

Human Resource Development Knowledge and Understanding and Its Relationship with the Internal Organizational Factors, Roles and Competencies: A Case of Thai Civil Service HRD Professionals
ความรู้ความเข้าใจด้านการพัฒนาทรัพยากรมนุษย์กับความสัมพันธ์ต่อการรับรู้ที่มีต่อปัจจัยภายในองค์การ บทบาทและสมรรถนะของนักพัฒนาทรัพยากรมนุษย์: ศึกษากรณีการรับรู้ของข้าราชการพลเรือนไทย ที่เป็นผู้บริหารทรัพยากรมนุษย์

Sirapatsorn Wongthongdee¹

ศิริภัสสร วงศ์ทองดี

บทคัดย่อ

การศึกษาเรื่อง “ความรู้ ความเข้าใจเรื่องการพัฒนาทรัพยากรมนุษย์กับความสัมพันธ์ต่อปัจจัยภายในองค์การ บทบาท และสมรรถนะของนักพัฒนาทรัพยากรมนุษย์: ศึกษากรณีเจตคติของนักบริหารทรัพยากรมนุษย์ในระบบราชการไทย” เป็นการศึกษาคัดเลือกของผู้บริหารระดับสูง ระดับกลาง และระดับปฏิบัติที่รับผิดชอบงานด้านการบริหารและพัฒนาทรัพยากรมนุษย์ในส่วนราชการต่าง ๆ ประกอบด้วย ระดับสูง 80 ราย ระดับกลาง 140 ราย และระดับปฏิบัติ 180 ราย โดยตั้งสมมุติฐานการศึกษาไว้ 4 ข้อ ได้แก่ 1) มีระดับการรับรู้ต่อความรู้ ความเข้าใจเรื่องการพัฒนาทรัพยากรมนุษย์ที่แตกต่างกันใน 3 กลุ่มข้างต้น 2) ระดับการรับรู้ที่มีต่อการพัฒนาทรัพยากรมนุษย์ยังสูง

¹ An assistant professor of the Department of Public Administration, Faculty of Political Science, Chulalongkorn University

จะยังมีความสัมพันธ์กับระดับการรับรู้ต่อปัจจัยภายในองค์กร บทบาทและสมรรถนะของนักพัฒนาทรัพยากรมนุษย์ 3) ความรู้ความเข้าใจที่มีต่อการพัฒนาทรัพยากรมนุษย์ มีผลต่อการรับรู้ต่อบทบาทของนักพัฒนาทรัพยากรมนุษย์ และ 4) ความรู้ความเข้าใจที่มีต่อการพัฒนาทรัพยากรมนุษย์มีผลต่อการรับรู้ต่อสมรรถนะของนักพัฒนาทรัพยากรมนุษย์และปัจจัยภายในองค์กร

จากการทดสอบสมมุติฐานด้วยข้อมูลเชิงประจักษ์โดยใช้ค่าสถิติสหสัมพันธ์และสมการถดถอยเชิงพหุ พบว่า ความรู้ความเข้าใจที่มีต่อการพัฒนาทรัพยากรมนุษย์ของทั้ง 3 กลุ่มมิได้แตกต่างกันอย่างมีนัยยะทางสถิติ แต่การรับรู้ต่อปัจจัยภายในองค์กรและต่อบทบาทของนักพัฒนาทรัพยากรมนุษย์ในกลุ่มผู้ปฏิบัติงานมีค่าเฉลี่ยสูงกว่าผู้บริหารระดับสูงและระดับกลาง ซึ่งไม่พบความแตกต่างกันอย่างมีนัยสำคัญและพบว่า การรับรู้ที่มีต่อปัจจัยภายในองค์กรส่งผลต่อความรู้ความเข้าใจที่มีต่อการพัฒนาทรัพยากรมนุษย์ ยิ่งมีการรับรู้ที่มีต่อปัจจัยภายในองค์กรสูงก็จะยิ่งพบว่ามีการรับรู้ต่อความรู้ความเข้าใจที่มีต่อการพัฒนาทรัพยากรมนุษย์มากขึ้น และยังพบอีกว่าปัจจัยภายในองค์กรยังมีผลต่อการรับรู้ต่อบทบาทของนักพัฒนาทรัพยากรมนุษย์ไปในทิศทางเดียวกัน อีกทั้งการรับรู้ต่อปัจจัยภายในองค์กรและบทบาทของนักพัฒนาทรัพยากรมนุษย์ยังส่งผลต่อการรับรู้ที่มีต่อสมรรถนะของนักพัฒนาทรัพยากรมนุษย์ไปในทิศทางเดียวกันด้วยเช่นกัน

ข้อเสนอแนะจากการวิจัยที่ได้จากการค้นพบ คือ ในระดับสถาบันการศึกษาควรมีการจัดการเรียนการสอน ด้านการพัฒนาทรัพยากรมนุษย์เพื่อให้ความสำคัญกับการให้ความรู้ความเข้าใจด้านการพัฒนาทรัพยากรมนุษย์ ในระดับองค์กรควรมีนโยบายที่ให้ความสำคัญกับการพัฒนาทรัพยากรมนุษย์ และควรพัฒนาสมรรถนะของนักพัฒนาทรัพยากรมนุษย์ที่สอดคล้องกับบทบาทที่ต้องปฏิบัติ และควรส่งเสริมให้มีการวิจัยเพื่อสร้างองค์ความรู้ใหม่ ๆ ด้านการพัฒนาทรัพยากรมนุษย์ให้มากยิ่งขึ้น

Abstract

The study on the “Knowledge and Understanding about Human Resource Development and Its Relationship towards Internal Organizational Factors, Roles, and Competencies: A Case of Thai Civil Service HRD Professionals” is aimed at exploring Thai Civil Service HR Professionals’ attitude concerning three groups: top executive (n=80), middle management (n=140), and operational level (n=180). The four hypotheses of this study are: 1) Different groups of HR professionals perceive HRD Knowledge and Understanding, Internal Organizational Factors, HRD Roles, and HRD Competencies differently. 2) Higher levels of perception of HRD Knowledge and Understanding, Internal Organizational Factors, and HRD Roles are associated with higher levels of perception of HRD Competencies. 3) HRD Knowledge and Understanding and Internal Organizational Factors have an effect on HRD Roles. 4) HRD Knowledge and Understanding, Internal Organizational Factors, and HRD Roles have an effect on HRD Competencies.

The results of testing the hypotheses by using correlation statistics and multiple regressions can be summarized as follows: the perception of HRD knowledge and understanding among the three groups is not significantly different in terms of statistics, whereas the perception of internal organizational factors and HRD roles among operational levels is higher than in the other two groups. Perceptions of internal organizational factors have an effect on HRD knowledge and understanding; the higher the level of perception of internal organizational factors, the higher the perception of HRD knowledge and understanding. Perception of internal organizational factors has an effect on HRD roles in the same direction. Lastly, perception of internal organizational factors and HRD roles also has an effect on the competency of HRD professionals in the same direction.

Suggestions from the study are drawn as follows: 1) academic institutions should include HRD study in order to enhance HRD knowledge and understanding; 2) in organizations, they should place HRD policies at the forefront; 3) in terms of future research, HRD issues should be promoted.

Human resource development, or HRD, is defined differently by different people. For instance, Chalofsky and Lincoln (1983) define HRD as the study of how individuals and groups in organizations change through learning; and Chalofsky, (1992 quoted in Weinberger, 1998) defines it as the study and practice of increasing the learning capacity of individuals, groups, collectives and organizations through the development and application of learning-based interventions for the purpose of optimizing human and organizational growth and effectiveness. Further, Chartchai Na-Chiangmai (1998) considers it as an interactive process of enhancing and facilitating the development of capabilities and potentials of individuals, organizations, and communities through organization development and community development in order to attain effective, efficient, and harmonious personal goals and organizations as well as communal goals. The fundamental purpose of HRD is to contribute to both long-term strategic performance and more immediate performance improvement through ensuring that organizational members have access to resources for developing their capacity for performance and experience in the context of the organization's strategic needs and the requirements of their jobs.

Although HRD definitions reflect the differing perspectives of the authors, there are some key commonalities in understanding HRD. The key commonalities of HRD are *learning and performance*. Therefore, *learning and performance are at the heart of HRD*. While learning is central to HRD, the implication of learning is, in turn, to improve *performance*. Thus, *learning and performance* are the interwoven core purposes of HRD.

According to Weinberger's analysis (1998), the underlying disciplines of HRD are Psychology, Philosophy, System, Economics, Human Performance, and Organizational Performance. These underlying disciplines make up HRD key components, which are set as the objectives or outcomes of the HRD programs in a variety of patterns. It is true that all human resources that work for organizations are adult learners, and in order to help these adults learn, adult learning theories should be utilized. Malcolm Knowles proposes one of psychological theories that provide andragogical guidelines for helping adults to learn, called "Andragogy" (Knowles, 1980; 1990). The following principles proposed by Knowles for andragogical guidelines that are useful for HRD are: 1) Adults need to know why they need to learn something before undertaking it. 2) They have a self-concept of being responsible for their own decisions. 3) Adults come into an educational activity with both a greater volume than and a different quality of experience from youths. 4) They become ready to learn those things that they need to know and are able to do so in order to cope effectively with their real-life situations. 5) They must perceive that learning will help perform tasks or deal with problems they confronted. 6) Adults are motivated to learn mostly because of intrinsic values or internal pressures.

Jack Mezirow (1990; 2000) further formulated a comprehensive, idealized and universal model of adult learning by suggesting that there are three domains of adult learning that can be used as guidelines for practicing HRD: 1) *Instrumental learning*: the process of learning to control and manipulate the environment or other people and which is often task-oriented problem solving. There are two spheres of HRD activities in this type of learning: procedural training and empirical research. 2) *Communicative learning*: the process which involves the dynamics of understanding other persons. The learners attempt to understand what is meant by another through speech, writing, drama, art or dance. Communicative learning also refers to the process in which one seeks to establish the validity, or justification, for personal beliefs. Examples of communicative learning are learning through 'debate,' 'rational and reflective

discourse,' and 'knowledge generation modes.' 3) *Emancipatory learning*: the learning that requires individuals to transform their basic frames of reference or 'meaning structures,' (Mezirow, 1990) or the master programs in an individual head that dictate the kind of meanings and behavioral strategies the individuals will or will not produce (Agryris, 1999). Frames of reference are the deep-seated underlying values and belief systems that guide, shape and dictate people's everyday attitudes and behaviors (Mezirow, 1990; Scott and Harker, 2002: 120).

The concept of Roles concerns the related sets of work activities people perform within a job so as to transcend specific jobs. Roles have core identities within a discipline or profession (Chalofsky and Lincoln, 1983). Bemthal et al. (2004) define roles as broad areas of responsibility within the workplace learning and performance profession that require a certain combination of competencies and areas of expertise to perform the HRD job effectively. There are many roles of HRD that should be enacted, as follows:

1) **Learning specialist/Designer of learning/Learning strategist/ Instructor:** specialized learning theories, analyze, design, and select learning strategies for helping individuals to learn.

2) **Gap assessor/HRDNI specialist:** analyze, assess, and identify HRD needs.

3) **Coach:** advise management on ways to improve individuals and group's performance.

4) **Deliverer of training:** provide, facilitate, and implement training programs to improve the current job of individuals.

5) **Manager of learning function/Learning methods specialist:** manage learning on going programs.

6) **Improving human performance role/Performance enhancement role:** systematically and holistically facilitate the improvement of present and future work results achieved by people in organizational settings.

7) **HRD professional specialist/Employee champion:** perform management function for the creation of employees' contribution.

- 8) **Project manager/Supervisor of ongoing programs:** manage, supervise, and facilitate the HRD of going programs.
- 9) **Manager of organizational knowledge:** perform management function for the creation of new knowledge at different levels.
- 10) **Career planning and talent management role:** help individuals to assess personal competencies, values, and goals in order to identify, plan, and implement development and career actions.
- 11) **Facilitating the performance management Role/Mediator/Performance engineer/Human performance enhancement facilitator:** conduct performance root-cause analysis to determine current and required performance.
- 12) **Auditor/Strategic troubleshooter:** analyze what is happening and identify the underlying individual or organizational effectiveness.
- 13) **Measuring and evaluating role:** measure and identify the impact of an intervention.
- 14) **Researcher:** identify, develop, or test new information (theory, research, concept, technology, models, and so on) and translate the information into its implications to improve individuals and organizational performance.
- 15) **Forecaster of consequences:** assess the likely outcomes of implementation in order to minimize negative side effects and maximize results.
- 16) **Strategic/Business partner/HRD consultant/Administrative expert:** work closely with management to shape and implement organizational strategies.
- 17) **Visionary role:** envision what should be happening.
- 18) **Action plan facilitator:** establish an action plan for the implementation of the performance enhancement strategies.
- 19) **Facilitating organization change agent:** advise management on work system design and effective use of human resources; influence and support change in organization behavior.
- 20) **Networking and partnership building role/Maintainer of community relations/Marketer:** Developing and using a network of collaborative relationships with internal and external contacts to leverage the workplace learning and

performance strategy in a way that facilitates the accomplishment of organizational results; create, implement, and maintain relationships both within and outside HRD units and the organization.

For the concepts of competency, David C. McClelland (1973) studied the underlying behavioral traits that would give superior performance organizations in order to investigate that not only the intelligence but the competence organizations must pay attention to. The paper "Testing for Competence Rather Than Intelligence" has been credited for launching the competency movement not only in psychology but also in the area of HRM and HRD. Richard Boyatzis (1982 quoted in Lyle M. Spencer and Signe M. Spencer, 1993: 9) defines competency as the underlying characteristic of an individual personality relating to superior performance in a job or situation. The underlying characteristics in the competency definition have five types, as follows: (Spencer and Spencer, 1993: 9-12).

1) Motives: the things a person consistently thinks about or wants that causes action. Motives "drive, direct, and select" behaviors toward certain actions or goals and away from others.

2) Traits: the physical characteristics and consistent responses to situations or information. For example, reaction time and good eyesight are physical trait competencies of combat pilots. Another example of a trait is emotional self-control and initiative, which are more complex and consistent responses to situations.

3) Self-concept: a person's attitudes, values, or self-image. Self-confidence is one example of this characteristic. Self-confidence refers to a person's belief that he or she can be effective in almost any situation. It is one part of that person's concept of self.

4) Knowledge: the information a person has in specific content areas. Knowledge is a complex competency. It can be tacit (implicit) and explicit in character.

5) Skills: the ability to perform a certain physical or mental task. For example, professors can give lectures on the subject that they have mastered and are skillful at by teaching autonomously, professionally and naturally.

HRD professionals' competencies encompass clusters of HRD knowledge and understanding competencies, skills in management competencies, technical skills competencies, and the attributes of HRD professionals. The HRD professionals' competencies in this study are categorized into four groups, as follows:

1. Necessary Knowledge consists of the foundational principles, concepts, theories, and practices of HRD and related fields that HRD professional need to know and understand in order to carry out HRD tasks. The knowledge that asked respondents in this study are:

1) **Thai Civil Service acumen:** knowledge and understanding about the Thai civil service system.

2) **Organizational knowledge:** knowledge and understanding about an organization's vision, missions, structures, cultures, processes, products, services, stakeholders, and new ways to improve the organization's learning and performance.

3) **HRD knowledge:** knowledge and understanding about foundational principles, concepts, theories and practices of HRD.

4) **HRD context and new movements in HRD profession:** knowledge and understanding about the environments of HRD as well as the new and emerging movements within the HRD profession.

5) **Systems and work processes:** knowledge, understanding and capabilities in explaining work systems and procedures to HRD and the organizations.

6) **Adult learning principles:** knowledge and understanding about adult learning theories and principles that help adults learn.

7) **Training and development techniques and methods:** knowledge and understanding about training and development deliveries.

8) **Career management and development:** knowledge and understanding about career management and development principles and practices.

9) **Performance management:** knowledge and understanding about how to plan, communicate, manage, coach, and evaluate, and provide feedback to improve organization's performance.

10) **Talent management:** knowledge and understanding about how to identify, develop, motivate, and manage talented people.

11) **Work-based learning:** learning of individuals that has an initial purpose to solve problems in the workplace.

12) **Management of diversity/Leveraging diversity:** knowledge and understanding of the theories, principles, and practices of the diverse workforce; appreciating and leveraging the capabilities, insights, and ideas of all individuals; working effectively with individuals having diverse styles, abilities, motivations, and backgrounds (including cultural differences).

13) **Organization development:** knowledge and understanding of the theories, principles, and practices of organization development issues.

14) **Knowledge management:** knowledge and understanding of the theories, concepts, and methods of knowledge management.

15) **Learning organization:** knowledge and understanding of the theories, concepts, and methods of building the learning organization.

16) **Research:** the abilities in explaining the concepts, principles, methods, and processes of the research for HRD and related tasks.

2. Management skills are skills in management functions to carry out HRD programs. The details are:

1) **Critical thinking:** having the logical process of changing personal knowledge by using problem solving, creativity, evaluation, dialectic thinking and logical reflection.

2) **Change management:** having the knowledge and understanding of the overall changes in an organization as well as collaborating with and helping others to bring about changes.

3) **Coaching and developing others/Empowering:** having the ability to advise and coach others so that they can perform their tasks effectively, as well as help them develop and grow continuously.

- 4) **Conflict management:** having the ability to solve or handle conflicts at all organizational levels.
- 5) **Counseling:** understanding the needs, wants, problems as well as expectations of others; giving them advice and guidance on HRD issues.
- 6) **Decision-making:** having the ability to evaluate data, information in various situations, and make decisions for the best solutions.
- 7) **Forecasting:** having knowledge and the ability to set frames and factors for analyzing trends and the future of the organization.
- 8) **Feedback:** having the ability to communicate information, opinions, observations and conclusions so that they are understood and can be acted on.
- 9) **Creativity and innovation:** having novel ideas and alternatives for improvement at all levels.
- 10) **Leadership:** having responsibility to carry out tasks and having influence to others to behave in the same direction.
- 11) **Planning and implementing assignments:** having the ability to prioritize tasks and set action plans as well as implement those tasks effectively.
- 12) **Presentation:** having the ability to express ideas by using tools and techniques for presentations.
- 13) **Problem solving:** having the ability to solve complex problems when there is no obvious, and possibly no single, correct answer.
- 14) **Listening and questioning:** the ability to gain knowledge and understanding from listening and in turn, having the ability to integrate, process, and raise questions that respond to situations, persons, and information.
- 15) **Relationship building:** the ability to create relations and build networks at all levels; having the ability to build or maintain friendly, warm relationships or networks of contacts with people that are, or might someday be, useful in achieving work-related goals.

16) **Strategic thinking**: understanding the internal and external factors that affect learning and performance in organizations; keeping abreast of trends and anticipating opportunities to add value to business; having knowledge and understanding organizational vision, missions, and goals; having knowledge and ability to establish those issues to make them aligned with organizational demands.

17) **Systems thinking**: operating from a systems perspective in developing learning and performance strategies and building alignment with business strategies; having the ability to see both the small and the big picture and to see relationships among those interrelated sets; understanding a situation or problem by putting the pieces together, seeing the large picture as well as its components altogether.

18) **Cost-benefit analysis**: having knowledge and the ability to calculate economic and financial factors in order to utilize resources in terms of value for money.

19) **Working on a team/Group process**: ability to work on a team as well as use group dynamics to carry out tasks.

20) **Compromising skill/Negotiation**: ability to perform as a mediator so as to gain solutions satisfactory to stakeholders.

21) **Analyzing needs and proposing solutions**: ability to analyze HRD needs and provide alternative solutions.

22) **Applying business acumen**: ability to apply business knowledge to HRD tasks.

23) **Driving for results**: identifying opportunities for improvement and setting well-defined goals related to learning and performance solutions; orchestrating efforts and measuring progress; striving to achieve goals and produce exceptional results; having concerns for working well or for competing against a standard of excellence.

3. Technical skills are necessary skills for carrying out HRD tasks and related jobs. The skills that asked respondents in this study are:

- 1) **Coordinating**: ability to identify the right persons, proper time and appropriate methods and techniques to coordinate effectively.
- 2) **English proficiency**: knowledge and understanding as well as the ability to use English to communicate in a variety of ways.
- 3) **Computer/New technologies competence**: knowledge and ability to use computers and new technologies as a tool to improve jobs.
- 4) **Audio-visual/Learning tools competence**: knowledge and ability to use audio-visual equipment for the enhancement of learning.
- 5) **Language/Communication**: ability to use appropriate language in order to be able to communicate effectively in all situations.
- 6) **Observation**: ability to assess and understand human actions and behaviors as well as the ability to identify possible motives of behaviors.
- 7) **Persuasive/Influencing others**: ability to analyze needs and expectations as well as behaviors of diverse workforces so as to influence and persuade people to perform as required.
- 8) **Project management**: knowledge and ability to set action plans and resources used to implementing successfully as well as evaluate projects.
- 9) **Research and development work processes and procedures/Continuous improvement**: knowledge and ability to set frameworks for research and development HRD tasks so as to improve continuously organizational HRD.
- 10) **Written communication/Writing**: ability to communicate effectively through explicit writing.
- 11) **Information search/Data gathering**: ability to raise questions so as to gain data, details, as well as information that serve their tasks; having a desire to know more about things, people, or issues that drive information seeking.

4. Attributes are the underlying attributes of a person, including the thoughts, attitudes, motives, traits, social roles, and self-concepts that are

necessary for HRD professionals. The attributes that asked respondents in the study are:

- 1) **Trust building/Credibility/Accountability:** ability to take responsibility and perform tasks successfully with credibility and trust.
- 2) **Demonstrating/Modeling/Intellectual versatility:** ability to demonstrate self- successes in learning and performance improvement.
- 3) **Energetic/Enthusiastic/Mental Agility:** demonstrating energy and quick response to all tasks.
- 4) **Ethics and Integrity:** ability to demonstrate goodness and soundness.
- 5) **Flexibility/Adaptability:** ability to work with others in all situations; having the ability to adapt to and work effectively in a variety of situations and with a variety of individuals or groups.
- 6) **Human relations/Networking and partnering:** abilities to build and maintain good relationships with others so as to serve benefits of all levels.
- 7) **Participation/Democracy:** abilities to participate activities of the organization in a democratic ways.
- 8) **Achievement/Result orientation/Assertiveness:** having strong direction and continuous intentions to carry out HRD tasks effectively; having intent to make others comply with one's wishes.
- 9) **Continuous learning/Ability to learn/Visionary:** ability to learn continuously; ability to create a new understanding of an organization's mission; think up a new vision for a group.
- 10) **Personal mastery:** having and demonstrating behaviors and actions to gain new knowledge, skills, and attitudes to become an expert.
- 11) **Self-confident/Independent/Self-knowledge:** having personal belief in one's own capability to accomplish tasks; expressing confidence in dealing with increasingly challenging circumstances, in reaching decisions or forming opinions, and in handling failures constructively.

12) **Teamwork orientation:** having a genuine intention to work cooperatively with others, to be part of a team, to work together as opposed to working separately or competitively.

13) **Emotional stability/Tolerance of stress/Personality and emotional control:** having the ability to keep emotions under control and to restrain negative actions when tempted, when faced with opposition or hostility from others, or when working under conditions of stress.

The Internal Organizational Factors that asked respondents in this study are based on the Standards of Excellence Index (SEI) (Marcie Pitt-Catsouphes et al., 2006: 672). Those seven components are:

1) Leadership: the Standards Index was designed to assess leadership in terms of the extent to which leaders in the organization understand and communicate the importance of HRD and create an atmosphere of support for employees' HRD choices.

2) Strategy: the HRD strategic plan supports the organization's vision, goals, priorities and employees.

3) Infrastructure: the organization actively supports HRD strategies through a systematic (proactive, integrated, and ongoing) rather than programmatic approach.

4) Accountability: management of HRD effectiveness is a shared responsibility between the organization and employees, for which both are held accountable.

5) Relationship Buildings: the organization promotes a culture built on relationships of respect and mutual prosperity with its employee and community partners.

6) Communication: the organization's HRD strategy and resources are consistently and effectively promoted in communications, both internally and externally.

7) Measurement: the organization strives for continuous improvement of HRD programs through ongoing measurement of its HRD strategies, including evaluation, assessment, feedback, and response.

Conceptual Framework

This study tries to find the relationships of factors among HRD knowledge and understanding, internal organizational factors, HRD roles, and competencies of HRD professionals. The conceptual framework for this study can be seen in figure 1.

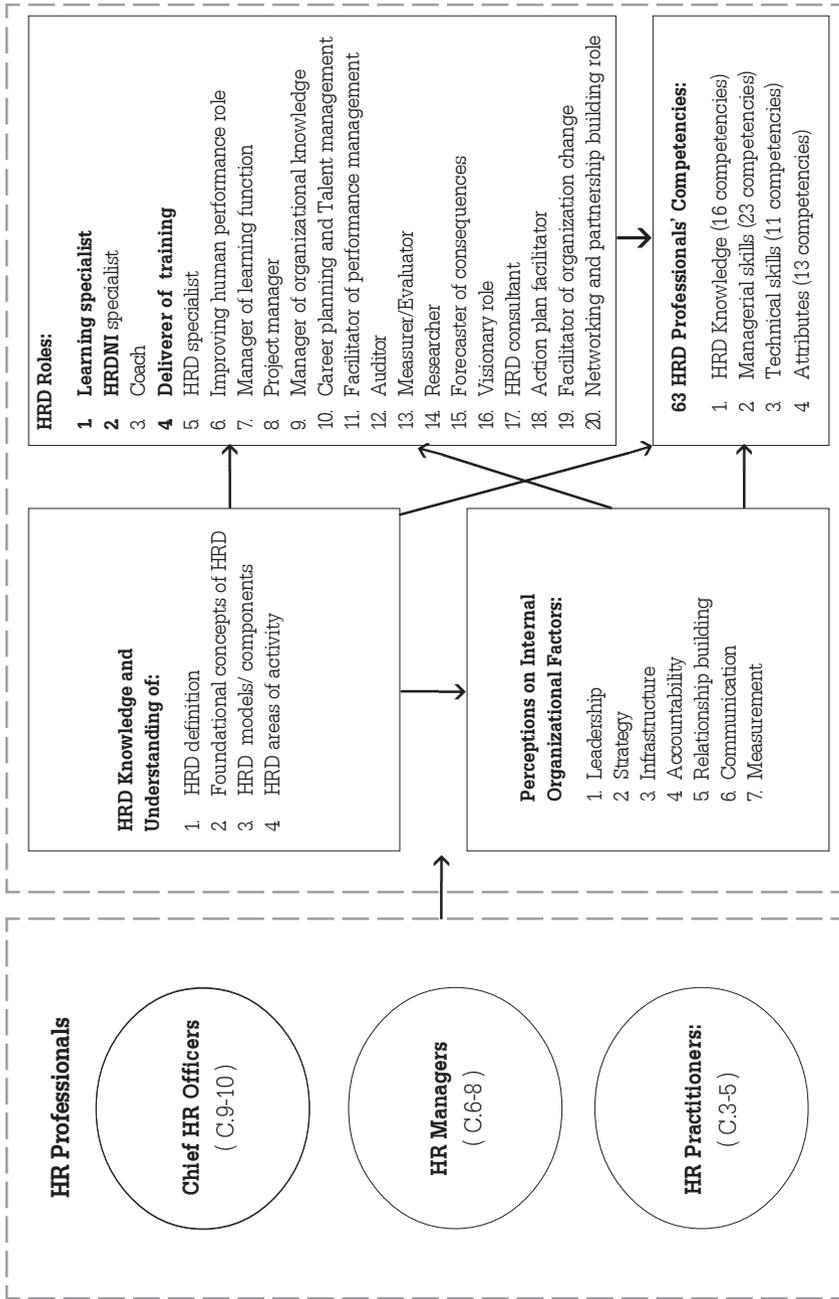


Figure 1: Conceptual Framework of the Study

Hypothesis Development

Based upon the aforementioned conceptual framework, four hypotheses are formulated, as follows:

Hypothesis I: Different groups of HR professionals differently perceive HRD Knowledge and Understanding, Internal Organizational Factors, HRD Roles, and HRD Competencies.

Hypothesis II: Higher levels of perception of HRD Knowledge and Understanding, Internal Organizational Factors, and HRD Roles are associated with higher levels of perception of HRD Competencies.

Hypothesis III: HRD Knowledge and Understanding and Internal Organizational Factors have an effect on HRD Roles.

Hypothesis IV: HRD Knowledge and Understanding, Internal Organizational Factors, and HRD Roles have an effect on HRD Competencies.

Population and Samples

This study obtained its population from the Chief HR Officers, Middle Management HRs, and HR Practitioners that took part in the National Conference to strengthen HR professionalism held by the Office of Civil Service Commission at Bi-Tech, Bangna, Sumut Prakarn on 4th-19th JULY, 2006.

Characteristics of the Respondents

The Chief HR Officers were 53 males and 27 females, the HR middle management consisted of 50 males and 90 females, and the HR officers were comprised of 137 males and 263 female practitioners. The total respondents were 400 persons, 137 males and 263 females. The majority of respondents (58.8 percent) were between 46 and 60 years of age.

The Results of Hypothesis Testing

So as to test the four research hypotheses, the empirical data collected from samples representing the targeted populations were analyzed by using a quantitative statistical techniques such as correlation analysis, ANOVA or analysis of variance, F-Test, LSD (Least Significance Difference), and multiple regression The mean values which ranged from 1.00 to 1.75 can be interpreted as very low; 1.76 to 2.50 = low; 2.51 to 3.25 = high; and 3.26 to 4.00 = very high. Table 1 shows the means of perceptions for the HRD Knowledge and Understanding dimension as follows:

Hypothesis I Testing

Table 1: Means and Total Means of Perceptions Categorized by Groups of HR Professionals and Four HRD Dimensions.

HRD dimensions	Chief Executive Officer HR Office (C.9-1) Mean
1.HRD Knowledge and Understanding	2.55(hi)
2. Internal Organizational Factors	2.35(lo)
3. HRD Roles	2.50(lo)
4. HRD Competencies	2.77(hi)
Total	2.54(hi)

For Internal Organizational Factors, the calculation of the means of perception, is shown in table 2.

Table 2: Means and Total Means of Perceptions towards Internal Organizational Factors Categorized by Groups of HR Professionals and HRD Dimensions.

Internal Organizational Factors	HR Professionals		
	Chief	HR	HR
	HR Officers	Managers	Practitioners
	(C.9-10)	(C.6-8)	(C.3-5)
	Mean	Mean	Mean
1. Leadership	2.57 (high)	2.77 (high)	2.77 (high)
2. Strategy	2.26 (low)	2.52 (high)	2.79 (high)
3. Infrastructure	2.29 (low)	2.40 (low)	2.47 (low)
4. Accountability	2.41 (low)	2.58 (high)	2.70 (high)
5. Relationship Building	2.40 (low)	2.54 (high)	2.70 (high)
6. Communication	2.36 (low)	2.42 (low)	2.54 (high)
7. Measurement	2.11 (low)	2.15 (low)	2.27 (low)
Total	2.35 (low)	2.49 (low)	2.62 (high)

For the roles of HRD, twenty roles were employed in this study. The means of perceptions among all groups are illustrated in table 3.

Table 3: Means and Total Means of Perceptions on HRD Roles Categorized by Groups of HR Professionals and HRD Roles.

HRD Roles	HR Professionals		
	CHROs: Chief HR Officers (C.9-10) Mean	HRMGRs: HR Managers (C.6-8) Mean	HRPNRs: HR Practitioners (C.3-5) Mean
	1. Learning specialist	2.50 (low)	2.43 (low)
2. HRDNI specialist	2.49 (low)	2.42 (low)	2.31 (low)
3. Coach	2.50 (low)	2.48 (low)	2.32 (low)
4. Deliverer of training	2.74 (high)	2.81 (high)	2.44 (low)
5. HRD specialist	2.32 (low)	2.52 (high)	2.53 (high)
6. Improving human performance role	2.63 (high)	2.52 (high)	2.42 (low)
7. Manager of learning function	2.40 (low)	2.36 (low)	2.26 (low)
8. Project manager	2.45 (low)	2.43 (low)	2.33 (low)
9. Manager of organizational knowledge	2.60 (high)	2.31 (low)	2.23 (low)
10. Career planning and talent management	2.46 (low)	2.16 (low)	1.92 (low)
11. Facilitator of performance management	2.64 (high)	2.46 (low)	2.13 (low)
12. Auditor	2.48 (low)	2.39 (low)	2.07 (low)
13. Measurer/Evaluator	2.22 (low)	2.37 (low)	2.22 (low)
14. Researcher	2.03 (low)	2.04 (low)	1.88 (low)
15. Forecaster of consequences	2.25 (low)	2.22 (low)	2.03 (low)
16. Visionary role	2.51 (high)	2.31 (low)	2.06 (low)
17. HRD consultant	2.71 (high)	2.43 (low)	2.12 (low)
18. Action plan facilitator	2.60 (high)	2.54 (high)	2.51 (high)
19. Facilitator of organization change	2.66 (high)	2.38 (low)	2.13 (low)
20. Networking and partnership building role	2.74 (high)	2.52 (high)	2.38 (low)
Total	2.50 (low)	2.40 (low)	2.23 (low)

With regard to HRD competencies, the mean scores of all groups among the four categories of HRD competencies are illustrated in table 4.

Table 4: Mean Scores and Total Means of Perceptions on HRD Competencies Categorized by Groups of HR Professionals and Types of HRD Competencies.

HRD Competencies	Chief
	HR Officers (C.9-10) Mean
1. HRD Knowledge Understanding	2.81(high)
2. Management Skills	2.74(high)
3. Technical Skills	2.69(high)
4. Attributes	2.82(high)
Total	2.77(high)

For each type of competency category, the calculation and comparison of means among the items within these three groups of Thai Civil HR professionals are illustrated in table 5-8, as follows:

Table 5: Mean Scores for Knowledge Understanding and HRD Competencies when categorized by Groups of HR Professionals

Necessary competencies of HRD Professionals (1.HRD Knowledge Understanding)	HR Professionals		
	Chief HR Officers (C.9-10) Mean	HR Managers (C.6-8) Mean	HR Practitioners (C.3-5) Mean
	1. Thai Civil Service Acumen	2.79(high)	3.10(high)
2. Organizational knowledge	3.05(high)	3.19(high)	3.41(very high)
3. HRD knowledge	2.89(high)	2.97(high)	3.21(high)
4. HRD context and new movements in HRD profession	2.76(high)	2.88(high)	3.03(high)
5. Systems and work processes	2.94(high)	2.94(high)	3.29(very high)
6. Adult learning principles	2.55(high)	2.72(high)	2.79(high)
7. Training and development techniques and methods	2.91(high)	3.06(high)	3.17(high)
8. Career management and development	2.80(high)	2.84(high)	2.83(high)
9. Performance management	2.93(high)	2.86(high)	3.05(high)
10. Talent management	2.80(high)	2.71(high)	2.63(high)
11. Work-based learning	2.86(high)	2.86(high)	2.93(high)
12. Management of diversity/ Leveraging diversity	2.55(high)	2.64(high)	2.59(high)
13. Organization development	2.93(high)	2.96(high)	2.98(high)
14. Knowledge management	2.91(high)	3.03(high)	2.99(high)
15. Learning organization	2.85(high)	2.94(high)	3.06(high)
16. Research	2.54(high)	2.31(low)	2.37(low)
sum	2.81(high)	2.87(high)	2.95(high)

Table 6: Mean Scores for Managerial Skills and HRD Competencies when categorized by Groups of HR Professionals

Necessary competencies of HRD Professionals (2. Management Skill)	HR Professionals		
	Chief HR Officers (C.9-10) Mean	HR Managers (C.6-8) Mean	HR Practitioners (C.3-5) Mean
	1. Critical thinking	2.76(high)	2.84(high)
2. Change management	2.83(high)	2.87(high)	2.88(high)
3. Coaching and developing others /empowering	2.78(high)	2.89(high)	2.91(high)
4. Conflict management	2.46(low)	2.61(high)	2.61(high)
5. Counseling	2.79(high)	2.84(high)	2.84(high)
6. Decision-making	2.67(high)	2.77(high)	2.83(high)
7. Forecasting	2.53(high)	2.64(high)	2.64(high)
8. Feedback	2.40(low)	2.57(high)	2.61(high)
9. Creativity and Innovation	2.61(high)	2.71(high)	2.80(high)
10. Leadership	3.00(high)	3.01(high)	2.99(high)
11. Planning and implementing assignments	3.03(high)	3.00(high)	3.11(high)
12. Presentation	2.76(high)	3.04(high)	2.95(high)
13. Problem solving	2.84(high)	2.95(high)	2.97(high)
14. Listening and questioning	2.69(high)	2.72(high)	2.76(high)
15. Relationship building	2.78(high)	2.88(high)	3.15(high)
16. Strategic thinking	2.76(high)	2.94(high)	3.03(high)
17. Systems thinking	2.87(high)	2.94(high)	3.13(high)
18. Cost-benefit analysis	2.51(high)	2.46(low)	2.56(high)
19. Working in team /Group process	2.94(high)	2.98(high)	3.34(very high)
20. Compromising skill/Negotiation	2.71(high)	2.80(high)	2.96(high)
21. Analyzing needs and proposing solutions	2.81(high)	2.76(high)	2.87(high)
22. Applying business acumen	2.83(high)	2.95(high)	2.89(high)
23. Driving for results	2.89(high)	3.01(high)	3.15(high)
sum	2.74(high)	2.83(high)	2.90(high)

Table 7: Mean Scores for Technical Skills HRD Competencies when categorized by Groups of HR Professionals

<p>Necessary competencies of HRD for the organization (3. Technical Skills)</p>	<p>(HR (C I</p>
1.Coordinating skills	2.8
2.English proficiency	2.4
3.Computer/ new technologies competence	2.7
4.Audio-visual/ learning tools competence	2.6
5.Language/communication	2.7
6.Observation	2.7
7.Persuasive/ influencing others	2.6
8.Project management	2.7
9.Research and development work processes and procedures/ continuous improvement	2.7
10.Written communication/writing	2.7
11.Information search/ data gathering	2.6
sum	2.6

Table 8: Mean Scores for Attributes HRD Competencies when categorized by Groups of HR Professionals

Necessary competencies of HRD Professionals (4. Attributes)	HR Professionals		
	Chief HR Officers (C.9-10) Mean	HR Managers (C.6-8) Mean	HR Practitioners (C.3-5) Mean
	1. Trust Building /Credibility/ Accountability	2.85(high)	2.79(high)
2. Demonstrating/Modeling/ Intellectual versatility	2.76(high)	2.75(high)	2.81(high)
3. Energetic/Enthusiastic/Mental agility	2.74(high)	2.86(high)	2.98(high)
4. Ethics and Integrity/Self-control	2.96(high)	3.17(high)	3.28(very high)
5. Flexibility/Adaptability	2.78(high)	2.91(high)	3.14(high)
6. Human relations/Networking and partnering	2.88(high)	3.06(high)	3.17(high)
7. Participation/Democracy	2.80(high)	2.91(high)	3.06(high)
8. Achievement/Result orientation/ Assertiveness	2.95(high)	3.09(high)	3.26(very high)
9. Continuous learning/Ability to learn/Visionary	2.79(high)	2.94(high)	2.92(high)
10. Personal Mastery	2.83(high)	2.92(high)	3.16(high)
11. Self-confidence/ independence/ self-knowledge	2.79(high)	2.93(high)	3.12(high)
12. Teamwork orientation	2.85(high)	3.10(high)	3.35(very high)
13. Emotional stability/Tolerance for stress/Personality and Emotional control	2.81(high)	2.87(high)	3.06(high)
sum	2.82(high)	2.94(high)	3.10(high)

Table 9: A Summary of Hypothesis I Testing

Groups of HRD Professionals	Means of Perception	
	HRD Knowledge and Understanding	Internal Organizational Factors
Chief HR Officers	High (2.55)	Low (2.35)
HR Managers	High (2.69)	Low (2.49)
HR Practitioners	High (2.68)	High (2.62)
Total	High (2.66)	High (2.52)
Results of Hypothesis I Testing	Accepted	Partially Accepted

Testing of Hypothesis II:

With reference to Hypothesis II, which states that “Higher levels of perception on HRD Knowledge and Understanding, Internal Organizational Factors, and HRD Roles are associated with higher levels of perception of HRD Competencies.” The Correlation Analysis of the Four Variables is shown in table 10.

Table 10: Correlation Analysis of Four Variables

	Correlations	HRDCOMP	HRDKU	IORGF	HRDROLE
HRD Competencies (HRDCOMP)	Pearson				
	Correlation	1	.565(**)	.598(**)	.617(**)
HRD Knowledge and Understanding(HRDKU)	Pearson				
	Correlation		1	.729(**)	.517(**)
Internal Organizational Factors(IORGF)	Pearson				
	Correlation			1	.440(**)
HRD ROLE	Pearson				
	Correlation				1
	Sig. (2-tailed)		0.000	0.000	0.000
	Sig. (2-tailed)		0.000	0.000	
	Sig. (2-tailed)				0.000
	Sig. (2-tailed)				

** Correlation is significant at the 0.01 level (2-tailed).

In testing Hypothesis II, the results are confirmed, and it can be seen that the higher the level of the HR professionals, the higher the level of perception they have on the associations of these four variables.

Testing of Hypothesis III:

With reference to Hypothesis III which states that “HRD Knowledge and Understanding and Internal Organizational Factors have an effect on HRD Roles Table 11 shows the results of Hypothesis III testing, as follows:

Table 11: The results of the multiple regressions of three variables when dependent variable is HRD Roles for all groups of HR Professionals.

Independent Variables	B	Beta	t	Sig. T
(Constant)	.141		.769	0.442
HRDKU	.662	.419	6.712	0.000
IORGf	.177	.135	2.173	0.000

R = 0.525, R² = 0.276, F = 75.728, Sig. F = .000

Table 11 illustrates the results of the multiple regression analysis of three variables, with HRD Knowledge and Understanding and Internal Organizational Factors as independent variables and HRD Roles as a dependent variable. The results show the significant influences that HRD Knowledge and Understanding and Internal Organizational Factors have upon HRD Roles (Sig.=.000). HRD Knowledge and Understanding influence on HRD Roles at the highest level (Beta=.419) and Internal Organizational Factors have second influence (Beta=.135). The change of HRD Knowledge and Understanding and Internal Organizational Factors can explain the change of HRD Roles by 27.6 percent (a positive relationship). *Therefore, Hypothesis III, which states that “HRD Knowledge and Understanding and Internal Organizational Factors have effect on HRD Roles,” is confirmed.*

Testing of Hypothesis IV:

With reference to **Hypothesis IV** which states that “HRD Knowledge and Understanding, Internal Organizational Factors, and HRD Roles have an effect on HRD Competencies.” The results of the regression analysis using stepwise methods, which will delete the insignificant independent variable from the analysis, are shown in table 12. The results indicate that among the three independent variables, only the HRD Roles and Internal Organizational Factors are significant in explaining the change in variance of HRD Competencies.

Table 12: A Result of multiple regressions of four variables when the dependent variable is HRD Competencies .

Independent Variables	B
(Constant)	.725
ROLE	.402
IORGF	.484

R = 0.716, $R^2 = 0.512$, F = 208.665, Sig. F = .000

From table 12, the results show the significant influences that HRD Roles and Internal Organizational Factors have on HRD Competencies (Sig. =.000). However, HRD Knowledge and Understanding do not significantly influence HRD Competencies. Therefore, this variable is deleted from the regression results. HRD Roles have the most influence on HRD Competencies (Beta = .439), and Internal Organizational Factors have the second degree of influence on HRD Competencies (Beta = .404). The change in HRD Roles and Internal Organizational Factors can explain the change in HRD Competencies by 51.2 percent. The analysis results help to confirm that the more importance an HRD professional places on HRD Roles and Internal Organizational Factors, the more opportunity the HRD professional has to determine HRD Competencies (a positive relationship). *Therefore, Hypothesis IV, which states that "HRD Knowledge and Understanding, Internal Organizational Factors, HRD Roles have effect on HRD Competencies," is confirmed.*

Discussions of the Results of Hypothesis Testing

From overall dimensions of HRD under study, the three groups of HR professionals perceived *HRD Competencies* among four dimensions at the highest level mean scores. With regard to *Internal Organizational Factors*, all groups of HR professionals perceived Leadership factor at the highest level.

For *HRD Roles*, among *Chief HR Officers*, the following roles were perceived at a high level: Deliverer of Training (2.74), Networking and Partnership Building Role (2.74), HRD Consultant (2.71), Facilitator of Organization Change (2.66), Facilitator of Performance Management (2.64), Improving Human Performance (2.63), Manager of Organizational Knowledge (2.60), Action Plan Facilitator (2.60), and Visionary Role (2.51). Among *HR managers*, the total mean score was also low (2.40). Only four roles were perceived at a high level: Deliverer of training (2.81), Action Plan Facilitator (2.54), HRD Specialist (2.52), and Improving Human Performance Role (2.52). Like the CHROs perception of roles of HRD, the *Researcher* role among the HRMGRs also received the lowest level (2.04). With regard to *HR practitioners*, they perceived HRD roles at a high level—only two of them: Action Plan Facilitator (2.54) and HRD Specialist (2.53)'. The Researcher Role also received at the lowest level of mean score (1.88) and was lower than the other two groups.

For *HRD Competencies*, the result shows that all groups of respondents have a perception of each type of HRD competencies at a high level. HR practitioners' mean score of perception is higher than that of the other two groups. HR managers' mean scores of perception of HRD competencies are also higher than Chief HR Officers'. Attributes were perceived at the highest level for all groups. For *Chief HR Officers*, *Attributes* competencies were perceived at the highest level mean score (2.82), whereas HRD Knowledge and Understanding, Managerial Competencies, and Technical Skills were also high (2.81, 2.74, and 2.69 respectively). For *HR managers*, *Attributes*, HRD Knowledge Understanding, Managerial Skills, and Technical Skills were high at 2.87, 2.83, and 2.81 respectively. For *HR practitioners*, the *Attributes* competency reaches a 3.10 high mean score, whereas the other three types were also high at 2.95 for HRD Knowledge and Understanding, Technical Skills at 2.91, and Managerial Skills at 2.90.

For the first cluster of *HRD competencies*, *HRD Knowledge and Understanding*, which has 16 competencies, the *Chief HR Officers* perceived all of

them at a high level (total mean= 2.81). The following competencies were perceived at a high level: Organizational knowledge got the highest degree of mean score (3.05); Systems and work processes competency knowledge (2.94), Performance management knowledge (2.93), and Training and development techniques and methods. knowledge competency got high mean score at the same level as the Knowledge management knowledge, at 2.91.

For *HR managers*, the total mean was 2.87 and the following competencies were perceived from highest to least high: Organization knowledge (3.19); Thai Civil Service acumen (3.10); Training and development techniques and methods ;Knowledge competency (3.06); Knowledge management knowledge (3.03); HRD knowledge (2.97); Organization development (2.96); Systems and work processes (2.94); Learning organization (2.94); HRD context and new movements in HRD profession; Knowledge (2.88); Performance management knowledge and work-based learning knowledge were at the same level (2.86); Career management and development knowledge (2.84); Adult learning principles (2.72); Talent management (2.71); Management of diversity/ Leveraging diversity knowledge (2.64). The Knowledge Understanding competency from the HR managers' perspective was perceived at the lowest level mean score as same as the Research Knowledge (2.31).

For *HR practitioners*, two of HRD Knowledge understanding competencies, the Organization knowledge and the Systems and work processes, have reached very high mean scores at 3.41 and 3.29, respectively, whereas Research knowledge was at a low level (2.37).

With regard to the *Managerial Skills* cluster, *Chief HR Officers'* mean scores were almost at a high level except for Conflict management (2.46), and Feedback skills (2.40), which were at a low level. The mean scores of this cluster were as follows: The top ten highest means are: Planning and implementing Assignments (3.03), Leadership (3.00), Working in team/Group process (2.94), Driving for results (2.89), Systems thinking (2.87), Problem solving (2.84), Change management (2.76), Counseling as well as Analyzing business

acumen (2.81), Coaching and developing others/Empowering (2.78), and Critical thinking as well as presentation Skill (2.76). All in all, the total mean score for the Chief HR Officers' perception of Management Skills competencies was high at 2.74.

For *HR managers*, almost all of the competencies in this cluster have high mean scores except for Cost-benefit analysis skill, which was at a low level (2.46). The following competencies were perceived in the following sequences: Presentation Skill (3.04). Leadership and driving for results received at 3.01, Planning and implementing assignments (3.00), Working in team (2.98), Applying business Acumen and problem solving skills (2.95), Strategic thinking and systems thinking (2.94), Coaching and developing others (2.89), Relationship building (2.88), Change management (2.87), and Critical thinking as well as the Counseling skills (2.84). The total mean score of perception was also high for the HR managers at 2.83.

For *HR practitioners*, the Working in team/the Group process competency received a mean score at a very high level (3.34), and the rest of them also have high mean scores. The ten competencies at the top were: Driving for results and the Relationship building (3.15), Systems thinking (3.13), Planning and implementing Assignments (3.11), Strategic thinking (3.03), Leadership (2.99), Problem solving (2.97), Compromising/Negotiating (2.96), Coaching and developing others (2.91), Applying business acumen (2.89), and Change management (2.88). The total mean score for the HR practitioners' perception of HRD competencies was higher than the other two groups at 2.90.

For *Technical Skills* competencies, all 11 competencies were perceived at a high level for all groups. The total means were 2.69 for the Chief HR Officers' perception, 2.81 for the HR managers' perception, and 2.91 for the HR practitioners' perception. For *Chief HR Officers*, the first among the seven orders which received high mean scores was the Coordinating skills (2.89),

whereas the rest were: Research and development work processes and procedures/Continuous improving (2.78), Language/Communication and computer/New technologies competence (2.76), Project management (2.71), Written communication/Writing and the observation skills (2.70), Persuasive/Influencing others (2.69), Audio-visual/Learning tools competence (2.63), Information search/Data gathering skills (2.60). English proficiency was perceived at a low level (2.45).

For *HR Managers*, all 11 competencies were perceived at a high level. The mean scores were: Coordinating skills (3.09), Language/Communication (3.01), Computer/New technologies competence (2.91), Research and development work processes and Procedures/Continuous improving (2.88), Audio-visual/ Learning tools competence (2.83), Written communication/ Writing (2.79), Observation skills (2.78), Persuasive/Influencing others (2.77), Project management (2.74), Information search/Data gathering skills (2.67), and English proficiency (2.52). The total mean was high at 2.81.

With regard to the *Attributes* cluster of competencies for HRD professionals, which comprises 13 competencies, all three groups' perceptions were at a high level. For *Chief HR Officers*, the following sequences of competencies were perceived from highest to least high: Ethics and integrity(2.96), Achievement/Result orientation (2.95), Human relations/Networking and partnering (2.88), Trust building/Credibility/Accountability as well as Teamwork orientation (2.85), Personal mastery (2.83), Emotional stability/Tolerance for stress/Personality and emotional control (2.81), Participating/Democracy (2.80), Self-confidence/ Independence/Self-knowledge as well as Continuous learning/Ability to learn/ visionary (2.79), Flexibility/Adaptability (2.78), Demonstrating/Modeling/ Intellectual versatility (2.76),Energetic/Enthusiastic/ Mental agility (2.74).

For *HR managers*, all of 11 competencies have a high means as follows: (1) Ethics and Integrity (3.17), (2) Teamwork orientation (3.10), Achievement/Result orientation (3.09), (3) Human relations/Networking and partnering (3.06), (4) Self-confidence/Independence/Self-knowledge (2.93) ,(5) Continuous learning/

Ability to learn/Visionary (2.94), (6) Personal mastery (2.92), (7) Flexibility/Adaptability as well as Participating/Democracy (2.91), (8) Emotional stability/Tolerance for stress/Personality and emotional control (2.87), (9) Energetic /Enthusiastic/Mental agility (2.86), (10) Trust building/Credibility/Accountability (2.79), and (11) Demonstrating/Modeling /Intellectual versatility (2.75).

For *HR practitioners*, the three following competencies have very high mean scores: (1) Teamwork orientation (3.35), (2) Ethics and integrity(3.28),(3) Achievement/Result orientation (3.26). The rest of the competencies were also at a high level: (1) Human relations/Networking and partnering (3.17), (2) Personal mastery (3.16), (3) Flexibility/Adaptability (3.14), (4) Self-confidence/Independence/Self-knowledge (3.21), (5) Participating/Democracy (3.06), (6) Trust building/ Credibility/Accountability (3.02), (7) Energetic/Enthusiastic/Mental agility (2.98), and (8) Demonstrating/Modeling/Intellectual versatility (2.81).

For *Chief HR Officers*, the change in HRD Roles, Internal Organizational Factors, and HRD Knowledge and Understanding can explain the change in HRD Competencies by 86.4 percent . HRD Role has the most influence on HRD Competencies, follows by Internal Organizational Factors, and HRD Knowledge and Understanding. The more importance an HRD professional places on HRD Roles, Internal Organizational Factors and HRD Knowledge and Understanding, the more opportunity the HRD professional has to determine HRD Competencies (a positive relationship).

For *HR Managers*, the change in HRD Roles and Internal Organizational Factors can explain the change in HRD Competencies by 57.1 percent. HRD Role has the most influence on HRD Competencies, and Internal Organizational Factors has the second level of influence. The more importance an HRD professional places on HRD Roles and Internal Organizational Factors, the more opportunity the HRD professional has to determine HRD Competencies.

For *HR Practitioners*, the change of HRD Roles and Organizational Factors can explain the change of HRD Competencies by 31.5 percent with reveals medium influence. The more important a HRD professional has placed on HRD Roles and

Internal Organizational Factors the more opportunity the HRD professional is able to determine HRD Competencies.

Contributions of the Study

Contribution to HRD Discipline

This study was conducted in 2007 as an inquiry into knowledge based on certain dimensions of HRD discipline. The model includes selected HRD variables: demographics, perceptions of seven internal organizational factors, perceptions of HRD roles and competencies. It provides empirical evidence supported by theories and consistent findings in support of previous studies, as follows:

Theoretically, HRD knowledge and practice is a framework for helping employees develop their personal and organizational knowledge, skills, and abilities. It includes such opportunities as training, education, and development in terms of both organizational and personal development. Moreover, performance management and other development in various forms, as well as many new innovative attempts of HRD initiatives such as action learning, talent management and development, appreciative inquiry practices, and so on, are considered as HRD professionals' responsibilities.

It was found from the study that the overall perception levels of HR professionals towards HRD knowledge, internal organizational factors, HRD roles, and HRD competencies are high. This implies that all four dimensions and their items are important for employees at all levels. Therefore, in providing subject matters for HRD studies, these four areas under study should also be emphasized.

In terms of HRD role perception, the results of the study showed that respondents perceived HRD roles at a low level. This may be because HRD roles were not brought into academic and practical consideration seriously. This can lead to a blurred picture of the roles and functions for HRD in organizations and can also lead to inefficient and ineffective performance at both the individual and organizational levels because the fate of an organization is intricately connected to

HRD. Therefore, HRD studies must elicit the issue of HRD roles as one of its focal points.

With regard to HRD professionals' competencies, the research result of this dimension indicated that all groups perceived at a high level. This implies that competency, as a combination of personal knowledge, skills, and attributes or in other words, as an underlying characteristic of a person which results in effective and/or superior performance on the job, is considered as one of the crucial factors for HRD professionals. Richard Boyatzis (1982) points out that a competency may be a trait, in other word, the characteristic or quality a person has, such as efficacy, which is the trait of believing that one can control his or her future and fate. Further, a competency may be a motive which is a drive or thought related to a particular goal, such as achievement, which refers to a need to improve and compete against a standard of excellence.

Additionally, competency may be a person's self-image or the understanding of oneself and an assessment of where one stands in the context of values held by others in his or her environment. Lastly, competency may be a person's social role, which refers to a perception of the social norms and behaviors that are acceptable and the behaviors that the person adopts in order to fit in. From Boyatzis' perspective, it may be the body of knowledge of a person. Therefore, in providing HRD subject matters, the issues of competency study must also be focused upon. The underlying assumptions of HRD in terms of both HRD studies and practice, require more time to discuss on its core philosophies and values in order to help HRD practitioners understand the range of options for operating in increasingly complex practice situations (Swanson & Holton III, 2001). HRD knowledge and understanding, the organization knowledge, the understanding and awareness of roles, and the competencies the HRD professionals' possess are interrelated variables of HRD which can serve as both theoretical and practical explorations for enhancing the strength of HRD both in academic and practical arenas.

Contribution to HRD Policy and Practice

The results of the study indicate the means and total mean of perceptions of *HRD Knowledge and Understanding* are at high levels for all groups, whereas perception of *Internal Organizational Factors* are high only among HR practitioners' perspective. This may be because different levels of respondents perceive differently according to their knowledge and experience. Nevertheless, this may reflect some indications for raising related issues in improving the HRD-related factors which were perceived at a low level, such as the measurement factor.

In terms of the perception of *HRD Roles*, it was found that the perception of all groups was at a low level. Although all means of perception among all groups were at the same level, the mean scores of each group were still at different degrees. Chief HR Officers and HR Managers perceive higher than HR Practitioners. This implies that the emphasis on roles for HRD Practitioners should be promoted. At both the policy and practical levels, because roles are broad areas of responsibility within the profession that require a certain combination of competencies and areas of expertise in order to be performed effectively.

In terms of HRD Professionals' *Competencies*, the result indicates that there is no difference among the means of perceptions of HRD Professionals' Competencies. All groups perceived all clusters of competencies at a high level. *Attributes* were perceived higher than knowledge and skills. Theoretically, competencies are underlying characteristics of a person and indicate ways of behaving or thinking, generalizing across situations, and enduring for a reasonably long period of time. Competency encompasses clusters of skills, knowledge, and attributes. Skills and knowledge are visible and can easily be assessed and developed, whereas attributes are composed of traits, motives, self-concepts, attitudes, and values that are hidden and cannot easily be measured or developed. Therefore, a number of competency-based HRD related functions, such as recruiting, selection, and development of human resources,

should be linked so as to assure that the organization will have competent people.

The *correlation analysis* results indicate that HRD Knowledge and Understanding, Internal Organizational Factors and HRD Roles are significantly and positively related to HRD Competencies. The results imply that an increase of perceptions on HRD Knowledge and Understanding, Internal Organizational Factors and HRD Roles will increase the levels of perceptions on HRD Competencies. The competency movement in HRD field which emphasizes pushing for professional certification of HRD practitioners can be one method that promotes the importance of HRD profession. Further, this issue should have a strong support at both organizational and national levels by formulating policies and should be brought into practice immediately.

The results of *multiple regression analysis* demonstrate the significant influence that HRD Roles and Internal Organizational Factors have upon HRD Competencies. It can be said that the change in HRD Roles and Internal Organizational Factors can explain the change in HRD Competencies by 51.2 percent. This can imply that the more importance an HRD professional places on HRD Roles and Internal Organizational Factors, the more opportunity the HRD professional has to determine HRD Competencies (a positive relationship). Therefore, any organization should consider how to use this result as one of the strategic triggers to formulate HRD policies and applications, and this can be carried out through a variety of approaches.

Implications for Future Research

Before proposing the implications for future research, the limitations of this study must be identified. These limitations are as follows:

- 1) Initially, the difficulty of this study was, as Rothwell and Sredl (1992) insist that HRD itself is difficult to define and that many people, including HRD practitioners themselves, continue to use the term differently. McLagan (1989) offered five major reasons to support this argument: 1) HRD is an emerging

field, 2) it is a dynamic field, 3) it relies on more than one subject matter, 4) it exists within the larger human resources arena (HRM), and 5) HRD is a pervasive or all-encompassing field. Therefore, this study was limited to only some selected dimensions based on Western and Thai HRD knowledge and applications.

2) The methods of collecting and analyzing the data that were used in the study were principally quantitative techniques. This might be one of this study's limitations.

3) The population and samples of the study were not varied and did not cover all organizations or all positions in the Thai Civil Service system, which also constitutes a limitation of the study.

4) The intention of this study was to find a relationship among variables, and to investigate the association of variables that can be explained by some theories and concepts. Therefore, the implications and recommendations for future studies are as follows:

1) Future study should employ more HRD theories, concepts, variables, and models in order to triangulate the theoretical foundations more vividly and firmly.

2) Qualitative methods should be collaboratively used for investigating more deeply into the naturalistic surroundings so that interpretations can be more well-rounded and deeper.

3) Future research should survey a larger population and cover more samples in more organizations.

4) In the quantitative section of the paper, the statistical techniques used should be more sophisticated and have more powerful statistical techniques for prediction than those that used in this study.

5) More interesting HRD-related variables should be employed so as to build a solid ground for any new inquiry, such as organizational culture and HRD, career advancement of HRD professionals, job satisfaction of HRD professionals, self-development of HRD people, and so forth.

In conclusion, this study is just one trigger that has attempted to investigate the perceptions of people in HRD communities so as to encourage everyone seriously look into HRD for enhancing the strengths of HRD both theories and practices.

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