

**ANALYSIS OF WORLD FEDERATION OF PERSONNEL MANAGEMENT
ASSOCIATION COMPETENCIES PROJECT
2004/5**

1. Background

The World Federation of Personnel Management Associations undertook some research in 1998 to establish whether the competencies required in human resource management in the various countries of the WFPMA were similar, both in terms of their content and the level at which they were undertaken. The final report was published in June 2000 and provided the basis for a number of presentations at WFPMA conferences. It is available on www.wfpma.com/proj.html if you would like to read the research again.

2. Update on the WFPMA competencies research

A questionnaire was mailed to 70 people on 26 October 2004 seeking to establish which countries had made use of the competencies research in their subsequent developments.

In total, 10 responses were received. A copy of the questionnaire is attached at *Appendix 1*. The analysis of the responses is attached at *Appendix 2*.

3. Use made of the WFPMA competencies research

Of the 10 responses, two countries – Slovakia and Venezuela – had specifically made use of the competencies research. The other countries had used it to raise awareness, such as through articles, or had used some of the competencies in some training programmes.

4. Increase in the use of competencies

Several of the 10 countries identified an increase in the use of competencies since the publication of the competencies research. Uses mentioned included for defining jobs, for performance management and for management development. Poland mentioned that their Institute of Labour and Social Affairs was undertaking a study of competencies in a number of professions, including human resource management.

**5. Qualifications in Human Resource Management/Personnel Management/
Learning and Development**

Seven of the 10 respondents reported on qualifications in Human Resource Management or Personnel Management or Learning and Development currently existing in their country. These were provided at a variety of levels, and between the seven countries responding qualifications existed at the following levels:

- Pre-experience
- Post-experience
- Undergraduate
- Postgraduate

The duration of the programmes based on these qualifications varied depending on the level of the programme and varied from a few weeks to significantly more than a year.

One country – Cyprus – had now developed a programme accredited by the CIPD, which was being run jointly by a UK university and Cyprus College. This programme incorporates all the CIPD competencies and will lead to Graduate, and in due course Chartered, membership of the CIPD. (A further European country – Greece – has also gained CIPD accreditation, but did not respond to the questionnaire.)

6. Award of the professional association

Four of the countries responding make awards based on this qualification.

A very interesting development was reported by Poland, where the Ministry of the Economy and Labour was undertaking a standardisation process of 250 professions, including human resource management. The Association in Poland is then intending to prepare a learning model, at a number of different levels, and develop certification based on these. European social funding is supporting this project.

7. Methods of assessment

Four countries use examinations as a means of assessment for their qualifications, four use assignments or projects, and the United States uses an online assessment.

8. Level of take-up

The level of take-up of the qualifications varied significantly between the 10 responding countries:

- Up to 20 a year - 1 country
- Up to 50 a year - 2 countries
- Up to 100 a year - 1 country
- Up to 1,000 - 1 country
- More than 10,000 a year - 2 countries
- Not applicable – 3 countries

9. Incorporation of the WFPMA competencies in qualifications

Six of the countries responding considered that the competencies currently in use in their country incorporated the competencies defined in the research of the WFPMA, although several of these countries had previously established competency models in existence at the time of that research. There appears to be a continuing consensus about the body of knowledge in human resource management/ personnel management, which was one of the core findings of the WFPMA research. Subsequent activity in the 10 countries responding to the questionnaire appears to indicate that this research continues to hold good.

10. Conclusion

The level of response to the consultation exercise is disappointing. The response, however, indicates a slowly developing interest in using competencies in human resource management as the basis for developing qualifications. It is clear from this limited progress over the last five years that the process of developing competencies, incorporating them in qualifications, and making professional awards based on those qualifications is a difficult process and takes some considerable time to achieve. The process of development in Poland where government action is influencing the development of qualifications is an interesting contrast to the normal situation where any action has depended on the activities of the professional association itself.

Appendix 1

**WFPMA COMPETENCIES PROJECT
QUESTIONNAIRE**

1. How has your association made use of the results of the Competencies research, which was published in June 2000? **Yes/No**
For instance, have you used the research to:

- establish professional standards?
- introduce certification?
- raise the level at which certificates are awarded?

Please give details:

2. Has there been any increase in the use of competencies in Human Resource Management in your country since the publication of the Competencies research? **Yes/No**

For instance, are competencies used for:

- defining jobs?
- performance management
- management development?

Please give details:

3. Do qualifications in Human Resource Management/Personnel Management/
Learning and Development currently exist in your country?

Yes/No

If the answer is 'yes' please go on to question 4.

If the answer is 'no', please go on to page 4

4. At what level are the qualifications:
(please indicate in the appropriate box)

4.1 Pre experience – undertaken before
entering work

4.2 Post experience – undertaken with
prior work experience

4.3 Undergraduate degree level –
BA, BSc

4.4 Postgraduate degree level –
MSc, MA, Postgraduate Diploma

5. Is there a specific programme prescribed in order to acquire the qualification
and, if so, what is the duration of the programme?

Yes/No

(Please indicate in the appropriate box)

5.1 Up to 120 learning hours (4 weeks)

5.2 Up to 240 learning hours (8 weeks)

5.3 Up to 6 months

5.4 Up to 1 year

5.5 More than one year

6. Does your association make an award for this qualification?

Yes/No

Please give details:

7. Do candidates have to complete assessment to gain this award? **Yes/No**
(Please indicate in the appropriate box/es)
- 7.1 An examination or series of examinations
- 7.2 Assignment or project
- 7.3 Interview of viva voce assessment
- 7.4 Other assessment
(Please specify)
8. What is the level of take-up for this qualification per annum?
(Please indicate in the appropriate box)
- 8.1 Up to 20 per annum
- 8.2 Up to 50 per annum
- 8.3 Up to 100 per annum
- 8.4 Up to 500 per annum
- 8.5 Up to 1,000 per annum
- 8.6 More than 1,000 per annum
- 8.7 More than 10,000 per annum
9. To what extent do you think that the qualification outlined above incorporates the competencies defined in the research of the WFPMA?

PLEASE RETURN BY 10 DECEMBER 2004

Name:

On behalf of:
(Name of Association)

Address:
.....
.....

Tel.Email:

Signature:

Please return to:

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WFPMA COMPETENCIES REPORT

APPENDIX 2

	Country	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9
		Use of competencies	Increase in use of competencies	Do qualifications in HRM exist?	Level of qualifications	Duration of programme	Award for qualification	Assessment completion	Level of take up	Incorporates WFPMA competencies
1	Australia	No, but established standards/certification	Yes, but for defined jobs	Yes	Pre experience. Post experience. Under & Postgraduate	More than 1 year. Now required for AHRI membership	Qu Framework AHRI	Yes, assignment or project	>1,000 p.a	Covers all competencies
2	Botswana	Raise awareness	Not as result of research	Yes	Undergraduate BA/BSc	No	No	Yes, examination	<20 p.a	Reflect global competencies
3	Cyprus	No but CIPD accredited programme approved – Cyprus College	Not as result of research	Yes	Pre experience. Undergraduate degree	More than 1 year	No	Yes, examination	<50 p.a	Graduate degrees – based on US/UK models
4	New Zealand	No, apart from article	Yes, for performance mgmt. Influenced review of draft competencies by	Yes	Pre experience Post experience Under & Postgraduate	Yes, from 4 wks – <1 year	Yes, short courses	Not for HRINZ – only CV	<50 p.a.	Included in HRINZ competencies
5	Paraguay	No but used competencies in training	Not as result of research	No	-	-	-	-	-	-
6	Poland	No	Yes, Institute of Labour & Social Affairs doing study, inc. HRM	Not yet, but planned	-	-	-	-	-	-
7	Slovak	Yes	Yes	Yes	Undergraduate Postgraduate	<1 year	No	Examinations/ Assignments/ Projects	<100 p.a.	40%
8	USA	No, but widely circulated	Yes, increasing focus, competency toolkit	Yes, but not formally	-	No, although many degrees programmes exist	HRCI certification	Written test (on-line)	<10,000p.a.	Already existed
9	Venezuela	Yes, to establish Professional Standards	Yes, Performance Mgmt	No	-	No	No	No	-	-
10	UK	No, standards already exist	Yes, defining jobs, performance mgmt, mgmt dev	Yes	Pre & Post experience. Under & Posgraduate	PDS - <1 year Cert. – 120 hours	Yes, short courses	Examinations/ Projects	<10,000p.a.	Cover same ground
		Y2 N8	Y7 N3	Y7			Y4	Exams 4 Assign/Projects 4		