고 타당성을 검증한다.

본 연구를 통해 개발된 라인관리자의 인사역량 측정도구는 크게 Boyatzis (1982)와 Spencer와 Spencer (1993)의 역량의 정의 및 라인관리자들의 주요 인사역할을 통합적으로 반영하여 개발되었다. 또한, 해당 측정도구의 검증과 이를 이용한 분석결과를 통해 라인관

리자의 인사역량이 인사관련 지식, 인사관련 커뮤니케이션, 인적자원 개발, 인사관련 갈등관리, 인사정책 준수, 그리고 인사관련 개인적 특성의 여섯 개념들로 구성되어 있으며, 인사효과성에 긍정적인 영향을 미친다는 것을 실증적으로 밝혔다. 본 연구의 결과는 인사성과 및 기업성과의 향상에 기여하는 라인관리자의 중요성에 대한 보다 다양한 관점과 논의의 이론적, 실증적 토대를 마련하는데 시사점을 제공할 것으로 기대한다.

주요어: 라인관리자, 인사역량, 인사관리효과성, 측정도구개발

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