

**A Study on the Human Resource Development Competencies of Human
Resource Managers in Burkina Faso**

by

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ABSTRACT

The purpose of this study was to identify the development needs of HR professionals in Burkina Faso by determining the expertise level and the importance of the HRD competencies as it relates to their functions. The study used a mixed mode approach in order to minimize the limitations of both quantitative and qualitative approaches. This study aimed at contributing to knowledge on HRD in providing a base line that can be used to develop the practice of HRD in Burkina Faso. The target population of this research was the HR managers in the country. The survey questionnaire was adapted from the original *2004 ASTD Competency Study Mapping the Future* and then translated into French. Descriptive statistics were used to analyze the survey questionnaire and content analysis was used to analyze the interviews. The results showed that HR managers in Burkina Faso perceive their expertise level in HRD competencies, at the exception of learning technologies. The study also, established that the perception of HRD competencies level, differ among demographic groups.

Keywords: HRD competencies, Burkina Faso, competency model, training and development need assessment.

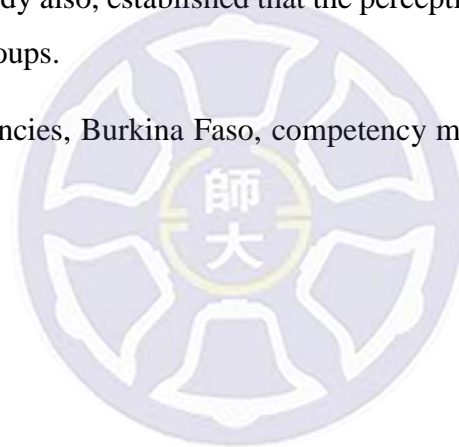




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CHAPTER I INTRODUCTION

This chapter provides an insight of the study background, the problem statement, the objectives of the study, the research questions, and the significance of the study. Finally, the key terms were defined and thereafter the delimitation of the study was stated in order to provide a comprehensive focus for this study.

Background of the Study

In recent years, the economies and the populations of Africa highly educated workforce have been increasing with a rise in trade and investment in most part of the continent. Citing Okonjo – Iweala (2007) finance minister of Nigeria posited that: “There is an Africa that you do not hear often about ... this is the Africa that is changing, the land of opportunity, and the continent where people want to take charge of their own destinies.” (www.Ted.com). Moreover, the 21st century has also been called by some futurists, the rising era. This description seems to be an accurate picture of all the remarkable changes that is taking place. According to the African Development Bank (AfDB), Africa’s middle class has tripled over the past three decades to 355 million or more than 34% of the continent’s population. Recently, there is an advance in technology and socio-economic development creating a change in organizational environments (Tseng & McLean, 2008).

However, all these changes point out the necessity of establishing a strong and vibrant human resource development system to ensure sustainable development of the continent. Additionally, human capital represents a potential source change as economies shifted from natural resources to intellectual assets in order to reach countries economic development aspiration. Fredriksen and Kagia (2013) posited that, “for countries’ ability to manage change processes, in ways that allow them to seize the opportunities while minimizing risks, will increasingly depend on the quality of their human capital” (p.3). Furthermore, Benhabib and Spiegel (1993) demonstrated the strong relationship between human capital and economic growth. Also, McLagan (1997) emphasized that the economic development of a nation depends on the level of people’s knowledge and skills. .

In organization, human resource professionals are responsible for needs assessments of the organization's current workforce in order to determine the type of skills training and employee development activities necessary for improving knowledge and skills. Thus, it is imperative to assess the ability of the HR professionals in order to verify if they have the necessary expertise to

develop the KSAO (Knowledge, Skills, Ability and Other characteristics) of employees in various organizations in Burkina Faso.

Additionally, Africa has been urged by international organizations, such as The International Monetary Fund (IMF) and the World Bank (WB), to increase private sector and to move from government own organizations to private owned organizations; as this will increase the level of investment and economy growth in the continent. These changes will imply that all efforts should be made to increase the efficiency of the private sector in African countries. One way to improve the private sector is to ensure HR managers working for these companies have the necessary competencies to be strategic partners that will drive economic growth by providing appropriate training to the employees. Albeit, since a major part of the continent work force still belongs to the public sector, the HR managers in the public sector should also develop their strategic abilities in order to help the public institutions smooth transition from government owned institutions to privately owned institutions, and Burkina Faso is not an exception. This call for the need to help Burkina Faso in developing their human capital potentials, by first trying to develop those who are in charge of developing human resource in organization.

Moreover, many institutions and researchers attempted to identify what could be the knowledge and skills necessary for human resource professionals and human resource development practitioners are responsible for developing organization workforce to be successful. Those institution such as the American Society of Training and Development (ASTD; now ATD), The Society for Human Resource Management (SHRM) mapped those skills and knowledge into competency models (Rothwell, et al. 1999; Tseng & McLean, 2008). The American Society for Training and Development (ASTD) is one of the organization which developed competency models for human resource practitioners. The ASTD has for many decades developed literature and competencies, which were almost exclusively related to the function of human resource development. The ASTD competency is highly relevant as more and more studies related human resource development are using as reference competencies, established by the ASTD. (Konan, 2010; Chen, 2003; Yoo, 1999).

However, some African countries, such as Burkina Faso, have placed little attention on developing human resource development skills for the human resource practitioners. In fact, up to date, no higher education institution offers a program purely related to human resource

development. Moreover, almost no study has been conducted to determine competencies needed by human resource professionals.

Outlook of HRD in Burkina Faso

Burkina Faso is a country located in West Africa with a population of 16.93 million people (2013) and an economic growth of 6.5% in 2013 (www.worldbank.org). The country has, in the recent years, witnessed a steady economic and workforce growth. In response to the changes the government of Burkina Faso has developed a national policy on vocational and technical education and training (PN/TVET). It is a framework shaping the activities related to technical and vocational education and training. This policy is applicable on government departments, the public and private actors involved in the training. The aim is to equip Burkina Faso with sufficient expertise in order to promote more national development. The PN/TEVT covers all training practices (formal, non-formal and informal). It also aims at enabling young people and adults attending school, not attending school, school leavers to acquire professional skills. Thus, this call for the need for competent and qualified HR professionals to manage the flow of new businesses, the supply of qualified workers and sustain the growth of the economy. The essential of HRD practices in the country focus on training.

Understanding the need for Human resource of the country, the HR professional in Burkina Faso established associations in order to promote excellence in the HR field. The associations has for names “Association Burkinabe des Gestionnaires des Ressources Humaines” (ABGRH) and “Association professionnelle des gestionnaires des ressources humaines” (GRH/AP)

The ABGRH was created in 2001, and GRH/AP was created in 2014. The main objective of these associations is to serve as platform of experience exchange between HR professionals and also promote HR in Burkina Faso. The associations organize every year a national day for promoting the HR function. During the national day for HR, conferences and training are offered to enhance HR managers and also the general public knowledge on HR practices and impact on organizations. Yet, those associations struggle to attract the interest of HR managers

Statement of the Problem

According to African Management Institution (AMI, 2012), Burkina Faso, as many other French speaking countries in Africa does not have a renowned Management or Business school. In addition, the “Conseil Africain et Malgache pour l’Enseignement Supérieur” (CAMES), the pan

African institution in charge of recognizing and validating diplomas from French speaking African countries only recognize three HR program diplomas. Although some programs might offer classes related to training there is no degree purely focus on human resource development in Burkina Faso. In this context, it appears really important to assess the human resource development (HRD) competencies of the HR managers of Burkina Faso to ascertain that they are ready for the changes that are occurring and if developmental needs arise from this assessment, provide adequate recommendations to bridge the gap of competencies needs.

Furthermore, there is need for more research on human resource development in Burkina Faso due to lack of literature about African HR managers especially from the francophone part of Africa. This makes it prudent for professionals in the Education fields and corporate trainers to know in details what are the adequate development plan for the HR managers Burkina Faso

Objectives of the Study

The main focus of this study is to explore and describe the human resource development (HRD) competencies of HR managers in Burkina Faso. This research aims at:

1. Determine which competencies the HR managers perceive as important.
2. Determine the perceived expertise level of HR managers in each competency.
3. Investigate the development needs of HR managers from the self-assessment.
4. Determine whether demographics groups perceive their Level of expertise differently
5. Determine the best development channels from the expert's point of view.

Research Questions

Based on the research background and the objectives the following research questions are proposed:

Objective 1

1. Which of the HRD competency domains do the HR managers perceive as important to their organization?

Objective 2

2. What is the perceived level of expertise of HR managers in the HRD competency domains?

Objective 3

3. What is from the self-assessment the development needs of HR managers?

Objective 4

4. Is there any difference in the perception of demographics groups towards HRD competency expertise level?

Objective 5

5. What are the best development channels for the HR managers?

Significance of the Study

The study might be useful for providing HR professionals in the Burkina Faso with their development needs and, also, competencies they need to possess or further develop in order to have a strategic role in the their organizations. This study adds much needed information and literature on Burkina Faso HR managers, especially those from a French-speaking. According to literature, it has been asked from the human development field to try in their research to conciliate theory and practice (Starkey & Madan, 2001); therefore contributions to literature and research should bring knowledge that can have implications for improving critical problems of practice. Kaufman (2012) noted that the results from HRD competencies development should be applicable and relevant to organizations. According to Bartlett and Kang (2004), Human resource development researchers have the potential to make significant contributions to understand the nature of the work environment and the variables that influences it. As such, this study attempted to contribute to both research and practice.

Definition of Terms

In this section, the researcher defined the variables that were used in this study.

Competency: Refers to an individual demonstrated knowledge, skills, abilities, attitudes, and other attributes that underlie effective job performance (McLagan, 1997). In this study competency represent the knowledge, skills and abilities of HR managers in human resource development.

Importance of HRD competency: The perceived level of importance of HRD competency indicates the level of relevance HR professionals place on the HRD competency as it relates to their function (Bernthal, et al. 2004). In this study, it is measured in 5 levels. Level 1 not important,

level 2 slightly important, level 3 important, level 4 is for very important and level 5 extremely important or critical.

Expertise in HRD competencies: The level of expertise in HRD competencies means the level of mastery the HR professionals has of the HRD competencies (Bernthal et al. 2004). The scale for level of Expertise is developed following the model of skill acquisition by Dreyfus (1981). Level 1 for novice, level 2 for beginner, level 3 for competent, level 4 for proficient, and level 5 for expert.

Training and development: “Training focuses on identifying, assuring, and helping develop through planned learning, the key competencies that enable individuals to perform their current job” (McLagan, 1989, p. 9). Development refers to education, the experience at job and assessments of personality and abilities that can help employees prepare for their future responsibilities (Noe, 2002).

Competency gap: It is the discrepancy between the current competency level and the required competency level. In this study, the competency gap was measured by the self-assessment. The competency gap was represented by the difference between the mean value of the competency and the “expert” mean value which is according to the scale 5.0 for this study.

Development channels: Refers in this study to the means or ways to develop the HR managers in this study HRD competencies

The introduction provided the background setting for study, in the following section will be discussed the relevant literature first, and based on the literature review a research methodology was developed.

CHAPTER II LITERATURE REVIEW

This chapter gives an overview of relevant literature on HRD and HRD competencies. The first section discusses the definition of HRD; the second section discusses the theories of HRD. The third section presented the HRD competencies for HR managers. Lastly, this chapter provides an overview of some relevant studies on HR managers' HRD competencies.

Definition of HRD

Evolution of HRD

The concept of human resource management (HRM) started its evolution from the 1960s along with the concept of HRD. These two concepts share the similar roots, because they both refer to the human capital of the organization (Haslinda, 2009; Tseng & McLean, 2008). HRD, which is seen as a young academic field, is still struggling to find its rightful place besides HRM. For Ruona and Lynham (2004), in practice, HRD and HRM are not separate functions therefore shouldn't be separated. In reality, the field of HRD is considered by many authors such as McGoldrick, Stewart and Watson (2001), and, Ruona and Lynham, (2004), as a replica of HRM, even in countries where HRD field seems to be mature and widely spread such as the United States, it is still difficult to find a major line to distinguish the two fields from one another (Rowold, 2008; Stavrou-Costea, 2005). Despite the co-existence of the two disciplines, yet there exist historical differences.

Historically, HRD, according to Gilley and Egglund (1989), and, DeSimone and Harris (1998), can trace its origin to the early apprenticeship and vocational education programs in early factory schools; although during this period, the workplace was not considered a learning place (Gilley & Egglund, 1989). Since then, HRD has been growing gradually and has now proven to be a discipline of its own. This has not been without the support of researcher communities such as: the Academy of Human Resource Development (AHRD) and the American Society for Training and Development (ASTD) (Swanson & Holton, 2001).

Despite these similarities the HRD field through the years is proving to be a field that has a place of its own next to the HRM field. The major communities of researchers, which has contributed and favored the emergence and the growth of the HRD field to these days, are the Academy of Human Resource Development (AHRD) and the American Society for Training and Development (ASTD) (Swanson & Holton, 2001).

Definition of HRD

The concept of human resource development (HRD) has been defined by many authors. One of the most famous definitions of HRD is the one of McLean and McLean (2001), who defines HRD as the processes and activities which aim in the short or long run to developing the aptitudes of adults and potential in work related knowledge, expertise, satisfaction and productivity. On the other hands, Nadler (1983, p. 1) described the HRD field as “an organized learning experience which could enhance the individual’s work performance and also enables the individual to grow within the organization”. In addition McLagan (1989, p. 7) defines this growing field as “the integrative use of training and development, career development, and organization development to improve individual, group and organizational effectiveness”. The table 2.1, in page 9, gives a brief summary of different definitions of HRD as a discipline in different years.

Based on scholarly points, it is inferable that the concept of HRD is highly related to work performance enhancement as it improves the competencies of employees. Meaning HRD activities are mainly focused on training the employees for enhanced performance. This concept is further buttressed by theories of different theorist.

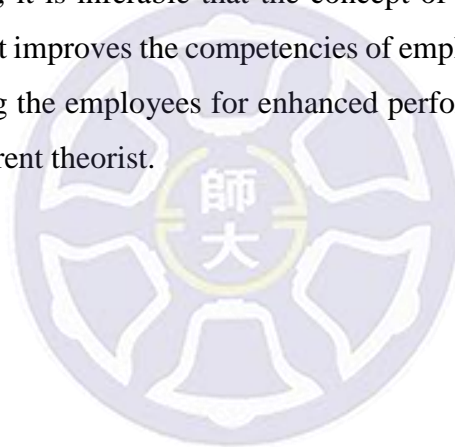


Table 2.1.

Some Definitions of HRD

Author	Year	Definition
Harbison and Myers	(1964)	HRD is the process of improving the knowledge, skills, and capacity order to benefit organization innovation and modernization
Nadler	(1970)	HRD is a succession of organized activities within a specific time and designed to enhance behavioral change.
Gilley and Egglund	(1989)	HRD is an organized learning activities within an organization in order to enhance performance and personal growth.
Bergenhengouwen	(1990)	HRD is the activities related to training members of an organization in order to provide them with the knowledge and skills needed according to the objectives of the organization.
Meggison et al.	(1993)	HRD is an integrated and holistic approach to changing work-related behavior using a range of learning techniques
Gourlay	(2000)	HRD integrates theory and practice related to training, development and learning within organizations, for both individuals and competence formation.
Swanson	(2001)	HRD is a process of improving performance through activities such as organization development, personnel training and development.
Nyhan	(2002)	HRD refers to educational training and development activities related to working life.
Desimone	(2003)	HRD is a set of dynamic programs which respond to changes in the organization.
Slotte et al.	(2004)	HRD includes functions related to training, career development, organizational development and research and development in addition to other organizational HR functions where these are intended to foster learning capacity at all levels of the organization, to integrate learning culture into its overall business strategy and to promote the organization's efforts to achieve high quality performance.

Note. Adapted from “*Foundations of human resource development*” by R.A. Swanson and E.F. Holton, 2001, p.11.San Francisco: Berrett-Koehler.

After defining the concept of HRD, the next section discusses the theories and importance of HRD for organizations.

Theories and Importance of HRD

Theories of HRD

As a theory is meant to explain what a phenomenon is and how it works (Torraco, 1997), HRD is a discipline way broader than any single theory. HRD is a discipline believed to be supported and explained by three main theories: the psychological theory, the economic theory, and the systems theory.

The psychological theory.

HRD takes place in organizations that are psychologically framed because organizations, therefore it is obvious that psychology is core for HRD (Argyris, 1993; Bereiter & Scardamalia, 1993). Most of the books on HRD practices such as training, need assessment, are almost reliant on the behaviorist school of psychology. The principles of this school revolve around everything concerning mental processes of humans and the patterns of human behavior. The psychological theory has three sub-theories which all have an impact on HRD.

- *Gestalt psychology*: HRD for this sub-theory has the purpose of clarifying the goals of each party in the organization.
- *Behavioral psychology*: for this sub-theory, HRD has the main purpose of developing the knowledge and expertise of all parties in the organization.
- *Cognitive psychology* (purposive behaviorism): for this sub-theory, HRD has the main purpose of harmonizing the goals and behaviors among all parties in the organization goals and behaviors among all parties in the organization.

The psychological theory, therefore, focuses on the core aspect of developing human resources as well as the socio-technical interactions of humans and systems in the organization. However, due to the reliance of HRD on psychological aspect of the organization rather than the economic agenda via a systematic analysis of the organization and its goals, the field is pushed to the back of the line of priorities of organizations (Swanson, 2001). To strategically place HRD on line of priorities, the Economic theory has been introduced.

The economic theory.

This theory captures the core issues of the efficient and effective utilization of resources to meet productive goals in a competitive environment. The main idea of this theory revolves around the fact that HRD should be concerned with managing scarce resources and the production of

wealth by increasing performance in the organization. This theory follows the pattern of the main economic theories.

- *The scarce resource theory*: this theory emphasizes that HRD must provide a justification of its use of scarce resources of the organization.
- *The sustainable resource theory*: the sustainable resource theory tasks HRD to create added value to sustainable long-term economic performance.
- *The human capital theory*: this theory emphasizes that HRD must add short term and long term value to the organization. It further stresses the need for HRD to add value to investments in the development of knowledge and expertise of every party in the organization.

It could be recalled that economist Marshall (1949) argued that the most valuable investment for every organization is the one invested in humans. As such, organizations should consider HRD as first line priority. As Drucker (1964) stated management related fields should be viewed as useful derivatives of economic theory of HRD.

The systems theory.

The main idea of this theory revolves around uniting many sciences in the practices of HRD. This theory is presented by Jacobs (1989) as a theory unifying the different theories in HRD. The theory is set to capture the complex and dynamic nature of the interactions within and without the organizations. The systems theory is constituted by the following sub-theories:

- *The general system theory*: the main focus of this sub theory is that, HRD must understand how it relates with other subsystem in order to find any possible connection or disconnection.
- *The chaos theory*: this sub theory advocates for HRD to help its host organization to maintain its purpose and effectiveness in the event of chaos.
- *The futures theory*: as the name implies, this theory emphasizes HRD intervention to help its host organization to prepare for the future.

Buckley (1968) and Gradous (1989) concluded that as HRD takes place in organizations that are involved in a dynamic environment, the system theory can, therefore, find its rightful place as a core theory.

The three component HRD theories (the psychological theory, the economic theory, and the system theory) are portrayed as a 3-legged stool, see figure 2.1. This represents the three different

theories and the stool platform represents integration of the three theories into a unique theory of HRD. The organization is represented by the stool which means HRD mostly is done in and for an organization, while ethical rug implies that HRD should cultivate ethics (Swanson, 2001).

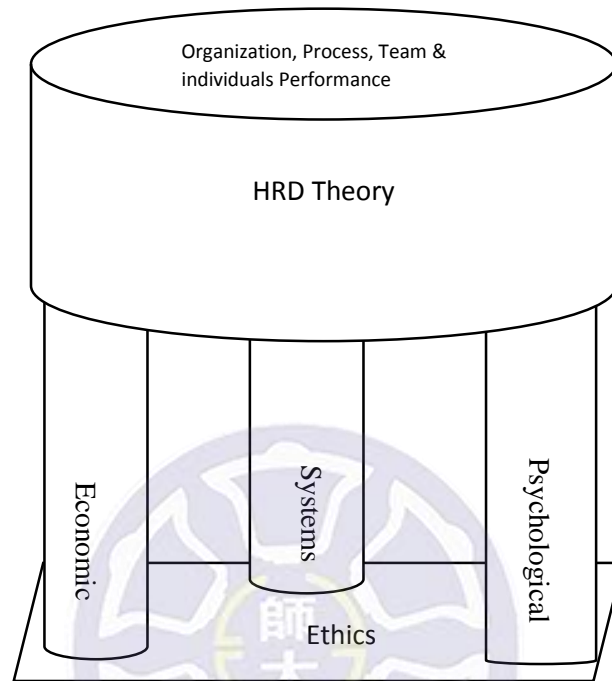


Figure 2.1. The theoretical foundation of Human Resource Development. Adapted from “*Foundations of human resource development*” by R.A. Swanson and E.F. Holton, 2001, p.93. San Francisco: Berrett-Koehler. Copyright 2008 by Richard A. Swanson.

If HRD field is to be relevant to its host organization, it should successfully integrate. After reviewing the main core theories for HRD, the next section establishes the importance of HRD.

Importance of HRD for the Organizations

For Swanson (2001), HRD practices such as employees training and development improve the performance of employees, which undoubtedly impacts on organization development (OD). Furthermore, Smith (2004) also argues that the main purpose of HRD in any organization is to enhance work-related knowledge, skills, and attitude (competencies) in all the levels of the organizations. Therefore, HRD seems to have a strong bond with the workplace learning thus improving the productivity of employees. From this line of ideas, it becomes more visible that HRD plays major role in bridging the gaps of organization development needs of both individual

employees and their employers rather than just focusing on the management of employees like HRM.

The significance of HRD cannot be over emphasized because all meaningful organizations are very much particular about change and stress management, and training and development which focus on developing the competencies of individuals through planned learning experiences, a concept that represents the core values of HRD (Lynham, 2001; Valkeavaara, 1998). In the past, formal classroom training programs comprised the majority of human resource development activities, and the terms “training” and “development” were seen as similar, but nowadays HRD activities involve developing human potential by various workplace learning and performance activities (Salleh, 2012).

In recent years, a new trend in the HRD field has been growing and it discusses the contribution HRD can make to the community and by extension to the nation as a whole (McLean, 2004). In making HRD interventions more meaningful beyond organizational boundaries by linking HRD and the development needs employees for improved performance and career growth, a set of competency models have been developed that match different functions in the organizations. And according to Heffernan and Flood (2000), these competency models could be used to link the main HR process of an organization such as recruitment, training and development, performance management and compensation with the overall business strategy of the organization. Additionally, these competency models can help HR professionals and HRD practitioners to identify the required KSAOs to perform efficiently in a function. It enables them to establish development plan to match the competencies of the employees and what it takes for them to function efficiently and effectively within the organization and beyond. As matter of fact, McClelland (1973) suggested that to test the aptitudes of peoples it is better to rely on competencies rather than intelligence.

Based on the literature previously reviewed it could be understood that the HR professional and HRD practitioners play an important roles for the organization. They enable the organization to grow through employee development which makes it important to develop first, the HR professionals in charge of the HRD in the organization especially if they are not HRD practitioners in order to make sure that they possess the adequate competencies to establish development plans for others (Konan, 2010). In doing so, the need to assess HRD competence of the HR professionals in order to establish their development needs is a necessity.

Competency Models for HRD Managers

Competency, which may be understood as combination of knowledge, skills, ability and others required for the performance of a specific job effectively and efficiently (Wynne & Stringer, 1997) has different models. These various models are of paramount importance to HR managers.

Competency and Competency Model

Definition of competency.

Various authors in the literature offered definitions for competency but none has gotten universal accepted (Whiddett & Hollyforde, 2003). According to Lucia and Lespinger (1999) competency is “A descriptive tool that identifies the skills, knowledge, personal characteristics, and behaviors needed to effectively perform a role in the organization and help the business meet its strategic objectives” (p.5). HR professionals on their part argue that competency represents an important set of tools which offer a platform based on various assessments tools such as the readiness of employees for a job and also the development needs of employees (Verma, Broers, Paterson, & Schroder, 2009). The term can also be defined as identifying a set of highly desirable attributes that can positively influence performance outcomes desired by an organizational

Spencer and Spencer (1993, p.11) on the other hand defined competency as “an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior in performance in a job or situation”. By using the term “underlying characteristics”, Spencer and Spencer meant to point out the fact that competency is a fairly deep and enduring part of the personality, and that it can predict behavior in job tasks. The terms being causally related, Spencer and Spencer argued that competence can predict behavior and performance.

However, researchers and practitioners seek to establish competencies and competency models for the different functions in the organizations as they are used to influence hiring, retention, training practices, and also improve the quality of the organizational workforce. To achieve improved quality work force, definition of competency has widen to include some measurable aspects related to technical, interpersonal, and problem-solving skills, a common definition adopted by many organizations such as the American Society of Training and Development (Bernthal et al., 2004), and the Project Management Institute (PMI, 2002).

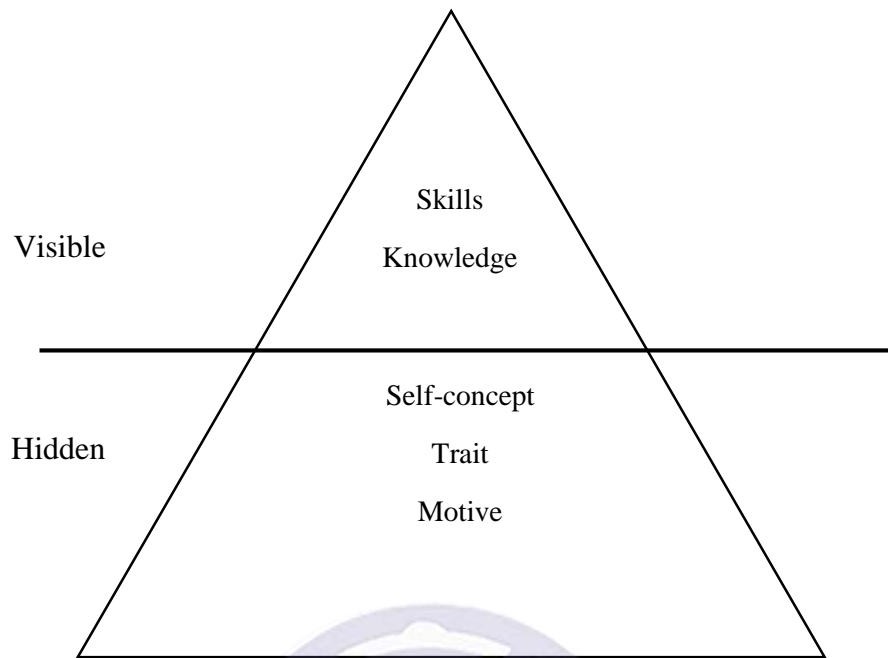


Figure 2.2. The iceberg model. Adapted from “*Competence at work: Models for superior performance,*” by L.Spencer & M.Spencer, 1993, p.11. John Wiley & Sons, Inc. Copyright 1993 by John Wiley & Sons, Inc.

As shown in figure 2.2, the visible competencies are competencies that can be easily assessed, it comprises of the skills and knowledge. Knowledge is the ensemble of information a person owns or knows in a specific area. Skills refer to the ability of an individual to accomplish a given physical and/or mental task. The hidden competencies refer to the competencies that cannot easily be seen or assessed and even developed. The hidden competencies comprise of self-concept, trait and motive. Those competencies are the ones that relate most to the personality of the individual. Self-concept refers to the attitude and value of an individual and it can be improved by activities such as training, psychotherapy and so on (Spencer & Spencer, 1993). Trait refers to the physical aptitudes of the individual and it is constituted by the individual’s response to a particular situation and information. Finally, motive represents the desire, the emotional needs that drive the individual behavior towards goals and actions.

Competency modeling or establishing competency models is the activity of determining the specific competencies that are characteristic of high performers and success in a given job. In a study in 1980, McLagan noted that competency models are important decision tools that offer description of the key capabilities necessary to perform a job. For McLagan (1980), selection,

development, assessment and planning should always be competency based. This, therefore, shows the importance of competency models.

Importance of competency models.

The first major benefit of competency models in the HR fields is the fact that competency models are a basis for creating job profiles and deriving some set of tasks and duties for each job. From the job profiles, appropriate candidates for a job are assessed and selected in the talent acquisition. Also job profiles derived from competency models form the basis for performance management system, training and development, and organization development strategies, (Teodorescu, 2006). Noe (2002) added that establishing a set of competencies necessary for a job can help HR practitioners to establish a development plan for employees according to the external environment changes in order to offer a competitive advantage to the company.

The HRD field greatly benefits from the mapping of competency because of many reasons: first, competency models are perfect tools to help HRD practitioners to determine the current and future development needs of their organizations and be able to provide solutions. Second, competency models serve as reference for what type of the knowledge and skills employees have to possess at different stages of their careers; and from the assessment of competencies development, solution can be proposed to each employee according to his or her needs. In other words competency models favor the rise of learning in the organization as it makes it easier to know what employees need to learn. Also, competency models help HR professionals to determine their own development needs. Since this study focuses on developing HR professionals on HRD competencies for the HR practitioners in Burkina Faso, it, therefore, becomes imperative to review the different competency models proposed for HR practitioners by the main bodies of research communities.

HRD Competency Models

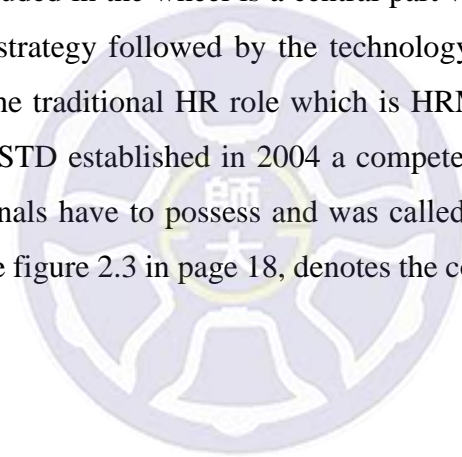
A competency model is a written description of the competencies required for an employee to perform successfully (Dubois & Rothwell, 2004). Competency models for HR professionals and HRD practitioners are numerous, but the most important contribution in this area comes from American Society for Training and Development (ASTD), the society of Human resource management (SHRM) and Ulrich's RBL group. Mainly, competency models for HR managers and

practitioner are based on practical experience (Swanson, 1994; Rummler & Brache, 1995; Weisbord, 1987).

The models of the ASTD.

In 1989 McLagan under the cover of the ASTD mapped out the domain of competencies which was linked to the HRD field. As a result, this study established that HRD function involved the following areas: Training and Development (T&D), Organization Development (OD) and Career Development (CD).

A decade ago, under the sponsorship of the ASTD, Bernthal et al. (2004) established competencies that HRD professionals and people involved in HRD activities ought to possess in order to be efficient. They mapped those competencies in a model called the “New Learning and Performance Wheel”. This wheel is based on the area of expertise of HRD previously established by McLagan (1989), also included in the wheel is a central part which represents the basis of all HR activities, then business strategy followed by the technology. The wheel also includes the competencies necessary for the traditional HR role which is HRM (Dsimone & Werner, 2012). From all those studies, the ASTD established in 2004 a competency model, which displays the competencies HRD professionals have to possess and was called “the 2004 ASTD competency model”. The model below, see figure 2.3 in page 18, denotes the competencies to be possessed by HRD professionals in 2004.



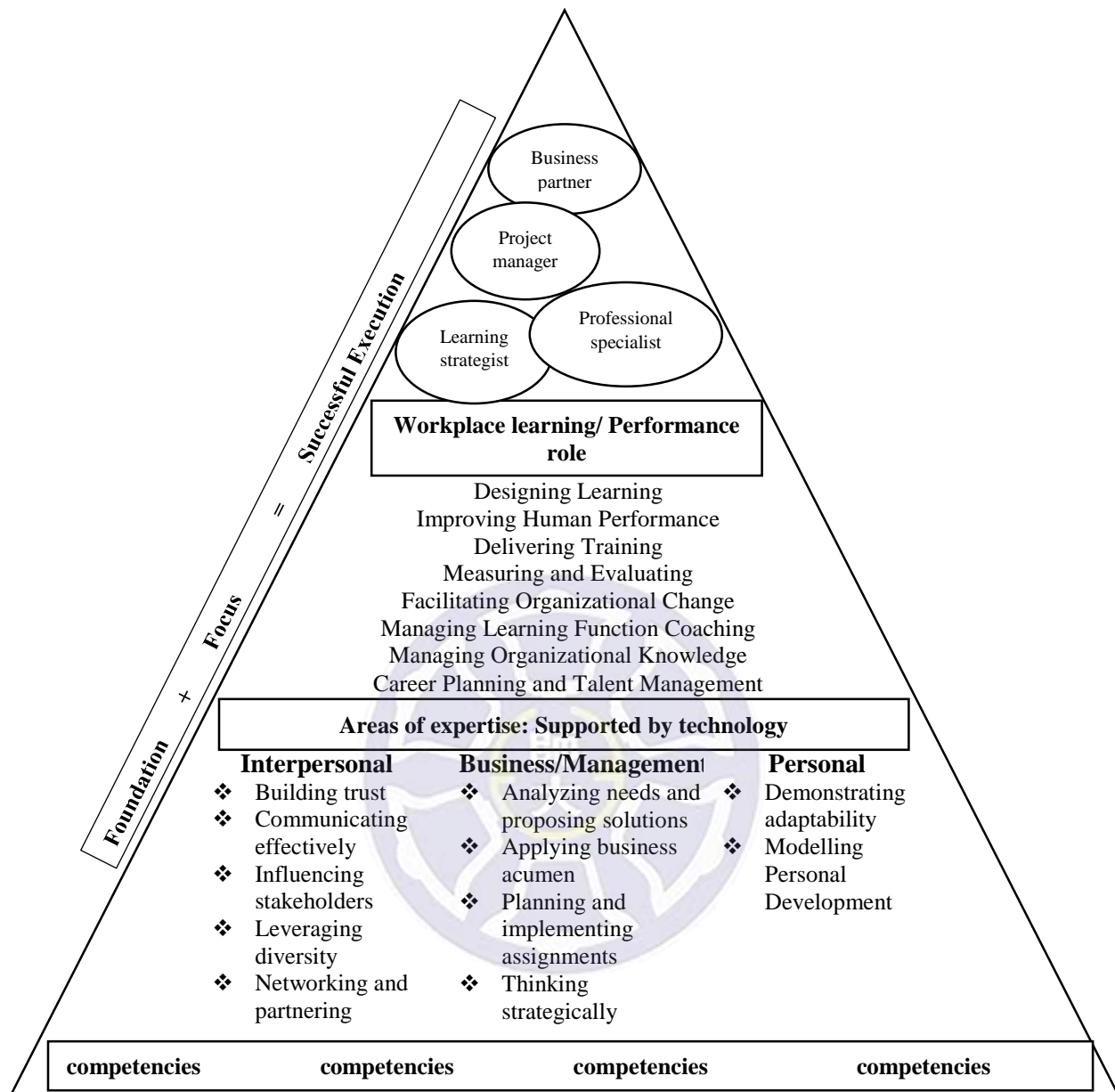


Figure 2.3. The 2004 ASTD competency model. Adapted from “*New roles and New competencies for the professionals*”, by P.Davis, P.Naughton, &W.Rothwell, 2004, T+D, 58(4), P.29. Copyright 2004 by American Society for Training and Development

After the 2004 competency model, a recently and a newly competency model has been developed in 2013 by the ASTD and called “The ASTD competencies for Training and development Profession”, a name that has been recently reframed as “The ATD Competency Model” representing the change of name of ASTD, which now bears the name of “Association for Talent Development (ATD)”. The main objective of this new model is to determine the recent competencies necessary for training and development practitioners, provides a roadmap for the

professionals and to define the latest competencies needed for success across the entire training and development industry.

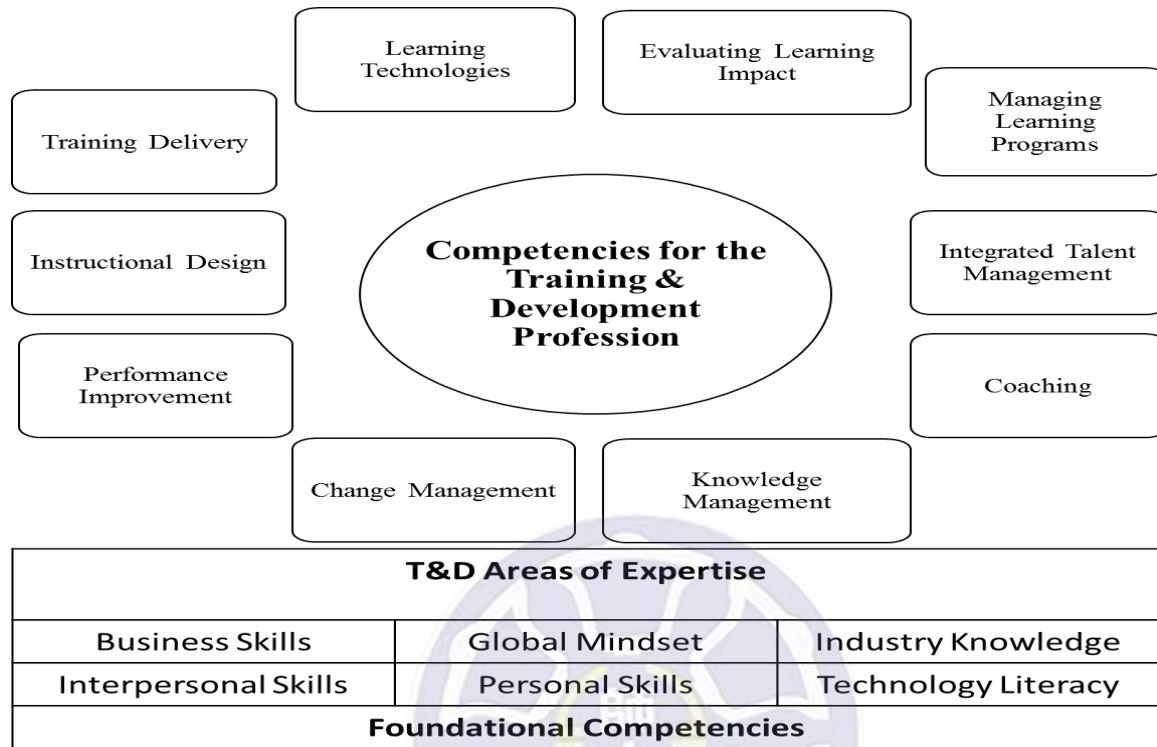


Figure 2.4. The new ASTD competency model. Adapted from <http://www.astd.org/Certification/Competency-Model>. Copyright 2013 by American Society for Training and Development

The 2004 and 2013 competency models present some similarities because they all establish two types of competencies which are the foundational competencies and the other part shows the areas of expertise for HRD practitioner, nevertheless the two models are a bit different in many aspects.

The 2004 and 2013 competency models present some similarities because they all establish two types of competencies, which are the foundational, but the 2013 ASTD competency model has additional three foundational skills which are global mindset, technology literacy and industry knowledge. As for the training and development of the Areas of Expertise (AOEs), apart for coaching, all the other area of expertise bears different names. It is also to be noted that the 2013 ASTD competency model does not display the workplace learning and performance role for the practitioners.

All the AOE from the 2004 ASTD competency model are present in the 2013 ASTD competency model. The 2013 ASTD competency model presents a new AOE which is learning technologies. Table 2.2 provides a list of description of the training and development areas of expertise adapted from Association of Talent Development (2014).

Table 2.2.

Areas of Expertise as Identified by the ASTD (2013) and ATD (2014)

AOE	Description
Performance Improvement	<p>Apply a systematic process for analyzing human performance gaps and for closing them.</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Identify the customer. • Conduct performance analysis. • Conduct cause analysis. • Analyze systems. • Gather data. • Incorporate customer and stakeholder needs. • Select solutions. • Manage and implement projects. • Build and sustain relationships. • Evaluate results against organizational goals. • Monitor change.
Instructional Design	<p>Design and develop informal and formal learning solutions using a variety of methods.</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Conduct a needs assessment. • Identify appropriate learning approach. • Apply learning theory. • Collaborate with others. • Design a curriculum, program, or learning solution. • Design instructional material. • Analyze and select technologies. • Integrate technology options. • Develop instructional materials. • Evaluate learning design.

(continued)

Table 2.2. (continued)

AOE	Description
Training Delivery	<p>Deliver informal and formal learning solutions in a manner that is both engaging and effective.</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Manage the learning environment. • Prepare for training delivery. • Convey objectives. • Align learning solutions with course objectives and learner needs. • Establish credibility as an instructor. • Create a positive learning climate. • Deliver various learning methodologies. • Facilitate learning. • Encourage participation and build learner motivation. • Deliver constructive feedback. • Ensure learning outcomes. • Evaluate solutions.
Learning Technologies	<p>Apply a variety of learning technologies to address specific learning needs.</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Use technology effectively across the different areas of expertise. • Identify when and how to use technology as a training and development solution.
Evaluating Learning Impact	<p>Use learning metrics and analytics to measure the impact of learning solutions.</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Identify customer expectations. • Select appropriate strategies, research design, and measures. • Communicate and gain support for the evaluation plan. • Manage data collections. • Analyze and interpret data. • Apply learning analytics. • Make recommendations to aid decision-making.

(continued)

Table 2.2. (continued)

AOE	Description
Managing Learning Programs	<p>Provide leadership to execute the organization’s people strategy; implements training projects and activities.</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Establish a vision. • Establish strategies. • Implement action plans. • Develop and monitor the budget. • Manage staff. • Model leadership in developing people. • Manage others. • Manage and implement projects. • Manage external resources. • Ensure compliance with legal, ethical, and regulatory requirements.
Integrated Talent Management	<p>Build an organization’s culture, capability, capacity, and engagement through people development strategies.</p> <p>Be able to :</p> <ul style="list-style-type: none"> • Align talent management to organizational objectives. • Use talent management systems. • Equip managers to develop their people. • Organize delivery of developmental resources. • Promote high-performance workplaces. • Coordinate workforce and succession planning. • Facilitate the career development planning process. • Facilitate career transitions. • Support engagement and retention efforts. • Implement individual and organizational assessments. • Use talent management analytics to show results and impact.
Coaching	<p>Apply a systematic process to improve others’ ability to set goals, take action, and maximize strengths.</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Establish coaching agreement. • Establish trust and intimacy with the client. • Display coaching presence. • Demonstrate active listening. • Ask powerful questions. • Use direct communication. • Create awareness. • Design learning opportunities. • Manage progress and accountability. • Meet ethical guidelines and professional standards.

(continued)

Table 2.2. (continued)

AOE	Description
Knowledge Management	<p>Capture, distribute, and archive intellectual capital to encourage knowledge-sharing and collaboration.</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Advocate knowledge management. • Benchmark knowledge management best practices and lessons learned. • Encourage collaboration. • Facilitate social learning. • Establish a knowledge culture. • Support the development of a knowledge management infrastructure. • Leverage technology. • Manage information life cycle. • Design and implement knowledge management.
Change Management	<p>Apply a systematic process to shift individuals, teams, and organizations from current state to desired state.</p> <p>Be able to:</p> <ul style="list-style-type: none"> • Establish sponsorship and ownership for change. • Build involvement. • Create a contract for change. • Conduct diagnostic assessments. • Provide feedback. • Facilitate strategic planning for change. • Support the change intervention. • Encourage integration of change into organizational culture. • Manage consequences. • Evaluate change results.

Note. Adapted from <http://www.astd.org/Certification/Competency-Model>. American Society for Training and Development. Copyright 2013 by American Society for Training and Development.

The SHRM model.

The Society for Human Resource Management (SHRM) is a human resource professional association in the United States. The SHRM is considered as one of the largest association in the HR field. This association aims to promote the role of HR as a profession. It was replaced in 1989 by the American Society for Personnel Administration (ASPA), which was founded in 1948. The SHRM started the development of its competency model in 2011; in 2012, the association called for Competency Validation Survey by 32,000 HR Professionals from all over the globe. The model presents itself as follows (refer to figure 2.5).

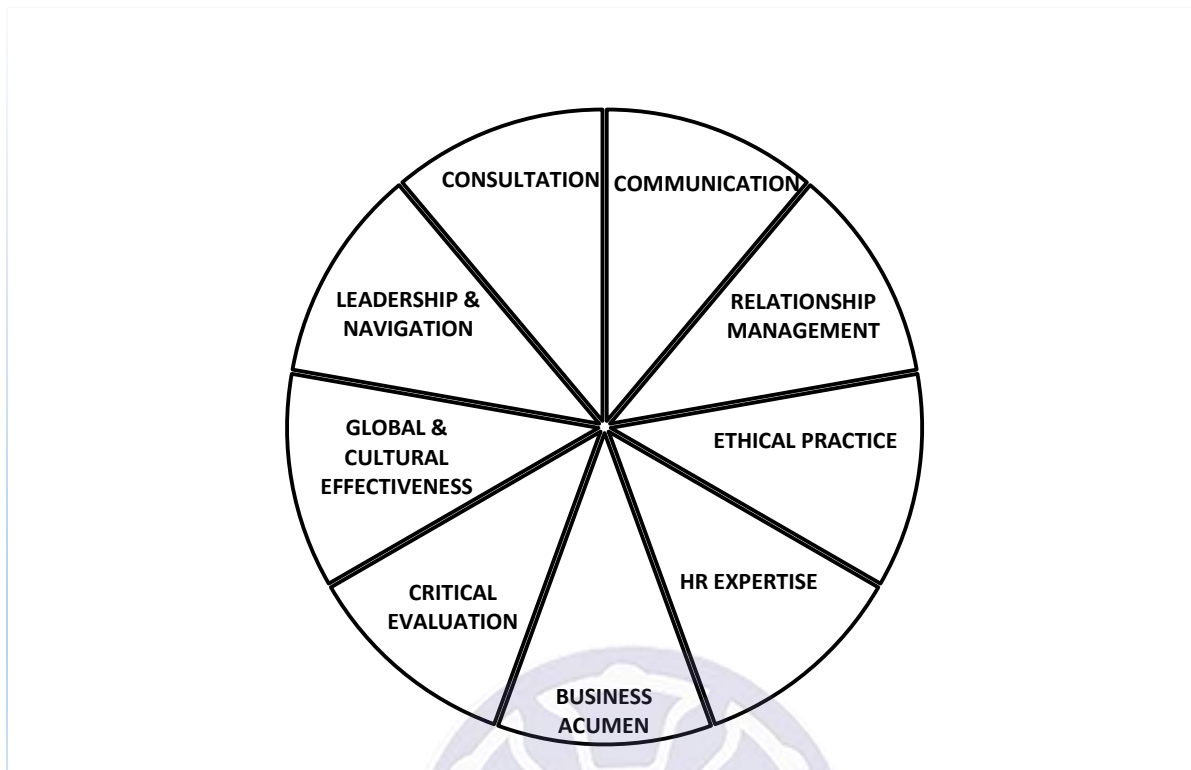


Figure 2.5. The SHRM competency model. Adapted from <http://www.shrm.org/hrcompetencies/pages/model.aspx>. Copyright 2012 by Society for Human Resource Management.

Table 2.3.

SHRM Competency Model Competencies and Sub-competencies Description

Competency	Definition of the competency	Sub-competencies
HR Expertise	It refers to the knowledge of effective HR practices and HR function.	<ul style="list-style-type: none"> • Strategic Management and HRD • Workforce Planning and Employment • Total Rewards and Risk Management • HR Technology Knowledge • Employee & Labor Relations • Corporate Social Responsibility
Business Acumen	It refers to the ability of the HR managers to understand and apply business knowledge in the organization	<ul style="list-style-type: none"> • Business and economics knowledge • Systems thinking • Effective administration • Finance and Marketing knowledge • Operations knowledge

(continued)

Table 2.3. (continued)

Competency	Definition of the competency	Sub-competencies
Critical Evaluation	It refers to the ability of analyzing data of large quantity and also assessing your work and organization's value.	<ul style="list-style-type: none"> • Measurement and Assessment Skills • Objectivity and Critical Thinking • Curiosity and Intuitiveness
Global & Cultural Effectiveness	It refers to the ability of managing human resource from diverse cultural background, both within and across the borders of the organization.	<ul style="list-style-type: none"> • Empathy • Openness and Tolerance for ambiguity • Embracing diversity & Inclusiveness
Leadership & Navigation	It refers to ability to lead effectively and efficiently initiatives and processes in organization	<ul style="list-style-type: none"> • Results orientation • goal-setting • Resource management • Product and project management • Mission fostering • Political savvy
Consultation	It refers to the ability of HR managers to provide guidance and advices to stakeholders in all situation.	<ul style="list-style-type: none"> • Creativity • Coaching and Consulting • Analytic and Problem-solving skills • Multi-tasking
Communication	It refers to the he ability to communicate effectively with others in the organization	<ul style="list-style-type: none"> • Persuasiveness • Verbal and written communication skills • Active listening • Honesty and objectivity
Relationship Management	It refers to the ability developing and managing interactions in organization in order for all parties involved to be able to work effectively.	<ul style="list-style-type: none"> • Networking • People management • Advocacy • Negotiation and conflict Management
Ethical Practice	It refers to the ability of HR managers to integrate integrity and accountability in the organization culture and value.	<ul style="list-style-type: none"> • Trust building • Personal, professional, and behavioral integrity • Professionalism

Note. Adapted from <http://www.shrm.org/hrcompetencies/pages/model.aspx>. Society for Human Resource Management. Copyright 2012 by Society for Human Resource Management.

The 2012 human resource competency.

The Competencies have been established by the Ulrich's RBL Group and the Michigan Ross School of Business after a survey conducted on 20,000 human resource professionals. This survey was called "the largest global study ever on human resource professionals" and identifies the following domains of competencies that HR manager should possess to be able to play a more strategic role in the organization. The competencies derived from this study have been grouped into six main competency roles that HR managers should possess in the organization: strategic positioners, credible activists, capability builders, change champions, HR innovators and integrators, and lastly, technology proponents. These competencies are further elaborated on table 2.4.

Table 2.4.

The 2012 Competency Model of the RBL Group Description

Competency	Description
Strategic Positioners	HR managers should be able to consider internal and external environment in decision making. In this sense they should be able to: <ul style="list-style-type: none">• Interpret global business context• Decode customer expectations• Co-craft a strategic agenda
Credible Activists	HR managers should be able to inspire trust from the stakeholders. In this sense they should be able to : <ul style="list-style-type: none">• Earn trust through results• Influence and relate to others• Improve through self-awareness• Shape the HR profession
Change Champions	HR managers should be able to help the organization through its changes by ensuring the readiness of the employees. In this sense they should be able to : <ul style="list-style-type: none">• Initiate Change• Sustain Change
HR Innovators and Integrators	HR managers should be aware of new HR related researches and apply these researches in their organization. In this sense they should be to:

(continued)

Table 2.4. (continued)

Competency	Description
HR Innovators and Integrators	<ul style="list-style-type: none"> • HR managers should be aware of new HR related researches and apply these researches in their organization. In this sense they should be to: • Optimize human capital through workforce planning and analytics • Develop Talent • Shape organization and communication practices • Drive performance • Build leadership brand
Technology Proponents	<p>HR managers should be aware of technology changes and they should use technology in HR practices. In this sense they should be able to :</p> <ul style="list-style-type: none"> • Improve utility of HR operations • Connect people through technology <p>Leverage social media tools</p>
Capability Builders	<p>HR professional should be able to merge individual abilities into an effective and strong organization. In other words they should be able to:</p> <p>Helping define and build organizational capabilities.</p>

Note. Adapted from <http://hrcs.rbl.net/hrcs/index/history>. RBL Group. Copyright 2012 by The RBL group.

From all those three competency models, it appears that only the competency model mapped by the ASTD shows competencies specific to HRD, therefore this study selects the competencies offered by the ASTD/ATD competency model as reference competencies to determine the HR managers HRD competencies development needs. In fact professionally, the competencies studies on HRD practitioners have been based on the ASTD 2004 model although, but very few used the recent 2013 competency model.

Relevant Studies on HRD Competencies

Many researchers have used ASTD competency models to study roles and competencies of HRD professionals in different countries of the world including Taiwan, Korea, China, and Egypt (Chen, 2003; Peerapornvitoon, 1999; Yoo, 1999). Some of these international studies are reviewed below.

The reviews of these studies were organized into: (a) research problems, (b) study methodology, (c) sampling selection techniques, (d) results, and (f) areas for further investigation.

In 1999, Yoo conducted a replicated study in South Korea of 1999 WLP Model. The study was titled: “Korean Human Resource Development (HRD) Practitioners Perceptions of Expertise Levels and Importance of Workplace Learning and Performance (WLP) Competencies”. The purpose of it was to identify the perceptions of the necessary competencies at the present time and the next five years by Korean HRD practitioners. For the instrumentation, the study used a modified version of the original ASTD WLP model. A translation was made, and the instrument went through a validation process. The questionnaires were then mailed to 400 participants; 218 of which were returned and analyzed. The participants were drawn by stratified random sampling. The study of Yoo (1999) brought results that interpersonal and leadership are perceived as the most important competency and the role of intervention implementer was the highest rated role. Also, among the most important competencies with the highest rate were technological competency and visioning competency. Competency in technology was identified as the most needed in developing competency. The results also indicated that practitioners did not possess high levels of expertise in their current role and that they played a limited role in training and development. Yoo suggested for future researchers to further investigate the relationship between perceived importance of competency and performance, it also suggested doing replication of the study in other countries.

Chen (2003) conducted a replicated study of the ASTD WLP model in Taiwan. The study of Chen was titled: “Perceptions of Taiwan Practitioners on Expertise Level and Importance of Workplace Learning and Performance (WLP) Competencies”. The purpose of this study was to identify Taiwanese WLP practitioners’ perceived importance of WLP competencies at present and in the next five years. Chen in this study also used a modified survey instrument from the original ASTD Models for Workplace Learning and Performance questionnaire and also followed Yoo (1999) study design. The original questionnaire was translated into Chinese, after which it went

through a validation process and a pilot test was done. The questionnaire was distributed to 1,100 WLP practitioners in Taiwan. To increase the response rate, Chen (2003) randomly selected 10% of the participant to make phone calls. However only 266 questionnaires were returned, and only 254 of these questionnaires were found valid and analyzed. The statistical analyses done were one-way ANOVA, paired t-tests, Pearson's correlation, and linear regression. Chen (2003) found that the competencies perceived as important both for the present and the next five years by Taiwanese WLP are communication, interpersonal related, and the role of intervention implementer. An extensive knowledge in electronic performance support systems and in technology are perceived as most needed competencies for the future by the WLP practitioners in Taiwan. Also, the study found out that WLP practitioners possess a higher expertise in the interpersonal interaction as well as in communication and in the role of intervention implementer. Chen (2003) proposed as areas for future studies, a qualitative study to complement the quantitative study done, and also suggested that replica of the study could be done in other countries to gather a global perspective.

In 2010, Konan made a study on HRD professionals HRD competencies following the 2004 ASTD model. The study was titled: "The HRD competencies as perceived by the human resource development professionals in banks in Cote D'Ivoire". Cote D'Ivoire is a country located in West Africa which has as neighboring countries: Burkina Faso, Mali, Ghana, Liberia and Guinea. A survey questionnaire was adapted from the original 2004 ASTD Competency Study Mapping the Future. The questionnaire was revised, modified, and went through translation in French and validation process. The questionnaire was then distributed to 132 participants randomly selected from a target population of 200 HRD professionals. The researcher identified the target population by contacting the association of bankers in Cote d'Ivoire. 102 questionnaires were returned but only 94 were valid and analyzed. The result of this study are as follow: the competence that HRD professional possess are designing learning and improving human performance but for the other seven competencies their level of expertise is below the competent level. However, demographics levels showed different levels of expertise. All the competencies were perceived as important but the top four competencies were: designing learning, delivering training, career planning and talent management, and lastly, evaluating learning impact. The rankings of the most important competencies also showed some differences across different demography. Finally, the findings of this study revealed that all of the nine competencies perceived importance was more than the perceived expertise levels. The most needed competencies among the nine HRD competencies

were: measuring and evaluating, designing learning and delivering training, but competencies such as coaching, managing the learning function and improving human performance were ranked as least-needed competencies. The researcher suggested that future researchers investigate the reasons why there is a difference between demographics units and further suggested that the research be replicated in other industries in Cote d'Ivoire in order to favor generalization of the competencies of HRD professionals. The researcher also suggested that more studies in the HRM/HRD field in African countries by replicating the same study as replication studies expand to examine any variables that may have an effect on the differences of perceptions.

From the review of these three studies it appears that the ASTD competency models are adequate tools to measure the HRD competencies of HR managers' HRD competencies successfully. A replication of similar studies in other settings has been suggested by various researchers, and a follow up study or a qualitative approach to complement the survey questionnaire. This study will, therefore, will adopt a mix approach based on the 2013 ASTD competency model (refer to page 19) to assess the HRD competencies of the HR managers in Burkina Faso.

In summary, the literature review section provided the HRD competencies that HR managers in Burkina Faso can be assessed against in order to find development channels if development needs arise. The literature review, also, provided the researcher with example of studies on HRD competencies on which this research can base it research design.

CHAPTER III RESEARCH DESIGN

This chapter discusses the methodology used in this study. The chapter shows how a mixed mode study can be used as an approach to do the studies. The chapter comprises the research framework, the description of the research methods, the description of the population and sampling method, the data collection methods, which include the discussions on the instruments. Also is discussed the data analysis method, as well as the error management, the validity of this study and, finally, the research procedures were discussed.

Research Framework

A research framework has been developed, see figure 3.1, in accordance with the research study and the literature review. The research framework offers a visual structure of the study. First, a survey questionnaire provided the perception of managers in Burkina Faso on the importance and their expertise level, from which were derived the development needs of HR managers. After finding out the development needs of the HR managers in Burkina Faso from the survey questionnaire, an interview was executed to some experts in Burkina Faso in the HR field in order to gain deeper knowledge about the development needs and to find possible development paths for the HR managers that participated in the study.

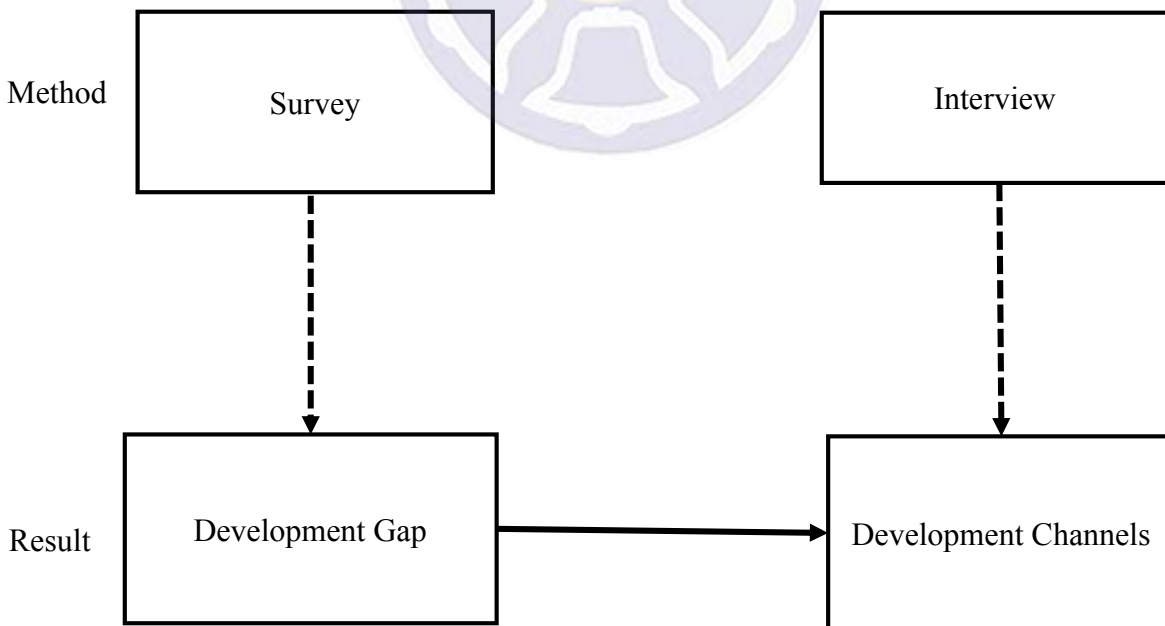


Figure 3.1. The research framework.

Research Methods

Two types of direct-data survey were included in this study; a questionnaire survey and interviews. Within the quantitative approach, the survey method focused on obtaining numerical findings about how HR managers taking part in this study perceived their expertise level in the 10 HRD AOE. On the other hand, within the qualitative approach, the interview focused on the insight of personal and individual perception, accounts, observations, and description of the respondents about what and how to further enhance the abilities of HR managers in HRD. In consequence, this study used the combination of qualitative and quantitative approaches to overcome the limitations of both approaches.

Quantitative Approach

A descriptive research describes present conditions (Creswell, 2003); therefore a descriptive study is adequate for this study, as the aim of this study is to explore and describe the HRD expertise of the HR professionals.

A survey questionnaire is an appropriate tool for this research because it enables generalizations. Consequently, at the end of the study the researcher was able to generalize the findings to the studied population.

The data obtained from the questionnaire was analysed using descriptive statistics, such as means, percentages and standard deviations.

Qualitative Approach

The qualitative approach consists on interviews of HR experts in Burkina Faso. Interviews were scheduled with the purpose of collecting the opinions of experts in the HR field from Burkina Faso. From these interviews, the researcher gained an in depth knowledge of the HRD competency gap of HR managers. The interviews, also, gave a further insight about the results of the survey. In addition, the interviews of the experts helped the researcher finding the best development channels for the HR Managers that participated within the study. The results of the survey were presented to the chosen experts; after they were asked their opinions about the gaps found, and then the experts were ask to provide possible solution channels for the HR managers in Burkina Faso.

Data Collection

Population and Sampling

The study had respondents from Ouagadougou, the capital city of Burkina Faso. HR managers were selected from this location because of the unavailability of resources (time and financial resources), to reach HRs in other regions. In the search of establishing the total number of HR Managers in the capital city, the researcher faced the unavailability of data. Therefore, the researcher targeted 200 respondents. The major condition for participating within this study was to have an HR function in any organization both public and private. Before receiving the questionnaire, the researcher ascertained that the potential respondents had been working in the HR field of his or her own organization. The researcher targeted HR offices and HR professional schools to distribute the questionnaire. Also the demographic question 2 served as benchmark, as respondents that stated that they have not worked before were simply removed from the sample.

The researcher used snowball method to reach the target population, as well as asking acquaintances to refer HR managers. HR managers, who respond to the questionnaire, were also asked to refer their colleagues or friends that are HR practitioners and were willing to take part of the study.

For the interview, four HR specialists were interviewed. The HR specialists were conveniently selected on social media such as Facebook and LinkedIn. The researcher entered in online search engines the key words “HR managers in Burkina Faso” in order to find a list of HRs working in the country. After finding potential interviewees, the researcher sent electronic messages to them requesting permission to interview them. When the researcher received the permission, another message asking contact details and making time arrangements was sent to the interviewee. The condition for an HR to be retained for the interview was the years of experience in the HR field which had to be equal or above ten years.

Instrumentation

This section discusses the different research instruments that were used for this study survey questionnaire for the quantitative approach and interviews for the qualitative approach. This section, also, discusses the validity and the reliability of the different instruments.

Questionnaire.

The questionnaire (refer to appendix A) was designed to examine the perceived expertise level and the perceived importance of each HRD competencies by adapting a modified version of the key actions performed by each competency domain described in *the 2004 ASTD Competency Study Mapping the Future*, which are similar to the key actions for the 2013 ASTD competency model.

The modification included rearranging, rewording and updating the information following the changes brought in the current ATD 2014 competency model. Following the assumption that HR managers already possess the foundational competencies, only the areas of expertise (AOEs), therefore, were measured by the questionnaire. The modified questionnaire was submitted to an experts review for validity.

After the validation of the English version, the questionnaire was then translated into French (refer to appendix B and D) by the researcher and the translation was validated by a translation and localization professional who is certified as translator at International Language Translation Center in Burkina Faso.

The researcher submitted the translated questionnaire through a validation process, which involved the questionnaire being review by experts in the HR field from French speaking countries. After the review of the expert, a pilot study was conducted and the final questionnaire was adopted (refer to Appendix B and D).

The competencies were rated based on the Likert type scale from one to five (1 to 5) for the expertise level, and one to five (1 to 5) for the current importance. For the expertise level, one (1) was labelled as *novice* (no experience) and five (5) was labelled *expert*. For the current importance, level one (1) was labelled as *no importance* and five (5) was labelled as *extremely important or critical* as shown in figure 3.2.

Importance					Key Actions	Expertise Level				
1	2	3	4	5	Compare actual and ideal performance and identifies performance gaps or opportunities.	1	2	3	4	5
1	2	3	4	5	Links human performance improvement to organizational goals by assessing.	1	2	3	4	5
1	2	3	4	5	Gather and summarize information about performance appraisals.	1	2	3	4	5

Figure 3.2. Sample of the questionnaire.

The questionnaire was preceded by instructions on how HR managers should rate themselves. The instructions provided a short description on the competencies and suggested HR managers rate themselves according to the provided definition on the questionnaire for more clarification. The instructions also labeled the scale against which the managers should rate themselves.

The scale for level of Expertise was developed following the model of skill acquisition of Dreyfus (1981) detailed by the Institute of Conservation from London in 2003. The scale was described as below in table 3.1.

Table 3.1.

Expertise Level Scale and Description

Scale	Title	Description
1	Novice	No knowledge of the competency
2	Beginner	Little or general knowledge of the competency
3	Competent	Have knowledge of the competency
4	Proficient	Good understanding of the competency
5	Expert	Excellent command of the competency

Note: Adapted from “Novice to Expert: the Dreyfus model of skill acquisition” by Stan Lester Developments, 2005. Retrieved from <http://www.sld.demon.co.uk/dreyfus.pdf> in November 2014.

The scale for current importance was designed to measure the level of importance managers placed on each competency as it currently relates to their specific job function. The scale of importance was added to this study in order to prioritize the development needs of HR managers. The scale of importance was described in the instructions guideline as following in table 3.2.

Table 3.2.

Scale for Perceived Importance

Scale	Title
1	Not Important
2	Slightly Important
3	Important
4	Very Important
5	Extremely Important or Critical

The first section of the questionnaire requested demographics from the respondents. The demographics questions were sex, area of work in the HR field (training, organization development, human resource management, generalist or other), years of experience in the HR field, and highest diploma obtained. The second section was the actual questionnaire (refer to appendix B and D).

Interview questions.

The interview was conducted by semi-structural questions. The interview questions were developed based on the objectives of the study. The questions were developed in English, and then translated into French following the same procedure as the survey questionnaire translation. The interview questions were submitted to the review of experts for its validation.

The interview questions addressed to the HR experts was to gain an insight on the HRD competencies in Burkina Faso. An extract of the interview questions for HR experts are as the following:

Table 3.3.

Interview Questions Development

Research Question	Interview Questions
What are the best development channels for the HR managers?	<ol style="list-style-type: none">1) According to the results of the survey, what would you suggest could be done to improve those HR managers' competencies in HRD?2) How could solutions you previously mentioned be put into practice?3) After attempting to develop those HR managers, what could be done to evaluate whether or not the necessary knowledge has been acquired?

Before the formal interview, the experts answered some demographics questions such as: years of work experience in the HR field, actual position, and highest diploma. Those demographic questions were used to describe those experts background and to confirm the criteria settled in the previous section.

The interviews were made by skype calls and lasted for about 10 to 15 minutes. Skype calls were used because the researcher and the interviewees are located in different countries therefore telecommunications instruments and software were found useful to achieve the purpose of this study.

The researcher first sent invitation letter to participants via email and social media. The invitation letter had for objective to inform the potential interviewee of the purpose of the study, to ensure him/her of the identity non-disclosure, and also to obtain agreement for the interview.

After the agreement response from the interviewee, the researcher set the time for performing the interview in accordance with the availability of the interviewee.

When the date and time were set, a word file was sent to the interviewee, containing the definitions of the AOE. The definitions of the AOE was adapted from Konan (2010) study. The instruction was for the interview to read the definitions before the interview. This stage was to ensure that the interviewee understood fully the meaning of each competency.

During the interview, the researcher shared the results of the survey with the expert, and then each expert was asked to respond to the interview questions. Also each interview was recorded using Amolto call recorder for skype. The recordings of each interview were transcribed in order to proceed to coding.

Validity and Reliability of the Instrument

Questionnaire

Validity refers to ability of the survey instrument to measure what it is intended to measure. For this study content and face validity were established. For Litwin (1995) content validity is a way to measure appropriateness and relevance of an instrument. To establish the validity, the researcher preceded with the review of literature about HRD competencies of HR managers. Also a panel of experts reviewed the instrument to verify that the instrument measures its intention.

Reliability refers to the extent to which an instrument yields the same results on repeated occasions (Carmines & Zeller, 1979). In this study reliability was established by a pilot study on the targeted population. The questionnaires, previously designed with 40 items, were distributed via internet to 30 HR managers in Burkina Faso. From the 30 online messages sent, only 29 responses were received. The internal consistency was established by computing the Cronbach alpha of the items. According to McMillan and Schumacher (2001) only a Cronbach alpha higher or equal than .70 should be considered acceptable, thus for this study only items that obtained a Cronbach alpha higher or equal to .70 were retained for the main questionnaire. After the pilot study, item 12 “Capture trainees’ attention and focus during training sessions” was removed from the main questionnaire as many respondents could not understand the statement; therefore left the item unanswered. After the pilot study, the revised questionnaire was distributed in order to collect the data. After the analysis of the reliability, question 12 “Capture trainees’ attention and focus during training sessions” was removed in order to increase the reliability of the measurement of training delivery. The Overall Cronbach alpha of the study was of .98 and .96 for importance and

expertise, respectively. The overall R^2 for importance is .96 and for expertise level .92. The table below details the Cronbach's Alpha of each individual competency.

Table 3.4.

Reliability Analysis

	N. Items	Cronbach's Alpha		R^2	
		Importance	Expertise	Importance	Expertise
Questionnaire	39	.98	.96	.96	.92
Performance Improvement	4	.90	.81	.80	.65
Instructional Design	3	.89	.87	.79	.75
Evaluating Learning Impact	3	.85	.82	.72	.67
Training Delivery	3	.89	.78	.79	.60
Learning Technologies	4	.79	.78	.62	.60
Managing Learning Programs	5	.90	.84	.80	.70
Integrated Talent Management	4	.88	.86	.77	.73
Coaching	5	.86	.89	.73	.79
Knowledge Management	4	.92	.86	.84	.73
Change Management	4	.92	.87	.84	.75

Interview

For the interview questions credibility was established. According to Mertens (2005), credibility can be obtained by peer debriefing, member checks or triangulation. For this study, validity was established by experts that review the questions before the interviews. After the interviews and the coding system (refer to appendix G for coding example) the researcher invited peers to review the transcripts in order to ensure conformity of results with the interview transcripts.

The transferability, or external validity, according to Martens (2005) refers to the fact that the similar results could be found if the process was followed. For this study, the researcher ensured transferability by providing a detailed description of the time, context, and place of the interviews.

The dependability refers to the fact that time influences the data obtained from the interview. In this study, the researcher provided an audit trail in order to testify quality and appropriateness data documentation, methods, and decisions about the research.

Data Analysis

This section discusses the different method to analyze the data by approach; survey questionnaire for the quantitative approach and interviews for the qualitative approach.

Questionnaire

Competencies were rated using 5-point Likert scale. Descriptive statistics were used to answer the question of importance and the perceived level of expertise. Then, the mean and the mean rankings were calculated to measure the perceived level of importance and their current expertise level for each competency, as it related to their specific job function.

The greater the mean value of importance of a competency is, the higher the perceived importance ranking of the competency is. To be considered as important, the mean value should be superior equal (\geq) 3.0, which represent the label “Important” in the scale of measurement. The scale of importance was used to prioritize the development needs.

The higher the mean value of the perceived expertise in a competency is, the higher the level of expertise is. The mean and the mean rankings were computed using Microsoft Excel 2010 and SPSS 22.

Interview

After the interviews, to analyse the descriptive and the interpretive data obtained, a content analysis was used. Weber (1985) defined content analysis as “a research methodology that utilizes a set of procedures to make valid inferences from a text” (p. 9).

According to Holsti (1969), valid inferences suggest that the analysis should follow the three requirements of content analysis, which are objectivity, system, and generality. The characteristic of objectivity implies that each step in the research process must be carried out on the basis of explicitly formulated rules and procedures. The characteristic of systematic implies that the inclusion and exclusion of content or categories is done according to consistent rules. The characteristic of generality requires that the findings must have theoretical relevance. Data will be analysed after proceeding to the coding of the content of the interviews.

Holsti (1969) also defines coding as “the process whereby raw data are systematically transformed and aggregated into units which permit precise description of relevant content characteristics” (p. 94). The process of coding is best described by Hahn (2008); for Hahn coding comports many steps, the first stage consists on going through the data to information that are

important for the research and code those information; a sample of the coding steps used for this is attached as appendix G. The second stage consists on re-examining the codes previously developed and separate that information into categories. The third and last stage was to link the categories or themes found out in the second stage to the existing literature and from all derive necessary conclusions. The conclusions drawn from the previous stage will serve as recommendation for developing HRD competencies of HR managers.

Research Procedure

The research procedure (see figure 3.3) of this study started from the review of literature and identifying potential problems. From the identified potential problem, the research questions were derived. From the research questions, literature was reviewed in order to explain the need of this study and for the development of the adequate instruments to attempt solving the problem statement. After, the data was collected and analyzed in order to develop the findings.

The unit of analysis in this research is the HR managers in Burkina Faso. In the first stage, the researcher sent a letter and a sample of the survey questionnaire to the HR professional school and HR associations to explain the purpose of the study and to request permission for distributing the questionnaire

After the collection of the survey questionnaire, the analysis was done to establish the level of expertise of HR managers in Burkina Faso in HRD competences. After the data analysis from the survey, the researcher conducted interviews to experts in the HR field in Burkina Faso. After the interviews, and the comparison of the questionnaire and interview analysis, the researcher provided conclusions on the status of HRD competences in Burkina Faso, as well as recommendations to overcome the findings.

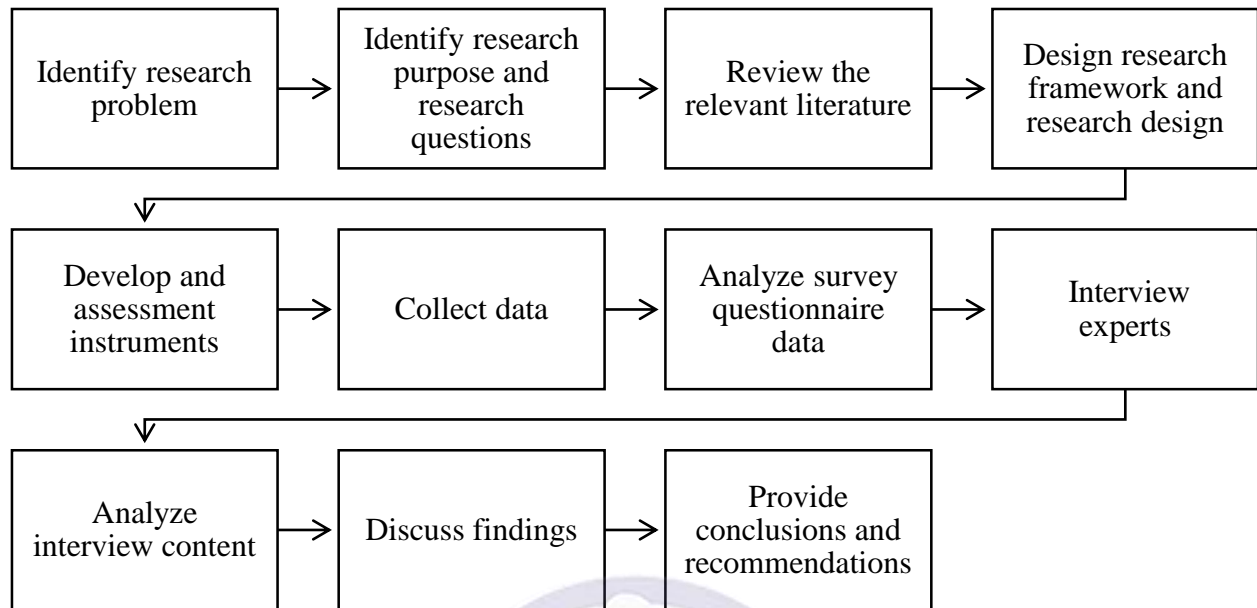
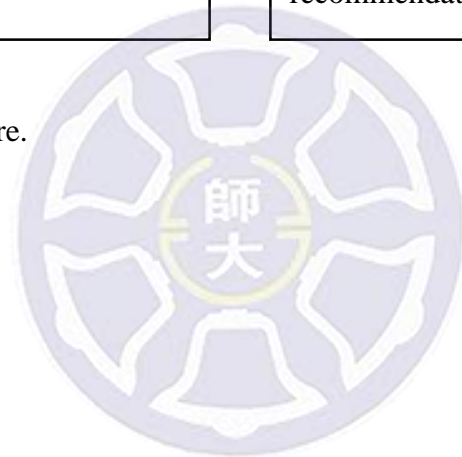


Figure 3.3. Research procedure.





CHAPTER IV RESULTS AND DISCUSSIONS

This chapter presents the results obtained from the 146 respondents of the survey questionnaire and also the results of interviews. First, the demographic information about the subjects is presented, and then the data interpretation is stated according to the sequence of the research questions. The final phase presents the discussions on the results.

Results

The results section will be divided in many sections, the descriptive statistics and the results for each research questions.

Characteristics of the Participants

This section describes the characteristics of the HR managers who responded to the survey and also the characteristics of the interviewees. The demographic information of the respondents includes: area of the HR discipline, years of experiences, and education levels.

Survey respondents.

During the data collection process 200 questionnaires were distributed, and 146 were returned. From the 146 responses only 139 (69.5%) were valid and therefore were used for the following analysis.

From the 139 respondents of the survey, 63.3% (n=88) were male and 36.7% (n=51) were female. Regarding the area of work, the main HR discipline of the respondents was in HRM (74.8%, n=104) followed by training (10.8%, n=15), then the HR generalists (8.6%, N=12). With respect to professional experiences in HR, the majority of the respondents had less than five years of experience (56.8%, n=79). In terms of education degrees, 65.5% of respondents had an equivalent to a master degree (n=91). The table 4.1 presents the detailed information about the respondent.

Table 4.1.

Demographic Characteristics of the Survey Respondents

Demographics		N	%
Gender	Male	88	63.3
	Female	51	36.7
Years of Experience	0-4	79	56.8
	5-9	33	23.7
	10-14	16	11.5
	+15	11	7.9
Area of Discipline	Training	15	10.8
	OD	8	5.8
	HRM	104	74.8
	Generalist	12	8.6
	Other	-	-
Education	Associate	9	6.5
	Bachelor	34	24.5
	Master	91	65.5
	Doctorate	2	1.4
	Other	3	2.1

Participants of interviews.

For the interviews, 4 experts in the HR field were interviewed; table 4.2 gives a description of the demographics of experts.

Table 4.2.

Demographic Characteristics of the Survey Interviewees

Interviewee	Gender	Years of Experience	Area of Discipline	Highest Diploma
A	M	10	HRM	Master
B	F	11	HRM	Master
C	F	28	HRM	Master
D	M	15	HRM	Master

Descriptive Statistics of the Questionnaire

The table 4.3 describes the mean of importance and expertise level of each AOE as well the standard deviation. From the computation above the study research questions 1 to 4 have been answered in the following lines.

Table 4.3.

Mean Score and Standard Deviation of HRD Competencies

Competency	Frequency	Mean		SD	
		Importance	Expertise	Importance	Expertise
Performance Improvement	139	3.87	3.39	.85	.82
Instructional Design	139	3.79	3.32	.93	.97
Training Delivery	139	3.79	3.45	.93	.95
Learning Technologies	139	3.44	2.86	.92	.97
Managing Learning Programs	139	3.64	3.17	.90	.88
Integrated Talent Management	139	3.69	3.30	.88	1.53
Coaching	139	3.95	3.57	.77	.81
Knowledge Management	139	3.66	3.15	.90	.92
Change Management	139	3.52	3.09	.96	1.02
Evaluating Learning Impact	139	3.64	3.24	.82	.82

Perceived importance of HRD competency domains.

Table 4.4 below, displays the competencies ranked from perceived importance highest mean score to lowest.

Table 4.4.

Perceived Importance of HRD Competencies Ranking

HRD Competency	Mean	Rank
Coaching	3.95	1
Performance Improvement	3.87	2
Instructional Design	3.79	3
Training Delivery	3.79	4
Integrated Talent Management	3.69	5
Knowledge Management	3.66	6
Managing Learning Programs	3.64	7
Evaluating Learning Impact	3.64	8
Change Management	3.52	9
Learning Technologies	3.44	10

According to the table above the highest rated competency is coaching (M=3.95, SD= .77) followed by performance improvement (M=3.87, SD= .85), training delivery (M=3.79, SD= .93) and instructional design (M=3.79, SD= .93). Although being the highest rated competencies, we can say that almost all the competencies have been rated above the importance score (3.0).

Therefore we can safely assume that the respondents consider the HRD competencies assessed as relevant to their current function. The lowest rated competency for importance is learning technologies (M=3.44, SD= .92)

Perceived level of expertise in the HRD competency domains.

Table 4.5 describes the rank of each competency from the highest expertise level score to the lowest expertise level. The highest rated competencies is coaching (M=3.57, SD=.81), followed by training delivery (M=3.45, SD=.95). The lowest rated competencies are learning technologies (M=2.86, SD=.97) and change management (M=3.09, SD=.96). Altogether, the researcher can say that HR managers participating to this study perceive fairly their abilities in the HRD competencies as all competencies were rated below M=4.0, which indicates the proficient level in the scale of measurement.

Table 4.5

Perceived Expertise Level of HRD Competencies Ranking

HRD Competency	Mean	Rank
Coaching	3.57	1
Training Delivery	3.45	2
Performance Improvement	3.39	3
Instructional Design	3.32	4
Integrated Talent Management	3.3	5
Evaluating Learning Impact	3.24	6
Managing Learning Programs	3.17	7
Knowledge Management	3.15	8
Change Management	3.09	9
Learning Technologies	2.86	10

HR managers in Burkina Faso development needs.

The figure 4.1 represents the development needs of HR managers following the model combining importance and expertise level.

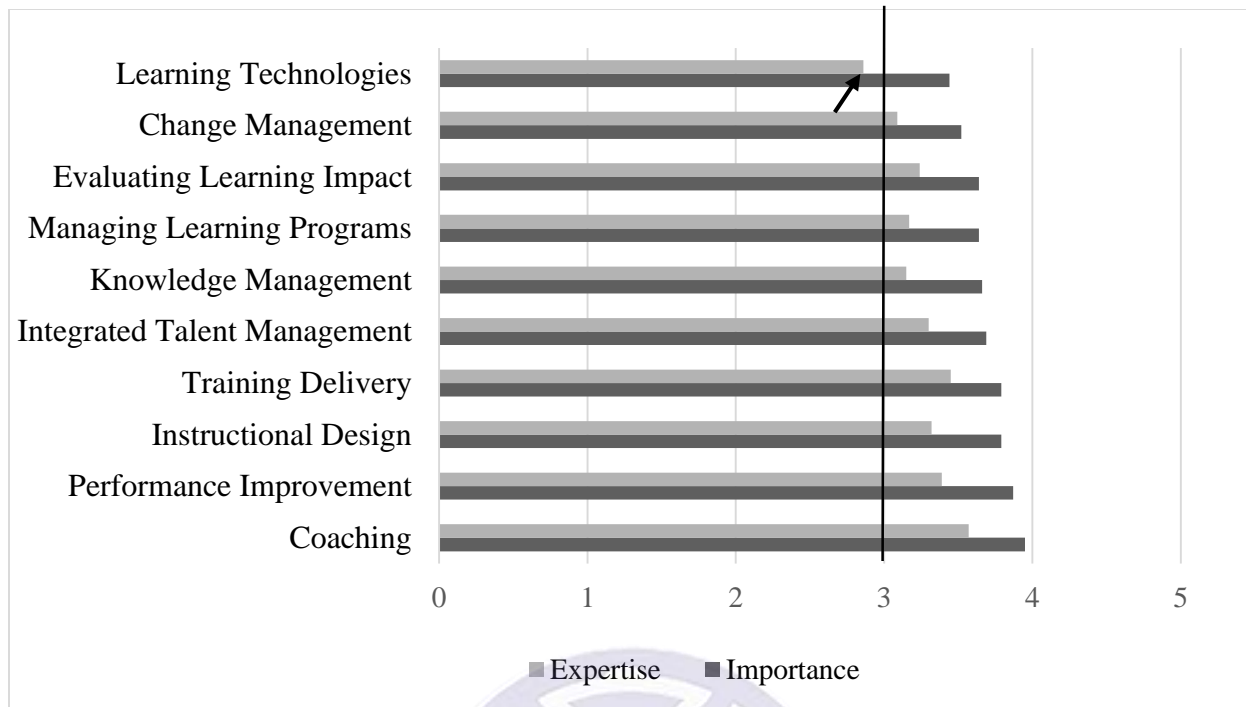


Figure 4.1. Importance and expertise level of HRD competencies.

As the self-assessment showed and graphed by figure 4.1, HR manager perceive all AOE as relevant to their job function ($M \geq 3$). Also almost all the AOE except learning technologies were rated above competent level ($M \geq 3$). For the expertise level of learning technologies, $M=2.86$ (shown by the arrow), the rating was the lowest rated competency; therefore priority should be given to improve the proficiency of HR managers in the area. Although other competency ranked above the average score of 3.0 for expertise level, they still can be improved.

In order to prioritize the development needs a quadrant model was drawn for the HRD competencies in figure 4.2. The quadrant was drawn in accordance with the mean score of importance and expertise level perception of the AOE by the HR managers in Burkina Faso. The numbers on the quadrant are the order of priority of needs. The quadrant has been divided into *not a priority*, *first priority*, *second priority*, *third priority*.

- *Not a priority* refers to competencies that should not be taking into account while prioritizing the competencies to develop. The competencies in this section are competencies which rated for importance $M=1$ to < 3 and for expertise level $M= >3$ to 5

- *First priority* refers to competencies that should be developed first while prioritizing the competencies to develop. The competencies in this section are competencies which rated for importance $M = >3$ to 5 and for expertise level $M = 1$ to < 3 . In this study only learning technologies can be labelled as first priority.
- *Second priority* refers to competencies that should be developed in second position while prioritizing the competencies to develop. The competencies in this section are competencies which rated for importance $M = 1$ to < 3 and for expertise level $M = 1$ to < 3 .
- *Third priority* refers to competencies that should be developed in third position while prioritizing the competencies to develop. The competencies in this section are competencies which rated for importance $M = >3$ to 5 and for expertise level $M = >3$ to 5.

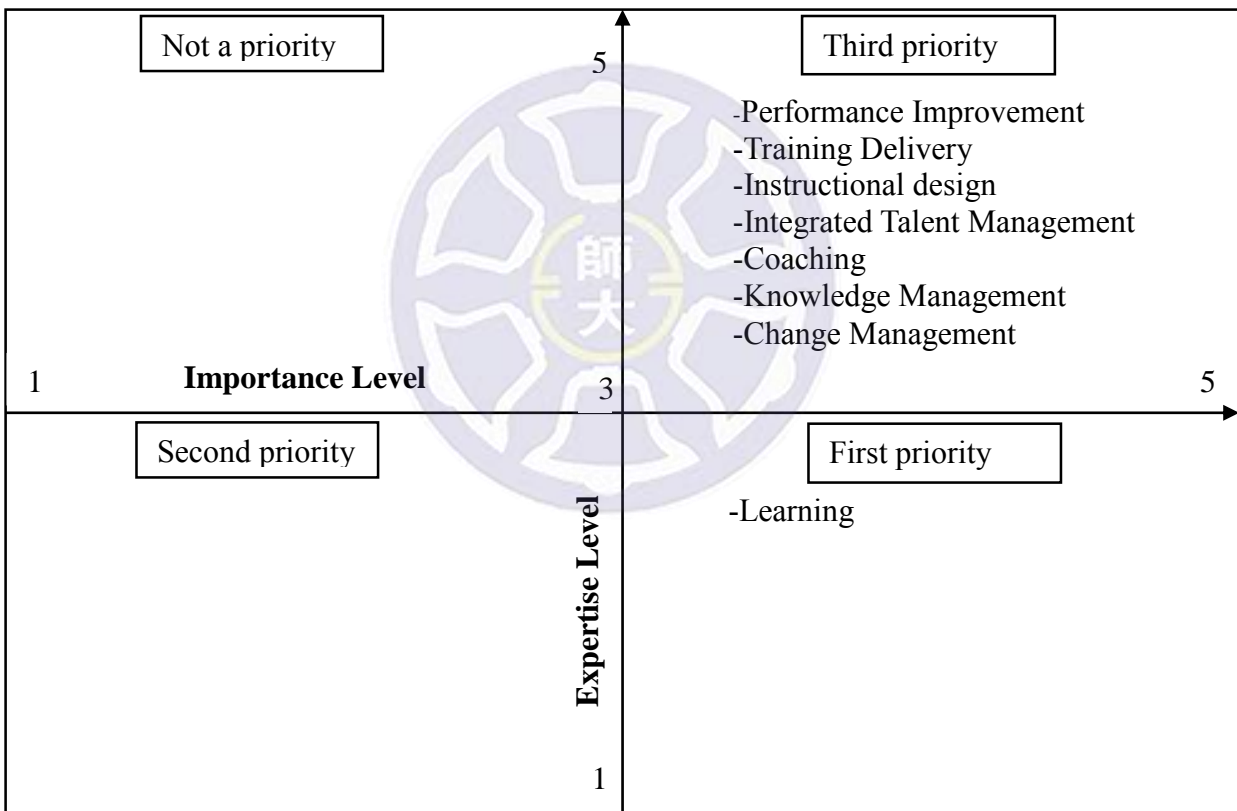


Figure 4.2. Prioritizing HRD competencies development needs

Difference in the perception of demographics groups towards HRD competency expertise level.

This section is divided into the different demographics variables which are: gender, years of experience, work area and education level.

Gender of the respondents.

Table 4.6

Independent Samples Test of Gender on HRD Competencies

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Learning Technologies	Equal variances assumed	3.12	0.079	2.22	136	0.028*	0.37	0.169
	Equal variances not assumed			2.33	120.99	0.021*	0.37	0.16

Note. * P < .05

From the Table 4.6 it appears that gender only have an impact on how respondents perceive their expertise level in learning technologies competency (t=2.2, p <.05). Therefore we can conclude that there is a statistically difference in the way Male and Female HR managers in Burkina Faso perceive their ability level in learning technologies competency. To ascertain the difference in scoring between male and female HR managers in Burkina Faso, the mean score of each category has been calculated. For learning technologies males scored M= 3.11 and females scored M=2.72.

Years of work experience of the respondents.

Table 4.7

Years of Work Experience Groups Scores on HRD Competencies

	0-4		5-9		10-14		+15	
	M	SD	M	SD	M	SD	M	SD
Performance Improvement	3.13	0.8	3.67	0.64	3.8	0.54	3.86	1.08
Instructional Design	3.14	1	3.78	0.73	3.85	0.67	4.03	0.96
Evaluating Learning Impact	3.01	0.8	3.46	0.67	3.66	0.74	3.69	0.82
Training Delivery	3.02	1	3.72	0.68	3.72	0.8	3.72	1.1
Learning Technologies	2.56	0.9	3.09	0.84	3.44	0.8	3.52	1.19
Managing Learning Programs	2.92	0.8	3.46	0.81	3.42	0.67	3.76	1.08
Integrated Talent Management	2.97	1	3.46	0.96	3.45	0.57	5.02	4.2
Coaching	3.37	0.9	3.63	0.69	4.07	0.46	4.14	0.58
Knowledge Management	2.95	1	3.34	0.8	3.34	0.73	3.7	0.85
Change Management	2.88	1	3.18	0.97	3.54	0.89	3.65	0.96

After computing the scores of each category, it is perceptible that the different groups have different scoring in the different competencies. To determine if those differences are statistically different, One Way ANOVA has been computed.

Table 4.8.

One Way ANOVA of Work Experience Groups on HRD Competencies

		Sum of Squares	df	Mean Square	F	Sig.	Summary of the Scheffé Comparisons
Performance Improvement	Between Groups	13.13	3	4.37	7.38	.000**	0-4 < 5-9 (-.54*)
	Within Groups	79.99	135	.59			0-4 < 10-14 (-.66*)
	Total	93.12	138				0-4 < +15 (-.73*)
Training Delivery	Between Groups	17.28	3	5.76	7.17	.000**	0-4 < 5-9 (-.63*)
	Within Groups	108.39	135	.80			0-4 < 10-14 (-.71*)
	Total	125.67	138				0-4 < +15 (-.88*)
Evaluating Learning Impact	Between Groups	10.94	3	3.64	6.01	.001**	0-4 < 10-14 (-.65*)
	Within Groups	81.96	135	.60			
	Total	92.91	138				
Instructional Design	Between Groups	16.82	3	5.60	6.63	.000**	0-4 < 5-9 (-.70**)
	Within Groups	114.05	135	.84			
	Total	130.88	138				
Learning technologies	Between Groups	19.18	3	6.39	7.73	.000**	0-4 < 5-9 (-.53*)
	Within Groups	111.59	135	.82			0-4 < 10-14 (-.88**)
	Total	130.77	138				0-4 < +15 (-.96*)
Managing Learning Programs	Between Groups	12.72	3	4.24	5.93	.001**	0-4 < 5-9 (-.54*)
	Within Groups	96.45	135	.71			0-4 < 10-14 (-.50*)
	Total	109.17	138				0-4 < +15 (-.84*)

(continued)

Table 4.8. (continued)

		Sum of Squares	df	Mean Square	F	Sig.	Summary of the Scheffé Comparisons
Integrated Talent Management	Between Groups	42.24	3	14.08	6.71	.000***	0-4 < +15 (-2.04*) +15 < 5-9 (-1.56*)
	Within Groups	283.04	135	2.09			
	Total	325.29	138				
Coaching	Between Groups	10.76	3	3.59	5.99	.001**	0-4 < 10-14 (-.69*) 0-4 < +15 (-.76*)
	Within Groups	80.80	135	.599			
	Total	91.57	138				
Change Management	Between Groups	8.26	3	2.75	3.35	.021*	
	Within Groups	110.92	135	.82			
	Total	119.18	138				
Knowledge management	Between Groups	10.51	3	3.50	3.51	.017*	
	Within Groups	134.41	135	.99			
	Total	144.92	138				

Note. *** P < .001, ** p < .01, * P < .05

From the table 4.8, it appears that years of experience has an impact on how respondents perceive their performance improvement (F=7.38, p < .01), training delivery (F=7.17, p < .01), Evaluating Learning Impact (F=6.01, p < .01), instructional design (F=6.63, p < .01), learning technology (F=7.73, p < .01), managing learning programs (F=5.93, p < .01), integrated talent management (F=6.71, p < .01), coaching (F=5.99, p < .01), change management (F=3.35, p < .05), and knowledge management (F=3.51, p < .05) competencies. To ascertain at which level the differences are located, a Scheffé test was ran.

For performance improvement, there is a significant difference in perceived mean score of expertise level between the category 0 to 4 years of work experience and the category 5 to 9 years (-.54, p < .05), 10 to 14 years (-.66, p < .05) and more than 15 years (-.73, p < .05). This shows that HR managers who have less than 5 years of work experience perceive their performance improvement competency lower than other categories.

For training delivery, there is a significant difference in perceived mean score of expertise level between the category 0 to 4 years of work experience and the category 5 to 9 years (-.63, $p < .05$), 10 to 14 years (-.71, $p < .05$) and more than 15 years (-.88, $p < .05$). This shows that HR managers who have less than 5 years of work experience perceive their training delivery competency lower than other categories.

For evaluating learning impact, there is a significant difference in perceived mean score of expertise level between the category 0 to 4 years of work experience and the category 10 to 14 years (-.65, $p < .05$). This illustrates that HR managers who have less than 5 years of work experience perceive their measuring and evaluating competency lower those who have between 10 and 14 years.

For instructional design, there is a significant difference in perceived mean score of expertise level between the category 0 to 4 years of work experience and the category 5 to 9 years (-.70, $p < .01$). This illustrates that HR managers who have less than 5 years of work experience perceive their instructional design competency lower those who have between 5 and 9 years.

For learning technologies, there is a significant difference in perceived mean score of expertise level between the category 0 to 4 years of work experience and the category 5 to 9 years (-.53, $p < .05$), 10 to 14 years (-.88, $p < .05$) and more than 15 years (-.96, $p < .05$). This shows that HR managers who have less than 5 years of work experience perceive their learning technology competency lower than other categories.

For managing learning programs, there is a significant difference in perceived mean score of expertise level between the category 0 to 4 years of work experience and the category 5 to 9 years (-.54, $p < .05$), 10 to 14 years (-.50, $p < .05$) and more than 15 years (-.84, $p < .05$). This shows that HR managers who have less than 5 years of work experience perceive their managing learning programs competency lower than other categories.

For integrated talent management, there is a significant difference in perceived mean score of expertise level between the category 0 to 4 years of work experience and the category more than 15 years (-2.04, $p < .05$). Also there is also a significant difference in mean score between the category +15 and the category 5-9 (-1.56, $p < .05$). This illustrates that HR managers who have less than 5 years of work experience perceive their integrated talent management competency lower those who have 15 or more years of work experience; in addition HR managers who have

more than 15 years of work experience perceive their integrated talent management competency lower those who have 5 to 9 years of work experience.

For coaching, there is a significant difference in perceived mean score of expertise level between the category 0 to 4 years of work experience and the category 10 to 14 years (-.69, $p < .05$) and more than 15 years (-.76, $p < .05$). This shows that HR managers who have less than 5 years of work experience perceive their performance improvement coaching competency lower than other categories.

Although the one way ANOVA test showed statistical significant differences among demographics for some competencies, the Scheffé test could not find statically different scores between the different categories.

Work area of the respondents.

Table 4.9.

Discipline Area Groups Scores on HRD Competencies

	Training		OD		HRM		Generalist	
	M	S.D	M	S.D	M	S.D	M	S.D
Performance Improvement	3.37	0.98	3.91	1.25	3.41	0.72	2.98	0.95
Instructional Design	3.76	0.97	3.83	0.99	3.4	0.9	3.17	1.23
evaluating learning impact	3.06	0.88	3.83	0.83	3.25	0.81	3.02	0.68
Training Delivery	3.53	0.88	3.95	1.25	3.28	0.96	3	0.85
Learning Technologies	2.93	1.04	3.38	1.38	2.83	0.95	2.73	0.71
Managing Learning Programs	3.09	0.98	3.77	1.06	3.17	0.85	2.9	0.84
Integrated Talent Management	2.91	1.14	5.46	4.87	3.27	0.94	2.62	0.56
Coaching	3.36	0.91	4.1	0.67	3.6	0.8	3.28	0.75
Knowledge Management	3.08	1	3.75	0.71	3.14	0.92	2.89	0.9
Change Management	3.2	1.22	3.78	0.77	3.06	1.03	2.72	0.61

After computing the scores of each category, it is perceptible that the different groups have different scoring in the different competencies. To determine if those differences are statistically different, One Way ANOVA has been computed. Only integrated talent management showed a statistically significant mean score difference.

Table 4.10.

One Way ANOVA of Discipline Area Groups on HRD Competencies

		Sum of Squares	df	Mean Square	F	Sig.	Summary of the Scheffé Comparisons
Integrated Talent Management	Between Groups	45.34	3	15.11	7.29	.000**	OD>Training (2.55**)
	Within Groups	279.94	135	2.07			OD>HRM(2.19**)
	Total	325.29	138				OD>Generalist (2.84**)

Note. ** p< .01, * P< .05

From the table above it appears that the area work discipline has a very significant impact on how respondents perceive their integrated talent management competency $F= 7.29(p = 000)$.

To ascertain at which level the differences are located a Scheffé test was ran. From the Scheffé test results, there is a significant difference in the mean scoring on integrated talent Management between managers who work in organizational development (OD) area and those who work for the training area with mean score difference of 2.55 ($p < .01$), the human resource management (HRM) area with a mean score difference of 2.65*($p < .01$), and the HR generalist with a mean score difference of 3.24*($p < .01$).

Education level of the respondents.

Table 4.11.

Education Level Groups Scores on HRD Competencies

	Associate		Bachelor		Master		Doctorate		Other	
	M	S.D	M	S.D	M	S.D	M	S.D	M	S.D
Performance Improvement	2.94	0.84	3	0.67	3.58	0.82	3.88	0.88	3.25	0.25
Instructional Design	2.85	1.23	3.1	0.73	3.65	0.94	3.83	0.7	2.44	0.5
Evaluating Learning Impact	2.85	0.94	3	0.7	3.41	0.81	3.5	0.23	2.55	0.38
Training Delivery	2.44	0.97	3	0.84	3.55	0.92	4	0.47	2.11	1.17
Learning Technologies	2.44	0.76	2.7	0.83	2.98	1.02	3.38	1.23	2.08	0.8
Managing Learning Programs	2.37	0.97	2.7	0.61	3.45	0.85	3.4	0.56	2.53	0.5
Integrated Talent Management	2.86	0.95	2.6	0.79	3.63	1.71	3.375	1.23	2.41	0.52
Coaching	3.22	0.7	3.3	0.74	3.71	0.82	4.1	0.14	3.8	0.72
Knowledge Management	2.83	0.89	2.7	0.87	3.35	0.89	4.125	0.17	2.58	0.38
Change Management	2.63	0.57	2.7	0.87	3.28	1.05	4	1.06	2	0.86

After computing the scores of each category, it is perceptible that the different groups have different scoring in the different competencies. To determine if those differences are statistically different, One Way ANOVA has been computed. Only integrated talent management showed a statistically significant mean score difference.

Table 4.12

One Way ANOVA of Educational Level Groups on HRD Competencies

		Sum of Squares	df	Mean Square	F	Sig.	Summary of the Scheffé Comparisons
Performance Improvement	Between Groups	10.75	4	2.69	4.37	.002**	Master > Bachelor (.58*)
	Within Groups	82.36	134	.615			
	Total	93.12	138				
Training Delivery	Between Groups	13.66	4	3.41	4.08	.004**	
	Within Groups	112.01	134	.83			
	Total	125.67	138				
Evaluating Learning Impact	Between Groups	8.59	4	2.14	3.41	.011*	
	Within Groups	84.31	134	.62			
	Total	92.91	138				
Instructional Design	Between Groups	20.36	4	5.09	6.17	.000**	Associate < Master (1.11*)
	Within Groups	110.51	134	.82			
	Total	130.88	138				
Learning technologies	Between Groups	5.91	4	1.47	1.58	.182	
	Within Groups	124.86	134	.93			
	Total	130.77	138				
Managing Learning Programs	Between Groups	23.03	4	5.75	8.95	.000**	Master > Associate (1.08*) Master > Bachelor (.78*)
	Within Groups	86.14	134	.643			
	Total	109.17	138				
Integrated Talent Management	Between Groups	30.26	4	7.56	3.43	.010*	Master > Bachelor (1.01*)
	Within Groups	295.02	134	2.20			
	Total	325.29	138				
Coaching	Between Groups	6.80	4	1.70	2.68	.034*	
	Within Groups	84.77	134	.633			
	Total	91.57	138				

(continued)

Table 4.12 (continued)

		Sum of Squares	df	Mean Square	F	Sig.	Summary of the Scheffé Comparisons
Change Management	Between Groups	15.05	4	3.76	4.84	.001**	
	Within Groups	104.12	134	.77			
Knowledge management	Between Groups	14.735	4	3.68	3.79	.006**	Master>Bachelor (.67**)
	Within Groups	130.19	134	.97			
	Total	144.92	138				

Note. ** $p < .01$, * $P < .05$

From the table 4.12 it appears that years of educational level has an impact on how respondents perceive their performance improvement ($F=4.37$, $p < .01$); training delivery ($F=4.08$, $p < .01$); evaluating learning impact ($F=3.41$, $p < .05$); instructional design ($F=6.17$, $p < .01$); managing learning programs ($F=8.95$, $p < .01$); integrated talent management ($F=3.43$, $p < .05$); coaching ($F=2.68$, $p < .05$); knowledge management ($F=4.84$, $p < .01$) and change management ($F=3.79$, $p < .01$). To ascertain at which level the differences are located a Scheffé test.

For performance improvement, there is a significant difference in the mean scoring between managers who bachelor degree and those who possess a master degree. The mean score difference between the two categories are of .58 ($p < .05$). This results shows that HRs that have a bachelor perceive their expertise level in performance improvement competency lower than the manager who have a master degree.

For instructional design, there is a significant difference in the mean scoring between managers who associate degree and those who possess a master degree. The mean score difference between the two categories are of 1.11 ($p < .05$). This results shows that HRs that have an associate degree perceive their expertise level in instructional design competency lower than the manager who have a master degree.

For managing learning programs, there is a significant difference in the mean scoring between managers who possess an associate degree, a bachelor degree, and those who possess a master degree. The mean score difference between Bachelor degree holders and master degree holders is of 1.08 ($p < .05$). Also the mean score difference between associate degree holders and master degree holders is of .78 ($p < .05$). This results shows that HRs that have an associate degree and

the bachelor degree holders perceive their expertise level in managing learning programs competency lower than the manager who have a master degree.

For integrated talent management, there is a significant difference in the mean scoring between managers who bachelor degree and those who possess a master degree. The mean score difference between the two categories are of 1.01 ($p < .05$). This results shows that HRs that have a bachelor perceive their expertise level in performance improvement competency lower than the manager who have a master degree.

For knowledge management, there is a significant difference in the mean scoring between managers who bachelor degree and those who possess a master degree. The mean score difference between the two categories are of .67 ($p < .01$). This results shows that HRs that have a bachelor perceive their expertise level in performance improvement competency lower than the manager who have a master degree.

Although the one way ANOVA test showed statistical significant differences among demographics for some competencies, the Scheffé test could not find statically different scores between the different categories.

In summary we can say that, apart from gender, there are significant differences in scoring the perceived expertise level in HRD competencies among some subcategory of demographic groups.

Best Development Channel for the HR Managers

This section transcribes the results from the interview of experts. The results are divided into three parts. The first part discusses what should be done from the experts' point of view to improve HR managers' competency expertise level, the second part discusses the practical application of the proposed solutions and the last part discusses how to evaluate if development objectives have been achieved. The interviews have been conducted in order to support the study on how to develop the competency of HR managers in HRD.

Enhancing HR managers HRD competencies.

From the point of view of expert, in order to enhance The HR managers' competencies, HRD concepts should be more often taught in schools which have HR programs, and also personalized trainings according to needs could be implemented. Experts also pointed out that seminar on HRD could be organized to enhance the competencies of HR managers. Also interviewee C pointed out

that it important to sensitize organizations on why it is important to develop HR managers HRD competencies. Interviewee D stressed out the fact that public organization HR managers could be trained in the *Ecole Nationale d' Administration et de Magistrature* (ENAM), as the professional school has a rich curriculum which could enhance HR managers' competencies.

Implementing development activities.

For this question experts pointed out that , first specific training needs has to be found and this could only done by involving all stakeholders. Also external resources could be used to implement trainings or seminars. Specialization courses could be taken home or abroad by the HR managers, if the budget allows it. Interviewee D pointed that HRD short courses could be taken by HRs in various institutions. To finished, experts pointed out that HRD specialists could be recruited to coach HR managers in big organizations.

Evaluating knowledge acquired.

In order to assess whether or not the objectives of the different training objectives have been achieved, experts re commended immediate practice of learned concepts, by practical exercise on the field. As matter fact interviewee D stated that: “When you train somebody, the least you can ask from the trainee is to put in practice what has been learned”. Practice was referred by “hot” evaluation by interviewee C, he also added that the “Cold” evaluation would be the long term evaluation by the observation of performance of the HR manager in his human resource development work. Interviewee A also suggested that a professional exam be set to evaluate the knowledge acquired.

The results from the interview can be linked to existing literature, as matter of fact competency development results from a variety of different learning activities (Poel, Van Dam, & van den Berg, 2004). According to Tannenbaum & Yukl (1992), training plays an important part of competency development within organizations. Also according to the United Nations competency development guide, four ways have been stressed out as activities that could enhance competencies.

The four competencies are:

Learning by Doing: this refers to taking part of job activities, job simulations and job aids

Learning through Training: refers to attending training courses

Learning by Listening/Watching: it refers to observing others and watching video based development.

Learning by Reading: it refers to reading books on required competencies and skill briefs.

As we can observe, to enhance competencies training still remain relevant.

Discussions

The results of the data analysis put to light the development needs of the HR managers who participated to this study. From the results the first priority is to develop the learning technologies competency, moreover all the other competencies should also be improved as they have all been proven important but yet, the mean score of those competencies are below the expert level 5.0). According to Dreyfus (2004) it is important to understand the difference between being competent and being expert. Dreyfus (2004) has suggested that the competencies and professional skills of adults develop through five stages: (1) novice; (2) advanced beginner; (3) competent; (4) proficient; and (5) expert. Although Dreyfus (2004) stated that competency-based instruction is designed to help an individual reach a competent level, but the individual can continue to acquire knowledge and perfect it his or her proficiency and expertise through additional learning and work experiences. Findings from the current research indicated that the study respondents viewed their overall expertise levels of the competencies above the competent level, except for learning technologies competencies. These results show that these HR managers perform their tasks without highly developed competencies. Therefore, there is a need to develop a competency-based instruction to help HR managers in Burkina Faso reach a higher level of expertise in all the competencies.

This study found similar results as Yoo (1999) study in WLP in Korea, where technology proficiency was found to be the most needed in developing HRD competencies. Also Yoo pointed out that HR managers played a limited role in training and development, which is similar as in Burkina Faso. As matter of fact, during the interviews of experts, the experts pointed out the fact that HRM itself is at his beginnings, and HRD is barely existent.

When examining the scoring differences between demographic groups, this study found similar results as Konan, 2010 study in Cote d'Ivoire. As matter of fact Konan (2010), study found statistical difference in demographics groups such has area of work discipline. HR managers working in the training field perceived their expertise level in some competencies such as training design higher than the others.

With regards to the years of professional experiences, this study also agrees with Konan, 2010 study has managers with less than 5 years of work experience tend to perceive their expertise level

in some competencies such as performance improvement, managing learning programs, coaching and learning technologies lower than those of people with more experiences. These results are in line with a number of studies that showed that the experiences of employees influence their job performance levels (Noe, 2002; Zheng, Hyland & Soosay, 2007). This illustrates also the fact that the least professional experiences an employee possesses, the least the job performance level will be perceived. In other words, as trainings and development budget are below the demand (pointed out by interviewee C), we can say that demographic groups that should be developed first in technology competencies are female HR managers and those who have less than 5 years of work experience, as they present the lowest mean scoring in the competency.

The post-hoc test, showed that for some competencies although the one ANOVA showed that there were a significant difference, the multiple comparisons test did not show any statistically significant mean score difference. This might be result of the unequal distribution among demographic groups.

Heinsman et al. (2006) stated that competency development constitute a broader part of what is referred to as the concept of competency management, therefore many aspects should be taken into account when considering competency development. According to Van der Heijde and Van der Heijden (2006), and, Deci and Ryan (2002) organizations only cannot develop an the competencies of an employee and that whether the organizational practices will enhance competency will depend on the investments made by the employee. This idea of involving stakeholder on the process of developing the HR managers was pointed out by an expert during the interviews. Although learning competencies can also be incorporated in formal training sessions, competencies are mainly enhance through practices and on-the-job learning activities, which put a stronger emphasis on the responsibility of employees for an active involvement in competency development. The emphasis on practicing was also pointed out by experts as evaluation means for knowledge learned. Also according to experts interviewed, field practice is imperative because even if the training or courses did not enhance the necessary competency, practice will help reinforce the lack.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into three main sections. The first section inductively provided conclusions regarding the research findings and results in chapter four. The second section put forward the implications and the recommendations according to the research findings and can be regarded as the reference guide for comprehending the competencies and their importance to human resource managers in Burkina Faso. The final sections provide the limitations and suggestions for future researchers.

Conclusions

This study endeavored to examine and identify the HRD expertise and importance level which is the major driving force behind the interest of this topic in Burkina Faso. The study found that HRD in Burkina Faso is still a work-in-progress. The benefit is not fully realized yet as there are several challenges present like skills gap of HR managers as presented in the quantitative and qualitative study findings and results. Thus, as alluded in the research introduction, the subject of HR delivery does not only concern practitioners, but is of growing interest to researchers as well. In addition for HR managers to effectively execute their mandates, they need to have the necessary skills and competencies regarding various HRD domains.

The results and findings show that, HRD expertise and importance level are multi-faceted. Again, the key issues that this research dealt with are the importance of the HRD competencies to HR managers in Burkina Faso. According to the results all the competencies level are somehow important and need to be developed, especially learning technology which need to be improved. In Burkina Faso, it has been noted that organizations in the country are left with no choice but to embrace the paradigm shift adopted by some organizations and countries around the world, that is, to embrace learning technology. This can enhance human resource development practices, as the current trend towards increase globalization and competition among organization and countries presents an opportunity and a demand for HRD professionals to come with strategies to enable their organization achieve its mission and stay ahead of the pack.

Moreover, highly skilled human resources development professionals are key sources of advantage for organizations which Burkina Faso need to improve in order to equip HRD to carry our institutional changes as informed by the interviewees. A major problem facing HR employees in Burkina Faso is the limited knowledge in development needs especially current HRD trends in developed countries. As HRD practices is not highly develop in the country, that resulted many

people to disregard HR and even regard it as job that every employees can do and no major skills is needed to carry out its various functions.

Therefore, as recent development in many countries shows, the global economy and market is greatly liberalized, thus, has eventually resulted in an increase competition among organization, which ends up competing for same customers who are increasing aware of their choices. In addition to stay on top of the race, strong and vibrant human resource development practitioners are needed for many organizations in Burkina Faso.

According to the results and discussions, performance improvement, training delivery, measuring and evaluating, instructional design, managing learning programs, integrated talent management, coaching, change management, knowledge management are at a competent level, except for learning technology which is below the competent level. To sum, the variables under study are critical development needs as they are rated as important for the current function of HR managers in Burkina Faso. The detailed conclusions and implications are presented below.

The Importance Level of HRD Competencies for HR Managers

The results of this study, concludes that all the competencies are important for the HR managers in Burkina Faso. Those HRD competencies therefore contribute greatly to the function of HR in Burkina Faso and should be considered as development needs, while trying to develop HR manager's skills and abilities in the country.

Expertise Level in HRD Competencies of HR Managers

Also the results showed that all the AOE's except learning technology are perceived above competent level. Nevertheless, in the context of continuous improvement, all competencies are susceptible to be improved. As a matter of fact, some authors such as Dreyfus (2004), previously discussed, pointed out that being at a competent level does not equate to being an expert in the areas, therefore there is still room for improvement.

The Self-Assessment Development Needs of HR Managers

The third questions results elucidate that HRD competencies are very important HR managers to effectively carryout their jobs. This suggests that when HR managers possess these skills, they may be able to contribute towards the organization, but without this expertise they may not contribute effectively to the organisation.

The study concludes that addressing the development needs affect HR work output which can have an indispensable impact on their level of performance, and productivity. Considering those employees who have no or little skills may not contribute to the organisations, which should be addressed.

The Difference in the Perception of Demographics Groups towards HRD Competency Expertise level

The study concludes from the data analysis that there is a different in expertise level base on demographics groups. This conclude that since the different demographic group have different level of expertise in the various competencies, organization in Burkina Faso should apply stronger measures including the establishment of need assessment and performance management system to ensure relevance of competency development that the HR managers need. Nonetheless, the interviewees also reveal that sometimes there is skill gap between demographic groups based on their experience. Therefore, competencies might be developed base on those levels.

The Competencies Development Channel for the HR Managers

All the interviewees express the best channels to develop the HR competencies is through school, formal trainings and later to the organizations as the field of HRD is evolving, thus skills should be constantly updated as well. This development channels will help HR to be more professional in their work performance of their daily-routine assignments and in identifying their various potentials, especially organizational development expert as one of them. They will also met qualification for strategic partnership, whereas HR professional could help in achieving organization target goals.

Implications

Nowadays, due to the changing organizational environment, there an opportunity, and a demand for HR to possess competencies that enables their organizations to gain competitive

advantage and stay ahead of the pack. Moreover, HR professionals must perform a wide variety of functional roles to achieve expected output in the organization. To carry out these roles, HR professionals need to possess many different competencies and make use of these competencies to develop particular areas of expertise. Against this backdrop, this study makes several important implications for Burkina Faso HR managers based on the research conclusions:

1. The AOE's stated by the ATD competency model, were found relevant to the HR field in Burkina Faso.
2. Although the expertise level of some HRD competencies are above competent level, there is still room for improvement.
3. Prior to any competency development activities, needs assessment should be thoroughly conducted.
4. Activities such as formal training, long and short term courses, specialization courses, field practice could be considered as development tools for HR managers.

As the interviewees pointed out, HRD is barely inexistent in Burkina Faso, and HR managers should be cautious on how HRD could be beneficial to their organizations. Therefore detailed further implications on the importance of each competency is presented below.

Training Design and Training Delivery

As shown in table in chapter IV, training design and delivery are importance level. This means that within the context of Burkina Faso. These two competencies are relevant for HRD managers. This research has very important implications for human resource development, as it adds on the literature of HRD in Burkina Faso. It is therefore, suggested that HRD practitioners consider training design and delivery skills to better serve their organizations.

Thus, prior to the training delivery during the design of training programs, HR professional needs to do the following: Firstly, perform a need analysis to uncover which competencies need to be developed. The need analysis is taken into account to develop the training in itself, for which organizations often use a mix of traditional in-class training and new training methods, such as e-learning, simulations and business academies; seminars and conferences of the field; degree-oriented or non-degree-oriented long- or short-term training and education; company-specific training and development programs; individual or group coaching and mentoring; participation in

the research and development projects; job rotation through professional networks; keeping track of professional literature and trade magazines.

Evaluating Learning Impact

HR expertise in measuring and evaluation is considered important to both HR and the organisation as it contribute effectively and gauge on what is working and what is not in the organization. In addition it helps HR to collect descriptive and judgemental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities (DeSimone 2012). Therefore these competencies when utilised can aid managers, employees, and HR professionals make informed decisions about a particular programs or training. As it help identify the strengths and weaknesses of HRD program, which can help lead to changes as desired. In addition to the importance of measuring and evaluation, Burkina Faso HR professional might consider the following reasons and importance of evaluation to help them effectively execute their mandates.

1. HRD can use measuring and evaluation to substantiate its contribution to the organisation, as sometimes in turbulent time's organisation can cut HRD program cost.
2. An evaluation can also be used to build credibility with top managers and others in an organisation.
3. Also, to informed the different management in Burkina Faso about the benefits of HRD programs. As HRD program is a process that is goes through several stages as assessment, design, implementation and finally evaluation.

Performance Improvement

Performance Improvement is important not only for the organisation but for the HR professional themselves. This is a way to ascertained effort, contribution and identify competency gap for improvement. For HR managers having performance improvement competencies, they will be able to motivate and encourage employees to keep working with positive energy.

Therefore, it is important to put into consideration the communication competency when setting the performance improvement goals as it is critical to improving the employees' performance.

Knowledge Management

The study also found knowledge management to be highly valued expertise for Human Resource managers. There are also a number of practical implications, primarily revolving around HRD. As previously mentioned, HR knowledge management skill has been empirically found to be developable, even in relatively short training interventions though informal or formal trainings. Since the results from this study suggest KM as an important expertise, HRD possessing the skills will be of practical benefit to the organization. Since both Empirical and anecdotal evidences have shown that both Human Resource and knowledge, are an inimitable resource, unique, and are considered as the most strategically important asset which organizations possess. If properly managed, allows organizations to increase customer service, foster innovation, and reduce risk and cost (Deboswki, 2006).

Learning Technologies

Technology aided many HR professional around the world to effectively execute their duties. This area is one of the aspects Burkina Faso needs to develop more. Recently, there are many new HR technologies that require better – educated and trained workers. Therefore the work of HR should require highly skill employees. Thus, in Burkina Faso both public and private organisation must hires employees with knowledge that can help the organisation perform in this increasingly sophisticated market in some part of the world. For example e-HR usage has been increasing around the world, and HR managers in Burkina Faso should be equipped on dealing with such requirements.

Managing Learning Programs

HR professional with managing learning skills might have the potentials in improving their own performance and others at work. In Burkina Faso though HR professional with core HR background are not many possession of this skill will greatly help.

Integrated Talent Management

Talent management now come with a renew emphasis for organisation. Recently organisations that are able to manage their talent pool gain more from their employees than organisation without talent management expertise (Debowski 2012). Therefore, to achieve this HR professionals in Burkina Faso need to abreast their competencies to achieve organisational goals.

Coaching

The study results also found that coaching is an important competency for HR professional. Therefore, professional should be able to map out a coaching strategy for the organisation by involving the employees. This can help enhance both the skills of the HR professional and the employees.

Change Management

Change is the only permanent thing in any organisation. The country is competing in global economy which requires more than educating and training employees to meet new challenges. Also a very skillful HR professional will also contribute to the organization. Developing HR professional skills into global leaders has been identified as a major challenge for organization (Debowski, 2012). Therefore, for HR professional to effectively lead the change in their organization they should implement new ways of managing employee to effectively deal with any challenges the organization is confronting with.

Recommendations

The study based on the research purpose, the results and research findings to provide recommendations to both policy makers in Burkina Faso and future researchers in human resource related fields. The research purpose aimed to explore the competencies and their importance level for the human resource professionals in Burkina Faso. During the interview the research subject provide relevant and valuable information not only on human resource the competencies of managers but the status of HRD in Burkina Faso, which call for the redefining HRD status in the country. This is fundamental as the interviewees echoed that the field of HRM is struggling much more the Human Resource development field which is new and many concepts are not deeply imbedded yet to the system.

Burkina Faso has an inspiring education policy. However, the task is for higher education institute to translate this into reality. The Burkina Government, therefore, should support to further strengthen its human and materials resources. A possible way to achieve, it should have HR training institute to collaborate with public and other corporate institute in training and research endeavors.

Therefore one can conclude that there are still areas where HR managers can progress even further to improve in the organization like Performance appraisal and need assessment skills. The

HR department can also use HRD to reflect the true values or culture of the organization to the employees. This will potentially enhance mutual trust and cohesiveness among the various departments and employees.

Recently, many private and public organizations around the world are increasingly depending on skilled technical and professional employees, and this trend is expected to continue. As there is an increasing need of skilled HR practitioner with skills as technological advances, organizational goals changes, and some organizations restructure. These changes will call for the need for more cognitive skills, as well greater interpersonal skills of HRD professional. Therefore, whether the changes results from organizations restructuring, or other innovation, the HR professionals in Burkina Faso have to help create a shift from current organizational level to a more strategic level in order to contribute more to national development.

Limitations

This study was limited to HR managers in Burkina Faso, owing to data collection, measurement and sample characteristics. Some limitations need to be recognized in this study. Firstly, because of time and resource limitation, purposeful sampling was adopted for data collection that may cause restriction to generalize the results to other HR professionals. Therefore whether the findings of this study can be applied to all type of organizations in Burkina Faso also remain to be investigated. Secondly, the common source bias might affect the results of this study since the data was collected from self-report questionnaire and HR might rate the development need and importance high to reflect their skills.

Additionally, the data study did not include observations of HR professional in their organisation to ascertain their competency level and gap, and whether the results can reflect the real development need of the participants remain also to be investigated.

Due to the difficulties to access the previously chosen target population, the researcher extended the research to all HR managers in Ouagadougou, the capital city of Burkina Faso.

Despite these limitations, the results of this research expand current understanding of development needs and their important levels in Burkina Faso.

Future Research Suggestions

Based on the limitation of this study, there are some suggestions being provided in this phase of the study for further researches. First, further study with greater focus on individual competencies and developing an HRD competency model for Burkina Faso HR managers is suggested. Because the concept of HRD is new in Burkina Faso, it was difficult to find abundant literatures and empirical studies to connect and make a disconnection among the different HR practices and HRD.

Secondly, other data collection methods such as documents review, performance review, observation, interviews of employees and other sources should be triangulated and included in the analysis to provide extensive detail and in-depth knowledge of HRD competencies of HR managers in Burkina Faso

Thirdly, the study did not take into consideration the outside environment and other factors that might affect HR program delivery such as political, economic, technology and social factors. Therefore, it is recommended to take this and other outside factors into consideration while investigating the development channels and needs to know outside forces affect the HR professional.

Another concern is about whether the findings of this research can be applied to other countries a since the data in the study were collected only in Burkina Faso, the suggestion here is to collect data from other West African countries to verify and ascertain if the results will be different in other settings.

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APPENDIX A: COVER LETTER ENGLISH VERSION

Dear Sir/Madam,

I am Helene Lydia Marguerite Tenin Konkobo, a master degree student in International Human Resource Development (IHRD) at National Taiwan Normal University in Taiwan, advisor is Dr. Chih-Chien Steven Lai. I would like to invite you to participate in my research. This is a survey for my master thesis titled “A Study on the Human Resource Development Competencies of Human Resource Practitioners in Burkina Faso”.

The purposes of this study are to identify how Burkina Faso HR professionals perceive their current expertise levels of the HRD competencies, and how these professionals perceive the importance of the HRD competencies needed to be successful in their occupations. In addition, this study will try to provide some development channels for the HR managers.

Your help is needed in this study. You will be asked some basic background information and 36 questions about HRD practices and on each question you should select your level of expertise as well as the importance of this particular action when you assume the role of HRD practitioner.

There are no risks in participating to this research as this research will remain anonymous because all data will be reported in group form and will only be used for academic purpose. By answering this questionnaire, you can help review what HRD competencies are required for HR professionals in Burkina Faso and the results could be used in the future to design training programs to help HR managers in Burkina Faso build their HRD expertise. Finally, the results of this research will provide a conceptual foundation for HRD practices in Burkina Faso.

You are welcome to ask any questions about this research and I will be more than happy to answer you. I can be reached at konkobolynda@yahoo.fr

I appreciate the time that you take to complete this survey.

Sincerely,

Helene Lydia M.T KONKOBO

Master Degree Student, IHRD

National Taiwan Normal University

APPENDIX B: COVER LETTER FRENCH VERSION

Monsieur/Madame :

Je me prénomme Hélène Lydia Marguerite Ténin Konkobo, je suis une étudiante burkinabê en master ressources humaines au National Taiwan Normal University et mon directeur de thèse est Dr. Chih-Chien Steven Lai. Je voudrais, vous inviter à participer à mes recherches pour la rédaction de ma thèse de fin d'étude intitulée « Etude sur les compétences de développement des ressources humaines et des gestionnaire de ressource humaines au Burkina ».

Cette étude a pour objectifs de voir comment les gestionnaires des ressources humaines (GRH) du Burkina perçoivent leur niveau d'expertise actuelle des compétences en développement des ressources humaines, et comment ces professionnels perçoivent l'importance des compétences dans leur rôle de GRH de l'entreprise. En outre, cette étude tente de déterminer les compétences qui sont perçus comme ayant le plus de besoins de formation et d'amélioration afin de proposer des solutions nouvelles.

Votre aide est hautement sollicitée pour réalisation de cette étude. Il vous sera demandé quelques informations de base et 36 questions au sujet des activités de développement des ressources humaines dans l'entreprise. A chaque question, vous devez sélectionner votre niveau d'expertise ainsi que l'importance de cette activité lorsque vous jouer le rôle de la mise en valeur des ressources humaines.

Votre participation à cette étude est sans risque, car le questionnaire restera anonyme et les données recueillies se présenteront sous forme de données de groupe et ne seront utilisées que pour la dite recherche. En répondant à ce questionnaire, vous aiderez à établir une liste de compétences nécessaires pour le rôle de développeur des ressources humaines. Les résultats de cette enquête pourraient être utilisés à l'avenir dans la conception des programmes de formation pour aider les gestionnaires des RH à améliorer leurs compétences en développement des ressources humaines.

Vous avez le droit de demander des éclaircissements sur les questions de la recherche.

Je serai heureuse de répondre à partir de mon adresse E-mail : konkobolynda@yahoo.fr

J'apprécie fortement le temps que vous prenez pour remplir ce questionnaire et vous en remercie cordialement.

Helene Lydia M.T KONKOBO

Etudiante en Master de Développement des Ressources Humaines

National Taiwan Normal University

Section 2: HRD competencies self-assessment

Instruction: The following lists contain competencies necessary for HRD practitioners to be successful in their work.

The scale of level of Expertise is designed to measure your perceive level of expertise in each task described by the sentence.

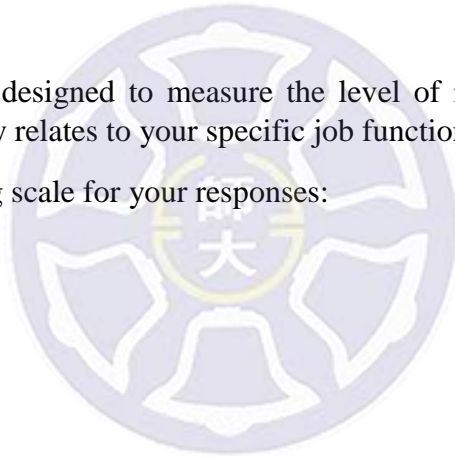
Please use the following rating scale for your responses:

- 1. Novice:** No knowledge.
- 2. Beginner:** Little knowledge or general understanding of key principles.
- 3. Competent:** Have knowledge about the competency.
- 4. Proficient:** I possess a good understanding of the task and apply it in a broad range of moderately complex situation.
- 5. Expert:** I possess substantial proficiency and can work in complex and varied situation.

The scale of Importance is designed to measure the level of importance you place on each competency task as it currently relates to your specific job function.

Please use the following rating scale for your responses:

- 1. Not Important.**
- 2. Slightly Important.**
- 3. Important.**
- 4. Very Important.**
- 5. Extremely Important**



The key actions spells out how the competencies might be observed or demonstrated on the job.

Example:

If your response for a key action is Extremely Important for the importance in your job, please circle left column at 5; if for the same action key your level of expertise is Proficient, please circle right column at 4 as follow in the table.

Importance					Key Actions	Expertise Level				
1	2	3	4	5	Compare actual and ideal performance and identifies performance gaps or opportunities.	1	2	3	4	5

Please ensure that both side are answered for each key action. Thanks for your Help!

Importance					Key Actions	Expertise Level				
1	2	3	4	5	1. Compare actual and ideal performance and identifies performance gaps or opportunities.	1	2	3	4	5
1	2	3	4	5	2. Links human performance improvement to organizational goals by assessing.	1	2	3	4	5
1	2	3	4	5	3. Gather and summarize information about performance appraisals.	1	2	3	4	5
1	2	3	4	5	4. Establish performance improvement plans for the employees.	1	2	3	4	5
1	2	3	4	5	5. Assess the training needs of the employees.	1	2	3	4	5
1	2	3	4	5	6. Use a variety of techniques for determining instructional content of curriculum or program.	1	2	3	4	5
1	2	3	4	5	7. Develop an instructional plan for the employees according to their needs.	1	2	3	4	5
1	2	3	4	5	8. Evaluate the effectiveness of an instructional program.	1	2	3	4	5
1	2	3	4	5	9. Convey easily my message during training sessions.	1	2	3	4	5
1	2	3	4	5	10. Use different methodology tools during training sessions in order to help trainees understand the content.	1	2	3	4	5
1	2	3	4	5	11. Measure the understanding level of trainees during the training sessions.	1	2	3	4	5
1	2	3	4	5	12. Capture trainees' attention and focus during training sessions.	1	2	3	4	5
1	2	3	4	5	13. Measure that the learning objectives of the training has been reached.	1	2	3	4	5
1	2	3	4	5	14. Provide e-learning solutions to help employees develop their skills and knowledge.	1	2	3	4	5
1	2	3	4	5	15. Analyze the pros and cons of technology while designing instructional program.	1	2	3	4	5
1	2	3	4	5	16. Use technology such as computer software, projectors, video-conference to delivering a training.	1	2	3	4	5
1	2	3	4	5	17. Teach others how to use the latest technologies.	1	2	3	4	5
1	2	3	4	5	18. Convert the workplace learning and performance strategies into achievable goals.	1	2	3	4	5

Importance					Key Actions	Expertise Level				
1	2	3	4	5	19. Put the training programs in line with the budget allocated for it.	1	2	3	4	5
1	2	3	4	5	20. Long-range learning, development, and human performance strategies.	1	2	3	4	5
1	2	3	4	5	21. Ensures that all training delivery complies with relevant legal, ethical, and regulatory requirements.	1	2	3	4	5
1	2	3	4	5	22. Distinguish between which training programs can be outsourced and which one cannot be outsourced.	1	2	3	4	5
1	2	3	4	5	23. Train managers on their role to help people develop while performing their jobs.	1	2	3	4	5
1	2	3	4	5	24. Set programs which can help employees improve their knowledge and skills.	1	2	3	4	5
1	2	3	4	5	25. Determine what are the capability mix and level of capability required by the organization to meet current needs and future strategic objectives.	1	2	3	4	5
1	2	3	4	5	26. Develop a succession plan in order to fill key positions now and in the future.	1	2	3	4	5
1	2	3	4	5	27. Provide appropriate development tools to employees according to the organization strategic plan.	1	2	3	4	5
1	2	3	4	5	28. Understand and apply ethics and standards related to coaching.	1	2	3	4	5
1	2	3	4	5	29. Establish trust and a safe climate with the others	1	2	3	4	5
1	2	3	4	5	30. Understand what is said and not said according to context.	1	2	3	4	5
1	2	3	4	5	31. Can communicate effectively with others.	1	2	3	4	5
1	2	3	4	5	32. Can understood easily by others.	1	2	3	4	5
1	2	3	4	5	33. Develop a knowledge management vision and strategy that integrates the organization's business strategy.	1	2	3	4	5
1	2	3	4	5	34. Examine the experiences of other organizations in developing effective and innovative knowledge management solutions and approaches.	1	2	3	4	5
1	2	3	4	5	35. Examine the workplace and the social environment to encourage and facilitate knowledge creation, sharing, and innovation.	1	2	3	4	5

Importance					Key Actions	Expertise Level				
1	2	3	4	5	36. Assess the organization learning capabilities in order to maximize knowledge creation and sharing as a way to enhance learning.	1	2	3	4	5
1	2	3	4	5	37. Plan and implement the change efforts and strategy	1	2	3	4	5
1	2	3	4	5	38. Collect information about the impact of change in order to facilitate information sharing during the change.	1	2	3	4	5
1	2	3	4	5	39. Understand my role as a change agent by recognizing when the change agent's skills are no longer required.	1	2	3	4	5
1	2	3	4	5	40. Assess the needs for change in the organization.	1	2	3	4	5

This questionnaire ends here. Please ensure again that you have answered all questions on both sides.

Thank you for your help and cooperation!!



Section 2 : compétences en développement des ressources humaines

Instructions: Le tableau suivant contient les compétences nécessaires pour la mise en valeur des ressources humaines.

L'échelle de niveau d'expertise est conçue pour mesurer votre *perception du* niveau d'expertise dans chaque tâche décrite par la sentence.

Veillez utiliser le barème de notation pour vos réponses :

1. **Novice:** Aucune connaissance.
2. **Débutant:** peu de connaissance sur l'action clé.
3. **Compétence:** je possède des connaissances basiques sur l'action clé.
4. **Maîtrise:** je possède une bonne compréhension de cette action clé
5. **Expert:** je possède des compétences considérables de l'action clé et je peux l'exercer dans des situations complexes et variées.

L'échelle d'importance est conçue pour mesurer le niveau d'importance que vous placez en cette action clé en ce qui concerne votre fonction dans l'entreprise.

Veillez utiliser le barème de notation pour vos réponses :

1. **Pas important**
2. **Peu important**
3. **Important**
4. **Très important**
5. **Extrêmement important**

Les **actions-clés** indiquent comment les compétences en développement des ressources humaines peuvent être observées ou démontrées sur le lieu de travail.

Exemple:

Si votre réponse à une action clé est Extrêmement Important pour l'importance de cette action dans votre travail, veuillez encercler 5 dans la colonne de gauche et si pour la même action clé votre niveau d'expertise est Compétent, veuillez encercler 4 dans la colonne de droite comme suit.

Importance					Actions clef	Niveau d' expertise				
1	2	3	4	5		1	2	3	4	5
					Analyser les résultats obtenus par rapport aux objectifs attendus pour faire ressortir les points à améliorer.					

Veillez-vous assurer que les deux côtés de chaque action clef ont une réponse. Merci pour votre aide !

Importance					Actions clé	Niveau d'expertise				
1	2	3	4	5	1. Analyser les résultats obtenus par rapport aux objectifs attendus pour faire ressortir les points à améliorer.	1	2	3	4	5
1	2	3	4	5	2. Evaluer dans quelle mesure les l'amélioration du rendement peut permettre à l'entreprise d'atteindre ses objectifs.	1	2	3	4	5
1	2	3	4	5	3. Collecter et résumer les informations concernant les procédures d'évaluation de performance des employés.	1	2	3	4	5
1	2	3	4	5	4. Créer des plans d'actions afin d'améliorer la performance des employés.	1	2	3	4	5
1	2	3	4	5	5. Évaluer les besoins en formation des employés.	1	2	3	4	5
1	2	3	4	5	6. Utiliser une variété de techniques pour déterminer le contenu pédagogique du cursus d'apprentissage.	1	2	3	4	5
1	2	3	4	5	7. Développer un plan d'apprentissage pour les employés en fonction de leurs besoins.	1	2	3	4	5
1	2	3	4	5	8. Évaluer l'efficacité d'un programme de formation.	1	2	3	4	5
1	2	3	4	5	9. Transmettre facilement mon message au cours d'une formation	1	2	3	4	5
1	2	3	4	5	10. Utiliser différents outils et méthodes durant une formation afin d'aider les stagiaires à mieux comprendre le contenu.	1	2	3	4	5
1	2	3	4	5	11. Mesurer le niveau de compréhension des stagiaires pendant les sessions de formation.	1	2	3	4	5
1	2	3	4	5	12. Evaluer si les objectifs pédagogiques de la formation ont été atteints.	1	2	3	4	5
1	2	3	4	5	13. Fournir des méthodes de e-formation afin d'aider les employés à développer leurs compétences et leurs connaissances.	1	2	3	4	5
1	2	3	4	5	14. Analyser les avantages et les inconvénients de l'utilisation des TIC lors de la conception de programme de formation.	1	2	3	4	5

Importance					Actions clé	Niveau d'expertise				
1	2	3	4	5		1	2	3	4	5
1	2	3	4	5	15. Utiliser différents logiciels et outils informatiques relatif à la gestion et au développement des ressources humaines.	1	2	3	4	5
1	2	3	4	5	16. Former d'autres personnes à l'utilisation des technologies les plus récentes.	1	2	3	4	5
1	2	3	4	5	17. Organiser l'apprentissage sur le lieu de travail et stratégies de performances en objectifs réalisables.	1	2	3	4	5
1	2	3	4	5	18. Aligner le coût des programmes de formation avec le budget qui leurs sont alloués.	1	2	3	4	5
1	2	3	4	5	19. Combiner la formation, le développement et les stratégies d'amélioration de la performance.	1	2	3	4	5
1	2	3	4	5	20. Elaborer des plans formation conforme aux normes juridiques, éthiques, et obéissent aux exigences réglementaires de l'entreprise.	1	2	3	4	5
1	2	3	4	5	21. Identifier les types de formations qui nécessitent le soutien de compétence externe à l'entreprise et ceux qui doivent se faire à l'interne.	1	2	3	4	5
1	2	3	4	5	22. Former les chefs de services afin qu'ils puissent à leur tour faire bénéficier leurs collaborateurs.	1	2	3	4	5
1	2	3	4	5	23. Mettre en place des programmes de formation qui puissent aider les employés à améliorer leurs connaissances et leurs compétences.	1	2	3	4	5
1	2	3	4	5	24. Déterminer quelles sont les compétences et le niveau de compétences requis des employés pour qu'ils puissent répondre aux besoins stratégiques actuels et futurs de l'entreprise.	1	2	3	4	5
1	2	3	4	5	25. Développer un plan de relève pour combler les postes clés en cas de besoins actuels et futurs.	1	2	3	4	5
1	2	3	4	5	26. Fournir des outils de développement pour les employés en fonction du plan stratégique de l'entreprise.	1	2	3	4	5

Importance					Actions clé	Niveau d'expertise				
1	2	3	4	5	27. Comprendre et de mettre en application les normes et éthiques liées au coaching.	1	2	3	4	5
1	2	3	4	5	28. Etablir un climat de confiance et de sécurité avec les collaborateurs.	1	2	3	4	5
1	2	3	4	5	29. Comprendre ce qui est dit et ce qui ne l'est pas en fonction du contexte	1	2	3	4	5
1	2	3	4	5	30. communiquer efficacement avec les autres	1	2	3	4	5
1	2	3	4	5	31. Se faire comprendre aisément par les collaborateurs.	1	2	3	4	5
1	2	3	4	5	32. Développer une vision et une stratégie de gestion des connaissances sont liées à la stratégie de l'entreprise.	1	2	3	4	5
1	2	3	4	5	33. Analyser les résultats d'autres entreprises en vue de développer des méthodes et des solutions innovantes pour améliorer la gestion des connaissances de mon entreprise.	1	2	3	4	5
1	2	3	4	5	34. Analyser le milieu de travail et l'environnement social afin d'encourager et de faciliter la création de connaissances, le partage de connaissances et l'innovation.	1	2	3	4	5
1	2	3	4	5	35. Evaluer les capacités d'apprentissage de l'entreprise afin de maximiser la création et du partage des connaissances comme un moyen d'améliorer l'apprentissage dans l'entreprise.	1	2	3	4	5
1	2	3	4	5	36. Planifier et mettre en œuvre des efforts et des stratégies de changement pour l'entreprise.	1	2	3	4	5
1	2	3	4	5	37. Rassembler des informations sur l'impact du changement afin de faciliter le partage de l'information au cours du processus de changement.	1	2	3	4	5
1	2	3	4	5	38. Comprendre mon rôle d'agent du changement en reconnaissant que les compétences d'un agent ne sont plus requises.	1	2	3	4	5
1	2	3	4	5	39. Evaluer les besoins de changement de l'entreprise.	1	2	3	4	5

Ce questionnaire se termine ici. Veuillez-vous assurer encore une fois que vous avez répondu à toutes les questions des deux côtés.

Merci pour votre aide et votre coopération !!!



partnering with the customer when identifying the opportunity and the solutions; implementing the solution; monitoring the change; evaluating the results.

Delivering Training: Delivering learning solutions (for example, course, guided experience) in a manner that both engages the learner and produces desired outcomes; managing and responding to learner needs; ensuring that the learning solution is made available or delivered in a timely and effective manner.

Measuring and Evaluating: Gathering data to answer specific questions regarding the value or impact of learning and performance solutions; focusing on the impact of individual programs and creating overall measures of system effectiveness; leveraging findings to increase effectiveness and provide recommendations for change.

Facilitating Organizational Change: Leading, managing, and facilitating change within organizations.

Managing the Learning Function: Providing leadership in developing human capital to execute the organization's strategy; planning, organizing, monitoring, and adjusting activities associated with the administration of workplace learning and performance.

Coaching: Using an interactive process to help individuals and organizations develop more rapidly and produce more satisfying results; improving others' ability to set goals, take action, make better decisions, and make full use of their natural strengths.

Managing Organizational Knowledge: Serving as a catalyst and visionary for knowledge sharing; developing and championing a plan for transforming the organization into a knowledge-creating entity; initiating, driving, and integrating the organization's knowledge management efforts.

Career Planning and Talent Management: Ensuring that employees have the right skills to meet the strategic challenges of the organization; assuring the alignment of individual career planning and organization talent management processes to achieve an optimal match between individual and organizational needs; promoting individual growth and organizational renewal.

Learning Technologies: Apply a variety of learning technologies to address specific learning needs.

Section 3: Interview Questions

- 1) According to the results of the survey, what would you suggest could be done to improve those HR managers' competencies in HRD?
- 2) How could solutions you previously mentioned be put into practice?
- 3) After attempting to develop those HR manager, what could be done to evaluate whether or not the necessary knowledge has been acquired?

Conception d'apprentissage: Conception, création et développement de l'apprentissage des interventions pour répondre aux besoins, l'analyse et la sélection des méthodes stratégiques la plus appropriée, et des technologies afin de maximiser l'expérience d'apprentissage et de l'impact.

Amélioration de la Performance Humaine: Application d'un processus systématique de découvrir et d'analyser les écarts de performance de l'homme, la planification des améliorations futures de la performance humaine, la conception et le développement économique et des solutions éthiquement justifiable pour combler les lacunes; de partenariat avec le client lors de l'identification de l'occasion et les solutions ; mise en œuvre de la solution, la surveillance du changement; l'évaluation des résultats.

Prestation de la formation: Fournir des solutions d'apprentissage (par exemple, l'expérience guidée) de manière à produire les résultats escomptés, la gestion et de répondre aux besoins des apprenants; veiller à ce que la solution d'apprentissage soit mis à disposition ou fournis d'une manière opportune et efficace.

Mesure et évaluation: Collecte de données pour répondre aux questions spécifiques concernant la valeur ou l'effet des solutions d'apprentissage et de performance; mettant l'accent sur l'effet des différents programmes et mesures de création globale de l'efficacité du système; effet de levier pour accroître l'efficacité des conclusions et formuler des recommandations pour le changement.

Faciliter le changement organisationnel: Diriger, gérer, et faciliter le changement au sein des organisations.

Gestion de la fonction d'apprentissage: Faire preuve de leadership dans le développement du capital humain à réaliser la stratégie de l'organisation, la planification, l'organisation, de suivi et d'adapter les activités liées à l'administration de l'apprentissage et de la performance.

Coaching/Entraînement: A l'aide d'un processus interactif, aider les individus et les organisations de se développer plus rapidement et de produire des résultats plus satisfaisants, l'amélioration de la capacité des autres à fixer des objectifs, prendre des mesures, à prendre de meilleures décisions, et de tirer pleinement parti de leurs atouts naturels.

Gestion des connaissances de l'organisation: Servir de catalyseur et de visionnaire pour le partage des connaissances, développer et défendre un plan pour transformer l'organisation en une entité qui crée des connaissances; l'ouverture, la conduite et l'intégration des efforts de l'organisation de gestion des connaissances.

Planification de carrière et de gestion des talents: La suivie des employés pour développer les compétences nécessaires pour relever les défis stratégiques de l'organisation, assurer l'alignement de la planification de carrière individuelle et la gestion des talents organisation, pour réaliser une adéquation optimale entre les besoins individuels et organisationnels, la promotion de la croissance individuelle et de renouvellement organisationnel.

Technologie d'apprentissage: Utiliser une variété de technologies d'apprentissage pour répondre aux besoins d'apprentissage spécifiques des employés.

Section 3 : Questions

- 1) Au vu des résultats de l'enquête, que suggérez-vous pourrait être fait pour améliorer les compétences en développement des ressources humaines de GRH du Burkina Faso ?
- 2) Comment les solutions que vous avez mentionnés précédemment être implémentées?
- 3) Après avoir tenté de développer les compétences des GRH, qu'est ce qui pourrait être fait pour évaluer les acquis ?



APPENDIX G: QUESTIONNAIRE ITEMS BY AOE_s

Performance Improvement
<ol style="list-style-type: none"> 1. Compare actual and ideal performance and identifies performance gaps or opportunities. 2. Links human performance improvement to organizational goals by assessing. 3. Gather and summarize information about performance appraisals. 4. Establish performance improvement plans for the employees.
Instructional Design
<ol style="list-style-type: none"> 5. Assess the training needs of the employees. 6. Use a variety of techniques for determining instructional content of curriculum or program. 7. Develop an instructional plan for the employees according to their needs.
Training Delivery
<ol style="list-style-type: none"> 8. Convey easily my message during training sessions. 9. Use different methodology tools during training sessions in order to help trainees understand the content. 10. Measure the understanding level of trainees during the training sessions.
Evaluating Learning Impact
<ol style="list-style-type: none"> 11. Evaluate the effectiveness of an instructional program. 12. Measure that the learning objectives of the training has been reached. 13. Provide appropriate development tools to employees according to the organization strategic plan.
Learning Technologies
<ol style="list-style-type: none"> 14. Provide e-learning solutions to help employees develop their skills and knowledge. 15. Analyze the pros and cons of technology while designing instructional program. 16. Use technology such as computer software, projectors, video-conference to delivering a training. 17. Teach others how to use the latest technologies.
Managing Learning Programs
<ol style="list-style-type: none"> 18. Convert the workplace learning and performance strategies into achievable goals. 19. Put the training programs in line with the budget allocated for it. 20. Long-range learning, development, and human performance strategies. 21. Ensures that all training delivery complies with relevant legal, ethical, and regulatory requirements. 22. Distinguish between which training programs can be outsourced and which one cannot be outsourced.

Integrated Talent Management
<ul style="list-style-type: none"> 23. Train managers on their role to help people develop while performing their jobs. 24. Set programs which can help employees improve their knowledge and skills. 25. Determine what are the capability mix and level of capability required by the organization to meet current needs and future strategic objectives. 26. Develop a succession plan in order to fill key positions now and in the future.
Coaching
<ul style="list-style-type: none"> 27. Understand and apply ethics and standards related to coaching. 28. Establish trust and a safe climate with the others 29. Understand what is said and not said according to context. 30. Can communicate effectively with others. 31. Can be understood easily by others.
Knowledge Management
<ul style="list-style-type: none"> 32. Develop a knowledge management vision and strategy that integrates the organization's business strategy. 33. Examine the experiences of other organizations in developing effective and innovative knowledge management solutions and approaches. 34. Examine the workplace and the social environment to encourage and facilitate knowledge creation, sharing, and innovation. 35. Assess the organization learning capabilities in order to maximize knowledge creation and sharing as a way to enhance learning.
Change Management
<ul style="list-style-type: none"> 36. Plan and implement the change efforts and strategy 37. Collect information about the impact of change in order to facilitate information sharing during the change. 38. Understand my role as a change agent by recognizing when the change agent's skills are no longer required. 39. Assess the needs for change in the organization.

APPENDIX H: SAMPLE OF INTERVIEW CODING

Interviewee	Content of Interview		Concept	Coding
A	What	In order to improve HR managers competencies in HRD <u>formal training</u> with specific content could be done. Those training could be done <u>by each organization or by groups</u> if the need of a particular training is generalized. Also as HR courses and degrees number are increasing, the <u>HRD concept could be inserted in the courses curriculum.</u>	-Formal training -personalized/group -Add HRD concept in curriculum	AW1 AW2 AW3
	How	In the practice <u>HRD professionals can be recruited</u> in order to train HRs and teach HRD in professional school that teach HR. Also the focus should be put on <u>increase people awareness on the importance of HRD</u> for organizations as trainings financing are always below the needs.	-Recruit HRD professionals -Increase awareness on HRD importance	AH1 AH2
	Evaluation Form	Maybe in a long term a <u>professional exam</u> should be created to assess the competencies level. In a short term, maybe just ask the newly trained HRs, to <u>put</u> what they learned immediately into <u>practice.</u>	-Professional exam -Test by practice	AE1 AE2