THE COMPETENCY-BASED APPROACH TO HR MANAGEMENT EDUCATION

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SUMMARY

Nowadays, global HR competencies depend on the global development of HR profession. One of the most significant aspects of the international human resources management development is the awareness about HR practices and peculiarities in the countries in which companies operate (Domsch, & Lidokhover, 2007). The main problem in the modern HRM education is how to find a way of developing 'globally competent people' who would be able to function well in a global business environment and, at the same time, in local business environment? The competence approach starts from observing successful and effective job performers to determine how these individuals differ from less successful performers.

In order to analyze expectations concerning the HR effectiveness, the study 1 defined important HR competencies in the local business environment (cultural, national, organizational and time contexts). The result of the group discussion indicates that: (1) the most expected areas of HR competencies are personal competencies dealing with the self and social competencies dealing with others; (2) there are very few expectations about cognitive competencies, as workforce planning and analytics, mastering HR processes and talent management; (3) the effectiveness of HR manager depends mostly on relationships with colleagues and management and on social approval of his/her works; (4) the development of HR profession in Ukraine needs clear vocational standards of work performance and a nation-wide unified system of work-based qualifications.

Analyzing HR competencies which make managers successful in the local business environment (cultural, national, organizational and time contexts) results of the study 2 found that HR competencies are positively related to career success. Moreover, in terms of helping employees to achieve career success, the cognitive HR competencies are crucial. In addition to personal and social competencies, such as self-managemant, reflection and networking, the cognitive competencies play more important role in building the career of HR professional. In counseling or educational program, these aspects should therefore be of primary focus. HR competencies mediate the relationship between general self-efficacy and career success. The general self-efficacy is not sufficient for employee to lead to his/her career success; the self-efficacy should be supported by the assessment of employee's professional competence.

Key words: *HR competencies, HR knowledge, skills and abilities (KSAs), expectations of HR manager's effectiveness, the general self-efficacy, career success.*

Chapter I
GENERAL INTRODUCTION

Competing in today's global economy provides additional challenges to the HR function in creating competitive advantages. The business world faces enormous change. Technology has increased accessibility, visibility and connection. Customers have become increasingly segmented and demanding. Owners have become more concerned about not only financial results, but also intangibles. Employee expectations are constantly rising as they gain new levels in education and skills. Nowadays organizations seek greater creativity and productivity from people. Part of the strategy in being creative and maximizing productivity is to possess the necessary competencies enabling these outcomes. In addition to traditional HR disciplines, the HR function is now looked to for expertise in designing organizations and organizational systems and for managing major changes to increase competitiveness. Such outcomes require competency in strategic contribution and ability to deliver HR services (Ramlall, 2006).

To function effectively, HR professionals must master the necessary competencies and that mastery of HR knowledge comes from knowing the concepts, language, logic, research, and practices of HR (Brockbank, Ulrich, & Beatty, 1999). According to Brockbank, Ulrich, and Beatty (1999), over the past decade HR professionals have needed to be more knowledgeable about financial management and external competitiveness of the particular organization and customer demands. To sum up, the role of HR professional has shifted from a focus on HR administration to a focus on more strategic issues, and that this shift has implications for the competencies that define the success of HR professionals.

One of the most significant aspects of the international human resources management development is the awareness about HR practices and peculiarities in the countries in which companies operate (Domsch, & Lidokhover, 2007). The main problem in the modern HRM education is how to find a way of developing 'globally competent people' who would be able to function well in a global business environment and, at the same time, in local business environment (Domsch, & Lidokhover, 2007)? To resolve this problem we need to know at least two aspects: what does it mean "global HR competencies" and "special HR competencies in the local business environment".

In order to be effective, an educational program for HR managers has to develop a set of competencies that enable students to improve their working performance. There are two fundamental questions in management education (Boyatzis, Lingham and Passarelli, 2010). First, what competencies make managers effective (that is, what do we want our students to learn)? Second, how can we inspire students to develop them? Such courses need to be designed around

theoretical frameworks that lead to meaningful and sustained adult change and development (Boyatzis, Lingham, & Passarelli, 2010). The HR competency model can vary in weighting in the context of different job roles, models of personnel management and cultural contexts. Therefore in the national, organizational and time contexts, the important point is the possibility to improve the effectiveness of a HR education program by using a multiplicity of competency-based tools in the educational process (Camuffo, & Gerli, 2004).

The dissertation is based on defining HR competencies which lead to professional success in the local business environment (cultural, national, organizational and time contexts) using focus group discussions (FGDs), competency-based surveys in connection with psychological measurements such as job satisfaction, career satisfaction, professional identification, and general self-efficacy.

1. The evolution and development in Human Resource Management (HRM) tasks, skills and roles

The evolution of expectations of the changing roles of the HR manager in the organization was first described by Tyson in 1987. Tyson (1987) describes three Weberian ideal types or models:

1) *The clerk of works model* – personnel management is an administrative support activity with no involvement in business planning; the principal activities are recruitment, record keeping, and welfare.

2) *The contract manager model* – acting on behalf of line managers, the personnel department staff is the expert in the trade union agreements, in fixing day-to-day issues with the unions, and responding in a reactive way to problems.

3) *The architect model* – personnel executives seek to create and build the organization as a whole. This means contributing to the success of the business through explicit policies, which seek to influence the corporate plan, with an integrated system of controls between personnel and line managers.

Another significant illustration of the changes in the HR profession over the past several decades is the Human Resource Competency Study (HRCS) directed by Dave Kryscynski, Mike Ulrich, Dave Ulrich and Wayne Brockbank. Since 1987, they have done research to further the profession by defining the competencies which explain what makes effective HR professionals at a personal level and what makes HR professionals effective as they impact business success. This global research has been done in six waves every five years and has resulted in clarification

of roles, standards, and expectations for HR professionals around the world (Ulrich, Younger, Brockbank, & Ulrich, 2013).

Table 1:
Historical Overview of Human Resource Competency Study (HRCS)

1987	1992	1997	2002	2007	2012
Business knowledge	Business knowledge	Business knowledge	Business knowledge	Credible activist	Strategic positioner
Change	Change	Change	HR delivery	Business ally	Credible activist
HR delivery	HR delivery	HR delivery	Personal credibility	Operational executor	Change champion
	Personal credibility	Personal credibility	*Strategic contribution*	Strategy architect	*Capability builder*
		Culture	*HR technology*	Culture and change	*HR innovator and integrator*
				Talent manager	*Technology proponent*
				Organizational designer	

As we can see from the Table 1, in 80s the HR profession was focused on the understanding the general business conditions that affect the industry and geography (business knowledge), on the increasing an organization's capability of change and on the effective and cost-efficient HR service delivery. In 90s HR professionals began to pay attention to the personal credibility of HR manager, the ability to build personal relationships of trust, to influence others in a positive way. Credibility comes when HR professionals do what they promise, build personal relationships of trust, and can be relied on (Ulrich, *et al.*, 2013). In the late 90s the significant step in the formation of the HR profession was the development of the ability of HR manager to build culture, practices, and behavior by creating a meaningful work environment.

With the growth of information technology at the beginning of 21 century, many of the administrative aspects of human resource management can be automated and accomplished through technology solutions. The informational technology helps HR managers to free up from routine tasks and gives them more time for analytical thinking and for strategic decisions. This is a greater opportunity to establish new roles of HR professional: first – to become a strategic partner, and second – to become a technology expert. Information technology emerges as a key delivery vehicle for HR services and becomes increasingly important for HR professionals to collect data and transform it into strategically valuable information, to identify technology needs, and to support and evaluate the HR function (Bell, Lee, & Yeung, 2006).

Increasing technology, segmented and demanding customers, new employee expectations at the beginning of the 21st century have caused new demands on organizations. In order to respond to these challenges organizations have started to seek greater creativity and productivity from people. Due to economic and workforce conditions, organizations have come up with the idea that in order to gain and sustain a global competitive advantage they must manage their workforce effectively. The ability to attract, develop, and retain a needed supply of critical talent has become a challenge facing HR professionals. A major topic that has emerged

in human resources management is the importance of maximizing the talent of individual employees as a unique source of competitive advantage (Scullion & Collings, 2006; Tarique, & Schuler, 2010). The HR profession that supports talent management became increasingly formalized in the early 2000s.

Because the 21st century organizations need a high capacity of data processing, and information in the modern firm is a resource to be exploited, new conditions are needed to facilitate workers to turn data into new revenue streams. This requires a new approach to organization design that includes information management, as well as specific elements of organizational behavior. Organizations not only are economic constructs, but they are also social constructs with identities and role and also mental models from which managers see the world and define issues (Strikwerda, 2012). Thus, the new role of the HR manager is to understand the organizational design in terms of identities, roles and mental models in order to create a meaningful work environment.

According to RBL Human Resource Competency Study (HRCS) held in 2012, there is growing recognition that in order to be successful in HR, professionals need more than business knowledge; they need to act from the outside-in, to translate external business trends into internal decisions and actions, and to create their organizations' strategic responses to business conditions and customer expectations by helping frame and making strategic and organizational choices (Ulrich, Younger, Brockbank, & Ulrich, 2012). Therefore, HR professional needs to be more than a strategic consultant; he needs to be a real strategic partner, who shares responsibility with other management staff. Strategic means more than a systems focus or even financial performance. Strategy is about building sustainable competitive advantage that in turn creates above-average financial performance (Becker, & Huselid, 2006).

To build sustainable competitive advantage also means to create organizational capabilities. Capability represents what the organization is good at and known for, that represents an organization's institutional strengths and the reputation. Capabilities have been referred to as a company's culture, process, or identity. HR professionals should facilitate capability audits to determine the identity of the organization. Such capabilities include customer service, speed, quality, efficiency, innovation, and collaboration (Ulrich, *et al.,* 2013).

Effective HR professionals must know latest insights into key HR practice areas related to human capital, performance accountability, organization design, and communication. They must also be able to turn these unique HR practice areas into integrated solutions, generally around an organization's leadership brand. These innovative and integrated HR practices then result in high impact on business results by ensuring that HR practices maintain their focus over the long run (Ulrich, *et al.,* 2013). An emerging technology trend is using technology as a

relationship building tool through social media. HR professionals who understand technology will create improved organizational identity outside the company and improve social relationships inside the company. As technology exponents HR professionals have to access, advocate, analyze, and align technology for information, efficiency, and relationships (Ulrich, *et al.,* 2013).

In the Human Resource Competency Study (HRCS), Dave Ulrich and colleagues emphasize that over the last 25 years the development of HR profession has been through several general stages. At the first stage, the central tendency for HR departments was administrative and transactional. The transaction and administrative work of HR continues today, but it is done differently through outsourcing and technology solutions. The second stage emphasized the design of innovative HR practices in sourcing, compensation or rewards, learning, communication, and so forth. The third one was focused on the connection of individual and integrated HR practices with business success through strategic HR. And the now there is the fourth stage, which uses HR practices to derive and respond to external business conditions. HR practices must be innovative and integrated; and HR must turn strategic aspirations into HR actions (Ulrich, *et al.*, 2012).

Recent studies in the second decade of the 21st century show the most important HR professional areas according to current capability and future importance (Table 2). According to Boston Consulting Group (Creating People Advantage, 2011), the major trends in HR management are the talent management, leadership and strategic development, restructuring the organization, technology and social media. The Society for Human Resource Management (2012) pays attention on international business and adds to this list global and cultural effectiveness, and ethical practice. The Chartered Institute of Professional Development (2015) focuses on performance management and organizational development.

Tab. 2:
The most important HR professional areas

Boston Consulting Group, European Association for People Management (EAPM), 2011	The Society for Human Resource Management (SHRM), 2012	The Chartered Institute of Professional Development (CIPD), 2015
Managing talent (recruiting, development, retention)	Human Resource Technical Expertise and Practice	Organization design
Improving leadership development	Relationship Management Consultation	Organization development
Transforming HR into a strategic partner	Organizational Leadership and Navigation	Resourcing and talent planning
Strategic workforce planning	Communication	Learning and development
Mastering HR processes	Global and Cultural Effectiveness	Performance and rewards
Restructuring the organization	Ethical Practice	Employee engagement
Technology and social media	Critical Evaluation	Employee relations
	Business Acumen	Service delivery and information

The role of international HR professionals is growing rapidly. Information and communication technologies are transforming organizational structures and business processes, breaking down organizational and national boundaries (Sparrow, Brewster, & Harris, 2004).

Over the last 15 years, the HR profession in Ukraine has experienced the transformation from curiosity to a complete neglect in the business environment. It has begun as an administrative function with the focus on terms and conditions of work, and delivery of HR services. HR managers consistently and cost-efficiently delivered the basics — the payment of wages to employees, the calculation of pensions, the monitoring of an attendance, and the employees recruitment. Best HR managers were people who did an excellent job of administration. The transition to the second wave of the evolution of HR profession was very painful and difficult in Ukrainian reality. Wave 2 (by Ulrich, *et al.,* 2012) emphasized the design of innovative HR practices in sourcing, compensation or rewards, learning, communication, and so forth. But unstable economic and political conditions, general social trends have not contributed to the development of the HR work in the company. And not all business owners understood the feasibility of new HR functions for the company. The HR profession in Ukraine became very stereotypical, it was perceived as useless function, which spends money and does not lead to profits of the company. This caused a big gap between the international standards of the HR profession and the peculiarities of its development in Ukraine. The difference in perception of the profession also took place among the owners of companies operating in the information technology industry and companies that do not deal with advanced technologies. Organizations in IT industry have accepted innovations in rewards, communication, succession planning, talent management, and other HR practice areas, while the rest of the companies have remained at the same level with the administrative function of HR. Such polarization between companies from high information technology industry and companies that do not deal with advanced technologies is clearly seen in western Ukraine, where IT companies have a large share of the market and there are no companies from big industrial sector, in particular iron and steel industry (Segura, 2013). Although the West is in a less advantageous position in terms of infrastructure and factors of production, it has a friendly environment for doing business in public governance, legal environment and judiciary. According to the research being done by Pilyavsky, Aaronson, Bernet, Rosko, Valdmanis and Golubchikov from 1997 to 2001, western regions of Ukraine, being more amenable to western management, show greater improvement in economic efficiency that can be attributed to higher levels of managerial entrepreneurship. This may stem from the more limited effects of a shorter history of incorporation into a Soviet-style planned and controlled economy in which individual decision-making and entrepreneurship was

suppressed in favor of central decision-making by the state (Pilyavsky, Aaronson, Bernet, Rosko, Valdmanis, & Golubchikov, 2006).

The recent politic and economic situation in Ukraine has changed the perception of HR profession. Effective HR professionals are aware of and sensitive to these external conditions, which determine how their organizations position themselves for the future. When HR professionals have a way to organize and address external business conditions, their fear of an uncertain future turns into confidence because they can define, anticipate, and manage their responses to them. Therefore it is very important to analyze the current expectations about the HR effectiveness in Ukraine: Is there any a significant difference between global and regional trends of HR professions in Ukraine, and which notions about the HR effectiveness are there among the experts.

2. Competency-based approaches

Over the past decade, organizations have mostly utilized competency models to select employees. But the trend to use competency-based approaches in education and training, assessment, and development of workers has experienced a more recent emergence (Ennis, 2008; Ashkezari, & Aeen, 2012).

2.1. Human Resources Strategy (HRS) approaches

The use of competency models as a major underpinning of Human Resources (HR) strategy is based on three main approaches: educational standards, behavioral repertoires, and organizational competencies (Markus, Thomas, & Allpress, 2005).

In the **Educational Approach** (*The development of skills, achievement of standards, and award of credentials*) a 'competence' was defined as an action, behavior or outcome to be demonstrated, or a minimum standard, with different levels of mastery defined by different statements (Elam, 1971).

The modern competency movement originated from the educational discipline, the term 'competencies' described either role outcomes, or knowledge, skills and attitudes, or both, required for role performance, and assessed by a criterion, usually a behavioral standard (Markus, Thomas, & Allpress, 2005). The primary emphasis from the educational perspective is on performance outcomes and shaping behaviors so that people can be successful. Researchers tried to create educational strategies to develop successful performance. The most significant researches in this area are Bloom's work (1956) about the creating a taxonomy of educational

objectives and Gagne's (1975) efforts to use taxonomies for clarifying objectives for individual development (Shippmann, J. S., Ash, R. A., Battista, and others, 2000).

Within education, the 'competency' approach tends to be associated with Competence and Performance Based Teacher Education (CPBTE) (Jones, & Moore, 1993). In performance-based educational programs the student must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, not for passing grades, but for obtaining a given level of competency in performing the essential tasks of teaching. Emphasis is on demonstrated product or output (Elam, 1971). The term «performance-based» tends to focus attention on performance criteria, to assess the behavior of the student (Elam, 1971).

In the Further Education Unit (FEU) the 'competency' hinges on the clear specification of performance objectives and criteria, focuses on the achievement of competence and professes some assurance of standards. The emphasis on 'performance objectives' and their 'clear specification' is typical of the behavioral model of competency (Jones, & Moore, 1993, p. 387). The educational competency approach over the past decade has been characterized by the production of techniques for describing and assessing skills and performance through inventories, matrices, checklists, performance indicators and profiles.

The Psychological Approach (*Behavioral repertoires*) defines competencies as "a generic body of knowledge, motives, traits, self-images and social roles and skills that are causally related to superior or effective performance in the job" (McClelland and Boyatzis,1980).

In 1973 David McClelland proposed the concept of personal competencies, which he defined as motives and personality traits, and suggested that they are a better means of predicting occupational success than traditional psychometrics such as IQ and aptitude tests. The main idea of his work was about the identification of factors and inputs associated with individual success, which could be taught to others (McClelland, 1973). Therefore competencies, or individual characteristics, were recognized as significant predictors of employee performance and success.

McClelland and Boyatzis (1980) developed a methodology for identifying competencies, based on the skilled behavioral repertoires of recognized star performers within particular organizations. They add to the definition of the competency some psychological aspects such as motives, traits, self-images and social roles that are causally related to superior or effective performance in the job.

According to Boyatzis the competency is also considered as a capability or ability. It is a set of related but different sets of behavior organized around an underlying construct, which is called the "intent" (Boyatzis, 2008). For example, a person listens to someone because he or she

is interested in understanding this other person, his or her thoughts in a situation. The anchor for understanding which behaviors and which intent is relevant in a situation emerges from predicting effectiveness. Within the theory of performance, maximum performance is believed to occur when the person's capability or talent is consistent with the needs of the job demands and the organizational environment (Boyatzis, 2008). The term "person's talent" is described by his or her: values, vision, and personal philosophy; knowledge; competencies; life and career stage; interests; and style. Job demands can be described by the role responsibilities and tasks needed to be performed. Aspects of the organizational environment that are predicted to have important impact on the demonstration of competencies and/or the design of the jobs an roles include: culture and climate; structure and systems; maturity of the industry and strategic positioning within it; and aspects of the economic, political, social, environmental, and religious milieu surrounding the organization.

In 90ies, Goleman (Goleman, 1998) combines competencies terminology with a theory of emotional, social, and cognitive intelligence. Competencies are considered as a behavioral approach to emotional, social, and cognitive intelligence. There are three clusters of basic cognitive competencies (Boyatzis, 2008):

(1) *cognitive competencies*, such as systems thinking and pattern recognition;

(2) *emotional intelligence competencies*, including self-awareness and self-management competencies, such as emotional self-awareness and emotional self-control; and

(3) *social intelligence competencies*, including social awareness and relationship management competencies, such as empathy and teamwork.

An integrated concept of emotional, social, and cognitive intelligence competencies offers a theoretical structure for the organization of personality and linking it to a theory of action and job performance. In other words, a competency is "an underlying characteristic of the person that leads to or causes effective or superior performance"(Boyatzis, 1982).

In general, the understanding of a competency within the psychological approach comes from the personality theory. McClelland originally described a theory of personality as comprised of the relationships among a person's unconscious motives, personality traits, self-schema, and observed behavioral patterns. Boyatzis (1982) offered this scheme as an integrated system diagram that showed concentric circles, with the person's unconscious motives expanding circle of the person's values and self-image. The surrounding circle was labeled the skill level which includes observed, specific behaviors. Further Goleman (2006) in the concept of emotional and social intelligence introduced the physiological level to this model by integrating with the psychological and behavioral levels of personality (Boyatzis, 2008).

Therefore the competency concept within the psychological approach can be described as a multilevel model consisting of:

1)   neural circuits and endocrine (i.e. hormonal) processes;

2)   unconscious dispositions called motives and traits;

3)   values and operating philosophy;

4)   observed separate competencies; and

5)   competency clusters.

The psychological perspective on competencies, based on the integrating the physiological level with the psychological and behavioral levels, leads to a more comprehensive view of the human.

Therefore competency is the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position. Personal characteristics may be mental/intellectual/cognitive, social/emotional/attitudinal, and physical/psychomotor attributes necessary to perform the job (Dubois, 1993). Motivations and perceptions of the work and one's self or talent also are viewed as influential in competently and successfully performing in a position (Boyatzis, 1982; Fulmer & Conger, 2004; Gangani, McLean, & Braden, 2006; Ennis, 2008). In summary, competencies are specific personal qualities that are "causally related to effective and/or superior performance" (Boyatzis, 1982, p. 23).

And within **the Business Approach** (*Organizational competencies for competitive advantage*) Hamel and Prahalad (1990) advanced the idea of "Core Competencies" and "Capabilities" as the "collective learning" of the organization. The emphasis is not on the individual effectiveness but on organizational effectiveness in general, which means creating a portfolio of core competencies — the company's collective knowledge about how to coordinate diverse production skills and technologies (Prahalad & Hamel, 1990).

The concept of competencies was taken up by business strategists in the late 1980s (Markus, Thomas, & Allpress, 2005). In the opinion of Prahalad & Hamel (1990), the critical task for management is to create an organization capable of infusing products with irresistible functionality or, better yet, creating products that customers need but have not yet even imagined. And it requires radical change in the management of major companies. Prahalad & Hamel (1990) propose to imagine the diversified corporation as a large tree. The trunk and major limbs are core products, the smaller branches are business units; the leaves, flowers, and fruit are end products. The root system that provides nourishment, sustenance, and stability is the core competence. Core competencies are the collective learning in the organization, especially how to coordinate diverse production skills and integrate multiple streams of technologies. Core

competence is communication, involvement, and a deep commitment to working across organizational boundaries. It involves many levels of people and all functions. The skills that together constitute core competence must coalesce around individuals whose efforts are not so narrowly focused that they cannot recognize the opportunities for blending their functional expertise with those of others in new and interesting ways (Prahalad & Hamel, 1990).

The interesting idea is that competencies are not the stable construction. Competencies need to be nurtured and protected; knowledge fades if it is not used. Competencies are the glue that binds existing businesses and the engine for new business development. At least three tests can be applied to identify core competencies in a company. First, a core competence provides potential access to a wide variety of markets. Second, a core competence should make a significant contribution to the perceived customer benefits of the end product. Finally, a core competence should be difficult for competitors to imitate (Prahalad & Hamel, 1990).

Prahalad & Hamel (1990) described the three different planes on which battles for global leadership are waged: core competence, core products, and end products. The tangible link between identified core competencies and end products is the core products—the physical embodiments of one or more core competencies. Core products are the components that actually contribute to the value of the end products. To build or defend leadership over the long term, a corporation will probably be a winner at each level. At the level of core competence, the goal is to build world leadership in the design and development of a particular class of product functionality. To sustain leadership in their chosen core competence areas, these companies seek to maximize their world manufacturing share in core products. The manufacture of core products for a wide variety of customers, yields the revenue and market feedback that, at least partly, determines the pace at which core competencies can be enhanced and extended.

The next point in the leadership over the long term is the strategic architecture of the company. A strategic architecture is a road map of the future that identifies which core competencies to build and their constituent technologies. To sink sufficiently strong roots, a company must answer some fundamental questions: How long could we preserve our competitiveness in this business if we did not control this particular core competence? How central is this core competence to perceived customer benefits? What future opportunities would be foreclosed if we were to lose this particular competence? (Prahalad & Hamel, 1990). The strategic architecture should make resource allocation priorities transparent to the entire organization. The task of creating a strategic architecture forces the organization to identify and commit the consistency of resource allocation and the development of an administrative infrastructure appropriate to it that breathes life into a strategic architecture and creates a managerial culture, teamwork, a capacity to change, and a willingness to share resources, to

protect proprietary skills, and to think long term. Strategic architecture is a tool for communicating with customers and other external constituents. The goal is to build a strong feeling of community among these people. To a great extent, their loyalty should be to the integrity of the core competence area they represent and not just to particular businesses. In traveling regularly, talking frequently to customers, and meeting with peers, competence carriers may be encouraged to discover new market opportunities (Prahalad & Hamel, 1990).

Core competencies are the wellspring of new business development. They should constitute the focus for strategy at the corporate level. Managers have to win manufacturing leadership in core products and capture global share through brand-building programs aimed at exploiting economies of scope. Only if the company is conceived of as a hierarchy of core competencies, core products, and market-focused business units will it be fit to fight (Prahalad & Hamel, 1990).

The concept of competence in the management literature of the 1990s emphasized 'core competence' as a key organizational resource that could be exploited to gain competitive advantage (Le Deist, & Winterton, 2005). Hamel and Prahalad (1994) defined core competence as 'the collective learning in the organisation, especially how to co-ordinate diverse production skills and integrate multiple streams of technologies' (Prahalad and Hamel, 1990: 82). The main idea of core competence approach is to recognises the complex interaction of people, skills and technologies that drives firm performance (Le Deist, & Winterton, 2005). The definition of core competencies as the "collective learning" of the organization has been much cited, and contributes to the current interest in "competencies" (Shipmann et al., 2000). Thus Sparrow (1995) suggests that practitioners should aim at defining "higher level" future oriented organizational competencies.

2.2. Human Resources Development (HRD) approaches

While Human Resources Strategy (HRS) literature highlights three main approaches: educational standards, behavioral repertoires, and organizational competencies (Markus, Thomas, & Allpress, 2005), as we described before, the Human Resources Development (HRD) literature more concerned with vocational education and training and underlines three dominant approaches in the USA, UK, France Germany and Austria, which developed more or less independently: (1) the Behavioural Approach: The US Tradition; (2) the Functional Approach: The UK Tradition; and (3) a Multi-dimensional and Holistic Approach: France, Germany and Austria (Le Deist, & Winterton, 2005).

The Behavioural Approach: The US Tradition. At the basis of the approach there are concepts of White (1959) and McClelland (1976) which describe the term competence as

personality characteristics associated with superior performance and high motivation. Measures of competence were developed as an alternative to using traditional tests of cognitive intelligence. The competence approach starts from observing successful and effective job performers to determine how these individuals differ from less successful performers. Competency combines skills and dispositions beyond cognitive ability such as self-awareness, self-regulation and social skills. But competencies are fundamentally behavioral and, unlike personality and intelligence, may be learned through training and development (McClelland, 1998).

This is the tradition followed by Boyatzis (1982), Spencer and Spencer (2008) who defined competency in terms of characteristics of people that are causally related to effective or superior performance in a job, generalizing across situations, and enduring for a reasonably long period of time (Boyatzis, 1982; Spencer and Spencer, 2008). Boyatzis (1983) proposed the model of managerial competence and Spencer and Spencer (1993) described generic job model which explain the relationship of characteristics of managers with both management functions and the internal organizational environment. Later the State Commission on Achieving Necessary Skills (SCANS) identified 'generic competencies' as resources, interpersonal, information, systems and technology (SCANS, 1992).

The management strategy literature in 1990s also introduced 'core competence' as a key organizational resource that could be exploited to gain competitive advantage. Hamel and Prahalad defined core competence as 'the collective learning in the organization, especially how to co-ordinate diverse production skills and integrate multiple streams of technologies' (Prahalad and Hamel, 1990: 82). The link between core competence and generic competencies is made through competency modeling and competency assessment. Competency modeling is used to identify the critical success factors driving performance in organizations (Lucia, & Lepsinger, 1999), while competency assessment is used to determine the extent to which individuals have these critical competencies (Spencer, & Spencer, 2008).

The Functional Approach: The UK Tradition. In the UK during the 1980s a competence-based approach was introduced in order to establish a nation-wide unified system of work-based qualifications. The new vocational qualifications (Vocational Qualifications, VQs) were based on occupational standards of competence, grounded in functional analysis of occupations in a variety of contexts (Le Deist, & Winterton, 2005). Occupational standards identify key roles, which are then broken down into a number of units of competence. These are further sub-divided into elements of competence and, for each element of competence, performance criteria are defined which form the basis of assessment, with range indicators provided for guidance. The definition of competence includes a mix of models: work

expectations, input measures (knowledgeand skills) and psychological attributes (Mansfield and Mitchell, 1996).

With a functional competence-based approach, the emphasis is on functional competence as the ability to demonstrate performance to the standards required of employment in a work context; the ability to apply knowledge, understanding and skills in performing to the standards required in employment. This includes solving problems and meeting changing demand (Le Deist, & Winterton, 2005).

Despite the fact that the basic approach in the UK focused on a functional competencies, some researchers developed other competence frameworks. For example, a holistic model of professional competence proposed by Cheetham and Chivers (1998) comprises five dimensions:

(1) Cognitive competence, including knowledge (know-that), underpinned by understanding (know-why);

(2) Functional competencies (skills or know-how), which explain what person should be able to demonstrate in occupational area;

(3) Personal competency (behavioral competencies, 'know how to behave'), defined as a characteristic of a person related to effective or superior performance in a job;

(4) Ethical competencies, defined as the possession of values and the ability to make judgments in work-related situations;

(5) Meta-competencies, concerned with the ability to cope with uncertainty, as well as with learning and reflection.

Therefore in the UK the concept of competence is being broadened to capture underlying knowledge and behaviours rather than simply functional competences associated with specific occupations (Le Deist, & Winterton, 2005).

A Multi-dimensional and Holistic Approach: The Europe tradition (France, Germany and Austria). The holistic competence framework has been spread also in Europe. In particular, the French approach is generally based on three dimensions of competence: 1) the concepts of knowledge (*savoir* and *connaissance*), 2) a component based on experience (*savoir faire* or *savoir agir*) and 3) a behavioral component (*savoir eˆtre* or *la faculter de s'adapter*) (Le Deist, & Winterton, 2005).

In Germany the main emphasis was on specifying the necessary learning inputs, rather than outcomes, to master a trade. Occupational competence is directly related with vocational training theory and associated pedagogy. Within this tradition, a standard typology of competences appears at the beginning of every new vocational training curriculum, elaborating vocational action competence (Handlungskompetenz) in terms of *domain* or *subject competence* (Fachkompetenz), *personal competence* (Personalkompetenz) and *social competence*

(Soziaekompetenz). *Domain competence* describes the willingness and ability, on the basis of subject-specific knowledge and skills, to carry out tasks and solve problems and to judge the results in a way that is goal-oriented, appropriate, methodological and independent. *Personal competence* describes the willingness and ability, as an individual personality, to understand, analyze and judge the development chances, requirements and limitations in the family, job and public life, to develop one's own skills as well as to decide on and develop life plans. It includes personal characteristics like independence, critical abilities, self-confidence, reliability, responsibility and awareness of duty, as well as professional and ethical values. *Social competence* describes the willingness and ability to experience and shape relationships, to identify and understand benefits and tensions, and to interact with others in a rational and conscientious way, including the development of social responsibility and solidarity. A balance of subject, personal and social competence is the prerequisite for 'method and learning competence' which arises from the implementation of transversal strategies and processes of invention and problem-solving, while learning competence equates to the meta-competence 'learning how to learn' (Le Deist, & Winterton, 2005).

Austria has a similar approach to Germany in respect of the concept of key qualifications, including non-subject specific abilities and aspects of personality formation (Archan and Tutschek, 2002). Typology of competence includes three dimentions: cognitive, social and personal competences. *Cognitive competence* (Sachkompetenz) is defined as knowledge, skills and abilities that may be used in the specific occupation as well as transversally, and skills and abilities for mastering tasks and developing appropriate problem-solving strategies. *Social competence* (Sozialkompetenz) is largely concerned with dealing with others and is defined as the ability and willingness to cooperate, to interact with others responsibly and to behave in a group and relationally oriented way. *Personal competence* (Selbstkompetenz) comprises key qualifications for dealing with oneself and is defined in terms of ability and willingness to develop personally, as well as to develop skills, motivation and attitudes to work and to the wider world.

According to Le Deist and Winterton (2005) the traditional US approach has demonstrated the importance of individual characteristics and the use of behavioral competence as means of developing superior performance. The mainstream UK approach has shown the value of occupationally defined standards of functional competence and their applicability to the workplace. The European approach (France, Austria and Germany) demonstrates the potential of a multi-dimensional and more analytical concept of competence. Therefore Le Deist and Winterton (2005) have argued that the challenge is to develop a consistent and coherent typology of competence based on multi-dimensional frameworks. They proposed multi-dimensional

frameworks of competence which include both *conceptual* (cognitive, knowledge and understanding) and *operational* (functional, psycho-motor and applied skill) competences. The competences more associated with individual effectiveness are also both conceptual (meta-competence, including learning to learn) and operational (social competence, including behaviors and attitudes). These four dimensions of competence can form a framework for developing a typology of competence (Figure 1) (Le Deist, & Winterton, 2005).

	Occupational	*Personal*
Conceptual	Cognitive competence	Meta competence
Operational	Functional competence	Social competence

Figure 1. Typology of competence by Le Deist, & Winterton (2005)

A review of theory-grounded approaches to competence reveals that there is no single use of the concept of competence and no broadly accepted definition or unifying theory. Multiple and varied definitions of competence exist in social science literature (Rychen, & Salganik, 2003: p.42).

2.3. Career competencies approaches

A new area of competency researches has recently emerged in the field of career development (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2013). In line with demands of the modern labor market, there is increased emphasis on the employee's active role and level of involvement with respect to his or her career. A permanent job with one employer, preferably for the entire span of a person's working life, can no longer be considered the normal work pattern. Career development frequently goes beyond the boundaries of one organization. The notion of a traditional career has shifted to the concept of a changing career, largely guided by the employee him- or herself. This change toward employee self-management in career development fuels interest in the personal dispositions (Kuijpers, Schyns, & Scheerens, 2006). In this context, the concept of career competencies became very significant in modern researches. The literature on career competencies can be divided on several different approaches.

Boundaryless career approach. According to Defillippi and Arthur, organizations have to continuously adapt to changing markets and demands. This adaptive process requires increasing flexibility of the workforce, matching job skills with new requirements. Defillippi and

Arthur discriminate between three ''*dimensions of knowing*'' that facilitate this adaptive process (Defillippi, & Arthur, 1994):

- *The knowing why* dimension is related to career motivation, identification with work, and giving personal meaning to work.
- *The knowing whom* dimension concerns career-relevant networks and the different ways in which individuals can use their network.
- *The knowing how* dimension represents career-relevant skills (skills relevant to effectively shaping a career) and job-related knowledge (knowledge needed to perform a specific job).

Protean career approach. The protean career approach emphasizes the added value of career competencies for subjective career success (e.g., career satisfaction), rather than their organizational value (Briscoe, & Hall, 2006). Anakwe, Hall, and Schor described three types of career competencies (Anakwe, Hall, & Schor, 2000):

- *self-knowledge skills* (e.g., self-awareness, effective listening, time and stress management), which refer to reflective skills with regard to individual development and career self-management;
- *interpersonal knowledge skills* (e.g., conflict management, assertiveness, and delegation), which refer to knowing how others may contribute to the individual's career;
- *environmental knowledge skills*, which pertain to fully understanding one's environment, with individuals constantly having to monitor their environment in order to understand how to adapt their identity to change. It is important to note that the authors emphasize the element of knowledge, referring to the importance of reflection in career development.

Human capital approach focuses on lifelong learning and the employability of individual employees. Kuijpers and Scheerens distinguished between six career competencies (Kuijpers, & Scheerens, 2006):

- *career-actualization-ability*, the degree to which employees are capable of realizing personal goals and values in their working career;
- *career reflection*, reviewing one's own competencies with respect to one's career;
- *motivation reflection*, reviewing one's own desires and values with respect to one's career;
- *work exploration*, orientation toward matching one's own identity and competencies to the required values and competencies in a specific work situation;
- *career control*, career-related planning and influencing of learning and work processes;
- *networking*, setting up contacts that are relevant for one's career.

Self-management career approach. The self-management career approach emphasizes the proactive nature of career competencies and describes two components of career self-management (Vos, Clippeleer, & Dewilde, 2009):

- *behavioral component* (e.g., career planning, creating opportunities), which refers to individuals' behaviors in managing their careers;
- *cognitive component* (e.g., career insight), which refers to the perspectives that individuals develop with respect to their career motivations and aspirations.

Taking the various approaches to career competencies into account, Akkermans et all arrived at an **integrative framework** that consists of three dimensions: reflective career competencies, communicative career competencies, and behavioral career competencies (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2013). Moreover, in each dimension they discerned two specific career competencies.

- *Reflective career competencies* focus on creating an awareness of one's long-term career and on combining personal reflections and one's professional career. The two career competencies derived from this dimension are reflection on motivation, defined as "reflecting on values, passions, and motivations with regard to one's personal career"; and reflection on qualities, defined as "reflecting on strengths, shortcomings, and skills with regard to one's personal career."
- *Communicative competencies* pertain to being able to effectively communicate with significant others to improve one's chances of career success. The two communicative career competencies are networking, defined as "the awareness of the presence and professional value of an individual network, and the ability to expand this network for career-related purposes"; and self-profiling, defined as "presenting and communicating personal knowledge, abilities and skills to the internal and external labor market."
- *Behavioral competencies* focus on being able to actually shape one's career by proactively taking action. The two career competencies derived from this dimension are work exploration, defined as "actively exploring and searching for work-related and career-related opportunities on the internal and external labor market"; and career control, defined as "actively influencing learning processes and work processes related to one's personal career by setting goals and planning how to fulfill them."

This proposed framework of six career competencies is the basis of developing the Career Competencies Questionnaire (CCQ) (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2013).

3. Development of a Framework of HR Competencies

According to the perspectives described above, we emphasize that HR competency framework can be based on four key points which are similar among different approaches to HR competencies necessary to successfully manage in HR profession.

First, most approaches discuss the importance of *personal competencies* (self-knowledge skills (e.g., self-awareness, effective listening, time and stress management), which refer to reflective skills with regard to individual development and self-management.

Second, all perspectives underline the importance of *social competencies* in discussing "communicative competencies", ''knowing whom competencies,'' ''interpersonal knowledge skills,'' ''networking, seeking feedback, and seeking career guidance,'' and ''interactive behaviors.''

Third, *cognitive competencies*, defined as knowledge, skills and abilities that may be used in the specific occupation as well as transversally, and skills and abilities for mastering tasks and developing appropriate problem-solving strategies (Archan and Tutschek, 2002). Le Deist and Winterton proposed multi-dimensional frameworks of competence which includes conceptual (knowledge and understanding) and operational (functional, psycho-motor and applied skill) competences separately (Le Deist, & Winterton, 2005). Therefore we used this idea and divided *cognitive competencies* on two categories: *conceptual competencies* such as systems thinking or pattern recognition which are referred to job-related knowledge (knowledge needed to perform a specific job); and *operational competencies*, which are referred to ''knowing how,'' ''environmental knowledge skills,'' ''the behavioral component,'' and ''proactive behaviors.'' tools for interacting effectively with the environment. This component can be considered as a part of cognitive competencies, bur several approaches differentiates it as a separate part which refers to behavioral patterns.

An integrated framework of personal, social, and cognitive (conceptual and operational) competencies offers a theoretical structure for the organization of personality and linking it to a theory of action and job performance. In other words, a competency is "an underlying characteristic of the person that leads to or causes effective or superior performance" (Boyatzis, 1982).

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Chapter II

EXPECTED HR COMPETENCIES IN A LOCAL BUSINESS ENVIRONMENT: WHAT COMPETENCIES MAKE MANAGERS EFFECTIVE? QUALITATIVE STUDY

1. Introduction

The role of the international HR professionals is growing rapidly. Information and communication technologies are transforming organizational structures and business processes, breaking down organizational and national boundaries (Sparrow, Brewster, & Harris, 2004). One of the most significant aspects of the international human resources management development is the awareness about HR practices and peculiarities in the countries in which companies operate (Domsch, & Lidokhover, 2007). The main problem in the modern HRM education is how to find a way of developing 'globally competent people' who would be able to function well in a global business environment and, at the same time, in local business environment (Domsch, & Lidokhover, 2007)? To resolve this problem we need to know at least two aspects: what does it mean "global HR competencies" and "special HR competencies in the local business environment".

Nowadays, global HR competencies depend on the global development of HR profession. According to the Human Resource Competency Study (HRCS) directed by Dave Kryscynski, Mike Ulrich, Dave Ulrich and Wayne Brockbank, over the last 25 years the global development of HR profession has been going through several general stages (Ulrich, Younger, Brockbank, & Ulrich, 2013). At the first stage, the central tendency for HR departments was administrative and transactional. The transaction and administrative work of HR continues today, but it is done differently through outsourcing and technology solutions. The second stage emphasized the design of innovative HR practices in sourcing, compensation or rewards, learning, communication, and so forth. The third one was focused on the connection of individual and integrated HR practices with business success through strategic HR. And the now there is the fourth stage, which uses HR practices to derive and respond to external business conditions. HR practices must be innovative and integrated; and HR must turn strategic aspirations into HR actions (Ulrich, Younger, Brockbank, & Ulrich, 2012).

Special HR competencies depend on the development of HR profession in local business environment which include national culture value orientations, general economic conditions, investment climate etc. Over the last 15 years, the HR profession in Ukraine has experienced the transformation from curiosity to a complete neglect in the business environment. It has begun as an administrative function with the focus on terms and conditions of work, and delivery of HR

services. HR managers consistently and cost-efficiently delivered the basics — the payment of wages to employees, the calculation of pensions, the monitoring of an attendance, and the employees recruitment. Best HR managers were employees who did an excellent job of administration. The transition to the second wave of the evolution of HR profession was very painful and difficult in Ukrainian reality. Wave 2 (by Ulrich, *et al.,* 2012) emphasized the design of innovative HR practices in sourcing, compensation or rewards, learning, communication, and so forth. But unstable economic and political conditions, general social trends have not contributed to the development of the HR work in the company. And not all business owners understood the feasibility of new HR functions for the company. The HR profession in Ukraine became very stereotypical, it was perceived as useless function, which spends money and does not lead to the profit of the company. This caused a big gap between the international standards of the HR profession and the peculiarities of its development in Ukraine. The difference in perception of the profession also took place among the owners of companies who operate in the information technology industry and companies that do not deal with advanced technologies. Organizations in IT industry have accepted innovations in rewards, communication, succession planning, talent management, and other HR practice areas, while other companies have remained at the same level with the administrative function of HR. Such polarization between companies from high information technology industry and companies that do not deal with advanced technologies is clearly seen in western Ukraine, where IT companies have a large share of the market and there are no companies from big industrial sector, especially iron and steel industry (Segura, 2013). Although the West is in a less advantageous position in terms of infrastructure and factors of production, it has a friendly environment for doing business in public authority, legal environment and judiciary. According to the research being done by Pilyavsky, Aaronson, Bernet, Rosko, Valdmanis and Golubchikov from 1997 to 2001, western regions of Ukraine, being more amenable to western management, show greater improvement in economic efficiency that can be attributed to higher levels of managerial entrepreneurship. This may stem from the more limited effects of a shorter history of incorporation into a Soviet-style planned and controlled economy in which individual decision-making and entrepreneurship was suppressed in favor of central decision-making by the state (Pilyavsky, Aaronson, Bernet, Rosko, Valdmanis, & Golubchikov, 2006). The recent politic and economic situation in Ukraine has changed the perception of HR profession. Effective HR professionals are aware of and sensitive to these external conditions, which determine how their organizations position by themselves for the future. When HR professionals have a way to organize and address external business conditions, their fear of an uncertain future turns into confidence because they are able to define, anticipate, and manage their responses to them. Therefore it is very important to analyze the

current expectations about the HR effectiveness in Ukraine: is there any a significant difference between global and regional trends of HR professions in Ukraine, and which notions about the HR effectiveness are there among the experts?

2. Literature review and hypothesis

2.1. Defining a Competency

The most widespread definition of competencies which is used in modern scientific researches belongs to Campion (2011) and Shippmann (2000). According to these researchers, competencies are individual characteristics, including knowledge, skills, abilities, self-image, traits, mindsets, feelings, and ways of thinking, which, when used with the appropriate roles, achieve a desired result. Competencies contribute to individual exemplary performance that creates reasonable impact on organizational outcomes (Campion et al., 2011; Shippmann et al., 2000).

2.2. What is a competency model?

A competency model is a descriptive tool that identifies the competencies needed to operate in a specific role within a job, occupation, organization, or industry (Ennis, 2008). Depending on the work and organizational environment, a group of 7 to 9 total competencies are usually required of a particular job and depicted in a competency model (Shippman, et. al., 2000).

A competency model refers to the collection of knowledge, skills, abilities, and other characteristics (KSAOs) that are needed for effective performance on the jobs in question. The individual KSAOs or combinations of KSAOs are the competencies, and the set of competencies are typically referred to as the competency model (Campion et al., 2011; Shippmann et al., 2000).

According to Rothwell (2002) there are core competencies that are required of all workers. This would include knowledge, skills and abilities (commonly referred to as KSAs), as well as soft skills or behaviors (Ennis, 2008). The core competencies or skills are similar across occupations and are required of many occupations.

Roth (2002) categorizes the core skills further describing foundational and intermediate competencies. The foundational competencies might include reading, writing, computation, listening, questioning, speaking, cognitive, individual responsibility and self-esteem, resources (time, money, people, and information), interpersonal, and information and technological (Ennis, 2008). The higher level competencies (McClelland, 1973; and Rothwell, 2002) might include systems thinking, personal mastery or willingness to learn, mental modeling, shared visioning,

team learning, self-knowledge, short- and long-term memory, subject matter knowledge, enjoyment of learning and work, flexibility, persistence and confidence, sense of urgency, honesty, giving respect to other, and initiative.

Several competency models in the recent literature are constructed on the basis of functional competencies with underpinning behavioral competencies (Delamare Le Deist & Winterton, 2005). They have competency domains broken down into competency groups and further sub-categorized into sub-competencies. As one continues to the next levels in the hierarchy, the competencies become further focused and specific to the industry, job or occupation, and position. Technical competencies can be found in the level(s) above the intermediate level of the competency model. The example of this kind of models is the ETA Competency Model Framework (Ennis, 2008).

Models designed for selection and educational purposes usually describe technical competencies in terms of their antecedent skills and knowledge, at a detailed level. Regardless of approach, a competency model should provide an operational definition for each competency and subcompetency, together with measurable or observable performance indicators or standards against which to evaluate individuals (Markus, Thomas, & Allpress, 2005).

2.3. Global HR competency models

Profound shifts in the global marketplace are ushering in a new era of complexity, uncertainty and change for companies. The rise of the internet and related technology has accelerated these market shifts, upending business strategies, models and processes along the way (Lee & Yu, 2013). To sustain the transformation of the HR function, HR professionals developed and demonstrated a new set of competencies to fulfill their changing roles and responsibilities. A review of theory-grounded approaches to competence reveals that there is no single use of the concept of HR competence and no broadly accepted definition or unifying theory.

2.3.1. RBL Group HR Competency Model

The most widespread concept of HR competencies which is used in modern managerial researches belongs to Dave Kryscynski, Mike Ulrich, Dave Ulrich, Wayne Brockbank (http://hrcs.rbl.net/). Since 1987, the RBL Group, with the Ross School of Business, University of Michigan and HR professional association partners have done research to further the profession by defining the competencies which explain what makes effective HR professionals at a personal level and what makes HR professionals effective as they impact business success. This global research has been done in seven waves every five years and has resulted in the *RBL*

HR Competency Model: clarification of roles, standards, and expectations for HR professionals around the world (Ulrich, Younger, Brockbank, & Ulrich, 2013). The 7th round of the HR competency study collected over 30,000 worldwide surveys rating the competencies and performance of more than 4,000 HR professionals from more than 1,500 organization units. The results simultaneously build upon insights from prior rounds and generate new insights for HR. The RBL HR 2016 research presents HR Competency Model which has greatest impact on business performance according to the global research results. The RBL HR 2016 Competency Model includes nine domains of competencies: *Strategic Positioner, Credible Activist, Paradox Navigator, Culture and Change Champion, Human Capital Curator, Analytics Designer and Interpreter, Total Rewards Steward, Technology and Media Integrator, Compliance Manager* (See more at RBL Group site: http://rbl.net/index.php/hrcs/index/home).

2.3.2. SHRM HR Competency Model

The next very famous concept of HR competencies is SHRM Competency Model directed by the Society for Human Resource Management (SHRM), the world's largest HR professional society, representing 285,000 members in more than 165 countries (See more at: https://www.shrm.org/about/pages/default.aspx#sthash.NTBy0vii.dpuf). In 2011, SHRM embarked on a research journey to assess the competencies of human resource (HR) professionals and to truly understand what it takes to succeed as an HR professional. This journey led to the development and validation of the evidence-based competency model for the HR profession. To create the model, SHRM followed the best practices identified by the Society for Industrial Organizational Psychology (SIOP) taskforce on competency modeling and job analysis (Campion et al., 2011; Shippmann et al., 2000).

To identify the critical competencies necessary for success in the HR profession, SHRM developed a competency model in three phases. The first phase was model development, the second phase was content validation, and the third phase was criterion validation. SHRM developed the initial model based on a) a thorough review and synthesis of the relevant literature and b) input from over 1,200 HR professionals during 111 focus groups in 29 cities across the world. Together with the content validation, the perspectives of HR professionals from 33 different nations were represented. The content of the SHRM Competency Model was validated through a survey with over 32,000 respondents. Criterion validation was done by collecting ratings of employee performance from multiple sources, including measureable outcomes and self, peer, and supervisor ratings of employee performance (Strobel, Alonso, Cohen, Kurtessis, 2015). The SHRM Competency Model is comprised of nine competencies organized into four competency clusters: Technical, Interpersonal, Business, and Leadership. Each of these

competency clusters is composed of one to three competencies as follows: Technical Competencies – HR Expertise (HR Knowledge); Interpersonal Competencies – Relationship Management, Communication, and Global & Cultural Effectiveness; Business Competencies – Business Acumen, Critical Evaluation, and Consultation; Leadership Competencies – Leadership & Navigation and Ethical Practice (See more at: https://www.shrm.org/hrcompetencies/pages/default.aspx#sthash.byJI1Peg.dpuf)

2.3.3. IPMA-HR competency model

The International Personnel Management Association (IPMA) has also been active in this arena, developing its competency model (Simons, 2011). The IPMA-HR competency model forms the basis for a certification training program developed by International Public Management Association for Human Resources (IPMA-HR) for HR professionals (www.ipma-hr.org). The IPMA model includes 22 competencies divided into four major HR roles: HR expert, Business Partner, Change Agent and Leader. Every role, with certain competencies, carries out its own responsibilities in the working context and organization environment. Each role also has specialization with work and close association with each other. For example, Business Partner requires 12 competencies; Change Agent 14 competencies and the Leader 8 competencies. Expert has one competency identified which is closely related to its career. The IPMA Competency Model shows the interrelationship among the four roles. The roles are carried out in the context of the work that needs to be accomplished and the organizational environment. Each role is performed separately but is closely related and often requires the same competencies. The HR expert role serves as a foundation for all other roles and competencies. The combination of technical expertise and other competencies results in superior performance (Zhang, Zheng, Sun, & Zheng, 2012).

While recognizing the continued importance of the HR expert role, the IPMA model envisions a new HR professional who partners with managers to proactively devise effective solutions to organizational problems, leads and manages changes, and serves as a role model to promote leadership, ethics and integrity (Simons, 2011).

2.3.4. OPM HR competency model

The United States Office of Personnel Management (OPM) has attempted to capitalize on the strengths of traditional job analysis techniques and competency model development: they tried to include traditional job analysis methodology into the development of competency models to provide an empirical foundation for the use of competencies by human resource (HR)

professionals (Rodriguez, Patel, Bright, Gregory, & Gowing, 2002). OPM defines a competency as a measurable pattern of knowledge, skill, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully (Rodriguez, Patel, Bright, Gregory, & Gowing, 2002: p.310). OPM envisioned a uniform, competency-based common language that would enable to describe jobs in the same way, eliminating inconsistencies across agencies and HR functions (e.g., staffing, performance appraisal, and training). Each of OPM's occupational studies is conducted using the Multipurpose Occupational Systems Analysis Inventory–Closed-ended (MOSAIC) approach. MOSAIC is a multipurpose, survey-based job analysis used to collect information on many occupations within an occupational group (e.g., information technology, clerical and technical) for a wide range of HR functions. The foundation of the MOSAIC approach is the development of a common language for competencies and generalized tasks that can be used to describe all occupations included within an occupational study group. OPM's Personnel Resources and Development Center has done extensive research on the application of competencies in the HR arena. The Human Resources Competency Models describes five HR roles with corresponding competencies. The HR expert role serves as a foundation for all other roles and competencies. The combination of technical expertise and other competencies results in superior performance. In addition, OPM's research was crucial to the development of a new more general competency framework based on the concept of "emotional intelligence". The Emotional Competence Framework is based on the idea that emotional intelligence may be more important than cognitive intelligence as a determinate of outstanding performance at work. The five elements (Self-awareness, Motivation, Self-Regulation, and Social Skills) reflect the way workers handle interpersonal relationship on the job. The framework also provided the corresponding skills that must be learned to achieve emotional competence (Simons, 2011).

According to recent researches about the greatest challenges to HR over the next 10 years, more than one-half of surveyed HR professionals chose 'retaining and rewarding the best employees' and 'developing the next generation of corporate leaders'. About one-third chose 'creating a corporate culture that attracts the best employees to the organization', 'remaining competitive in the talent marketplace', and 'finding employees with the increasingly specialized skills the organization needs.' Nowadays HR professionals are more concerned with 'remaining competitive in the talent marketplace', and 'developing future leaders' (Lee & Yu, 2013). In this way it is extremely important to analyze the current expectations about the HR effectiveness in the local regions: are there any significant differences between global and regional trends of HR professions, which notions about the HR effectiveness are there among the HR experts and how they determine the local business environment.

The objective of the research: to define the expected HR competencies by HR professionals which affect the perceived effectiveness of HR professionals.

Hypothesis 1: In default of clear vocational standards of work performance and a nation-wide unified system of work-based qualifications the effectiveness of HR manager depends mostly on relationships with colleagues and management and on social approval of his/her works. Therefore most expected HR competencies among HR professionals are related to interpersonal relations, personal characteristics and communication.

3.   Method

3.1.   Procedure and Sample

A qualitative pilot study was used to define which HR competencies and behaviors are perceived as crucial for effectiveness of HR professionals in order to create the framework for the further HR competency survey.

The study is based on three focus groups of human resource managers from firms and consulting companies in Ukraine. Participants in this study were 30 HR managers, involved in educational MA program in Human Resources and Organizational Development, Lviv Business School of UCU (LvBS). The participating companies represent a diversified sample that covers organizations of various sizes and industries from Ukraine.

Sampling strategy is stratified purposeful sampling – focuses on characteristics of particular subgroups of interest. Representatives responsible for HR at each of the companies were taking part in the focus group discussion. The sample consisted of 30 employees, 3 males and 27 females. Their ages ranged from 23 to 42 years, and the average age was 32 years (SD = 7.11).

According to the career level, there were 7 participants with early career level, 12 – with middle level, 9 – senior and 3 executives. 1 participant had a professional experience more than 15 years; 5 - 10-14 years, 15 had an average level of professional experience 6-9 years and 9 participants had less than 5 years of professional experience. 16 participants was from organizations of low-medium technology (agriculture; retail and wholesale; services; public administrations) and 14 from high technology (radio, TV and IT media, IT, aircraft, accounting, pharmaceuticals. Most of participants were from medium (500-1000 employees) enterprises, 9 from large organizations (over 1000 employees) and 7 HR professionals from small companies (1-500 employees).

3.2. Measures

The study is developed within a qualitative research framework. Methods of data collecting include the focus group discussions (FGDs). According to Wilkinson a focus group research is "a way of collecting qualitative data, which involves engaging a small number of people in an informal group discussion (or discussions), "focused" around a particular topic or set of issues" (Wilkinson, 2004, p. 177). Participants in this type of research are selected on the criteria that they would have something to say on the topic, have similar socio-characteristics and would be comfortable talking to the interviewer and each other (Rabiee, 2004). One of the distinct features of focus-group interviews is its group dynamics. Focus groups could provide information about a range of ideas and feelings that individuals have about certain issues, as well as illuminating the differences in perspective between groups of individuals (Rabiee, 2004). Interview standardization refers to whether the same questions are asked of every group—that is, the extent to which the content of the interview is either predetermined or flexible. Moderator involvement refers to the management of the group dynamics—that is, the extent to which the moderator either controls the discussion or allows relatively free participation (Morgan, 1997).

In the present study we used the structured approach to focus groups which is especially useful when there is a strong agenda for the research. Structured group discussion and a high level of moderator involvement keep the discussion concentrated on the topics that interest the researcher rather than extraneous issues. In order to identify expected HR competencies: which set of competencies the HR managers should develop; this study consisted of two focus groups of HR professionals from firms and consulting companies. The participants of the focus group discussions (FGDs) were discussing the question:

1) What competencies make HR managers effective?

The procedure of the focus group discussions (FGDs) includes also an individual and a small group work on two questions. There were two focus groups during the study. One focus group consisted of 10 people. The discussions in general proceeded as follows:

1) The facilitator formulated one question and wrote it on the board.
2) Each participant of the focus group got 10 sheets of paper
3) *Individual work*. Each participant wrote down individually on each of the 10 sheets of paper his/her own answer (no more than 3-5 words)
4) *Work in small groups*. The participants formed small groups and discuss (discussed) their individual responses. Each group sorted the sheets of papers with individual responses and chose 8 of them that most accurately reflected the group's view.
5) *Group discussion*. The facilitator hanged on a board every 8 responses from each group randomly and proposed to classify them.

6) *Summary*. The group discussed and reviewed the classification and the facilitator summarized the ideas.

The result of the group discussion is a set of expected competencies the HR managers should develop to be successful. The method of qualitative data analyzing is the content analysis. The tool for analyzing qualitative data is the thematic manual analysis which consists of four stages: (1) coding; (2) categorization of the data, (3) integration of data and finding themes, and (4) integrating all of the data. According to Krueger (2000) and Rabiee (2004) there are several criteria, which suggest the following headings as a framework for interpreting coded data: words; context; internal consistency; frequency and extensiveness of comments; specificity of comments; intensity of comments; extensiveness; big ideas.

4. Results

The focus group discussion (FGDs) was about expectations regarding effectiveness of HR managers, in particular: what competencies make managers effective in Ukrainian business context? The procedure included an individual and a small group work among HR professionals about their perception of HR work in organizations: how did they see their roles in business environment?

We analyzed sets of expectation among HR managers about the effectiveness of their professional work and identified several clusters of skills, which nowadays are very important for the effectiveness of HR managers in Ukrainian business environment (see Table 1). As we see from the Table 1, there are 9 clusters of expected HR competencies. The most important indicator of an effectiveness of HR manager is the "*Personal efficacy*". The term "Personal efficacy" is related to the psychological term self-efficacy In this study it is used for identifying some personal characteristics which are essential for the work effectiveness of HR manager. The cluster "Personal efficacy" refers to HR managers' beliefs about their capability to accomplish challenging goals, and includes the ability to prioritize, to be flexible, to resist stress and to behave consistently in achieving goals. The cluster "Personal Efficacy" is slightly similar to the Emotional Intelligence competencies proposed by Boyatzis (2011). Intelligent competencies include Self-Awareness component (Emotional Self-Awareness), and the Self-Management (Emotional Self-Control, Adaptability, Achievement Orientation and Positive Outlook).

Table 1:
Clustering expectations: some examples of skills and behaviors which are important for the effectiveness of HR managers

	Cluster of expectations	Example of behavioral indicators
1	Personal Efficacy	Focuses on results and achieving personal work objectives; self-confident; works in a systematic and organized way; takes

2	Effective Communication	Communicates, listens, asks questions, says "no"; builds communication flexibly;
3	Relationship Management	Builds effective relationships; understands others; establishes credibility; people-oriented; fosters effective teambuilding; resolves conflicts
4	Organizational Culture	Generates an employee loyalty; maintains a corporate culture; creates meaningful work environment
5	Strategic Contribution	Articulates strategic goals and priorities; analyzes the past and predicts future events; has strategic thinking
6	Business Knowledge	Understands industry dynamics and competitive forces; understands finance and business processes in organization
7	Workforce planning and analytics	Perform organizational diagnoses and audits; analyzes the career path of individual employees
8	Mastering HR processes	Identifies needs, builds and implements business processes in accordance with the company's development; manages employee relations; designs of overall reward programs; facilitates establishment of clear performance standards
9	Learning and personnel development	Designs and delivers training programs; develops innovative, thought-leading learning and talent development approaches

The next three clusters of our study: "*Effective communication*", "*Relationship management*" and "*Organizational culture*" correspond to the concept of Social competencies (Boyatzis, 2011). According to Boyatzis, Social Intelligence competencies include two components: Social Awareness and Relationship Management. Social Awareness refers to the way how people handle relationships and awareness of others' feelings, needs, and concerns and contains two competencies: Empathy (sensing others' feelings and perspectives, and taking an active interest in their concerns) and Organizational Awareness (reading a group's emotional currents and power relationships). Relationship Management concerns the skill or adeptness at inducing desirable responses in others and contains five competencies: Coach and Mentor (sensing others' development needs and bolstering their abilities), Inspirational Leadership (Inspiring and guiding individuals and groups), Influence (wielding effective tactics for persuasion), Conflict Management (negotiating and resolving disagreements), Teamwork (working with others toward shared goals; creating group synergy in pursuing collective goals). Therefore, our cluster "Relationship management" fully corresponds to the Relationship Management cluster of the Boyatzis. In the present study the "Effective communication" cluster includes the following statements: an effective communication between HR manager and owner, the link between management and staff, effective and honest communication with people at all levels, flexibility, clarity, having the ability to listen and hear, teamwork communication, being a good advisor and resolving conflicts. According to experts the most critical communication is

the interaction between the HR manager and the owner of the company. The owner or CEO of the company does not fully understand the HR work in general and treats it as "incomprehensible", which does not affect the company's financial results, but requires large expenditures. Therefore HR manager needs to have communicative skills to build effective relationships with owners and CEO to become a strategic partner. The cluster "Organizational Culture" indicates on the importance of creating and maintaining organizational culture, creating a positive image through social media, enhancing employees' participation and commitment within the organization.

The rest of the clusters in our study can be roughly marked as Cognitive Intelligence Competencies. According to Boyazis (2011), Cognitive Intelligence Competencies include Systems Thinking (that identify multiple causal relationships in understanding phenomena or events) and Pattern Recognition (that observe themes or patterns in seemingly random items, events, or phenomena). In the present study the first cluster within the frame of cognitive competencies is the *Strategic contribution*. The "Strategic contribution" deals with such ideas as understanding external business trends and internal organization actions, making strategic choices, having a strategic vision, understanding the general business conditions that affect their industry and geography, predicting customer expectations, creating a strategic agenda. These statements suggest that the important field in the HR work is building of strategic HR management and developing of relevant skills of HR managers. The next cluster "*Business Knowledge*" indicates the ability to understand the general business conditions (e.g., social, technological, economic, political, environmental, and demographic trends) that affect their industry and geography. For the modern HR manager it is not only important to understand the patterns of personnel management and have administration skills, but also to understand patterns of development of the company's business, environmental impact, and financial performance. A greater understanding of the business allows HR professionals to partner with communications professionals to ensure that business messages are well understood by the work force (Baill, 1999). The cluster "*Workforce planning and analytics*" underlines analytical and system thinking of HR manager, in particular, the ability to perform organizational diagnoses and audits; analyze the career path of individual employees and predict future outcomes. The administrative work also is important for HR professionals. The "*Mastering HR processes*" cluster means that HR managers resolve business problems through integrating innovative HR practices, facilitating establishment of clear performance standards, updating rewards system in an organization and managing employees' relations. The latest cluster of HR competency expectation within the frame of cognitive competencies is the "*Learning and personnel development*" which focuses on

designing and delivering training programs; developing innovative, thought-leading learning and talent development approaches.

The analysis of number of behavioral indicators obtained by the method of focus groups indicates the following statistical results. As seen in Figure1, the most expected HR competencies perceived by HR professionals in Ukraine's business environment are personal competencies dealing with the self and social competencies dealing with others. The highest percentage of responses (24,7%) belongs to the cluster Personal Efficacy which indicates such components of emotional intelligence as self-awareness, self-management, self-control, adaptability, achievement orientation and positive outlook. The next largest clusters are Effective communication (14,2%) and Relationship management (17,3%) which defines an effective communication between HR manager and owner, the link between management and staff, effective and honest communication with people at all levels, flexibility, clarity, having the ability to listen and hear, teamwork communication, being a good advisor and resolving conflicts.

Also important is the "Strategic contribution" competence (15,4%) which indicates the ability to create their organization's strategic response to business conditions. The development of HR professional into strategic partner in organization requires new knowledge, skills and abilities (KSAs) and competencies, based on new style of thinking. For the modern HR manager it is not only important to understand the patterns of personnel management and have administration skills, but also to understand patterns of development of the company's business, environmental impact, and financial performance.

Figure 1:
The most expected HR competencies perceived by HR professionals
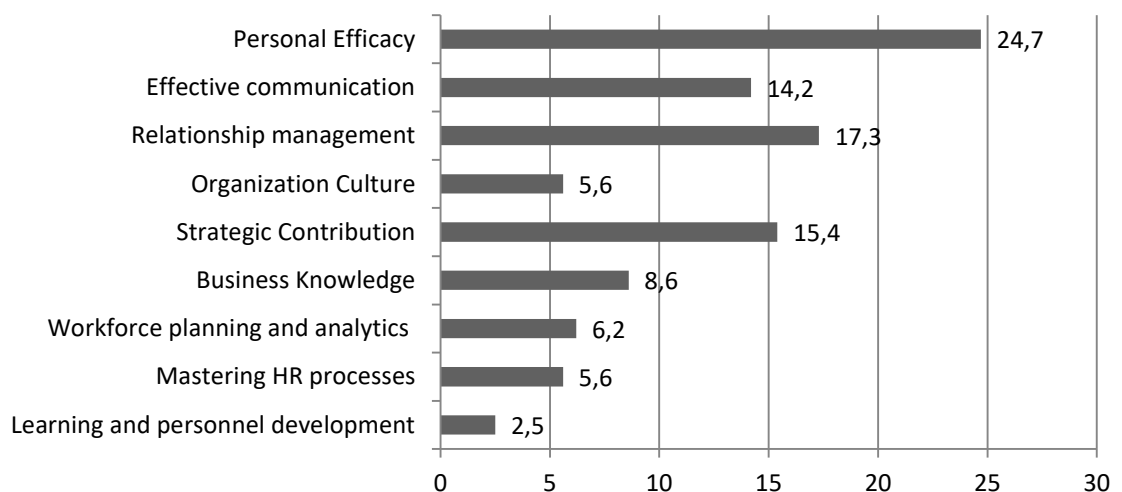
5. Discussion

5.1.   Theoretical implications

By applying some basic tenets of the behavioral approach to emotional, social and cognitive intelligence (Goleman, 1998; Boyatzis, 2011), and a holistic competence framework (Archan and Tutschek, 2002; Le Deist, & Winterton, 2005), our typology of expected HR competencies in the Ukrainian business environment includes three dimensions: personal, social and cognitive competences. According to Boyazsis, *an emotional intelligence competency* is an ability to recognize, understand, and use emotional information about oneself that leads to or causes effective or superior performance; *a social intelligence competency* is the ability to recognize, understand and use emotional information about others that leads to or causes effective or superior performance; and *a cognitive intelligence competency* is an ability to think or analyze information and situations that leads to or causes effective or superior performance (Boyatzis, 2011, p. 94). Archan and Tutschek (2002) define *cognitive competence* (Sachkompetenz) as knowledge, skills and abilities that may be used in the specific occupation as well as transversally, and skills and abilities for mastering tasks and developing appropriate problem-solving strategies. *Social competence* (Sozialkompetenz) is largely concerned with dealing with others and is defined as the ability and willingness to cooperate, to interact with others responsibly and to behave in a group and relationally oriented way. *Personal competence* (Selbstkompetenz) comprises key qualifications for dealing with oneself and is defined in terms of ability and willingness to develop personally, as well as to develop skills, motivation and attitudes to work and to the wider world (Archan and Tutschek, 2002).

Therefore the present study defined the expected HR competencies by HR professionals which affect the perceived effectiveness of HR professionals. These competencies can be represented as a three-dimensional typology: personal, social and cognitive competencies (Table 2). As a result of the study the most expected areas of HR competencies perceived by HR professionals in Ukraine's business environment are personal competencies dealing with the self and social competencies dealing with others (Figure 1).

According to Goleman, emotional intelligence is the largest single predictor of success in the workplace and the four major skills that make up emotional intelligence are: self-awareness, self-management, social awareness, relationship management (Goleman, 1998). Therefore the personal efficacy of HR manager and his/her communication skills directly affect the effectiveness of the HR professional work. This idea is also related to results of the empirical study conducted by Luthans and Peterson, which indicate that the manager's self-efficacy is a partial mediator in the relationship between his or her employees' engagement and the manager's

rated effectiveness. Overall, these findings suggest that both employee engagement and manager self-efficacy are important antecedents that together may more positively influence manager's effectiveness than either predictor by itself (Luthans, & Peterson, 2002).

Table 2:
A three-dimensional typology of the expected HR competencies by HR professionals which affect the perceived effectiveness of HR professionals

Personal competencies		
1	Personal Efficacy	the ability to prioritize, to be flexible, to be stress resistant and to accomplish challenging goals
Social competencies		
2	Relationship management	the ability to build personal relationships of trust, to influence others in a positive way, to be open to understand others and to have effective relationships with key people both inside and outside their business
3	Effective communication	the ability to create a free exchange of information among stakeholders at all levels of the organization to produce desired outcomes
4	Organizational Culture	the ability to create an effective and strong organization in sustaining an organization's success where employees find meaning and purpose at work, aligning strategy, culture, practices, and behavior
Cognitive competencies		
5	Strategic Contribution	the ability to create their organization's strategic response to business conditions and customer expectations by helping frame and making strategic and organizational choices
6	Business Knowledge	the ability to understand the general business conditions (e.g. social, technological, economic, political, environmental and demographic trends) that affect their industry and geography
7	Workforce planning and analytics	the ability to analytical and system thinking of HR manager, in particular, the ability to perform organizational diagnosis and audits; analyze the career path of individual employees and predict future outcomes.
8	Mastering HR processes	the ability to apply the principles and practices of HRM to contribute to the organization's success
9	Learning and personnel development	the ability to design and deliver training programs; develop innovative, thought-leading learning and talent development approaches

Other research has found that self-efficacy predicts several important work-related outcomes, including job attitudes, training proficiency and job performance. Thus, accumulation of successes in life, as well as persistent positive vicarious experiences, verbal persuasion, and psychological states, augment general self-efficacy (Chen, Gully, & Eden, 2001). The Relationship Management competency emphasizes the ability to build personal relationships of trust, to influence others in a positive way, to be open to understand others and to have effective relationships with key people both inside and outside their business. The main point is that HR

managers should be focused on supporting, motivating and developing the people in their teams and the relationships within. This style of behavior encourages good teamwork and collaboration, through fostering positive relationships.

We also have found the support the idea that HR managers in Ukraine are focused on the connection of individual and integrated HR practices with business success through strategic HR. That result can indicate the third stage of the development of HR profession according to the Ulrich model (Ulrich, *et al.*, 2012). Managers need to concentrate on how to align the HR systems and workforce investments at the level of the strategic business process. Such a focus requires disproportionate investments in "strategic" jobs and the need to increasingly differentiate employees' performance within those jobs (Becker, & Huselid, 2006). Resolving this problem effectively will require new research focused on the body of knowledge, skills, competencies, and types of behavior needed in order to be effective workforce strategy HR managers.

However, very little attention was paid on the expectations of HR managers on such topics as workforce planning and analytics, business knowledge, and mastering HR processes which indicate the ability to understand general business conditions, the ability to analytical and system thinking, the ability to apply the principles and practices of HRM to contribute to the organization's success. Of particular note is the fact, that "Learning and personnel development" cluster scored lowest rate expectations about HR manager's effectiveness. The result runs counter to recent trends in HR management which emphasize the importance of talent development and innovation. We obtained very little expectation about HR effectiveness with regard to the innovative, thought-leading learning and talent development approaches. This may mean that HR management in Ukraine does not develop systematically and is based only on the personality of the HR manager and his/her ability to build personal relationships with people at all levels and to influence others in a positive way.

5.2. Practical implications

The qualitative study resulted in 9 different competences: 1 personal competence (personal efficacy), 3 social competences (relationship management, effective communication, organizational culture), and 5 cognitive competencies (strategic contribution, business knowledge, workforce planning and analytics, mastering HR processes, learning and personnel development). Taking into account various approaches, we arrived at an integrative framework that consists of three dimensions: personal, social and cognitive HR competencies. This proposed framework of HR competencies is the basis of developing the HR Competencies Questionnaire.

5.3. Limitations and suggestions for future research

The next question that arises in the course of our research: what does it mean the subjective success for HR manager? And our assumption is that subjective success for HR manager depends mostly on relationships with colleagues and management, on social approval of his/her works by the chief rather than on indicators of the company success in the market. These results point out limitations of the study and outline future directions of scientific analysis. The next step of our research will be to combine our obtained clusters of expectations about HR manager's effectiveness with global competency models that exist in today's world and to develop a local model of HR competencies for Ukrainian HR managers.

6. Conclusions

Summing up, the results of this study help to broaden our understanding of how expectations of HR manager's effectiveness influence attitudes and behaviors. The HR profession in local business environments needs a competency model—a set of expectations for those who work in HR and a basis for assessment and improvement in the quality of HR professionals. The most expected areas of HR competencies perceived by HR professionals in Ukraine are personal competencies dealing with the self and social competencies dealing with others. Therefore the personal efficacy of HR manager and his/her ability to build constructive relationships directly affect the effectiveness of the HR professional work. Also important is the transformation of HR manager into the strategic partner which indicates the ability to create their organization's strategic response to business conditions and requires new knowledge, skills, abilities (KSAs) and competencies, based on new style of thinking. For the modern HR manager it is not only important to understand the patterns of personnel management and have administration skills, but also to understand patterns of development of the company's business, environmental impact, and financial performance.

However, there are very few expectations about workforce planning and analytics, business knowledge, mastering HR processes which indicate the ability to understand general business conditions, the ability to analytical and system thinking, the ability to apply the principles and practices of HRM to contribute to the organization's success. Moreover there are extremely few expectations about HR effectiveness with regard to the innovative, thought-leading learning and talent development approaches. This may mean that HR management in Ukraine does not develop systematically and is based mostly on the personality of the HR manager and his/her ability to build personal relationships with people at all levels and to influence others in a positive way. This fact indicates the need to pay attention to the

development of the HR profession in Ukraine, to analyze vocational standards of work performance and to establish a nation-wide unified system of work-based qualifications.

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CHAPTER III

HR PROFESSIONALS' COMPETENCIES, GENERAL SELF-EFFICACY AND CAREER SUCCESS: EMPLOYEE SURVEY STUDY

1. Introduction

The competence approach starts from observing successful and effective job performers to determine how these individuals differ from less successful performers. This is the tradition followed by Boyatzis, Spencer and Spencer who defined competency in terms of characteristics of people that are causally related to effective or superior performance in a job, generalizing across situations, and enduring for a reasonably long period of time (Boyatzis, 1982; Spencer and Spencer, 2008). A competence-based approach was also introduced in order to establish a unified system of work-based qualifications. The vocational qualifications (Vocational Qualifications, VQs) were based on occupational standards of competence, grounded in functional analysis of occupations in a variety of contexts (Le Deist, & Winterton, 2005). Occupational standards identify key roles, which are then broken down into a number of units of competence. These are further sub-divided into elements of competence and, for each element of competence, performance criteria are defined which form the basis of assessment, with range indicators provided for guidance. With a competence-based approach, the emphasis is on competence as the ability to demonstrate performance to the standards required of employment in a work context; the ability to apply knowledge, understanding and skills in performing to the standards required in employment (Le Deist, & Winterton, 2005).

In order to be effective, an educational program for HR managers has to develop a set of competencies that enable students to improve their working performance. According to Richard E. Boyatzis, Tony Lingham and Angela Passarelli (2010) there are two fundamental questions in management educational. First, what competencies make managers effective and successful? Second, how they could be developed? Such courses need to be designed around theoretical frameworks that lead to meaningful and sustained adult change and development (Boyatzis, Lingham, & Passarelli, 2010).

The HR competencies can vary in weighting in the context of different job roles, models of personnel management and cultural contexts. Variations in these core competencies are discussed against national, organizational and time contexts. Therefore in the national, organizational and time contexts, the important point is the possibility to improve the effectiveness of a HR education program by using a multiplicity of competency-based tools in the educational process (Camuffo, & Gerli, 2004).

The aim of the study is to define HR competencies which make managers successful in the local business environment (cultural, national, organizational and time contexts).

2. Literature review and hypothesis

The theoretical basis of the study is the Conceptual Model of Executive Career Success, Social Identity theory and the Social – Cognitive Theory.

2.1. Career Success Theories

Career success is defined as the accumulated positive work and psychological outcomes resulting from one's work experiences (Judge, Cable, Boudreau, & Bretz, 1995; Seibert & Kraimer, 2001).

Researchers often operationalize career success in one of two ways. The first includes variables that measure *objective or extrinsic career success*. These include indicators of career success that can be seen and therefore evaluated objectively by others, such as salary attainment and the number of promotions in one's career (Judge, Cable, Boudreau, & Bretz, 1995).

The second way that career success is operationalized is by variables that measure *subjective or intrinsic career success*. Such variables capture individuals' subjective judgments about their career attainments, such as job and career satisfaction (Burke, 2001; Judge, Higgins, Thoresen, & Barrick, 1999). The main construct used most often to measure subjective career success is still simply career satisfaction (Ng, Eby, Sorensen, & Feldman, 2005).

Research on upward mobility is relevant to career success because those who are able to move up the societal or organizational hierarchy are typically regarded as successful and are more likely to view themselves as successful (Ng, Eby, Sorensen, & Feldman, 2005). The contest-mobility model of career success suggests that what makes the greatest difference in getting ahead in an organization is performance on the job and adding value to the company. A career can therefore be viewed as a tournament in which one has to constantly compete with others by improving oneself if one wants to succeed (Rosenbaum, 1984).

According to the Social comparison theory (Festinger, 1954), people have the tendency to compare themselves with others. Obtaining a higher salary level and more promotions relative to others is likely to enhance one's perceptions of success. Because wealth and social standing are valued in society, tangible career achievements may lead to feelings of greater career satisfaction (Ng, Eby, Sorensen, & Feldman, 2005).

In recent studies career success is defined as 'the accomplishment of desirable work-related outcomes at any point in a person's work experiences over time' (Arthur, Khapova, & Wilderom, 2005, p. 178). The shift in the career perspective has been changed from a relational

contract, with the focus on a long-term relationship, to a transactional contract, with the focus on an exchange of mutually satisfying contributions (Arthur & Rousseau, 1996). That means for individuals the ability to be much more proactive or agentic, and for organizations the possibility to be less responsible for career management for employees (Yan, Zhu, & Hall, 2002). The agentic career has been variously described as the boundaryless career (Arthur & Rousseau, 1996), and the protean career (Yan, Zhu, & Hall, 2002). All these concepts emphasize the shift away from an organizational locus of control and towards the individual's self-direction and stronger role as the agent of his or her career. Career success, as an internal phenomenon, is very sensitive to these changes.

The nature of career success can be influenced by a country's unique contexts (Pringle & Mallon, 2003). Various culture studies (Hofstede, 1984; Schwartz, & Boehnke, 2004) show different (work) values across the globe, assuming that conceptualizations of career success vary across cultures. Similarly, substantial empirical evidence, in particular provided by comparative HRM research, shows the limitation of a universalistic approach and argues for a "contextualistic" perspective in HRM (Shen, Demel, Unite, Briscoe, Hall, Chudzikowski, K., ... & Fei, 2015).

Recently the cross-cultural qualitative study conducted in eleven countries, examined perceived meanings of career success across different cultures. The results show that people define career success in ways that enrich and illuminate the basic dichotomy of objective and subjective career success and establish their relative strengths across countries (Shen, Demel, Unite, Briscoe, Hall, Chudzikowski, K., ... & Fei, 2015). According to authors the global profile of views on career success is largely empty beyond the WEIRD countries (western, educated, industrialized, rich and democratic). Currently, no adequate comparative perspective on career success exists due to a lack of systematically generated diverse views on career success across different countries, cultures and institutional contexts (Shen, Demel, Unite, Briscoe, Hall, Chudzikowski, K., ... & Fei, 2015, p. 1754).

The question of the cross-cultural study was to explore how career success is defined in different and similar fashions across countries (Shen, Demel, Unite, Briscoe, Hall, Chudzikowski, K., ... & Fei, 2015, p. 1756). The final sample comprised 11 countries according to Schwartz's framework of designated regions: (1) Austria and Spain (from Schwartz's Western European region), (2) China and Japan (from Confucian Asia), (3) Malaysia (from South Asia region), (4) Costa Rica and Mexico (from Latin American region), (5) Serbia (from the Eastern European region), (6) South Africa (from the Africa region), (7) the USA (from the English-speaking region) and (8) Israel (which was not assigned to a specific cluster). They gathered samples from three diverse work settings: (1) people associated with business (broadly including

managers, entrepreneurial business owners, accountants, consultants and venture capitalists), (2) healthcare professionals (nurses) and (3) manual workers (manual labor such as plumber, waiter, craftsman, carpenter, cook and factory assembler). These groups exist in every country, have a relatively similar qualification profile across countries and cultures and represent a range of requisite training and education. These groups constitute homogeneous units and are governed by different occupational and cultural norms as well as various institutional regulations such as professional regulations. Within the interview as a qualitative research method two major themes were emphasized – how individuals conceptualize career success and how they manage their career transitions (Shen, Demel, Unite, Briscoe, Hall, Chudzikowski, K., ... & Fei, 2015).

Results of the study showed that while it is apparent that financial achievement is a key category of career success worldwide, the promotion/advancement' can be described as more important sense of career success based upon attaining a better position or assignment and is emphasized in the Eastern European region. Satisfaction is another important theme of career success in the Eastern European region which highlights that career success is more than financial achievement or any other tangible accomplishment. (Shen, Demel, Unite, Briscoe, Hall, Chudzikowski, K., ... & Fei, 2015, p. 1764-1767). In other words the most important predictors of career success in the Eastern European region are the promotion/advancement in career level as the objective success indicator and career satisfaction as the subjective success indicator.

In according with meta-analytical findings (Abele, & Spurk, 2009; Ng, Eby, Sorensen, & Feldman, 2005) it is reasonable to expect that objective and subjective career success are positively correlated (Judge, Cable, Boudreau, & Bretz, 1995). Although the objective and subjective career success can be positively correlated, these constructs are empirically distinct; in particular, career satisfaction may not be predicted only by salary or promotions.

Hypothesis 1: Career level as the objective success indicator and career satisfaction as the subjective success indicator will correlate positively.

The contest-mobility model of career success suggests that the greatest difference in getting ahead in an organization is performance on the job and adding value to the company. A career can therefore be viewed as a tournament in which one has to constantly compete with others by improving oneself if one wants to succeed (Rosenbaum, 1984). To constantly compete to succeed means to be qualified, flexible and motivated, in other worlds to have necessary competencies to be competitive, because a competency is "an underlying characteristic of the person that leads to or causes effective or superior performance" (Boyatzis, 1982).

Hypothesis 2: HR competencies will be positively related to career success.

According to the boundaryless career there are three classes of career competencies, which should predict success (Eby, Butts, & Lockwood, 2003). The first is "knowing why" and it "answers as it relates to career motivation, personal meaning, and identification" (DeFillippi & Arthur, 1994, p. 117). In the present study we examine one "knowing why" variable – Personal competency as predictors of success. Personal competency is the ability to prioritize, to be flexible, to be stress resistant and to accomplish challenging goals.

Hypothesis 2a: The 'knowing why' or personal HR competencies will be positively related to career success.

The second career competency is "knowing whom". This competency refers to career-related networks and contacts (DeFillippi & Arthur, 1994), including relationships with others on behalf of the organization suppliers, customers) and personal connections (professional and social acquaintances) (Parker & Arthur, 2000). The "knowing whom" competency is the great resource for reputation development. 'Knowing whom' also provides access to new contacts and possible job opportunities (Arthur, 1994). The result of this career competency is the development of professional networks which provide venues for career support and personal development (Parker & Arthur, 2000). The 'knowing whom' predictor or Social competency is examined in the present study and includes three dimensions. Social competency is concerned with dealing with others and is defined as the ability and willingness to cooperate, to interact with others responsibly and to behave in a group and relationally oriented way (Archan and Tutschek, 2002).

Hypothesis 2b: The 'knowing whom' or social HR competencies will be positively related to career success.

The third category of career competencies is "knowing how". This refers to job-related knowledge which accumulates over time and contributes to individual's knowledge base. In this competency the emphasis is on opportunity development job-related skills and professional development rather than self-awareness or a general willingness to try new things (Eby, Butts, & Lockwood, 2003). In the present study we examine "knowing how" or Cognitive competencies, defined as knowledge, skills and abilities that may be used in the specific occupation as well as transversally, and skills and abilities for mastering tasks and developing appropriate problem-solving strategies. Cognitive competencies are divided on two categories: conceptual competencies such as systems thinking or pattern recognition which are referred to job-related knowledge (knowledge needed to perform a specific job); and operational competencies, which are referred to ''knowing how,'' ''environmental knowledge skills,'' ''the behavioral component,'' and ''proactive behaviors.'' tools for interacting effectively with the environment.

Hypothesis 2c: The 'knowing how' or cognitive HR competencies (conceptual and operational) will be positively related to career success.

Cognitive competencies involve problem solution, dealing with uncertain situations, handling conflicting information and, on some occasions, using untested methods.

Therefore we can expect that high level of cognitive competencies will help employees regain a sense of control and mastery over their work environment. Moreover, the confidence in cognitive competence gives the person a feeling of self-confidence, which in turn triggers better communication skills and establishing professional contacts.

Hypothesis 3: The 'knowing how' or cognitive HR competencies will be the mediator between personal competencies, social competencies and career success.

2.2. Self-Efficacy: a Concept Analysis

The history of self-efficacy begins within Bandura's (1986) social cognitive theory. According to theory and research, self-efficacy is a central construct which defines human feelings, thinking, behavior, and motivation. From the perspective of feeling, a low sense of self-efficacy is connected with stress, depression, anxiety, and helplessness. Individuals have low self-esteem and become pessimistic about their accomplishments and personal development. If we talk about thinking, a strong sense of efficacy facilitates cognitive processes and performance, including quality of decision making and academic achievement. When it comes to behaving, self-efficacy influences people's choice of activities. And in terms of motivation, self-efficacy can increase or reduce motivation. People with high self-efficacy do not try to avoid difficult tasks and perceive them as challenges.

Self-efficacy is concerned about the perception or judgment of being able to accomplish a specific goal. In order to gain a sense of self-efficacy, a person can complete a skill successfully, observe someone else doing a task successfully, acquire positive feedback about completing a task, or rely on physiological cues (Zulkosky, 2009, p.93).

According to social cognitive theory perceived self-efficacy concerns people's beliefs in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives. There is a difference between possessing skills and being able to use them well and consistently under difficult circumstances. To be successful, one not only must possess the required skills, but also a resilient self-belief in one's capabilities to exercise control over events to accomplish desired goals. People with the same skills may, therefore, perform poorly, adequately, or extraordinarily, depending on whether their self-beliefs of efficacy enhance or impair their motivation and problem-solving efforts (Wood, & Bandura, 1989).

People's beliefs about their efficacy have four different sources (Wood, & Bandura, 1989). The most effective source to develop a strong sense of efficacy is *mastery experiences*. Successful performance strengthens self-beliefs of capability while failures create doubts and diffidence. However, the success should not be very easy. To gain a strong sense of efficacy, people must have experience in overcoming obstacles by persistent efforts.

The second source to develop beliefs about self-efficacy is *modeling*. Modeling is achieved by observing effective strategies for managing different situations or through a social comparison process. Seeing similar others succeed by sustained effort raises observers' beliefs about their own capabilities, whereas observing similar others fail despite high effort lowers observers' judgments of their own capabilities and undermines their efforts (Wood, & Bandura, 1989).

Social persuasion is a third source for increasing self-efficacy. If people receive realistic encouragements, they will be more likely to exert greater effort and to become successful than if they are troubled by self-doubts. The fourth source of modifying self-efficacy is to enhance their *physical status*, to reduce their stress levels, or to alter their dysfunctional construal of somatic information (Wood, & Bandura, 1989).

Research has found that self-efficacy predicts several important work-related outcomes, including job attitudes (Saks, 1995), training proficiency (Martocchio & Judge, 1997), and job performance (Stajkovic & Luthans, 1998).

Based on the foregoing, to be successful, one not only must possess the required skills or competencies, but also a self-efficacy which means the strong belief in one's capabilities to exercise control over events to accomplish desired goals. People with the same skills may, therefore, perform poorly, adequately, or extraordinarily, depending on whether their self-beliefs of efficacy enhance or impair their motivation and problem-solving efforts. Thereby self-efficacy can be a mediator between the high level of employee competence and his/her career success.

More recently, researchers have become interested in the more trait-like generality dimension of self-efficacy, which has been termed general self-efficacy (GSE) (Chen, Gully, & Eden, 2001, p. 63). General self-efficacy (GSE) is the belief in one's competence to tackle novel tasks and to cope with adversity in a broad range of stressful or challenging encounters, as opposed to specific self-efficacy, which is constrained to a particular task at hand (Luszczynska, Gutiérrez-Doña, & Schwarzer, 2005). People with high self-efficacy choose to perform more challenging tasks. They set themselves higher goals and stick to them.

Highly self-efficacious people invest more effort and persist longer than those low in self-efficacy. When setbacks occur, they recover more quickly and remain committed to their goals. High self-efficacy also allows people to select challenging settings and explore their

environment or create new ones. Thus, it represents a belief in one's competence in dealing with all kinds of demands. General self-efficacy (GSE) aims at a broad and stable sense of personal competence to deal effectively with a variety of stressful situations. It might reflect a generalization across various domains of functioning in which people judge how efficacious they are. The present authors agree with Bandura (1999) that, for the majority of applications, perceived self-efficacy should be conceptualized in a situation-specific manner. However, GSE may explain a broader range of human behaviors and coping outcomes when the context is less specific (Luszczynska, Gutiérrez-Doña, & Schwarzer, 2005).

Shelton (1990) proposed that GSE emerges over one's life span as one accumulates successes and failures across different task domains. Thus, accumulation of successes in life, as well as persistent positive vicarious experiences, verbal persuasion, and psychological states, augment GSE (Chen, Gully, & Eden, 2001, p. 63).

In further studies Chen, Gully, & Eden (2001) suggested the concept of new general self-efficacy, NGSE scale which gives a short but valid tool for harvesting the potential benefits of GSE to organizational research. Considering the evidence for the impact of GSE as a predictor and a moderator variable, it's more widespread inclusion in work motivation research is likely to increase the proportion of variance explained in motivation and performance and to improve the precision of our theoretical models of organizational behavior. The many organizational behavior researchers who study macroperformance that transcends specific situations stand to gain the most from using the NGSE scale (Chen, Gully, & Eden, 2001).

Studies examining self-efficacy have found it to be a major construct that may help explain and predict motivation and performance and to influence career success (Stajkovic and Luthans, 1998; Day and Allen, 2004). Day and Allen found career self-efficacy to be related to indicators of career success and performance effectiveness. They also examined both career self-efficacy and career motivation as mediators of the relationship between mentoring and career success.

According to the Job Demands-Resources (JD-R) (Bakker, & Demerouti, 2007), the characteristics of work environments can be classified in two general categories, job demands and job resources. An important extension of the original JD-R model (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007) is the inclusion of personal resources in the model and theory. Personal resources are positive self-evaluations that are linked to resiliency and refer to individuals' sense of their ability to control and impact upon their environment successfully (Hobfoll, Johnson, Ennis, & Jackson, 2003). Xanthopoulou, Bakker, Demerouti, & Schaufeli, (2007) include three typical personal resources, namely, self-efficacy, organizational-based self-esteem, and optimism as fundamental components of individual adaptability. Results of the

research study directed by Tims, Bakker and Derks indicated that employees who felt more self-efficacious on a given day were more likely to mobilize their job resources on that day (Tims, Bakker, & Derks, 2014). Following the conceptualization of personal resources, HR competencies may work in a similar way. For example, Akkermans et al. (2013) found a positive relationship between career competencies and self-efficacy, and work engagement.

The effects of self-efficacy on career success need not to be direct. Self-efficacy, for example, could be strengthened by influence of other determinants of career success by the way of the mediation. The general self-efficacy is not sufficient for employee to lead to his/her career success; the self-efficacy should be supported by the assessment of employee's professional competence. HR professional in the present study need to have a set of HR competencies which are important for career advancement: personal, social and cognitive.

Hypothesis 4: HR competencies will mediate the relationship between general self-efficacy and career success.

3. Method

3.1. Procedure and Participants

The study sample consists of 172 HR professionals in different organizations in Ukraine. The data in our study obtained in a HR Competency Survey emailed in 2016 to 430 practicing HR professionals working in different firms. A questionnaire was emailed to each potential respondent with a cover letter stating the purpose of the survey and the confidentiality of the data obtained. Data collection took place from February 2016 to February 2017. At the end data collection we had 172 completed surveys from HR professionals of about 80 organizations in Ukraine (40% response rate) – people on different career levels, performing the role of HR specialist, HR manager and HR director. Employees responded to survey questions on HR competencies, self-efficacy, and career satisfaction.

Participants ranged in age from 21 to 61 years (M = 32.16, SD = 5.96). 30.2% of participants had an average level of professional experience from 1 to 5 years, 37.2% from 6 to 10 years, 25.6% from 11-15 and 7% had an professional experience more than 15 years; 95.3% were female, and 52.9% married. Most of these employees (44.2%) were on the middle level of their career, 35.5% on the senior level, 12.8% on the executive level and 7.6% on their the early career. According to the size of organization participants were from small organizations (1-500 employees) (46.3%) and large organizations (1,000 – 4,999 employees) (43%) and only 13.4% were from medium companies (500-1000 employees). Most of participants were from local enterprises (69.8%), 29.7% of them were from foreign-invested enterprises and only one organization was state-owned enterprise.

3.2. Measures

Except for the control variables, respondents used five-point Likert-type scales (1 = 'strongly disagree', 5 = 'strongly agree') to respond to the items in the following measures:

The HR Competency Survey which is based on the results of the previous study, the RBL 2016 HR Competency Model directed by Dave Kryscynski, Mike Ulrich, Dave Ulrich, Wayne Brockbank and Jacqueline Slade (http://hrcs.rbl.net/). The qualitative study resulted in 9 different competences: 1 personal competence (personal efficacy), 3 social competences (relationship management, effective communication, organizational culture), and 5 cognitive competencies (strategic contribution, business knowledge, workforce planning and analytics, mastering HR processes, learning and personnel development) (Pylat, 2016).

Reliability of the overall competency is excellent with a Cronbach's α of .98. All nine subscales have acceptable to good reliabilities. Personal competences have one subscale personal efficacy with 12 items and show a Cronbach's α of .88. Reliability of social competencies is excellent with a Cronbach's α of .95. Social competences have three subscales: relationship management subscale has 12 items and shows a Cronbach's α of .90, effective communication subscale has 10 items and shows a Cronbach's α of .89, organizational culture subscale has 11 items and shows a Cronbach's α of .90. Cognitive competencies have reliability with a Cronbach's α of .98. Cognitive competences are divided on two categories: conceptual and operational competencies and have five subscales. Reliabilities of conceptual competencies and operational competencies are excellent with a Cronbach's α of .94 and .97 severally. Conceptual competencies include strategic contribution subscale which has 12 items and shows a Cronbach's α of .92, and business knowledge subscale with 12 items and Cronbach's α of .88. Operational competencies include workforce planning and analytics subscale with 11 items and a Cronbach's α of .92, mastering HR processes subscale with 12 items and a Cronbach's α of .95, and learning and personnel development subscale with 12 items and a Cronbach's α of .93. The resulting HR Competence Survey with all 9 competences is depicted in Table 1 (Appendix A).

Career Satisfaction. We measured career satisfaction by means of the CSS (Greenhaus et al., 1990). The five-item scale of career satisfaction used in this study was adopted from the measure developed by Greenhaus et al. (1990) (Spurk, Abele, & Volmer, 2011). It had a high coefficient alpha of 0.94.

New General Self-Efficacy Scale. New General Self-Efficacy Scale was measured by the 8-item scale, proposed by Chen, Gully, & Eden (2001). The NGSE scale gives them a short but valid tool for harvesting the potential benefits of GSE to organizational research. The NGSE scale demonstrated high reliability, predicted specific self-efficacy (SSE) for a variety of tasks in

various contexts, and moderated the influence of previous performance on subsequent SSE formation.

Professional Identification. The independent variable was measured by the five-item scale used by Lui et al. (2004). It is a modified scale from the organizational identification scale originally developed by Mael and Ashforth (1992). The coefficient alpha of this scale in our study was 0.77.

Control Variables. We controlled for an organizational variable (i.e., firm size, industry) as well as some respondents' demographic characteristics in our analysis. We thus included marital status, and age as control variables. Finally, we also controlled for the effect of professional tenure, measured as the respondent's total number of years working in the HR profession and level of professional career.

4. **Results**

4.1. Descriptive Statistics

Means, standard deviations, and correlations among variables are shown in Table 2. We calculated the mean of the overall competence level (HR competency) and the means of all subscales separately and looked at the relationships with criteria (for all means and correlations see Tab. 2 in Appendix B). HR competency does correlate with age (r = 16, p<.05), professional experience, (r = 31, p<.01) and career level (r = 42, p<.01) as expected, due to the fact that older people have longer working experience and therefore coul d gain more expertise.

Overall HR competency and all subscales correlate with career satisfaction and general self-efficacy which could reflect the fact that employees feel more effective in their profession.

Overall HR competency does not correlate with professional identification, however we found the negative correlation between professional identity and the subscale functional HR competency (r = -,17 p<.05). Also there is the negative relations between professional identity and age (r = -,21 p<.01), professional experience (r = -,18 p<.05) and career level (r = -,20 p<.01). It seems that the older one is, and at the same time the more professional experience, the higher level of professional careers and higher level of professional skills one has, the less is his or her level of professional identification. This may be due to a specific of HR profession in Ukraine where the absence of clear vocational standards of work performance causes anxiety to be ineffective and leads to fear of an uncertain future. On the other hand it may be the phenomenon of so-called "honeymoon" when high professional identity is the highest only at the beginning of the professional career because of novelty and curiosity of new profession.

4.2. *Measurement Model*

To test our hypothesis about the relations between HR competencies and career success a four stage hierarchical multiple regression was conducted with career success as the dependent variable. Career success contains two variables: career level as the objective success indicator and career satisfaction as the subjective success indicator which correlate positively, but at pretty low level (r = ,16 p < .05).

Control variables were entered Step 1 of the regression to control for demographic characteristics (age, family status) and organizational (size and type of company). In Step 2, we entered the personal HR competence in the regression model, in Step 3 we entered social HR competence and in Step 4 – cognitive HR competence. Table 4 presents the results of the hierarchical regression predicting career success. Hypothesis 2 predicted that HR competencies would be positively associated with career success. As shown in Table 4, the personal HR competence was positively associated with career success after controlling for age, family status, size and type of company (β = .38, p < .001), thus supporting Hypothesis 2a. The social HR competence was positively associated with career success after controlling for age, family status, size and type of company (β = .29, p < .01), thus supporting Hypothesis 2b. And in the last model the main predictor of career success is cognitive HR competence (β = .79, p < .001).

Table 4. Results of hierarchical regression analysis predicting career success

	Step 1		Step 2		Step 3		Step 4	
	β	t	β	t	β	t	β	t
Age	.15	1.77	.11	1.36	.07	.94	.04	.49
Family status	-.09	-1.04	-.08	-1.10	-.10	-1.37	-.13	-1.80
Size of Company	.08	1.04	.00	-.03	.03	.39	-.03	-.39
Types of enterprises	.06	0.76	.02	.24	-.02	-.24	.01	.18
Personal HR competence			.38***	5.20	.16	1.41	.12	1.12
Social HR competence					.29**	2.62	-.40*	-2.23
Cognitive HR competence							.79***	4.74
R2	.05		.18***		.21**		.31***	
ΔR2	.05		.13***		.03**		.09***	

Note: *** p < .001; ** p < .01; * p < .05

Table 4 supports a mediation model (Baron & Kenny, 1986). The analysis revealed that the positive relationship between personal HR competence and career success was no longer significant when social HR competence was introduced in the regression model in Step 3 (β = .16, p = .16). The tested model explained 16% of employees' positive affect variance (R2 adjusted = .16; F(1, 166) = 27.02, p < .001). In Step 4 the positive relationship between personal

HR competence and career success was no longer significant (β = .12, p = .26) and the relationship between social HR competence and career success was less significant and negative (β = -.40, p = .05) when cognitive HR competence was introduced in the regression model. The tested model explained 28% of employees' positive affect variance (R2 adjusted = .28; F(1, 164) = 22.47, p < .001).

To test the magnitude and significance of the hypothesized indirect effect of cognitive HR competencies, we used established procedures for bootstrapping this effect suggested by Andrew F. Hayes (Hayes, 2013). Thus, we bootstrapped 5000 samples to obtain 95% bias-corrected confidence intervals (BC CIs) using PROCESS procedure for SPSS (Hayes, 2016).

While the personal HR competencies (independent variable) was a significant predictor for both the career success (dependent) and the cognitive HR competencies (mediator variable), it is no longer significant in the presence of the mediator variable; confirming the mediation effect. A measure for the indirect effect of personal HR competencies on career success is also presented after the regression models. In this case the effect size was .3762 , with a 95% confidence interval which did not include zero [.2340; .5276]; that is to say the effect was significantly greater that zero. A Sobel test was conducted and found full mediation in the model (z = 4.90, p = .001). It was found that cognitive HR competencies fully mediated the relationship between personal HR competencies and career success. The results of mediation analysis are presented in Table 5 (Appendix C).

The same analysis was conducted for the mediation effect of cognitive HR competencies in the relationship between social HR competencies and career success. In this case the effect size was .6799, with a 95% confidence interval which did not include zero [.3995; .9720]; that is to say the effect was significantly greater that zero. A Sobel test was conducted and found full mediation in the model (z = 4.71, p = .001). It was found that cognitive HR competencies fully mediated the relationship between social HR competencies and career success. The results of mediation analysis are presented in Table 6 (Appendix D). This supports the Hypothesis 3 according to which personal HR competencies and social HR competencies are associated with employees' career success through the cognitive HR competencies.

4.3. Testing the mediation effect

To test Hypotheses 4, we performed two hierarchical regressions, one for HR competencies and one for career success. In the first regression, we found that HR competencies was related significantly and positively to employee's career success (β = .40, p < .001) despite control variables (see Table 7). Next hierarchical regression didn't show a significant positive relationship between career success and control variables (age, family status) in the Step 1. In

Step 2 of the hierarchical regression it was found a significant positive relationship between career success and general self-efficacy ($\beta = .34$, $p < .001$). And this positive relationship disappeared in Step 3 of the regression, when HR competencies variable was included. This suggests that, as hypothesized, the relationship between general self-efficacy and career success is mediated by HR competencies.

Table 7. Results of hierarchical regression analysis explaining the mediation role of HR competencies

Dependent Variable	Step	Explanatory Variables	β	t	R2	ΔR2
HR competencies	1	Age	.19	2.36	.032	.032
		Family status	.08	1.03		
	2	Age	.21	2.82	.18***	.15***
		Family status	.17	2.24		
		General Self-Efficacy	.40***	5.60		
Career Success	1	Age	.15	1.78	.03	.04
		Family status	-.08	-.98		
	2	Age	.16	2.10	.13***	.11***
		Family status	.00	-.05		
		General Self-Efficacy	.34***	4.67		
	3	Age	.07	1.00	.27***	.14***
		Family status	-0,08	-1.05		
		General Self-Efficacy	.17	2.38		
		HR competencies	.42***	5.84		

Note: *** $p < .001$; ** $p < .01$

An indirect effect test using bias-corrected bootstrapping with 5,000 bootstrap samples according to PROCESS procedure for SPSS (Hayes, 2016) confirmed the significant indirect effect of general self-efficacy on career success via self-assessment of HR competencies (see Table 8). The effect size was .1876, with a 95% confidence interval which did not include zero [.1086; .2921]; that is to say the effect was significantly greater that zero. A Sobel test was conducted and found full mediation in the model ($z = 3.92$, $p = .0001$). It was found that cognitive HR competencies fully mediated the relationship between personal HR competencies and career success. The results of mediation analysis are presented in Table 8 (Appendix I).

5. **Discussion**

5.1. Theoretical implications

The main aim of the present study was to define HR competencies which make managers successful in the local business environment (cultural, national, organizational and time

contexts), in particular, personal, social and cognitive HR competencies will be positively related to career success of HR professional in the local business environment. Inspired by the cross-cultural qualitative study of career success ((Shen, Demel, Unite, Briscoe, Hall, Chudzikowski, K., ... & Fei, 2015), the idea of agentic career (Arthur & Rousseau, 1996) and people's beliefs about their efficacy (Wood, & Bandura, 1989), we hypothesized that HR competencies will be positively related to career success. We posited that three types of HR competencies (personal, social and cognitive would affect career success in different manner and could mediate the relationship between self-efficacy and career success. Our results largely confirmed these hypotheses. First, we considered two dimensions of career success: career level as the objective success indicator and career satisfaction as the subjective success indicator. Second, all three clusters of HR competencies (personal, social and cognitive) included in our study were found to relate to the career success. The results of testing hypothesis - the first, to relate HR competencies and career success - provide general support for our hypotheses that personal and social HR competencies fosters the career success through cognitive competencies which are more related to professional activity. Basically cognitive competencies help employees regain a sense of control and mastery over their work environment. Moreover, the confidence in cognitive competence gives the person a feeling of self-confidence, which in turn triggers better communication skills and establishing professional contacts.

Further the results of testing the mediating effect of HR competencies allowed us to argue that general self-efficacy leads to career success through the presence of a high level of employee competence (on the example of HR professionals). Following the conceptualization of personal resources, HR competencies may work in a similar way (Akkermans, Brenninkmeijer, Huibers, & Blonk, 2013).

5.2. *Practical implications*

This study has implications for practice as well. According to Richard E. Boyatzis, Tony Lingham and Angela Passarelli (2010) one of the most important questions in management educational is: what competencies make managers effective, that means, what do we want our students to learn? Educational courses need to be designed around theoretical frameworks that lead to meaningful and sustained adult change and development (Boyatzis, Lingham, & Passarelli, 2010). Therefore our findings have implications for HR management studies, in particular for the way these studies conceptualize the role of HR competencies for career success of HR professionals.

5.3. Limitations and suggestions for future research

This study has implications for practice as well. First, we assessed HR professional's competencies by letting clients assess a predefined set of nine potential HR competencies for all career levels. However, employees could have had different views on HR competencies from the perspective of different positions and levels of career. Second, we used single-item measures to assess HR competencies. Although we performed checks of the face and content validity of these items, future research should preferably validate them more thoroughly. Third, HR competencies may however shift over the type and size of the company, for instance, large companies have clearly diversified duties for specific groups of HR professionals, while for small companies one HR professional can perform all the duties together. Future research should therefore explore the competencies for specific positions of HR specialists.

6. Conclusion

Our aim was to shed light on how competencies affect career success. As mentioned in the introduction, the importance of our results in terms of today's labor market cannot be underestimated. In contrast to prior generations, today's employees are responsible for their own careers, especially HR professionals whose profession is experiencing constant challenges in today's business environment. Our results suggest ways in which educational programs for HR managers can support their students in their efforts to achieve career success. In terms of helping employees to achieve career success, our results show that the cognitive HR competencies are crucial. In addition to personal and social competencies, such as motivation reflection and networking, the cognitive competencies play more important role in building the career of HR professional. In counseling or educational program, these aspects should therefore be of primary focus.

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Appendix A

HR COMPETENCY SURVEY 2016

Instructions: The items below provide a self-assessment of your current competence in this factor. Remember to answer as candidly as possible. Ratings are 1 – 5, where 1=low and 5=high

Personal competencies		Cronbach's α .98				
1 Personal Efficacy – the ability to prioritize, to be flexible, to be stress resistant and to accomplish challenging goals		Cronbach's α .88				
1	Focuses on results and achieving personal work objectives	1	2	3	4	5
2	Plans ahead and works in a systematic and organized way	1	2	3	4	5
3	Willing to state and defend ideas and convictions, while recognizing other options, self-confident	1	2	3	4	5
4	Persists through adverse circumstances	1	2	3	4	5
5	Has history of delivering results	1	2	3	4	5
6	Takes appropriate risks in personal work responsibilities	1	2	3	4	5
7	Sees the positive aspects of things and the future	1	2	3	4	5
8	Understands one's own patterns, preferences and style under normal and stressful conditions and their impact on others, as well as the need to modify those traits to meet the needs of others	1	2	3	4	5
9	Seeks to learn from both successes and failures	1	2	3	4	5
10	Is aware of how he or she comes across to others	1	2	3	4	5
11	Improves through self-awareness	1	2	3	4	5
12	Leads the organization through adversity with resilience and tenacity	1	2	3	4	5
Social competencies		Cronbach's α .95				
2 Relationship management - the ability to build personal relationships of trust, to influence others in a positive way, to be open to understand others and to have effective relationships with key people both inside and outside their business		Cronbach's α .90				
1	Demonstrates approachability and openness	1	2	3	4	5
2	Establishes credibility in all interactions	1	2	3	4	5
3	Treats all stakeholders with respect and dignity	1	2	3	4	5
4	Successfully persuades and influences others	1	2	3	4	5
5	Is receptive to feedback	1	2	3	4	5
6	Acts with appropriate balance of confidence and humility	1	2	3	4	5
7	Demonstrates personal integrity and ethics	1	2	3	4	5
8	Builds engaging relationships through trust, teamwork and direct communication	1	2	3	4	5
9	Demonstrates ability to effectively build a network of contacts at all levels within the HR function and in the community, both internally and externally	1	2	3	4	5
10	Manages internal and external relationships in ways that promote the best interests of all parties	1	2	3	4	5

11	Has effective relationships with key people both inside and outside their business	1 2 3 4 5
12	Works effectively with individuals at all levels of organization	1 2 3 4 5
3 Effective communication – the ability to create a free exchange of information among stakeholders at all levels of the organization to produce desired outcomes		Cronbach's α .89
1	Creates a free exchange of information at all levels of the organization to produce desired outcomes	
2	Uses social media to enhance collaboration at work	1 2 3 4 5
3	Brings people together to act on important information	1 2 3 4 5
4	Builds systems for accessing confidential information	1 2 3 4 5
5	Ensures information is shared across organization	1 2 3 4 5
6	Forms and leverages effective teams	1 2 3 4 5
7	Fosters effective teambuilding	1 2 3 4 5
8	Helps set the direction of change with clear outcomes Допомагає встановити напрямок зміни з чіткими результатами	1 2 3 4 5
9	Helps people understand why change is important (i.e., creates a sense of urgency) Допомагає людям зрозуміти, чому зміни є важливими (тобто, створює відчуття терміновості)	1 2 3 4 5
10	Helps employees understand how organization's strategy impacts their work	1 2 3 4 5
4 Organizational Culture – the ability to create an effective and strong organization in sustaining an organization's success where employees find meaning and purpose at work, aligning strategy, culture, practices, and behavior		Cronbach's α .90
1	Crafts the right organizational culture to deliver organizational results	1 2 3 4 5
2	Measures the influence of organizational culture on achieving sustained organizational performance	1 2 3 4 5
3	Makes managing organizational culture a priority for organization	1 2 3 4 5
4	Ensures that HR practices hold people accountable to behave consistently with the desired organizational culture	1 2 3 4 5
5	Focuses the organizational culture on meeting the needs of external customers	1 2 3 4 5
6	Promotes a culture that supports experimentation, continuous improvement and innovation	1 2 3 4 5
7	Helps employees improve physical health	1 2 3 4 5
8	Effectively balances employee well-being and business performance	1 2 3 4 5
9	Helps employees manage integration between work and personal life	1 2 3 4 5
10	Helps employees find meaning and purpose in their work	1 2 3 4 5
11	Builds work environments that are not hostile to a diverse workforce	1 2 3 4 5
Cognitive competencies		Cronbach's α .98
5 Strategic Contribution – the ability to create their organization's strategic response to business conditions and customer expectations by helping frame and making strategic and organizational choices		Cronbach's α .92

1	Recognizes local opportunities for organization's success	1	2	3	4	5
2	Knows how customers and investors value organization	1	2	3	4	5
3	Focuses internal organizational actions on creating value for customers	1	2	3	4	5
4	Aligns organizational brand with customers, shareholders, and employees	1	2	3	4	5
5	Accurately anticipates organization's risks	1	2	3	4	5
6	Contributes to creating organization's strategy (e.g., help shape the vision of the future of the organization)	1	2	3	4	5
7	Identifies problems that are central to organization's strategy	1	2	3	4	5
8	Innovates HR systems based on changing business demands	1	2	3	4	5
9	Frames complex ideas in simple and useful ways	1	2	3	4	5
10	Effectively manages the tensions between high level strategic issues and operational details	1	2	3	4	5
11	Effectively manages the tensions between internal focus on employees and external focus on customers and investors	1	2	3	4	5
12	Effectively manages the tensions between global and local business demands	1	2	3	4	5
6 Business Knowledge – the ability to understand the general business conditions (e.g. social, technological, economic, political, environmental and demographic trends) that affect their industry and geography		Cronbach's α .88				
1	Understands changes in external environment (e.g., social, technological, economic, political, environmental, demographic, etc.)	1	2	3	4	5
2	Understands how to compete against other organizations in your market	1	2	3	4	5
3	Is familiar with the local labor market (e.g., labor shortages, localization, demographics, local universities, and other educational institutions)	1	2	3	4	5
4	Understands expectations of external customers	1	2	3	4	5
5	Understands how organization makes money (e.g., who, where, how)	1	2	3	4	5
6	Identifies important information about internal operations	1	2	3	4	5
7	Displays a passion for understanding how and why things work in organization	1	2	3	4	5
8	Understands how organizational units within organization should work together (e.g., across units, departments, and functions)	1	2	3	4	5
9	Understands the limitations of data in ambiguous situations	1	2	3	4	5
10	Incorporates rigorous data analysis when interpreting information	1	2	3	4	5
11	Eliminates irrelevant information	1	2	3	4	5
12	Identifies important information about the competitive marketplace	1	2	3	4	5
7 Workforce planning and analytics – the ability to analytical and system thinking of HR manager, in particular, the ability to perform organizational diagnosis and audits; analyze the career path of individual employees and predict future outcomes		Cronbach's α .92				
1	Attracts appropriate people	1	2	3	4	5
2	Leverages non-local talent effectively when needed	1	2	3	4	5
3	Assesses key talent	1	2	3	4	5
4	Identifies and prioritizes key positions	1	2	3	4	5

5	Leverages the unique strengths of different generations (i.e. different age groups)	1 2 3 4 5
6	Aligns staffing practices with changing business demands	1 2 3 4 5
7	Effectively uses HR analytics to create value for organization	1 2 3 4 5
8	Identifies organization's problems that can be solved with data	1 2 3 4 5
9	Translates data into useful insights for organization	1 2 3 4 5
10	Uses data to influence decision making in organization	1 2 3 4 5
11	Provides alternative insights on operational challenges	1 2 3 4 5
8 Mastering HR processes – the ability to apply the principles and practices of HRM to contribute to the organization's success		Cronbach's α .95
1	Designs non-monetary reward/recognition systems	1 2 3 4 5
2	Balances monetary and non-monetary rewards for employees	1 2 3 4 5
3	Designs appropriate benefits systems	1 2 3 4 5
4	Provides alternative/flexible policies to motivate different generations of employees	1 2 3 4 5
5	Creates reward systems to encourage innovation	1 2 3 4 5
6	Aligns rewards systems with changing business demands	1 2 3 4 5
7	Establishes clear performance standards	1 2 3 4 5
8	Designs processes to deliver accurate performance feedback	1 2 3 4 5
9	Designs measurement systems that distinguish high-performing individuals from low-performing individuals	1 2 3 4 5
10	Facilitates the design of organizational structure (e.g., roles, responsibilities)	1 2 3 4 5
11	Leverages employee diversity for organizational performance	1 2 3 4 5
12	Addresses poor performance appropriately	1 2 3 4 5
9 Learning and Development – the ability to design and deliver training programs; develop innovative, thought-leading learning and talent development approaches		Cronbach's α .93
1	Develops talent based on organization's needs	1 2 3 4 5
2	Works with line managers in developing their staff	1 2 3 4 5
3	Facilitates meaningful developmental work experiences	1 2 3 4 5
4	Develops local talent for local markets	1 2 3 4 5
5	Leverages workforce competency models in talent development	1 2 3 4 5
6	Helps employees quickly acquire any knowledge needed when they are new to their positions	1 2 3 4 5
7	Invests in future leaders	1 2 3 4 5
8	Manages succession plans for key leadership positions	1 2 3 4 5
9	Ensures that the right people are positioned to drive change	1 2 3 4 5
10	Incorporates skills that encourage innovation into training experiences	1 2 3 4 5
11	Identifies the key steps for initiating change	1 2 3 4 5
12	Monitors the impact of change efforts	1 2 3 4 5

Appendix B

Table 2. Means, standard deviations, and correlations among variables

	Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Age	32,2	5,96	1														
2	Gender	1,05	0,21	-0,08	1													
3	Family status	1,47	0,50	-,38**	0,01	1												
4	Years in HR profession	2,09	0,91	,76**	0,04	-,38**	1											
5	Career level	2,53	0,81	,39**	,19*	-,22**	,50**	1										
6	Size of company	1,99	0,93	0,09	0,06	0,01	0,13	0,14	1									
7	Types of enterprises	2,29	0,47	-,23**	0,10	0,11	-,16*	-0,03	,22**	1								
8	Professional identification	4,01	0,58	-,21**	-0,1	-0,04	-,18*	-,20*	-0,01	0	1							
9	Career satisfaction	3,72	0,72	-,16*	0,12	0,03	0,07	,16*	0,01	0,09	0,04	1						
10	General self-efficacy	4,38	0,49	0,04	0,06	-,20**	,24**	,25**	,19*	0	-0,02	,28**	1					
11	Personal HRC	4,05	0,55	0,11	0,06	-0,03	,27**	,27**	,25**	0,13	-0,04	,34**	,53**	1				
12	Social HRC	3,58	0,63	0,13	,19*	0,01	,25**	,33**	0,13	,18*	-0,11	,31**	,37**	,76**	1			
13	Cognitive HRC	3,32	0,76	,17*	,19*	0,02	,32**	,46**	,19*	0,14	-0,14	,32**	,33**	,73**	,92**	1		
14	1 Conceptual HRC	3,46	0,67	,22**	0,14	-0,06	,37**	,43**	,16*	0,05	-0,09	,31**	,32**	,76**	,84**	,93**	1	
15	2 Functional HRC	3,22	0,87	0,14	,21*	0,05	,27**	,45**	,19*	,18*	-,16*	,30**	,31**	,67**	,90**	,98**	,84**	1
16	Overall HRC	3,48	0,67	,16*	,19*	0,01	,31**	,42**	,18*	,16*	-0,13	,33**	,37**	,80**	,96**	,99**	,92**	,97**

Note: N = 172.

**. Correlation is significant at the 0.01 level,

*. Correlation is significant at the 0.05 level.

Appendix C

Table 5. Results of mediation analysis of cognitive HR competencies as the mediator between personal competencies and career success

```
  Model = 4
    Y = CareerSuccess
    X = PHRC / Personal HR Competencies
    M = CHRC / Cognitive HR Competencies
Sample size
      172
```

```
Outcome: CHRC
Model Summary
          R        R-sq        MSE          F        df1        df2          p
      ,7337       ,5383       ,2656   198,1719     1,0000   170,0000       ,0000
Model
               coeff         se          t          p       LLCI       ULCI
constant      -,7556       ,2919    -2,5882      ,0105    -1,3319     -,1793
PHRC          1,0059       ,0715    14,0774      ,0000      ,8648     1,1469
```

```
Outcome: CareerS
Model Summary
          R        R-sq        MSE          F        df1        df2          p
      ,5165       ,2668       ,2515    30,7467     2,0000   169,0000       ,0000
Model
               coeff         se          t          p       LLCI       ULCI
constant      1,7128       ,2896     5,9143      ,0000     1,1411     2,2845
CHRC           ,3740       ,0746     5,0113      ,0000      ,2267      ,5213
PHRC           ,0432       ,1023      ,4220      ,6736     -,1588      ,2452
```

```
Outcome: CareerS
Model Summary
          R        R-sq        MSE          F        df1        df2          p
      ,3973       ,1578       ,2872    31,8610     1,0000   170,0000       ,0000
Model
               coeff         se          t          p       LLCI       ULCI
constant      1,4302       ,3035     4,7118      ,0000      ,8310     2,0294
PHRC           ,4193       ,0743     5,6446      ,0000      ,2727      ,5660
```

```
Total effect of X on Y
    Effect          SE          t          p       LLCI       ULCI
     ,4193       ,0743     5,6446      ,0000      ,2727      ,5660
```

```
Direct effect of X on Y
    Effect          SE          t          p       LLCI       ULCI
     ,0432       ,1023      ,4220      ,6736     -,1588      ,2452
```

```
Indirect effect of X on Y
        Effect     Boot SE   BootLLCI   BootULCI
CHRC     ,3762       ,0749      ,2340      ,5276
```

```
Partially standardized indirect effect of X on Y
        Effect     Boot SE   BootLLCI   BootULCI
CHRC     ,6461       ,1196      ,4169      ,8811
```

```
Completely standardized indirect effect of X on Y
        Effect     Boot SE   BootLLCI   BootULCI
CHRC     ,3564       ,0653      ,2326      ,4886
```

```
Ratio of indirect to total effect of X on Y
        Effect     Boot SE   BootLLCI   BootULCI
CHRC     ,8970       ,2374      ,5348     1,4403
```

```
Ratio of indirect to direct effect of X on Y
        Effect     Boot SE   BootLLCI   BootULCI
CHRC    8,7130    294,5147     1,9734  3389,1152
```

```
R-squared mediation effect size (R-sq_med)
        Effect     Boot SE   BootLLCI   BootULCI
CHRC     ,1571       ,0457      ,0735      ,2517
```

```
Normal theory tests for indirect effect
    Effect          se          Z          p
     ,3762       ,0799     4,7105      ,0000
```

```
Number of bootstrap samples for bias corrected bootstrap confidence intervals:
    5000
Level of confidence for all confidence intervals in output:
    95,00
```

```
NOTE: Kappa-squared is disabled from output as of version 2.16
PROCESS Procedure for SPSS. Written by Andrew F. Hayes,www.afhayes.com
```

Appendix D

Table 6. Results of mediation analysis of cognitive HR competencies as the mediator between personal competencies and career success

```
Model = 4
    Y = CareerS
    X = SHRC / Social HR Competencies
    M = CHRC / Cognitive HR Competencies
Sample size 172
```

```
Outcome: CHRC
Model Summary
          R       R-sq       MSE          F        df1        df2          p
      ,9159      ,8388      ,0927   884,6559     1,0000   170,0000      ,0000
Model
              coeff         se          t          p       LLCI       ULCI
constant     -,6063      ,1339    -4,5271      ,0000     -,8706     -,3419
SHRC          1,0952      ,0368    29,7432      ,0000     1,0225     1,1679
```

```
Outcome: CareerS
Model Summary
          R       R-sq       MSE          F        df1        df2          p
      ,5313      ,2822      ,2462    33,2284     2,0000   169,0000      ,0000
Model
              coeff         se          t          p       LLCI       ULCI
constant      2,1152      ,2310     9,1573      ,0000     1,6592     2,5712
CHRC           ,6208      ,1250     4,9678      ,0000      ,3741      ,8675
SHRC          -,2921      ,1494    -1,9548      ,0523     -,5871      ,0029
```

```
Outcome: CareerS
Model Summary
          R       R-sq       MSE          F        df1        df2          p
      ,4212      ,1774      ,2805    36,6703     1,0000   170,0000      ,0000
Model
              coeff         se          t          p       LLCI       ULCI
constant      1,7388      ,2329     7,4657      ,0000     1,2791     2,1986
SHRC           ,3878      ,0640     6,0556      ,0000      ,2614      ,5142
```

```
Total effect of X on Y
     Effect         SE          t          p       LLCI       ULCI
      ,3878      ,0640     6,0556      ,0000      ,2614      ,5142
```

```
Direct effect of X on Y
     Effect         SE          t          p       LLCI       ULCI
     -,2921      ,1494    -1,9548      ,0523     -,5871      ,0029
```

```
Indirect effect of X on Y
          Effect    Boot SE   BootLLCI   BootULCI
CHRC       ,6799      ,1452      ,3995      ,9720
```

```
Partially standardized indirect effect of X on Y
          Effect    Boot SE   BootLLCI   BootULCI
CHRC      1,1678      ,2318      ,6934     1,6029
```

```
Completely standardized indirect effect of X on Y
          Effect    Boot SE   BootLLCI   BootULCI
CHRC       ,7385      ,1515      ,4416     1,0410
```

```
Ratio of indirect to total effect of X on Y
          Effect    Boot SE   BootLLCI   BootULCI
CHRC      1,7533      ,4922      ,9868     2,9109
```

```
Ratio of indirect to direct effect of X on Y
          Effect    Boot SE   BootLLCI   BootULCI
CHRC     -2,3275    47,5594   -12,9206     1,7410
R-squared mediation effect size (R-sq_med)
          Effect    Boot SE   BootLLCI   BootULCI
CHRC       ,1612      ,0606      ,0423      ,2787
```

```
Normal theory tests for indirect effect
    Effect          se          Z          p
     ,6799      ,1388     4,8972      ,0000
```

```
Number of bootstrap samples for bias corrected bootstrap confidence intervals:
    5000
Level of confidence for all confidence intervals in output:
    95,00
```

```
NOTE: Kappa-squared is disabled from output as of version 2.16.
PROCESS Procedure for SPSS Written by Andrew F. Hayes, www.afhayes.com
```

Appendix E

Table 8. Results of mediation analysis of HR competencies as the mediator between general self-efficacy and career success

```
Model = 4
    Y = CareerS
    X = GSE
    M = HRC
Sample size 172
```

```
Outcome: HRC
Model Summary
          R       R-sq       MSE          F        df1        df2          p
      ,3716      ,1381      ,3879    27,2383     1,0000   170,0000      ,0000
Model
             coeff        se          t          p        LLCI       ULCI
constant    1,2691      ,4270     2,9718      ,0034       ,4261     2,1120
GSE          ,5062      ,0970     5,2190      ,0000       ,3147      ,6976
```

```
Outcome: CareerS
Model Summary
          R       R-sq       MSE          F        df1        df2          p
      ,5260      ,2767      ,2481    32,3224     2,0000   169,0000      ,0000
Model
             coeff        se          t          p        LLCI       ULCI
constant     ,8567      ,3503     2,4456      ,0155       ,1652     1,5482
HRC          ,3705      ,0613     6,0406      ,0000       ,2494      ,4916
GSE          ,2240      ,0836     2,6814      ,0081       ,0591      ,3890
```

```
Outcome: CareerS
Model Summary
          R       R-sq       MSE          F        df1        df2          p
      ,3471      ,1205      ,2999    23,2930     1,0000   170,0000      ,0000
Model
             coeff        se          t          p        LLCI       ULCI
constant    1,3269      ,3755     3,5338      ,0005       ,5857     2,0681
GSE          ,4116      ,0853     4,8263      ,0000       ,2432      ,5799
```

```
Total effect of X on Y
    Effect         SE          t          p        LLCI       ULCI
     ,4116      ,0853     4,8263      ,0000       ,2432      ,5799
```

```
Direct effect of X on Y
    Effect         SE          t          p        LLCI       ULCI
     ,2240      ,0836     2,6814      ,0081       ,0591      ,3890
```

```
Indirect effect of X on Y
         Effect    Boot SE   BootLLCI   BootULCI
HRC       ,1876      ,0469      ,1086      ,2921
```

```
Partially standardized indirect effect of X on Y
         Effect    Boot SE   BootLLCI   BootULCI
HRC       ,3221      ,0768      ,1917      ,4882
```

```
Completely standardized indirect effect of X on Y
         Effect    Boot SE   BootLLCI   BootULCI
HRC       ,1582      ,0378      ,0930      ,2386
```

```
Ratio of indirect to total effect of X on Y
         Effect    Boot SE   BootLLCI   BootULCI
HRC       ,4557      ,1674      ,2519      ,8388
```

```
Ratio of indirect to direct effect of X on Y
         Effect    Boot SE   BootLLCI   BootULCI
HRC       ,8372   328,5722      ,3322     4,7085
```

```
R-squared mediation effect size (R-sq_med)
         Effect    Boot SE   BootLLCI   BootULCI
HRC       ,0897      ,0317      ,0374      ,1639
```

```
Normal theory tests for indirect effect
    Effect        se          Z          p
     ,1876      ,0479     3,9186      ,0001
```

```
Number of bootstrap samples for bias corrected bootstrap confidence intervals:
    5000
Level of confidence for all confidence intervals in output:
    95,00
```

```
NOTE: Kappa-squared is disabled from output as of version 2.16.
PROCESS Procedure for SPSS by Andrew F. Hayes, www.afhayes.com
```