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AND LIFE SCIENCES**

**The Development of the Human Resource Competency Model
And
HR Effectiveness in Mongolia**

Doctoral (PhD) Dissertation

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Table of Contents

Table of Contents 1

List of Tables4

List of Figures 5

I. INTRODUCTION 9

 1.1. Background of the Study 9

 1.2. Statement of the Problem and Motivation10

 1.3. Objectives of the Study 11

 1.4. Questions of the Study12

 1.5. Significance of the Study 14

 1.6. Definition of Terms 15

II. LITERATURE REVIEW 18

 2.1. Background of Mongolia18

 2.1.1. Social and Economic Impact of COVID-19 in Mongolia 20

 2.1.2. HRM and Labor Market of Mongolia23

 THEORETICAL CONTEXT25

 2.2. Human Capital Theory 26

 2.3. Competency29

 2.4. HR Competency 32

 2.5. Competency Model 33

 2.6. Human Resource Competency Model34

 2.6.1. Human Resource Competency Study (HRCS)35

 2.6.2. HR Competency Model in Asia43

 2.6.3. Entrepreneurship as a Competency of HR Professionals 47

 2.6.4. HR Analytics skills49

 2.7. HR Competency and Its Positive Impact on Three Organizational Outcomes51

 2.8. The Relationship between HR Competencies and HR Effectiveness52

 2.9. Human Capital Theory and Its Positive Impact on Individual and Organizational Outcomes54

2.10. Hypotheses Development	55
2.11. Summary of Literature Review	63
III. METHODOLOGY	66
3.1. Qualitative Research	69
3.1.1. Thematic Analysis	69
3.1.2. Research Population and Research Sample	70
3.2. Quantitative Research	70
3.2.1. The Research Framework	70
3.2.2. The Research Design and Sample	71
3.2.3. The Research Measurements	72
IV. RESULTS AND DISCUSSIONS	77
4.1. Thematic Analysis	77
4.1.1. Demographic Profile of the Participants	77
4.1.2. Word Frequency Query Analysis	80
4.1.3. Hierarchy Chart Analysis	82
4.1.4. Crosstab Analysis	84
4.2. Statistical Analysis	89
4.2.1. Data Screening and Cleaning	89
4.2.2. Sample Characteristics for Survey respondents	91
4.2.3. Structural Equation Model	92
4.2.3.1. Measurement Model Assessment of the Lower Constructs Model	92
4.2.3.2. Validity and Reliability	93
4.2.3.3. Measurement Model Assessment of The Higher Order Reflective-Formative Construct Model	98
4.2.4. Structural Model Assessment	102
4.2.4.1. Hypotheses Testing and Bootstrapping Test Results	102
4.3. Summary of the Analysis Results	108
4.4. Discussion of Results	113
4.5. New Scientific Results	118
V. CONCLUSIONS AND RECOMMENDATIONS	121
5.1. Conclusions	121
5.2. Recommendations	124

5.3. Limitation and Future Directions of the Study	126
REFERENCES	127
APPENDIX A: Overview of the Evolvement of HR Competency Models from Different Countries	145
APPENDIX B: Interviewees' Comments on Professional Knowledge in HRM	151
APPENDIX C: Reliability and Validity Analysis	153
APPENDIX D: Multicollinearity Statistics (VIF) for indicators	155
APPENDIX E: Discriminant Validity-Fornell & Lackner Criterion	157
APPENDIX F: Discriminant Validity-Heterotrait-Monotrait ratio (HTMT)	158
APPENDIX G: Discriminant Validity-Cross Loading	159
APPENDIX H: ENGLISH QUESTIONNAIRE	161
The English Survey Questionnaire	161
APPENDIX I: MONGOLIAN QUESTIONNAIRE	167
The Mongolian Survey Questionnaire	167
APPENDIX J: THE SEMI-STRUCTURED INTERVIEW QUESTIONS	174
The English Interview Questions	174
APPENDIX K: MONGOLIAN INTERVIEW QUESTIONS	178
The Mongolian Interview Questions	178
APPENDIX L: CODES CREATED IN NVIVO SOFTWARE FOR INTERVIEW TRANSCRIPTS	182

List of Tables

Table 1 . The Proposed Outcomes of HCT on the Concept of Return on Education	28
Table 2 . The Proposed Definitions of Management Competency by Different Authors	30
Table 3 . Overview of the Seven Rounds of Human Resource Competency Study	36
Table 4 . Integration of the Most Recent HR Competency Models and Studies into Six HR Domains	39
Table 5 . Sub-Components of the Global Six Core HR Competency	42
Table 6 . Overview of HR Competency Studies in the East	46
Table 7 . Impacts of HR competencies on the Perception of HR Effectiveness and Business Performance	54
Table 8 . Hypothesis Development for Hypothesis Two (H2)	56
Table 9 . Hypothesis Development for Hypothesis Three (H3)	57
Table 10 . Hypothesis Development for Hypothesis Four (H4)	57
Table 11 . Hypothesis Development for Hypothesis Five (H5)	59
Table 12 . Hypothesis Development for Hypothesis Six (H6)	59
Table 13 . Hypothesis Development for Hypothesis Seven (H7)	60
Table 14 . Hypothesis Development for Hypothesis Eight (H8)	61
Table 15 . Hypothesis Development for Hypothesis Nine (H9)	62
Table 16 . Hypothesis Development for Hypothesis Ten (H10)	62
Table 17 . Inter-relatedness and Correlations of This Study	74
Table 18 . Demographic Information about the Interviewees by Job Position	79
Table 19 . The result of crosstab query analysis on the proposed domains of the newly developing HR competency model in Mongolia by sector	86
Table 20 . Demographics for survey respondents	91
Table 21 . Construct Reliability Analysis (Cronbach's Alpha and Composite reliability)	96
Table 22 . Construct Convergent Validity (AVE)	97
Table 23 . VIF Values of the Higher Order Constructs	100
Table 24 . The Result of Outer Loading of the Higher Order Construct Model	101
Table 25 . Bootstrapping Results for the Relationship Between HR Competencies and HR Effectiveness (HOCS)	103
Table 26 . Summary of the Effects of Control Variables on the Relationship between HR Competencies and HR Effectiveness	104
Table 27 . Bootstrapping Results for the Relationship Between Seven Sub-Dimensions of HR Competencies and Three Sub-Dimensions of HR Effectiveness (LOCs)	105
Table 28 . Results of the Qualitative and Quantitative Research of This Study	110

Table 29 . Overview of the Evolvement of HR Competency Models from Different Countries	145
Table 30 . Interviewees' Comments on Professional Knowledge in HRM.....	151
Table 31 . Reliability and Validity Analysis	153
Table 32 . Multicollinearity Statistics (VIF) for indicators	155
Table 33 . Discriminant Validity-Fornell & Lackner Criterion	157
Table 34 . Discriminant Validity-Heterotrait-Monotrait ratio (HTMT)	158
Table 35 . Discriminant Validity-Cross Loading	159

List of Figures

Figure 1 . What did Mongolia export in 2019?	19
Figure 2 . Research procedure	68
Figure 3 . The Proposed Research Framework	71
Figure 4 . Number of cases assigned in NVivo	78
Figure 5 . The result of the Hierarchy chart analysis on the demographic information of participants by Job Position, Industry, and Sector	80
Figure 6 . The result of word frequency query analysis	81
Figure 7 . The result of Hierarchy chart analysis on coded themes in NVivo software	82
Figure 8 . The result of the Hierarchy chart analysis on the theme ‘the most important HR competency today by the interviewees’	83
Figure 9 . The result of cluster analysis on the theme ‘the most important HR competency today by the interviewees’	84
Figure 10 . The result of project map visualization of each component of the newly developing local HR competency model in Mongolia	87
Figure 11 . The result of the descriptive analysis for the outliers-test	90
Figure 12 . Lower order construct model of the quantitative research in smart-PLS 4	95
Figure 13 . Higher order construct model of the quantitative research in smart PLS 4	99

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FOREWORD

The primary objective of the dissertation is to create and present a commonly and locally applicable competency model for human resource managers that can be adopted and applied in both the private and public sectors in Mongolia. The second objective of this study is to test the relationship between each component of the newly developed HR competency model and its effectiveness for HR managers in Mongolia. The proposed research framework of this study is built on the foundation of human capital theory as well as the previously validated HR competencies from the literature that has been reviewed by the researcher. The mixed research design was applied and thematic and statistical analyses were carried out after gathering qualitative as well as quantitative data in Mongolia. Based on the results of the qualitative research of this study, the local HR competency model that has seven components namely business competency, personal competency, HR tools, practices and process related competency, HR information systems and analytics related competency, change related competency, organization and culture related competency and entrepreneurial competency in Mongolia, has been validated after performing the word frequency query analysis, hierarchy chart analysis, cluster analysis by word similarity, and cross-tab analysis in NVivo. The results of the quantitative research of this study revealed that six out of the seven competency domains evaluated in the qualitative research of this study were found to have a full or partial relationship with three sub-dimensions of HR effectiveness (HR Service, HR Role and HR contribution). The bootstrapping test analysis in Smart-PLS 4 was conducted after formulating and assessing the higher and lower order construct model of the quantitative research of this study in order to test the proposed hypothesis from H2 to H10. H3 was tested by carrying out the multiple linear regression analysis in SPSS 20. To conclude, hypothesis H1, H2, H3, H6, H9 and H10 were fully accepted and H4, H7, and H8 were partially accepted. As for hypothesis H5, it is rejected based on the quantitative research of this study; however, considering the theoretical and practical importance of personal competency along with the finding of the qualitative research of this study, this competency domain was decided to be remained as one of the components of the newly validated HR competency model in Mongolia. Therefore, all research questions as well as objectives of this study were addressed and achieved. Most importantly, the importance in developing and testing HR competency model and its effectiveness in Mongolia is vital and the newly constructed model can be used as a recruitment, training, promotion, and evaluation tool for HR managers as well as HR students in the private and public sectors in Mongolia.

I. INTRODUCTION

This chapter comprises six subsections that provide the readers with a better understanding of the study. The sub-sections presented in this chapter include the research background, the statement of the problem and motivation, the research purpose, the research questions, the significance of the study and finally, the definition of key terms.

1.1. Background of the Study

It might be the most difficult time for everyone in the world, especially those in charge of interacting with people and dealing with problems relating to human relations in organizations, because all levels of managers have been challenged by the situations that were brought on by COVID-19 pandemic and the man-made war in Europe. Because of those challenges, the global population is engaged in a struggle to overcome economic issues everywhere. Individual contributions to this global economic problem need to be acknowledged and promoted at this point in history.

Mankind of today is facing unprecedented revolutions with enormous challenges in the 21st century by information technology and biotechnology, which are non-arguably much larger than challenged by the previous industrial revolutions with steam engines, railroads and electricity. Today nobody has a clear idea of how the job market will look like by 2050 or 2100.

However, two streams of the debates regarding the impact of machine learning and robotics take place among scholars, namely, the massive job losses and the creation of new jobs. So far human beings have gone through three different industrial revolutions since the end of the 18th century. Recently, it seems that experts from almost all industries started conducting investigations of how Artificial Intelligence (AI) optimizes the usage of the limited resources to improve the outcome of the operational systems in different fields. In other words, automation and machine learning may affect every line of work in the future starting from diagnosing patients, producing various kinds of consumer commodities, providing a law consultation or teaching yoga etc. (HARARI, 2018). Terms like digitalization, robotics, machine learning, automation and AI, etc. are altogether called the Fourth Industrial Revolution, which is projected to be a real game-changer because AI is expected to outperform humans in the level of cognitive skills such as learning, analyzing, communication and understanding humans.

In the past, humans have always been secure at each stage of different industrial revolutions due to various kinds of cognitive skills, but now AI requires us to compete with it at a more advanced level and demands us to upgrade ourselves by acquiring certain sets of

technical and non-technical competencies at any level of jobs in many different industries. The decisions human beings make in the forthcoming two or three decades may shape the future of our and our children's lives. Therefore, the most crucial question arising today is to prepare ourselves as well as the next generations.

The market has become considerably more challenging than it was in the past. Many countries, specifically developing nations, attempt to identify their unique competitive advantages as well as the special characteristics in order to sustain themselves and enter the global market successfully. Among them, Mongolia is one typical example as it has increased a steady growth in the economy in recent years. However, very few studies have been conducted to reveal the business situations of this country, especially in the Human Resource Management (HRM) field.

In order to capture the streams of changes and developments created by technical, economic, financial and health problems all around the world, defining the most needed and demanded knowledge, skills and abilities should be disregarded nowadays as problems that all levels of managers confront in this era, are enormous and require them to adapt a new set of competencies. Therefore, this research aims to contribute to a solution of this problem by reviewing the relevant literature on the topic, collecting a group of the most important HR competencies from the previously constructed competency models, and developing a reliable and valid HR competency model in Mongolia.

When it comes to looking at the overall picture of the labor market in Mongolia, the Human Resource Management (HRM) is a comparatively young field, with less than 20 years of history. According to the Mongolian Annual Statistical Report in 2022, approximately 91 685 active firms officially operate and run business in Mongolia. HR managers play a central role in the labor market as a bridge between employers and employees. Taken all this together, another ultimate purpose of this study is to test whether there is any significant relationship between the newly constructed HR competencies and the individual effectiveness of HR managers in Mongolia.

1.2. Statement of the Problem and Motivation

The original research idea was formulated based on the researcher's interest and ambition on the labor market and its participants within private as well as public sectors, particularly in Mongolia. The topic of this whole research idea was generated as the development of Human Resource competency model perceived by its internal clients in Mongolia: the relationship between HR competencies and the individual effectiveness of Human Resource practitioners is of great interest as it is fundamental of HR practices among businesses in the private as well as

public sectors in Mongolia. The similar studies on the topic of the development of HR competency model and its relationship with individual performance outcome variables is very limited in Mongolia, therefore, this lack of research area caught the attention of the researcher with great passion that contributed to the development of the research topic as well as the research framework.

Definitely, well-defined skill competencies for a position encourage individuals to function more effectively (TAS, LABRECQUE & CLAYTON, 1996). In the case of Mongolia, there is no officially localized and identified competency model for HR people while employers make hiring, define the job scope, promote, and evaluate HR managers in their organizations.

In the literature, the HR competency models which were created and formulated by Ulrich and his teams (HRCS 1987, 1992, 1997, 2002, 2007, 2012 and 2016), LAWSON (1990), SCHOONOVER (1997) together with SHRM, CIPD, (2015), AHRI (2014), BOYATZIS (1982), SPENCER & SPENCER (1993), LO, MACKY & PIO (2015) and others are agreed to be practical and applicable, guiding and mapping HR professionals to add value to the outcome of organizations by performing their roles effectively and successfully. However, most of these models developed in the Western countries may not fully fit in the Asian countries such as in Mongolia where family oriented and collectivistic culture dominates, and the labor market of this nation is heavily influenced by nomadic lifestyle. Hence, it appears to be a necessity and scarcity of more empirical studies in the development and creation of the country-based local HR competency model in Mongolia.

Also, this is, to the best of the researcher's knowledge, the first study to attempt to establish a link between the development of an HR competency model and human capital theory (BECKER, 1964).

Numerous global HR competency models are constructed by carrying out qualitative studies, therefore, it appears to be a lack of an empirical study to be performed using both quantitative and qualitative research approaches in order to develop a reliable and valid HR competency model in Asian context, particularly in Mongolia.

1.3. Objectives of the Study

Mongolia is defined as one of the 3G /Global Growth Generators/ countries and is predicted to generate high growth and profitable investment opportunities over the next 30 years due to its growing young generation and natural resources. Even though Mongolia has been increasing development in economy and business, very limited numbers of studies have investigated to reveal the economic and management situations in this country. To contribute to closing this gap, the following research objectives have been developed in this study:

Research objective 1: to develop the locally validated and generally applicable HR competency model for HR managers in Mongolia by exploring the key competencies that HR managers need to possess in order to perform their job effectively by conducting qualitative research.

As a business partner to HR managers, this study put a clear emphasis on identifying and articulating these competences from the viewpoints of the various levels of managers and employers. The majority of HR competency models are created with input from the human resource managers and little input from the business. According to WRIGHT, MCMAHAN, SNELL & GERHART (2001a), feedback from senior-level line partners is an invaluable method of determining competency requirements. Therefore, the first objective of this study was set and established.

Research objective 2: to examine whether each competency domain of the newly constructed and freshly validated HR competency model in Mongolia has a positive correlation with the individual effectiveness of HR managers by carrying out quantitative research.

The newly created competency model is validated before being utilized in practice by collecting quantitative data and doing statistical analyses to investigate the relationship between each component, and the model's efficacy could be advantageous to all market participants. Therefore, the second objective of this study was set and established.

1.4. Questions of the Study

Based on the purposes of this study as well as the relevant literature reviewed by the researcher, the following research questions are developed:

Research Question 1(RQ1): Which competency domains have been determined to be the most significant to be included in Mongolia's recently developed HR competency model?

Research Question 2(RQ2): Is there any statistically significant relationship between HR competencies and HR effectiveness?

Research Question 3(RQ3): Is there any significant relationship between each employee's perceived domain of the newly developed HR competency model in Mongolia and individual effectiveness of the Mongolian HR managers?

Research Question 4(RQ4): Is each HR competency domain of the newly constructed HR competency model statistically significant and positive predictor of individual effectiveness of HR professionals in Mongolia?

After reviewing the available literature on the subject of HR competency as well as the individual effectiveness of HR managers along with the principle of human capital theory, a total

of ten research hypotheses were formulated and tested by performing the qualitative and quantitative research in this study. The detailed development and elaboration of each hypothesis is presented in Chapter 2, and all proposed hypotheses of this study are summarized and listed below for readers to catch a brief overview before reading through the following chapters of this study.

Hypothesis 1(H1): Business related competency, personal competency, HR tool, practices and process related competency, HR information system and analytics, change competency, organization and culture related competency and entrepreneurial competency can be found and defined as the components of Mongolia's newly developing HR competency model in the public and the *private sectors*.

Hypothesis 2(H2): I assume that all the HR competencies of Mongolia's newly developed HR competency model have a positive effect on HR effectiveness in Mongolian private and public sectors.

Hypothesis 3(H3): I assume that all the HR competencies of Mongolia's newly developed HR competency model are strong and significant predictors of HR effectiveness *in Mongolian private and public sectors*.

Hypothesis 4(H4): I assume that business competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.

Hypothesis 5(H5): I assume that personal competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.

Hypothesis 6(H6): I assume that HR tools, practices and process related competency as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.

Hypothesis 7(H7): I assume that HR information systems and analytics, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.

Hypothesis 8(H8): I assume that change related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive

effect on HR role, HR service and HR contribution in Mongolian private and public sectors.

Hypothesis 9(H9). I assume that organization and culture related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.

Hypothesis 10(H10). I assume that entrepreneurship competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.

1.5. Significance of the Study

It is generally agreed that HR practitioners who play an important role in setting up and implementing the business strategies of organizations only if they are fully equipped and considered to be a strategic partner (LAWLER & MOHRMAN, 2003), are not invited to the strategic position part in the table of top management team in an organization in many developing countries including Mongolia. The finding of the empirical study conducted by TESSEMA & SOETERS (2006) states that HR professionals in developing countries are still at the stage of performing mainly functional roles of HRM. The development of HR practices as well as HR professions in Asian regions are in the learning stage. In the case of Mongolia, HRM has a history of twenty years, where most of the managers who carry out HR jobs at small and medium sized businesses, have obtained a non-professional degree in HRM. For instance, the recent study on HR competency in Mongolia found that over 50% of the surveyed HR managers from ninety different private business organizations reported to be non-degree holders of HR management who were in charge of implementing HR practices in various organizations in Mongolia (TUMENTSETSEG & CHANG, 2018). Without receiving formal education or possessing general professional knowledge, skills, and abilities in HRM, HR professionals are not able to meet or satisfy the needs and requirements of their internal and external clients by being invited to the top management meeting or being evaluated as one of the valuable contributors to the organizational outcomes. It is not only about receiving a degree in HRM, but also getting equipped with the right set of competencies of human resource management which help HR people resolve the economic, business, environmental and other problems of organizations by being a competent manager and a reliable partner to the top management team.

In human resource systems, competency models can be used for a variety of purposes. The following are some of the ways in which participants (*employers and HR people*) in the

Mongolian labor market can benefit from the development and application of the locally validated HR competency models in the future.

1. To be used to hire HR professionals: it is possible to use assessments and other selection procedures that evaluate competencies or each domain of a competency model for HR people (BARTRAM, 2005; LAWLER, 1994) when hiring an employee for HR position. Competency models are especially useful for selection because they frequently attempt to differentiate between the characteristics of high-performing and low-performing employees in an organization (CAMPION, FINK, RUGGEBERD, CARR & ODMAN, 2011).
2. To be used to train HR professionals: it is possible to train HR managers by creating courses that focus on specific competencies (LAWLER, 1994; SCHIPPMANN et al., 2000), or HR students can be trained or taught based on curriculum that is developed in conjunction with a competency model of HR professionals in Mongolia.
3. To be used to evaluate the performance of HR professionals: employee performance can be assessed by creating an appraisal tool based on competencies (POSTHUMA & CAMPION, 2008). This concept can be applied to HR people because a competency model for HR professionals presents the most important competency domains that help HR people to be more effective in their jobs.
4. To be used to promote HR professionals: employees can be promoted by establishing promotion criteria based on competencies (MORGESON, CAMPION & LEVASHINA, 2009) that are required in their jobs as competency models are linked to job rank or salary level of each position.
5. To be used to compensate HR professionals: using the competency model to structure pay differences between jobs or to evaluate employees for pay increases (LAWLER, 1994; TUCKER & COFSKY, 1994; ZINGHEIM, LEDFORD & SCHUSTER, 1996).

1.6. Definition of Terms

Each variable used in this study could be described and explained as follows. Definitions of terms presented in this sub-section of chapter one was collected after reviewing the existing literature in connection to the topic of this study.

Managerial Competency

A collection of an individual's knowledge, skills, abilities, personal attitudes or behaviors as well as experience which are measurable and attainable through training and have an impact on a person's effectiveness, individual success, job performance at work. Along with this, the definition of BOYATZIS (1982: 23) is used as a background term for managerial

competency in this study, which is “an underlying characteristic of employees (i.e., a motive, trait, skill, aspect of one’s self-image, social role, or a body of knowledge) that lead them to superior performance”.

Human Resource Competency

“A collection or cluster of characteristics contributing to HR people’s effective performance that supports a firm to apply its business strategies in a competitive market” (LONG & BIN WAN ISMAIL, 2008: 20). Each area of HR activities creates a competency domain, and each competency domain contains a collection of competencies or competency factors which have an underlying and interconnecting relationship with one another.

Human Resource Competency Model

The competency model is a set of competencies made up of combinations of individuals' KSAOs. As a result, this overall concept is used in this study.

HR competency is studied “to be a collection or cluster of characteristics contributing to HR people’ effective performance that supports a firm to apply its business strategies in a competitive market” (LONG & BIN WAN ISMAIL, 2008:20). Each area of HR activities creates a competency domain, and each competency domain contains a collection of competencies or competency factors which have an underlying and interconnecting relationship with one another. According to SPENCER & SPENCER (1993:9), a competency cluster is described to be “a group of distinguishing competencies” and BROCKBANK & ULRICH (2003) stated that each competency factor can be considered as a variable which creates the competency domain.

HR Effectiveness

The definition of managerial effectiveness was defined in many different ways by various scholars in terms of the organizational and individual levels in the literature, but in this study, the effectiveness of HR professional is used as “how HR professional perform as internal service providers to employees as well as line managers” at an organization (HAN, CHOU, CHAO & WRIGHT, 2006:393). On top of everything, according to GUEST & PECCEI (1994), the term of HRM effectiveness is reported to be an indication of the effectiveness of HR activities such recruitment, training and development, and retention.

In brief, background of the study, statement of the problem and motivation, purpose of the study, questions of the study, significance of the study, and definition of terms were presented in Chapter 1 in order to introduce and highlight the importance of the topic which has been covered and investigated in this study. This dissertation work was designed and built based on the researcher's motivation to develop a locally applicable HR competency model and test its effectiveness by carrying out the mixed research study after reviewing the available literature on

the topic of HR competency and individual effectiveness of manager in the labor market. The relationship between competencies of HR managers and their individual effectiveness was supported by human capital theory. In order to give readers a clearer understanding of the background of this study, the independent and dependent variables of this study, as well as their sub-dimensions, have been explored and discussed extensively in Chapter 2. Chapter 3 begins with an explanation of how the researcher came up with the research topic, research framework, and research population, along with the research procedure. It is followed by a full account of how the qualitative and quantitative research for this study was designed. The research framework is presented at the end of Chapter 3. Chapter 4 is divided into two main sections: thematic analyses and statistical analyses. First, the results of the word frequency query analysis, hierarchy chart analysis, cluster analysis by word similarity, and crosstab analysis were reported after conducting all necessary textual analyses in NVivo software (trial version). Second, the results of the PLS-SEM as well as bootstrapping test analyses on the lower and higher order construct models of the quantitative research of this study were provided after carrying out these quantitative analyses in smart-PLS 4 (trial version). Also, the results of the multiple linear regression analysis were reported after running this analysis in SPSS 20. At the end of Chapter 4, a summary of the analysis results (Table 28), discussion of results, and new scientific results of this study were discussed. In Chapter 5, recommendations, limitations, and future directions of the study were outlined. Finally, a list of references together with all appendixes of this study from A through L was provided.

II. LITERATURE REVIEW

This chapter provides a review of existing literature on the competency as well as the effectiveness of Human Resource managers. Existing literature supporting the proposed relationship along with Human Capital theory is also presented. The first section provides a general overview on the background of Mongolia, the Mongolian labor market as well as the social and economic impact of COVID-19 in Mongolia. The second section discusses human capital theory, the definitions, components and facets of variables. The final section discusses the relationship between the independent and dependent variables of this study.

2.1. Background of Mongolia

Mongolia is defined as one of the 3G /Global Growth Generator/ countries along with 11 countries such as are Bangladesh, China, Egypt, India, Indonesia, Iraq, Nigeria, Philippines, and Vietnam that are predicted to produce the high growth and profitable investment opportunities over the next 30 years due to their growing young generations and natural resources. More specifically, Mongolia is projected to have the annual average growth rate of GDP per capital of 6.3 percent over the period 2010-2050. This factor made this nation to be placed in the 4th place among others. In addition, the working age-group of this country is expected to grow up to 18.7 percent over the same period (BUI TER & RAH BAR, 2011). According to HELBLE, HILL & MAGEE (2020), if the government of this developing country manages the opportunities and resources efficiently, there is a chance that Mongolia might become the Kuwait of Asia.

Mongolia is a vast landlocked country in East Asia sharing the borders between China and Russia, maintaining cooperative economic, political, and strategic relationships with its two neighboring nations. Also, this country maintained its neutrality, and diplomatic relations with its third neighboring countries all around the world. Mongolia is one of the least densely populated countries in the world, with almost half its population living in the capital city of Mongolia, Ulaanbaatar.

There are approximately 3.4 million people living in Mongolia occupying 1.57 million km². The economy of Mongolia had a remarkable expansion and growth between 2011 and 2013, with annual growth rates above 10%. Following a downturn in the economy in 2016, the GDP growth rate remained at about 5% (WORLD BANK, 2020). Agriculture and mining are the two main industrial sectors in Mongolia, holding respectively 23.61% and 10.91% of the Mongolian GDP in 2018 (NSOM, 2018).

The transition in Mongolia from a centralized planning system to a market-based one was a significant economic transformation. This nation has abundant natural resources, including

large deposits of copper, gold, coal, oil, natural gas, uranium, and other earth minerals, and has achieved strong and significant economic growth due to a boom in the mining industry during the past ten years, especially from 2004 and 2012 (GALINDEV et al., 2019). Even though it only accounts for 4.2 percent of employment, the mining industry contributes 40% of exports and over one-fifth of GDP. Mongolia's economy used to be centered on agriculture and herding, but mining has changed it in the last several decades to a resources-based economy (DAGYS, HEIJMAN, DRIES & AGIPAR, 2020). For example, in Figure 1, 58% of the exported products in Mongolia in 2019 were coal (37.01%) and copper (21.60%) (ATLAS OF ECONOMIC COMPLEXITY, 2022).

Additionally, this nation has potential for hydro-power and other renewable energy sources, such as wind and solar energy. According to CORDEN & NEARY's (1982) model, when people shift from the traditional manufacturing sector to the mining industry for higher pay, the mining industry can directly contribute to deindustrialization. This phenomenon, known as the resource curse, was observed in Mongolia from 2004 and 2012 (GALINDEV et al., 2019).

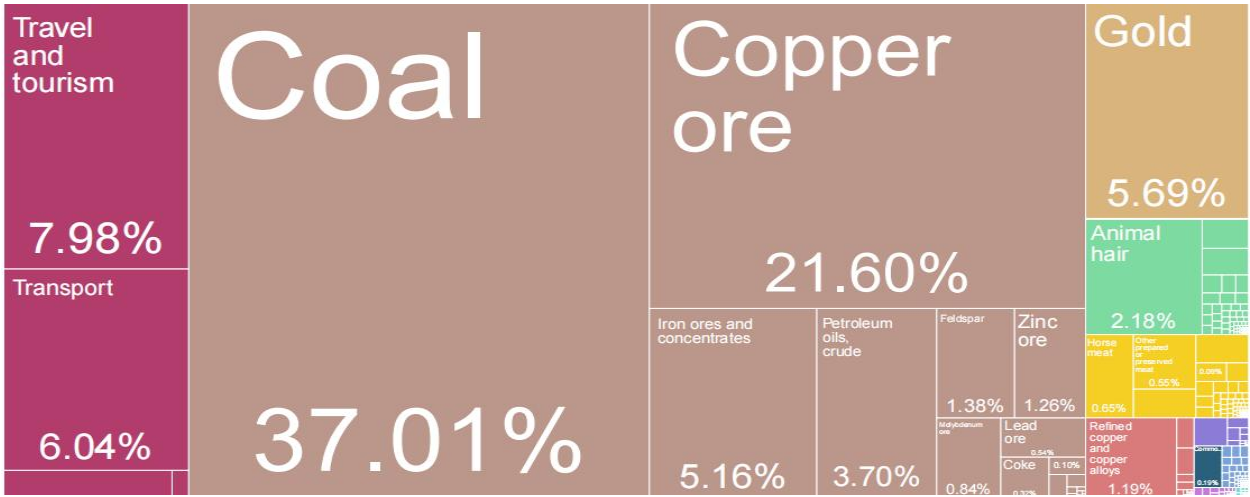


Figure 1. What did Mongolia export in 2019?

Source: Atlas of Economy Complexity (2022)

A closer look at the overall picture on Mongolian economy, Mongolia has shown a steady growth in recent years, however; a half of the economy and export entirely depend on the export of the minerals and raw materials (Figure 1). Today, Mongolia faces severe financial challenges and obstacles caused by weak political and economic policies being carried out by its unstable government and fragile public institutions. Also, the challenges the Mongolian

government faces right now, is getting tougher due to the COVID pandemic as well as the war in Europe between Ukraine and Russia which is one of Mongolian neighboring countries.

The mining industry has been playing an increasingly important role in the Mongolian economy so that a country like Mongolia is able to become a middle-income economy by using its natural resources and diversifying its economy at the same time. Thus, in order to diversify the Mongolian economy, evaluating the competitiveness of its human resources, training them domestically and abroad, and attracting and retaining them in Mongolia may be the most important initial step for the public and private sectors in Mongolia.

Mongolia is currently coping with a variety of problems and difficulties. In both urban and rural areas, poverty exists to various degrees. The 2018 poverty report (NSOM & MB, 2020) estimates that 25.9% of all residences and 32.9 percent of rural households in Ulaanbaatar (the capital city) are considered to be poor. The WORLD BANK (2018) and UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT[USAID] (2010) highlighted that improving governance, lowering poverty and unemployment, improving transportation, managing inflation, ensuring food security, and diversifying Mongolia's economy are some of the key problems the country has been facing (HELBLE et al., 2020).

2.1.1. Social and Economic Impact of COVID-19 in Mongolia

The world has seen a rapid spread of the Chinese-originated Corona-virus COVID-19 since December 2019. The COVID-19 virus was classified as a pandemic on March 11, 2020, by the World Health Organization. For the past two years, humanity has been fighting the COVID-19 epidemic, and in some regions of the world, that fight is still ongoing today.

Globally, 552 million COVID-19 cases were recorded as of July 14th, 2022, with 6.3 million deaths. A total of 12 billion vaccine doses have been distributed as of July 3rd, 2022. (WHO, 2022a). The socioeconomic conditions of many countries are deteriorating; developing countries are exhausted, and some are succumbing. In Mongolia, 929 thousand people contracted COVID 19 between January 3 and July 11 of 2022, and 2119 people died as a result of the disease (WHO, 2022b).

In order to prevent the spread of COVID-19 virus among a population, each country used and implemented different strategies against it (GOMBODORJ & PETŐ, 2022) and applied for various types of preventative measurements to protect its citizens and economy as well. Putting the restriction on the population movement and encouraging everyone to stay home was the first and the most common preventative action taken by many governments around the globe at the first stage of the pandemic, and many more measurements and actions have been followed by it.

The COVID 19 produced a wide range of harms to health, the economy, and social life (GOMBODORJ & PETŐ, 2022), and both poverty and income levels of many households were negatively impacted by the disease (LUO et al., 2020; AHMED, AHMED, PISSARIDES & STIGLITZ, 2020). The extent of psychological impacts on people—especially on women and children—was disturbing (MCLAREN, WONG, NGUYEN & MAHAMADACHCHI, 2020; AMARSANAA, RÁCZ & KOVÁCS, 2021). Each nation's underprivileged population has been hardest harmed (AHMED et al., 2020). The most common experiences we all had over the past two years include losing our jobs, losing our money, not having access to a competent health care system, being unsure about going to classes and unable to send our children to school, and finding it difficult to meet our families' fundamental necessities.

Today, situation in the global economy and the conflict between Russia and Ukraine will also have an impact on a country's prospects for economic recovery, in addition to all the tragedy that the COVID-19 has caused us. Changes in the price of basic commodities on the international market serve as one example (WORLD BANK GROUP, 2022).

Mongolia was one of the countries to take emergency preventive measures and responses against COVID-19 by closing its borders, shutting down schools and businesses, restricting social gatherings, and banning international arrivals, allowing the country to self-isolate and avoid a more significant outbreak after officially getting notified information about the COVID-19 virus by WHO January 2020 (ERKHEMBAYAR et al., 2020).

The domestically transmitted cases were initially recorded in November 2020 (URANDELGER & OTGONSUREN, 2021) after the first imported case of COVID-19 was reported in March, 2020 in Mongolia (WORLD HEALTH ORGANIZATION[WHO], 2020).

From January 2020 till November 2020, The Mongolian state emergency committee took very effective preventative response to a pandemic, which was emphasized by in the international medical journal as a good example to other low-income or middle-income countries that needed to adopt (GOMBODORJ & PETŐ, 2022) because there was no locally and internally transferred case or deaths (ERKHEMBAYAR et al., 2020) reported during this period of time in Mongolia.

Until the first internal COVID-19 case was registered on 10 November 2020, the early measures prevented the outbreak in 2020, but the lockdown caused many uncertainties such as the businesses and institutions were affected negatively (URANDELGER & OTGONSUREN, 2021); the household income (FAO, 2020) and herders' incomes decreased (UNDP, NSOM & WB, 2021) children's education deteriorated, the prices of medicine, food, and regular products increased, and unfamiliarity with online education affected students' performances (DEMBERELDORJ, 2021; KOKHAN, PUREVDORJ, KHUSMAN, SHAGDARSUREN &

BAATAR, 2021). However, spending more time with family members, becoming more familiar with online environment, strengthening their immune systems and being creative to learn a new skill were some of the positive effects of lockdown reported in a study carried out by AMARSANAA, RÁCZ & KOVÁCS (2021).

During lockdown, only essential services, such as the police force, hospitals, and grocery stores were operating. Also, vegetable growing businesses were not interrupted. Entertainment, restaurant, and hotel businesses shuttered and, even after lockdown, still followed some restrictions. The income of vegetable grower households and herder households increased (AMARSANAA, RÁCZ & KOVÁCS, 2021).

A second strict lockdown in Mongolia was imposed in November 2020 that lasted until December 2020 (WHO, 2020). Schools and kindergartens remained open only between September and November 2020 and transitioned to home-schooling that included online learning, and lessons were even broadcasted on TV.

On February 4, 2022, the Mongolian government proclaimed that all visitors were welcomed to Mongolia and there was no longer a quarantine needed upon entry. This change took effect right away. At the same time, in Mongolia, the limitations and restrictions on nationwide travel, business openings, and shop, store, and event openings have been withdrawn and lessened. Out of the 3 million citizens in Mongolia, 2.1 (or 66.4 percent) received all of their vaccinations by May 17, 2022 (OURWORLDINDATA, 2022), allowing people to reopen their businesses and return to work and education.

The Law on Prevention, Combat, and Reduction of Social and Economic Impacts of the COVID-19 was amended, and the Mongolian parliament passed it during its plenary meeting on June 30, 2022 (BALJMAA, 2022). Although the COVID-19 issue has been brought under control and life in Mongolia has begun to return to normal; however, many other nations, including Mongolia, continue to remain vulnerable. In May 2022, the national headline inflation rate was 15.1%. The majority of these trends in inflation are caused by increases in the cost of food, fuel, and imported commodities. In particular, rising crude oil prices on international markets are a factor in domestic petroleum prices, whereas increases in food prices, particularly in the last two months, are primarily attributable to ongoing supply disruptions and logistical delays that increase the cost of production inputs and transportation (UNURZUL, 2022).

The biggest worldwide economic crisis in more than a century was brought on by the COVID-19 pandemic. In 2020, 90 percent of nations experienced a decline in economic activity, the global economy shrunk by around 3 percent, and poverty levels rose globally for the first time in a generation. The economic situation worldwide has gotten worse as a result of the conflict between Ukraine and Russia than we could have ever expected. Mongolia experiences

the effects of the current economic crisis and makes an effort to get through all of its current challenges. In order to successfully overcome all those challenges created by COVID-19 as well as the conflict in Europe, Mongolia should attempt to diversify its economy. A final product must be created and compete on the global market. In order to recover the economy and stay competitive in the market, in Mongolia, well-qualified human resources are required at both the organizational and state levels. Therefore, in relation to the main concept of human capital theory together with the summary of HR competency models in the available literature, the researcher assumed that there is a positive relationship between a set of HR competency domains and the effectiveness of HR professionals in both private and public sectors in Mongolia. Furthermore, developing a local and universally applicable competency model for HR professionals can help develop human capital in the Mongolia's labor market by allowing HR professionals to evaluate and improve their professional skills.

Even though Mongolia has increasing development and potentially growing markets in economy and business, very limited numbers of studies have investigated the economic and management situations in this country. To contribute to closing this gap, the main purpose of this study was to understand management, especially the field of human resources (HR) by investigating what kind of competencies needed by HR professionals in order to do their job excellently.

2.1.2. HRM and Labor Market of Mongolia

Mongolia is a home of approximately 3.4 million people with the projected population of 4 million by 2050. The life expectancy of males is at 65.3 and females at 73.9, The Gross Domestic Product (GDP) per capita is of 3967.8 USD dollar. Mongolia has made its democratic transition from the centrally planned economy to a full market economy in 1990 and has a multi-party-political system. After it had established democracy among other post-communist neighbor countries, parliamentary and presidential elections took place in Mongolia in order to elect its president and build its government.

Looking at the labor market in Mongolia, 63.7% of its population is made up of young adults aged of up to 35 years old. More specifically, there are about 1 million children (30.9%), 2 million adults aged between 15 and 59 (62.4%) and 215 thousand elderly aged of over 60 (6.6%). The gender ratio between males and females differs slightly: there are 1 591 848 men and 1 646 631 women in Mongolia. As of 2022, among Mongolian population, a total of 1 232 900 are economically active, mostly employed in three major industries: Service (571.0 or 50.6%), Agriculture (300.0 or 26.6%) and Manufacturing (257.5 or 22.8%). 43.3 percent of Mongolia's workforce is employed in Ulaanbaatar, the country's capital. Male workers made up 54.3% of the

total working force. At the end of the first quarter of 2022, however, 45.7% of the workforce were female.

At the end of 2020, there were 124.7 thousand employed people waiting to return their jobs during the COVID-19 pandemic. By January to March of 2022, there were 13.6 thousand employees who were waiting to go back to their works (NATIONAL STATISTIC OFFICE OF MONGOLIA [NSOM], 2022b).

About 18.6% of the unemployed, in March 2022, were young people between the ages of 15 and 24 who were not able to find work in Mongolia. A total of 104 438 Mongolians was counted as being unemployed concurrently. 28 383 (27.2%) of them have bachelor's degrees, while 3885 (3.7%) have master's degrees (NSOM, 2022a). This suggests that there may be a skills gap between employers and employees in the Mongolian labor market. However, 7.5 thousand (10%) unemployed workers stated that they quitted their jobs because their pay did not match their expectations (NSOM, 2022a).

There are 231.2 thousand legal units officially enlisted by the state registration office in 2022 in order to operate in five major operational categories; namely, trade and commerce (38.4%), service (42.7%), manufacture (7.9%), construction (7.8%), and agriculture (3.3%). Most of them (76.9%) are officially located in the capital city Ulaanbaatar. Most importantly, 88% of actively operating business units in Mongolia are recorded to employ few employees between 1 and 9 while only 2.7 of them is counted to be capable of hiring more than 50 employees (NSOM, 2022b).

Overall, it can be observed from the statistical report above that the majority of the Mongolian population is younger and it is growing gradually. Half of its total population is employed in three main industrial sectors; namely, Service, Agriculture and Manufacturing. Expatriates from 97 countries work in many different business sectors in Mongolia. Most of them belong to the mining, education, retail and manufacturing industries. The youth unemployment rate at 18.6% (NSOM, 2022a) is higher than the global youth unemployment rate (13.6%) (INTERNATIONAL LABOUR OFFICE [ILO], 2020). The majority of the 91 685 actively running organizations in Mongolia's labor market in 2022 are small- to medium-sized businesses. In spite of this, as of late 2022, there were 95 848 lawfully established and operating businesses in Mongolia. Due to a variety of circumstances and factors, including the effects of COVID 19 and the conflict in Europe, the business sector in Mongolia has shrunk by 4163 business entities.

Taking a closer look at some other features of Mongolian labor market, Mongolians have a family-oriented and collectivist culture like other Asian countries, being heavily influenced by the nomadic lifestyle. That is why in the rural areas, where the labor force participation is much

lower among males, the nomadic livestock sector is the largest employer in Mongolia (BATCHULUUN & DALKHJAV, 2014). Most of the business in Mongolia are family-owned private companies (CHIMEDDOSRJ, 2013; TUDEV & DAMBA, 2015). Moreover, very few studies have been conducted to assess the overall management competency of businesses in Mongolia. To take an example, the study conducted by the Corporate Governance Development Center in cooperation with the International Financial Corporation (CORPORATE GOVERNANCE DEVELOPMENT CENTER OF MONGOLIA [CGDC], 2013) stated that there could be a long way for Mongolian companies to reach the best practices in corporate governance. Also, in 2015 the extensive studies by SHATZ et al., (2015) and PALAN (2003) claimed that a management team in Mongolia seems to possess the less professional knowledge, strategic tactics, as well as experience.

Based on the findings above from the statistical reports and previously investigated studies in the labor market of Mongolia, it may be worth noting that certain kinds of the labor market insights as well as concerns in Mongolia are needed to be discussed broadly; (1) the youth unemployment rate is comparatively high, (2) a large majority of businesses are small or medium-sized and family-owned, (3) a larger proportion of the employed is recruited in Service, Agriculture and Manufacturing, (4) the family-oriented collectivist culture is dominant associated with nomadic lifestyle, (5) the management competency is revealed to be weak followed by less professional knowledge and experience of the management teams in Mongolia. Generally speaking, there are two main players in the labor market: employers and employees. In addition to them, Human Resource managers play an important role as a matchmaker between two parties in the labor market, not only recruiting the most suitable candidates to fill vacant positions at organizations, but also helping them grow as the most valuable asset at the organization or in the society. Therefore, it may be logical to assume that HR people can be part of a solution to the occurred issues as well as impetus for further reforms in the labor market in Mongolia.

THEORETICAL CONTEXT

The following are the theoretical and empirical foundations for this study: (1) A theoretical foundation was derived based on human capital theory, and (2) a theoretical background that generated and integrated studies on competency models as well as individual effectiveness of HR professionals.

2.2. Human Capital Theory

Human capital theory (HCT) has emerged as a key theoretical construct for comprehending a country's or community's profound socioeconomic changes and strategizing how to stimulate wealth creation. Human capital theory is defined as the totality of investments made in humans in order for those humans to be better at producing other things. Education, skills, talents, and experiences that increase an individual's productivity and skill levels which are examples of such investments in people. Finally, increased worker productivity leads to increased individual value and more lucrative labor markets.

Horace Mann is known as the father of HCT, and he developed the theory that people's economic value is determined by their educational achievements, skills, and knowledge. He believed that investing in one's education would improve the quality of workers and thus increase the community's wealth. He also argued that education would eventually eliminate poverty.

In modern economic literature, SCHULTZ (1961) was the first to use the term human capital. Human capital expenditures, he believes, are investments rather than consumption. He also believed that people and countries should invest in education in order to increase job opportunities and economic growth.

In 1964, GARY BECKER was the first to define human capital as an individual's knowledge, information, ideas, skills, and health (MCCARTNEY, MURPHY & MCCARTHY, 2021). Since that time, human capital has evolved over the last two decades and is now commonly known as employees' KSAOs (WRIGHT, COFF & MOLITERNO, 2014; NYBERG, REILLY, ESSMAN & RODRIGUES, 2018). Except for BECKER, human capital, according to GOODE (1959), is defined as knowledge, skills, attitudes, aptitudes, and other acquired characteristics that contribute to production. In the production function, skills are individual capacities that contribute to production (BOWLES, GINTIS & OSBORNE, 2001).

Daniel Bell, who coined the term post-industrial in 1973, was a third important theorist in the HCT. This explains why the economy no longer relies on heavy industry. He predicted a shift from blue-collar to white-collar labor and recognized the shift in the type of work required on a national scale. He identified that future work would necessitate more highly educated and academic work forces. Ultimately, human capital is everything that exists within the mind of workers. A person's basic intelligence experiences both inside and outside of the workplace. Education, work habits, training received, social and personality characteristics, energy level, judgment, trustworthiness, initiative, and creativity all represent the ability to perform labor in order to generate economic value. These resources are the total capacity of the people, which

represents a type of wealth that can be directed toward the achievement of the nation's or state's goals (FITZ-ENZ, 2000).

The fundamental principle underlying HCT is the belief that people's learning capacities are comparable to other resources used in the production of goods and services (LUCAS, 1988; 1990). According to HCT, education increases a person's productivity in the workplace, which leads to a higher wage. It means that higher productivity as a result of education will benefit all parties, including individuals, firms, and countries. Essentially, HCT suggests that education improves people's skills, adaptability, and mobility, thereby lowering unemployment. In the long run, this will benefit both individuals as well as society (TAN, 2014).

According to the theory, education not only raises the wages of educated workers, but it also leads to increased productivity, lower unemployment, and greater social mobility. Education, for example, is viewed as a tool capable of bringing about real change in individuals and society (EUROPEAN PARLIAMENT, 2000). It is also viewed as a source of innovation that will boost economic competitiveness and lead to a knowledge-based economy (TAN, 2014).

Although it is still debated among HCT supporters, HCT is known to be a universalist theory, with proponents believing that the model applies equally to all people (GREEN & SHAPIRO, 1994). People are regarded as a form of capital for development (ENGELBRECHT, 2003; HENDRICKS, 2002). From this point of view, education and schooling are perceived as deliberate investments that prepare the labor force and increase the productivity of individuals and organizations, while also encouraging international growth and development.

According to these definitions of HCT, the main outcome of investing in people is change, which occurs at the individual level in the form of improved performance, at the organizational level in the form of improved productivity and profitability, or at the societal level in the form of returns that benefit the entire society (NAFUKHO, HAIRSTON & BROOKS, 2004). The researcher has reviewed the literature on the concept of HCT and listed the main outcome of the theory demonstrating educating people can be divided into three categories: individual, organizational, and country's level, as shown in Table 1.

Table 1. The Proposed Outcomes of HCT on the Concept of Return on Education

Authors	Individual level	Organizational level	Country level
DENISON (1962)			Boosting economic growth
BLOCH & SMITH (1977)	Higher earnings	Higher productivity	Increased employment probabilities
MARGINSON (1989; 1993)	High productivity & higher salary		
BECKER (1993); ALIAGA (2001); HENDRICKS (2002)	Increased productivity	Increased productivity	Encouraging international growth & development
BENHABIB & SPIEGEL (1994); ENGELBRECHT (2003)	Increased productivity	Increased productivity	Promoting international growth & development
KROCH & SJOBLOM (1994)	Possibility of increased earnings		
BLACK & LYNCH (1996)		Increased manufacturing and non-manufacturing productivity from 8.5 percent to 12.7 percent after a 10% investment in education.	
REPHANN (2002)	Increased employment opportunities		
NAFUKHO, HAIRSTON & BROOKS, (2004)	Improved performance	Improved productivity and profitability	The benefit to society
FLEISCHHAUER (2007)		Increased productivity	
TAN (2014)	Increased abilities, skills, adaptability, & mobility		Reduced unemployment
GILLIES (2017)	Improved productivity & higher salary		Boosting economic growth

Source: The author's own compilation (2022)

In Human Capital Theory, education is classified as an individual, organizational as well as economic good, as shown in Table 1. Educational investment, according to the theory, yields both personal and economic returns. Individuals with advanced human capital are rewarded financially, and as a result, firms and economies benefit from it. Most importantly, education has a positive impact on both individual and organizational productivity. According to BLACK & LYNCH (1996), a 10% increase in average education results in an 8.5% increase in manufacturing productivity and a 12.7% increase in non-manufacturing productivity. Since,

human capital (defined as employees' KSAOs) is equivalent to other resources used in the manufacturing process (LUCAS, 1988; 1990), it is recommended that this resource should be used effectively to benefit individuals, organizations, and society as a whole (SCHULTZ, 1961). Therefore, developing a competency model for HR managers in both private and public sectors in Mongolia is critical in order to boost the productivity of each manager by making the best use of their professional skills and resources at businesses in this nation.

2.3. Competency

In previously existing literature, a key word '*Competency*' and '*HR competency*' on the Google research engine produced a total number of 142 million published contents on the subject. It somehow illustrates that competency is one of the broadly and globally discussed topics among the scholars, practitioners as well as managers around the world.

In the history of humankind, land was valued to be the most important possession in the world, but in the present era, machines and automated factories are deemed to be more important than land or any other resources. However, data is predicted to outshine land as well as machinery in the near future (HARARI, 2018) and 50 % of the workforce in the USA is expected to be replaced by smart machines in the next two decades (ALEC, 2017). This uncertainty and rapidly changing business environment may make competency to be one of the most important terms being broadly and seriously discussed among scholars in HRM than has been ever before.

Broadly speaking, the literature which has been reviewed by the researcher indicates that competency contains a very extensive and complex concept, and used in various kinds of scientific fields being defined in different ways as there has been no universally, commonly accepted definition of competency so far in the existing literature. For the very first time, according to the dictionary Webster, the term of competence occurred in 1596 (MAKULOVA et al., 2015). The originality of the term '*competency*' was first used in an article written by WHITE (1959) who attempted to conceptualize an idea of the competency for performance motivation. Before him, SELZNICK (1957) who brought this concept into the literature, and LUNDBERG (1972) published an article covering the topic of organizational change while focusing more on the competency of the executive roles in organizations. MCCLELLAND (1973) suggested measuring competence relating to the performance in different kinds of successful life outcomes instead of using the traditional intelligence tests which were found to be weak in his study. GILBERT (1978) carried out a study on the concept of measuring human competence and examining the potential for improving performance. He published a book entitled '*Human Competence: Engineering Worthy Performance*' to discuss that his behavioral engineering model could improve organizational performance by paying more attention to the critical

accomplishments of the organizations and modifying the behaviors that produce the organizational' critical outcomes. His contribution to the term of competency was followed by HAYES (1979), BOYATZIS (1982) and many others, promoting the concept of competency to be more familiar among scholars, practitioners and managers in HRM. Among them, the book entitled 'The competent manager: A model for effective performance' by BOYATZIS (1982) brought this term closer to the managers' domain instead of being extensively broad as well as academic, determining which characteristics of managers were able to make managers function effectively in various management jobs. His intensive study contributed to popularizing the term competency in HRM.

To restate, competency is found to have many different meanings, and is still one of the most complex and widespread terms used in the human resource and organizational management as well as literacy (AUDREY, 1989). In general, competencies are acknowledged as what individuals need to have in order to succeed in their jobs, being defined as all knowledge, skills, abilities and other characteristics of each individual which forms their job. However, there is not a universal and commonly agreed definition of management competency among scholars in HRM so it may be worth reviewing and synthesizing the literature on the management competency and analyzing changes and evolvments which have occurred in the required competencies of managers over the past decades.

Table 2. The Proposed Definitions of Management Competency by Different Authors

Author	The proposed definition of management competency by different authors
LUNDBERG (1972)	Competency is made up of the behavioral insights, understanding and abilities that someone has acquired.
HAYES (1979)	Knowledge, motivation, social characteristics, roles or skills of an individual in accordance with the demand of an organization of her or his manager.
BOYATZIS (1982)	<i>Individual's capacity</i> that includes the individual's behavior with desired parameters of an organization makes one person to be hired.
ALBANESE (1989)	Individual's characteristics that are utilized to impact on an organization's management.
WOODRUFFE (1991)	A mixture of personal competence and person's excellence at work. Personal competence is related to the dimensions of one's artificial behavior to demonstrate the competence performance and a person's excellence is more associated with the competencies of the person in his or her own field.
(SPENCER & SPENCER, 1993: 9)	Competencies are underlying characteristic of an individual that is causally related to criterion referenced effective and/or superior performance in a job or situation

Table 2 (continued)

Author	The proposed definition of management competency by different authors
HAGER, ATHANASOU & GONCZI (1994)	Specific knowledge and skills that can be applied to the workplace in order to meet the standard of the required performance.
ULRICH et al., (1995)	Individual's demonstrated knowledge, skills and abilities.
HOLTON, SWANSON & NAQUIN (2001)	The displayed behaviors in someone's specialized area, which is related to consistently demonstrated actions of a person and affect their execution and effectiveness.
BECKER, HUSELID, HUSELID & ULRICH (2001)	Individual's knowledge, skills, abilities, and other characteristics that have an influence on her or his job performance.
UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION[UN ID] (2002)	Knowledge, skills, and specifications that can make an individual function better, not considering her or his specialized proficiency in that allocated job.
CRNBC (College of Registered Nurses of British Columbia)	A group of knowledge, skills, behavior and power of judging that generate competence in individuals, even though, who do not have enough practical experience as well as specialized knowledge in her or his related area.
The ARZESH competency model	A set of knowledge, abilities, skills, experience and behaviors that generates the effective performance of a person's activities. It should be measurable and acquirable through a training program.

Source: The author's own editing (2018)

Based on the collected definitions of the management competency which were proposed from 1970 to 2000 as shown in Table 2, competency has been defined as the individual's capacity, characteristic or personal specification which was more related to a person's behavior, motivation, knowledge, and skill that take them to meet the job requirements, get employed, reach the expected performance, succeed at workplace and have an impact on the organization's management. After 2000, the definition of the management competency has become more precise and specific, redefining it as a collection of an individual's knowledge, skills, abilities, personal attitudes or behaviors as well as experience which are measurable and attainable through training, and have an impact on a person's effectiveness, individual success, and job performance at work. Along with this finding, the definition of BOYATZIS (1982: 23) is used as a background term for managerial competency in this study, which is "an underlying characteristic of employees (i.e., a motive, trait, skill, aspect of one's self-image, social role, or a body of knowledge) that lead them to superior performance".

It is somehow clear that describing competence and developing an appropriate competence framework for particular professions still seems challenging, but it is a very useful term bridging the gap between education and job requirements (BOON & VAN DER KLINK, 2002). The synthesis of term competency in Table 2 clearly depicts that this term has been described and defined in the previously available academic literature from many different points of view. According to ABDULLAH & SENTOSA (2012), the underlying attributes of individuals such as people' knowledge, skills and abilities are found to be widely acknowledged the definition of competency in the scientific literature, which is in line with the summarized version of the definition derived from the years after 2000 in Table 2.

It is also worth remembering that there are countless competency definitions as well as trends. For example, according to GUERRERO CHANDUVÍ & LA ROSA LAMA (2013), eight cluster groups of specialties and trends of the professional competencies were found from the publications in the journals in the database named 'Web of Science' and 'Scopus' from 1950 to mid-2012. They are listed as follows (1) competencies from behavioral theory, (2) competencies in the workplace, (3) cognitive and motivational competencies, (4) holistic approach of competencies, (5) core competencies as a business strategy, (6) competencies in higher education (7) competencies in industrial psychology, and (8) competencies in the context of engineering and technology.

2.4. HR Competency

Human resource is one of the most important success factors for organizations to sustain their competitive advantage (WRIGHT, DUNFORD & SNELL, 2001b) allowing organizations implement their business strategies effectively in the market in order to have success and achieve organizational goals in the short and long run. Nowadays, many organizations have already started recognizing the importance of human resource if they want to maintain their competitive advantages (LENGNICK-HALL & LENGNIC-HALL, 2003).

The constantly changing business environment demands HR people to reflect on their HR practices and evaluate their competencies or capabilities of demonstrating their roles at workplaces more than ever before. Also, firms are required to operate in more competitive and complex business environments due to the fourth industrial revolution and advanced technological development all around the world, which expects HR professionals to function more strategically and proactively in order to contribute to the emerging needs of the business requirements in relation to HR practices (ULRICH, ALLEN, BROCKBANK, YOUNGER & NYMAN, 2009). Still today, so many HR executives are not invited to join the discussion at the organizational strategic planning meetings as most HR activities as well as the competencies of

HR professionals concentrate on the administrative functions (LAWLER & MOHRMAN, 2003). Therefore, in order to meet the business requirements of today and the transformation of HR activities in the market globally, HR competencies should be revised and updated from time to time in accordance with the needs of the internal and external clients of HR professionals since HR people are required and expected to play a totally new set of HR roles at organizations nowadays. More importantly, these roles of HR people keep changing in response to the rapidly and unpredictably changing technological and business environment all around the globe.

Professional competency can be explained as practical as well as theoretical readiness of any profession for professional activities (MAKULOVA et al., 2015), and a position relating to HR activities at an organization requires individuals to possess certain academic preparation, specialized knowledge, skills, abilities, and personal characteristics as well as practical experience (COHEN, 2015) to achieve high performance outcomes. Individuals who have obtained the right competencies in HRM will succeed and do their job roles effectively and successfully. Therefore, HR competency is studied to be “a collection or cluster of characteristics contributing to HR people’s effective performance that supports a firm to apply its business strategies in a competitive market” (LONG & BIN WAN ISMAIL, 2008:20). Each area of HR activities creates a competency domain, and each competency domain contains a collection of competencies or competency factors which have an underlying and interconnecting relationship with one another. According to SPENCER & SPENCER (1993:9), a competency cluster is described to be “a group of distinguishing competencies”, and BROCKBANK & ULRICH (2003) stated that each competency factor can be considered as a variable which creates the competency domain. Therefore, this overall concept is employed in this study.

2.5. Competency Model

The competency model is described as a tool that helps organizations identify the most crucial the skills, knowledge, personal characteristics as well as behaviors that are needed for employees to perform their allocated tasks and roles effectively, and assist firms to achieve their strategic objectives (PALAN, 2003; COOPER, 2000), and is also defined as a group of necessary competencies gathered from the observation data between the superior and satisfactory performers (DRAGANIDIS & MENTZAS, 2006). The benefits of developing the competency model are very practical and beneficial, for instance, according to MAKULOVA et al., (2015) the competency model is developed to resolve certain problems, encourage productive activities, and control or monitor the outcomes of the activities. Organizations can use a competency model for many purposes such as identifying job expectations, recruiting the best candidates, boosting productivity, facilitating the 360- degree evaluation process, making changes, and adjusting

employees to the organizational culture, strategies and values (ABDULLAH & SENTOSA, 2012). HR professionals demonstrate various kinds of competencies in order to assist organizations in carrying out their business activities to compete in a market (ULRICH et al., 1995). In order to meet the requirements of the process in the transformation of HR activities along with technological, economic, environmental changes globally, HR professionals are expected to develop and demonstrate a new collection of competencies nowadays (YEUNG, WOOLCOCK & SULLIVAN, 1996; VU, 2017).

Similarly, to the competency definition, there are many different competency models developed by various nations (the USA, the UK, Australia, France and Germany, etc), and organizations (the United Nation's employees' competency model and the American Society for Training and Development/Department of Labor). The literature reveals the global HR competency model and a competency model of HR professionals in the East, which was mostly tested based on the model developed in Western context (The USA or Europe).

2.6. Human Resource Competency Model

The history of the competency model of HR professionals began with the research carried out by PATRICIA MCLAGEN in the middle of the 1980s, identifying the most essential competencies for HR professional who are in charge of HR training and development, but this model was applied to all professionals of Human Resource Development (HRD) later on (MCLAGEN, 1989; MCLAGEN & BEDRICK, 1983). At about the same time, certain number of consulting firms such as Deloitte and Boston Consulting Group started introducing their own competency models for HR professionals, which are followed by various HR competency models created by different researchers as well as associations in different countries such as the USA, Australia and the UK. Most of the models that are developed in these countries are summarized in Table 29 (Appendix A) and Table 4. Among them, the Human Resource Competency Study (HRCS) model was initiated and conducted by Ulrich and his colleagues in 1987. Most importantly, HRCS is a longitudinal study, which has been carried out in seven rounds till today (in 1988, 1992, 1997, 2002, 2007, 2012 and finally in 2016). Each round of the HRCS model was updated and revealed a number of competencies of HR professionals based on data from many countries and is also considered to be the world's largest as well as the most comprehensive HR competency model (COHEN, 2015).

2.6.1. Human Resource Competency Study (HRCS)

In Brief, Table 3 presents the seven rounds of the HRCS model which have been investigated by Ulrich and his team in collaboration with Michigan University, RBL group and other global partners from 1987 to 2016. The study of the HRCS model is carried out and updated repeatedly every five years, starting from three competency domains in 1987 to nine revised competency domains of the global HR professionals in 2016. The seventh round of HRCS 2016 is the latest version of this model, and has nine components; namely, strategic positioner, human capital curator, total reward steward, analytics designer and interpreter, compliance manager, technology and media integrator, paradox navigator, culture and change champion and credible activist.

A massive number of participants from different regions all around the world can make this model more reliable and globally applicable. For instance, a total number of 30, 227 respondents from thirteen different regions took part in the seventh round of the HRCS model in 2016. Most importantly, the studies that attempted to develop or test the competencies of HR managers in some of Asian regions applied the HRCS model such as the study carried out in Taiwan (HAN et al., 2006; CHEN, BIAN & HOM, 2005), and in Malaysia (LONG & BIN WAN ISMAIL, 2008; CHOI, ISMAIL & AMIN, 2010; LONG & ISMAIL, 2011). It means that the HRCS model is already familiarized and spread globally.

Table 3 below shows the region of the surveyed participants of HRCS models at each round from 1987 to 2016. Notably, the evolvement of this model was accelerated by extending and joining different HR professional associations in Australia, Middle East, South Africa, Latin America, Northern Europe, China and India in 2012. Most importantly, until 2002, only participants in the US region were involved in the study, but starting from 2012, data from more regions were included in the study of the HRCS model. However, it can be noticed that the participants from very few Asian nations such as India, China and Japan are included in the development of the HRCS model in 2016.

Mainly, the summary of the evolvments of HRCS model represents that updating professional knowledge of HRM and specializing in all areas of HRD from time to time is a “must-do” thing for HR practitioners all around the world as Table 3 clearly shows how the three domains of HR competencies in 1987 were divided into nine competency domains in 2016. It is possible to make an assumption that the competencies which are required by HR managers today will keep changing in the future in terms of business, economic, environmental and technological changes around the globe. Thus, due to the current business needs, and economic situation in Mongolia, identifying the most important national-oriented HR competencies that support businesses to overcome obstacles and difficulties is vital.

Table 3. Overview of the Seven Rounds of Human Resource Competency Study

Michigan, RBL, and global partners over the seven rounds of HR competency studies							
Round	R1 (1987)	R2 (1992)	R3 (1997)	R4 (2002)	R5 (2007)	R6 (2012)	R7 (2016)
[1] Business	Business Knowledge	Business Knowledge	Business knowledge	Business knowledge Strategic contribution	Business ally Strategic architect	Strategic positioner	Strategic positioner
[2] Human Resource tools	HR delivery	HR delivery	HR delivery	HR delivery	Talent manager & organization designer	HR innovator & integrator	Human capital curator Total Reward steward Analytics designer and interpreter Compliance manager
[3] HR information analysis, operations				HR technology	Operational executor	Technology or information proponent	Technology and media integrator
[4] Change	Change	Change	Change	Change and culture were combined into strategic contribution	Culture and change steward	Change champion Organization capability builder	Culture and change champion Paradox Navigator
[5] Organization and culture			Culture				
[6] Personal		Personal credibility	Personal credibility	Personal credibility	Credible activist	Credible activist	Credible activist
Total respondents	10,291	4,556	3,229	7,082	10,068	20,023	
Business units	1,200	441	678	692	413	635	
Associate raters	8,884	3,805	2,565	5,890	8,414	17,385	30,227
HR participants	1,407	751	664	1,192	1,671	2,638	
Participating region	USA	USA	USA	USA, UK, some European countries	USA, Canada, America, Europe, Australia, Asia, India	Australia, China, India, Latin America, Middle E Africa, America	USA, Canada, Latin America, Australia, New Zealand, Europe, Turkey, Middle East, Africa, China, Japan, India

Source: "Toward a Synthesis of HR Competency Models: The Common HR" by ULRICH et al., (2015).

After reviewing the literature on the topic, the most influential and global HR models are found and listed in Table 29 (Appendix A), and most of them are constructed and developed in the US, Europe, New Zealand, South Africa and Mexico. Among them, the Society for Human Resource Management (SHRM) played a massive role and sponsored several studies on the development of HR competencies models such as LAWSON's (1990) and SCHOONOVER's (1997). Between 2013 and 2015, SHRM carried out the study by focusing on 111 focus groups, surveying 640 chief Human Resource officers, 32 314 SHRM members as well as HR professionals from 33 countries, and identified nine core competencies for HR managers; namely (1) communication, (2) relationship management, (3) ethical practitioner, (4) HR expertise (HR knowledge), (5) business acumen, (6) critical evaluation, (7) global and cultural effectiveness (8) leadership and navigation and (9) consultation. This model is considered to be the second largest and comprehensive HR competency model after the HRCS model in 2016.

The literature also reveals that some HR competency studies attempted to identify certain professional behaviors for HR people. For example, eight professional behaviors such as being curious, a decision thinker, skilled influencer, personally credible, collaborative, driven to deliver, courage to challenge and role model were found by Chartered Institute of Professional Development (CIPD, 2015) while in 2015, the Australian Human Resource Institute (AHRI, 2014) also reported ten HR behaviors; namely, professional, critical and enquiring thinker, solution driven, future oriented, influencer, courageous, understand and care, collaborative, credible and resolver of issues.

Based on Table 29 (Appendix A), it can be observed that most of HR competency models are not only applicable to all levels of HR professionals from entry to executive level but also, they are not tailored or designed to apply for a specific business industry. Thus, it can be assumed that the objective of most studies on HR competency models is aimed to identify the most important general and universal competencies for HR practitioners, which are applicable to all business industries.

Also, in Table 29 (Appendix A) it can be noted that most studies on the HR competency model are equally emphasized and revealed different competency areas of HR activities, but several studies highlighted HR activities relating to strategic HR competency (LAWLER & BOUDREAU, 2009; 2012; LO et al., 2015). According to ULRICH & BROCKBANK (2005), business knowledge about industry, abilities to connect customers, proactive involvement in strategic role in business activities are defined as major components of Strategic HR competency. Also, several studies such as HAN et al., (2006) and LONG & WAN ISMAIL (2008) agreed that strategic thinking, financial and political savvy are the main factors of business awareness which are needed by HR professionals to perform strategic HR roles at organizations. It is generally

agreed that HR professionals are demanded to take more roles of business activities relating to strategic partners in order to help organizations respond to the global business challenges (HAMID, 2014). Therefore, based on Table 29 (Appendix A) and supporting statements above, paying close attention to competency categories relating to strategic HR roles is highly recommended when developing an HR competency model in the future, particularly, in the case of Mongolia.

A summary of Table 4 represents six universal core HR competency categories named (1) Business, (2) Personal, (3) HR tool, practices and process, (4) HR information system and analytics, (5) Change and (6) Organization and culture which are proposed by Ulrich and his team. Most importantly, “these six global competencies of HR professionals are able to provide order, structure and integration for almost all other HR competency models from different regions” (ULRICH et al., 2015: 60).

Table 5 contains the most popular and global HR competency models which are developed by compiling data from a lot of participants related to HR activities in different nations, revealing the most important HR competencies for HR professionals, which help them add value to organizations within the industry, nation or the world.

The second column of Table 5 represents each competency category of HR model, listing the similar results of other models on that competency category. Components /sub competencies/ of each HR competency category in Table 5 is created based on the synthesis of twelve different HR competency models in Table 4 and will be used for the future analysis of this study. As was stated previously, there are six main HR competency categories globally, and each competency category consists of several sub-components, which are demonstrated below in Table 4 and Table 29 (Appendix A).

Table 4. Integration of the Most Recent HR Competency Models and Studies into Six HR Domains

HR association/ Authors (year)	Business	Personal	HR tools, Practices and Processes	HR information System and Analytics	Change	Organization and Culture
HRCS: Round 7 (2016)	Strategic positioner	Credible activist	Human capital curator Total Reward steward Analytics designer and interpreter Compliance manager	Technology and media integrator	Culture and Change champion	Paradox Navigator
SHRM (2014)	Business acumen	Ethical practice Leadership and navigation	HR expertise	Communication Critical evaluation	Relationship management Consultation	Global and cultural effectiveness
CIPD (2015)			Resourcing and talent planning Learning and talent development Performance and rewards Employee engagement Employee relations	Service delivery	Information	Organization design Organization development
AHRI (model of excellence) (2014)	Business driven Strategic architect Future oriented	Ethical and credible activist Critical thinker Courageous Understand and care	Workforce designer Expert practitioner Solutions driven		Change leader Influencer Collaborative Resolver of issues	Organizational capability Culture leader

Table 4 (continued)

HR association/ Authors (year)	Business	Personal	HR tools, Practices and Processes	HR information System and Analytics	Change	Organization and Culture
National Human Resource Development (NHRD) (HR compass)	Strategic thinking and alignment Business knowledge Financial perspective	Personal credibility Service orientation	Recruitment Performance management Talent management Compensation and benefits Employee rights and labor law		Execution excellence Change orientation Networking management	Managing culture and design
AMEDIRH		Self-awareness Synthesis Formulation Coaching			Collaboration Knowledge management	Innovative culture
Boston Consulting Group	HR Business partner		Managing talent Improving leadership Recruiting HR processes			Restructuring organization
Deloitte (ANTOINE, 2015)	Commercial awareness: Business acumen	Trusted advisor	HR expertise Employee relations		Influence	
		Credibility with Line leaders Providing counsel	Offering solutions		Change agent Managing influence	

Table 4 (continued)

HR association/ Authors (year)	Business	Personal	HR tools, Practices and Processes	HR information System and Analytics	Change	Organization and Culture
(SCHULER & JACKSON, 2001)	Business competency	Leadership and managerial competencies	Professional and technical competencies	-	Change and knowledge management	
(WESTERDAHL, 2015)	Building business acumen	-	Making right HR technology choices	Having data driven mindset	leveraging ideas to move faster	
(RIDGE & SEWITCH, 2015)	Know the business	Become trusted advisor		Support decisions with analytics	Be business psychologists Teach people to take action	

Source: The author's own construction (2018) based on the study by ULRICH et al. (2015)

Table 5. Sub-Components of the Global Six Core HR Competency

	HR competency category	Sub-components
1	Business competency	<ul style="list-style-type: none">- Know the business- Business driven acumen- Commercial awareness- Future oriented- Financial perspective- Strategic positioner
2	Personal competency	<ul style="list-style-type: none">- Ethical and credible activist- Leadership and managerial competencies- Critical thinker- Courageous- Understand and care- Service orientation- Providing counsel- Coaching
3	HR tool, practices and process related competency	<ul style="list-style-type: none">- HR expertise- Human capital curator- Analytical designer and interpreter- Compliance manager- Resourcing and talent planning- Learning and talent development- Performance and rewards,- Employee engagement and relations,- Workforce designer,- Solution driven- Employee rights and labor law
4	HR information system and analytics related competency	<ul style="list-style-type: none">- Technology and media integrator- Communication,- Service delivery- Having data driven mindset- Support decisions with analytics

(continued)

Table 5 (continued)

	HR competency category	Sub-components
5	Change related competency	<ul style="list-style-type: none"> - Change leader, - Influencer, - Collaborative - Resolver of issues, - Execution excellence, - Networking management, - Knowledge management, - Leveraging ideas to move faster, - Be business psychologists, - Teach people to take action
6	Organization and culture related competency	<ul style="list-style-type: none"> - Paradox navigator - Global and cultural effectiveness - Organization design and development - Innovative culture leader - Restructuring organization

Source. The author's own construction based on Table 4 (2018)

2.6.2. HR Competency Model in Asia

As stated before, the history of the study of HR competency model in the Western countries started in the 1980s by the work of PATRICIA MCLAGEN, whereas, in Asia, based on the review representing in Table 6, studies of HR competency model gained attention a little bit later at the beginning of the 2000s in Asia. According to the literature reviewed by the researcher, several studies of HR competency models have been carried out in Asian countries such as Malaysia, Taiwan, Hong Kong, Pakistan, Singapore and China.

Generally, the literature reveals numerous of studies on HR competency models in the context of Asian nations representing what HR competency domains were found to be the most important for HR practitioners that have an impact on the effectiveness of HR people as well as business performance of organizations in a specific region of Asian continent. The main findings of the selected studies are summarized in the paragraphs below.

First, employees as well as line managers in Taiwanese high-tech companies were surveyed based on the study which was conducted by ULRICH et al., (1995), and field expertise and change management were found to be a strong predictor of HR effectiveness (HAN et al., 2006). Second, business competency, interpersonal competency, analytical competency, leadership competency, technological competency, and technical competency were prioritized as

a set of HR competencies which are considered and found to be important for Taiwanese HR practitioners (CHEN et al., 2005).

Accordingly, behavioral competency and technical competency were found to be required by Malaysian HR professionals (HAMID, 2014). Second, business knowledge, internal consultation, strategic contribution and HR technology were discovered to have a significant association with the organization performance in Malaysian manufacturing industry (LONG & ISMAIL, 2008; CHOI et al., 2010; LONG & ISMAIL, 2011), and these studies were conducted based on the HRCS model developed by Ulrich and his team.

Social competencies like credible activist, talent manager, organizational designer, culture and change steward, and technical competencies as well as willingness were concluded to have a significant impact on effectiveness of HR practitioners in the banking sector in Pakistan (AHMAD, KAUSAR, & AZHAR, 2015). Second, credible activist, culture and change steward, business partner, HR experts, talent manager, organization designer, and leadership and management were considered to be important HR competency domains in the banking industry in Pakistan (AKBAR & AKBAR, 2012).

HRM concepts, functional knowledge, communication, project management, international management, diversity management, market knowledge, international leadership, continuous change and innovation, strategic problem solving, community relations, business partnerships, employee involvement, employee champion, team development, empowerment, organization development, and global business knowledge were found and recommended by line executives, HR professionals, consultants and academics in Hong Kong if HR practitioners wanted to play an active and strategic role at an organization (SELMER & CHIU, 2004). Second, business knowledge, HR delivery and strategic contribution were identified as the most essential competencies for HR practitioners in this country (RAMLALL, 2006). Third, change agent as well as technical competencies (SELMER & CHIU, 2004) were observed to be the most crucial competencies among HR professionals in Hong Kong, but the competency named change agent was reported to be the biggest challenge for the HR people in this nation.

Accordingly, strategic positioner, capability builder and change champion were found to have a stronger and positive predicting power of each dimension of HR effectiveness; namely, HR service, role and contribution to the organization in the findings of the study which was conducted by TUMENTSETSEG & CHANG, (2018), and the HRCS 2012 competency model (Round 6) of Ulrich and his team was applied in the study.

Based on the results of the studies summarized above, the following seven overlapping common HR competencies were observed in most Asian countries: (1) HR experts (field expertise), (2) change management (culture and change steward, continues change and

innovation), (3) business competency (business knowledge, business partner, business knowledge), (4) Interpersonal competency (internal consultation, communication), (5) leadership competency (leadership and management), (6) technological competency (HR technology), and (7) strategic contribution (strategic positioner). In addition, the several special clusters of HR competencies reported to be needed by HR professionals in the Asian countries are project management in Hong Kong, analytical competency in Taiwan, behavioral competency in Malaysia, willingness in Pakistan, international leadership and diversity in Hong Kong.

Overall, the observed common HR competencies among the Asian nations are somewhat similar to the six competency domains of the seven rounds of the HRCS study (Table 3) as well as the general structure and integration of other competency models from different regions (Table 4). Therefore, HR experts, change management, business competency, interpersonal competency, leadership competency, technological competency and strategic contribution can be the main component of the HR competency model globally as they are similarly found in Asian regions. However, different country-based specialties of HR competencies were observed in Table 6. It may be explained in two different ways: first, many studies claim that Human Resource activities in the Asian nations are influenced by their local culture and tradition (GALANG, 2008; ROWLEY & BENSON, 2004). Second, most studies that are carried out to develop or test the competency model for HR practitioners in the Asian countries are designed to utilize HR competency model which was developed in the western context such as the HR competency studies which were done in Taiwan (HAN et al., 2006; CHEN et al., 2005), and in Malaysia (LONG & ISMAIL, 2008; CHOI et al., 2010; LONG & ISMAIL, 2011). It means that the development of HR competency models in the Asian countries are somehow influenced by the HR competency model which was developed in the Western context. According to HSU & SEAT, (2000), the applicability of the western-based HR models in another culture and environment is questionable as the development of these models are affected by the cultural characteristics of the original country to a certain level.

Hence, the HR competency models which were created and formulated by Ulrich and his teams (HRCS 1987, 1992, 1997, 2002, 2007, 2012 and 2016), LAWSON (1990), and SHOONOVER (1997) together with SHRM, CIPD (2015), AHRI (2014), LO, MACKY & PIO (2015) and others are agreed to be practical and applicable, guiding and mapping HR professionals to add value to the outcome of organizations by performing their roles effectively and successfully. However, most of these models developed in the Western countries may not fully fit in the Asian countries such as Mongolia where, as mentioned in the first chapter, family-oriented and collectivist culture like in other Asian countries dominates and the labor market of this nation is heavily influenced by nomadic lifestyle. Hence, it appears to be a necessity and

scarcity of more empirical study in the development and creation of the country-based local HR competency model in the Eastern countries as well as in Mongolia. Developing and testing the local HR competency in Asian countries is supported by many researchers such as HSU & SEAT (2000) and KHATRI (1999).

Table 6. Overview of HR Competency Studies in the East

Sponsor	Authors	Number of HR competency domains	Findings	Sample/ participants region
		(1) Functional knowledge (2) Project management (3) Market knowledge, (4) Continuous change and innovation (5) Strategic problem solving (6) Business partnerships (7) Team development (8) Empowerment (9) Organization communication (10) Community relations (11) Employee involvement (12) Employee champion (13) Diversity management (14) International management, and leadership (15) Global business knowledge	The traditional as well as new skill areas are suggested to be mastered by HR professionals in Hong Kong. The study compiled data from 3000 participants including HR professionals, consultants, line executives and academics.	Hong Kong
	(CHEN et al., 2005)	(1) Business competency (2) Interpersonal competency (3) Analytical competency (4) Leadership competency (5) Technological competency (6) Technical competency	The ASTD's competency model was applied in order to develop the HR competency model for HR professionals in terms of the workplace learning and performance	Taiwan (R.O.C)
	(HAN et al., 2006)	(1) Business knowledge (2) Field expertise (3) Change management	Employees as well as line managers of Taiwanese high-tech companies were surveyed, and field expertise and change management were found to be a strong predictor of HR effectiveness.	Taiwan (R.O.C)

(continued)

Table 6 (continued)

Sponsor	Authors	Number of HR competency domains	Findings	Sample/ participants region
	(CHOI et al.,2010)	(1) Personal communication (2) Legal compliance (3) Effective relationship (4) Performance management	The top-ranking competencies and roles of HR professionals in the manufacturing sector in Malaysia	Malaysia
	(AHMAD et al., 2015; AKBAR & AKBAR, 2012; AHMAD, SHARIF & KAUSAR et al., 2014)	(1) Credible activist (2) Talent manager (3) Organizational designer (4) Culture and change steward (5) Business partner (6) HR experts (7) Leadership and management (8) Technical competencies and willingness		Pakistan

Source. The author's own construction (2020) based on the study by ABDULLAH & SENTOSA (2012) and VU (2017)

2.6.3. Entrepreneurship as a Competency of HR Professionals

Drawing on related empirical studies, previously validated HR competency models and their effectiveness in addressing the current pandemic situation all over the world are being called into question at this point in human history. These HR competency models have not been tested or examined in uncertain and chaotic situations such as the current COVID-19 pandemic or the economic crisis which affects everyone's life around the world. It is unquestionably time for human resource professionals to set new standards for employees' well-being, performance, and communication style in the workplace, as well as support organizations by guiding employees through the smooth transition to technology-intensive business and the digital workplace.

Based on the research literature, it is reasonable to assume that previously validated HR competency models in various contexts are not fully applicable and supportive to HR professionals who are being challenged to solve the massive number of workplace-related problems caused by the pandemic as well as the conflict in Europe that is currently affecting the entire world. As a result, globally accepted HR competency models should be updated and redesigned to include the concept of entrepreneurship and digital skills, as well as HR analytical

skills because businesses today must restart and reshape their operational structure to fit the virtual and technological-based business world.

Except for enormous economic challenges caused by the pandemic, Mongolian labor market has been shaped by certain specific characteristics, which was clearly stated in Chapter One, experiencing that (1) youth unemployment is higher; (2) the majority of businesses are small and medium-sized ones (SMEs) and (3) Service, Agriculture and Manufacturing sectors employ a large amount of the workforce in Mongolia. These revealed insights into the labor market of Mongolia to motivate the researcher to take a look at the linkage between entrepreneurial activity and economic growth in terms of creating a new business and encouraging innovations in developing countries like Mongolia as (1) entrepreneurship is asserted to be a key driver of economic development referring to the creation of new businesses regarding innovation and novelty (MEYER & JONGH, 2018). More importantly, the growth and development of nations are greatly impacted by formal and informal entrepreneurial activities (Al-MAMUN, FAZAL & MUNIADY, 2019).

Without doubt, entrepreneurial skills are crucial for low-income households whose income comes from their micro-business. In reality, entrepreneurs need a range of skills to develop their particular competencies for running a business (KUTZHANOVA, LYONS & LICHTENSTEIN, 2009). Additionally, entrepreneurial skills have a positive effect on business performance (Al-MAMUN, FAZAL & MUNIADY, 2019). It means that an increase in a number of businesses leads to the improvement in market competition due to diversity and innovation established among businesses. According to VAN STEL, CARREE & THURIK (2005), entrepreneurial activity by entrepreneurs and owner/managers of young businesses has an impact on economic growth, but they found that it can vary among countries due to the different stages of the economic development.

From the Human Resource management perspective, HR managers are encouraged to be entrepreneurs in the future (BOSELIE & PAAUWE, 2005) and authors also explain that if HR managers become entrepreneurs, they can be risk takers (courageous), customer oriented (service oriented) and business drivers (business driven acumen). These specific entrepreneurial skills are already discovered as sub-components of the HR competency model by different academicians in Table 3, Table 4, and Table 5. In order to become an entrepreneur, HR managers need to have certain levels of entrepreneurship education which enable them to gain knowledge of how to create and run business including creative thinking and empowerment (RAPOSO & DO PAÇO, 2011). According to them, entrepreneurship education provides individuals with the following abilities:

- “The ability to recognize opportunities in one’s life

- The ability to pursue opportunities, by generating new ideas and found the needed resources
- The ability to create and operate a new firm
- The ability to think in a creative and critical manner” (RAPOSO & DO PAÇO, 2011: 454).

2.6.4. HR Analytics skills

The COVID pandemic is forcing all types of workplaces to transition quickly from traditional forms of workplaces to virtual work environments such as the zoom-centric option. Many professionals, including human resource managers (HR managers), have been pressed to act quickly in order to assist employees in transitioning to virtual workplaces by 2020 (PANTELL, 2020). The successful transition from in-person to remote working necessitates HR managers acquiring a set of ‘*e-skills*’, which can be defined as a combination of advanced technical and high-level soft skills (LANVIN, EVANS & RODRIGUEZ-MONTEMAYOR, 2017).

The organizational definition of the competencies required for different positions are heightened by COVID -19 (CALIGIURI et al, 2020). Because of the digital workplace and current global situation, employees in all sectors, not just HR professionals, are required to learn and possess specific technical skills as well as general soft skills. In today's workplace, a combination of advanced technical and soft skills is emphasized, and this combination is known as e-skills (ANDERSSON, LANVIN & VAN DER HEYDEN, 2016). According to BRIGGS & MAKICE (2012), digital competency enables managers to work in a digital environment by converting big data to information and acting intellectually with evidence-based knowledge.

Human resource analytics is becoming an emerging new management trend around the world. Many organizations begin to share their HR analytics journey and discuss how they are implementing HR analytics to assist and make strategic workforce decisions (DULEBOHN & JOHNSON, 2013). HR analytics, whether as a process or as a practice, can be viewed as a more technical, analytical, and data-centric role that necessitates a specific set of KSAOs as well as a variety of analytical and technical competencies (VAN DEN HEUVEL & BONDAROUK, 2017; MINBAEVA, 2018). HR Analysts provide value to the HR function by utilizing their particular KSAOs to make decisions regarding the workforce that will increase performance (MCCARTNEY et al., 2021). HR analytics is also defined as "an HR practice enabled by information technology that uses descriptive, visual, and statistical analyses of data related to HR processes, human capital, organizational performance, and external economic benchmarks to

establish business impact and enable data-driven decision-making” (MARLER & BOUDREAU, 2017:13). However, no clear consensus has been reached or explored in Mongolia on the specific set of KSAOs required by HR Analysts today. According to DELOITTE (2014), 78 percent of large companies consider HR analytics to be urgent around the globe.

Along with the challenges of transitioning to a virtual workplace, paying special attention to HR professionals' analytical skills can bring many benefits to employers.

HR Analysts use a variety of technologies to collect and transform data into valuable workforce insights that drive strategic decision-making (VAN DEN HEUVEL & BONDAROUK, 2017; MINBAEVA, 2018).

- HR Analysts offer value to the HR function by leveraging their specialized KSAOs to make strategic workforce decisions leading to higher performance (MCCARTNEY et al., 2021).
- According to a DELOITTE study (2014), increasing investments in HR assessment and analytics can double recruiting improvements, triple leadership development capabilities, and result in 30 % higher stock prices in the market (PEASE, 2015).
- Competency models, according to GETHATAYLOR et al., (2013), provide a clear link between learning opportunities and long-term development goals. Therefore, including analytic skills as a required HR domain in Mongolia's newly formed HR competency model has significant value as a guide for HR professional development, as well as for universities and organizations that train future HR managers in Mongolia.

Therefore, based on the supporting statements of the concepts of Human Capital theory (Table 1), the summary of the literature reviewed by the researcher, particularly, Table 3, Table 4, Table 29(Appendix A), Table 5, Table 6, Table 7 and the studies that were carried out on entrepreneurship competency related to HR managers by BOSELIE & PAAUWE (2005) and RAPOSO & DO PAÇO (2011), this study proposed that the *business related competency, personal competency, HR tool, practices and process related competency, HR information system and analytics related competency, change related competency, organization and culture related competency and entrepreneurial competency* could be the key elements of a newly constructed HR competency model in Mongolia. More specifically, the author's own research as well as the previous literature that was accessible in the field of HR competency models and their effectiveness for HR managers were used to frame the research objective (RO1), research question 1 (RQ1) and hypothesis 1 (H1) of this study.

RO1: to develop the locally validated and generally applicable HR competency model for HR managers in Mongolia by exploring the key competencies that HR managers need to possess in order to perform their job effectively by conducting qualitative research.

RQ1: Which competency domains have been determined to be the most significant to be included in Mongolia's recently developed HR competency model?

H1: Business related competency, personal competency, HR tool, practices and process related competency, HR information system and analytics related competency, change related competency, organization and culture related competency and entrepreneurial competency can be found and defined as the components of Mongolia's newly developing HR competency model in the public and the private sectors.

2.7. HR Competency and Its Positive Impact on Three Organizational Outcomes

The main purpose of researchers and academicians to develop an HR competency model is to enhance the quality of HR activities and services through an HR professional at an organization. Nowadays, general understanding and concept of HR is broadened and centralized on achieving long-term sustainable business achievements (ABDULLAH & SENTOSA, 2012). Advantages of establishing an HR competency model is enormous, but it is worth stating that (1) we should close the current skills gap on current HR managers as well as future HR students by identifying the most essential competencies for an HR profession for all levels of managers, and (2) bring the personal development of HR managers as well as the growth of the organizations where HR managers work for.

The literature reveals that the definition of competency can be used for three different purposes; (1) observable performance (BOWDEN & MASTERS, 1993), (2) the established standard or quality of the outcome of the person's performance (RUTHERFORD, 1995; HAGER et al., 1994), and (3) fundamental attributes of individual (BOYATZIS, 1982; STERNBERG & KOLLIGION, 1990). Also, many studies have investigated and proven that well-defined skill competencies have various kinds of positive impacts on three organizational outcomes including individual job performance, personal effectiveness of HR managers and business results. To support this statement, the researcher reviewed the previously available literature and found the following the linkage between competency and performance related variables below:

- Choosing a competency-based system may be able to help managers facilitate changes on HRM (ABDULLAH & SENTOSA, 2012), and help businesses meet their strategic objectives (LUCIA & LEPSINGER, 1999)
- Possessing three HR competencies; namely, (1) knowledge of business, (2) delivery of HR and (3) management of change processes can assist organizations to compete successfully (ULRICH et al., 1995)

- For HR professionals, specific essential competencies help them function more effectively (TAS et al., 1996; LUCIA & LEPSINGER, 1999; MAKULOVA et al., 2015)
- Competency can be used as a parameter to differentiate between superior and average performers (BECKER et al, 2001; SPENCER & SPENCER, 1993; BOYATZIS, 1982)
- Competency is a basic characteristic of a person which drives superior job performance (WOODRUFFE, 1991)

In the case of Mongolia, no official and local HR competency model is established and utilized for hiring, promoting, evaluating and defining a job scope of HR professionals in the private as well as the public sector in Mongolia. It is because HR history is much younger (less than 20 years) than any other fields while the concept of HRM emerged in the USA in the 1960s (BREWSTER, 1995). Therefore, developing a HR competency model and testing its association with a performance outcome variable is vital for all the participants of the labor market in Mongolia. Keeping this logic mind, there might be an insight into the relationship between HR competencies and the personal effectiveness of HR professionals in Mongolia since a new HR competency model is going to be constructed by conducting the qualitative research in this study.

2.8. The Relationship between HR Competencies and HR Effectiveness

The researchers have paid attention to the effectiveness of managers since the 1960s (MORSE & WAGNER, 1978). However, the definition of the managerial effectiveness was defined in many different ways by various academicians in terms of the organizational and individual levels in literature, but in this study the effectiveness of HR professional is used as “How HR professional perform as internal service providers to employees as well as line managers” at an organization (HAN et al., 2006:393). On top of everything, according to GUEST & PECCEI (1994), the term HRM effectiveness is reported to be an indication of the effectiveness of HR activities such recruitment, training and development, and retention. This logic implies that HR functions run efficiently by HR managers are a sign of how HR professionals operate effectively. Being an effective HR manager can have a positive influence on the increase in organizational outcomes.

Services, roles and contributions of HR managers are three dimensions of the individual effectiveness of HR practitioners which is applied in the study to examine the effectiveness of HR professionals in Taiwanese high- tech companies (HAN et al., 2006). More specifically, the study evaluated the individual effectiveness of Taiwanese HR professionals among the high-tech companies by testing the relationship between the competencies of HR managers and their effectiveness. This design of methodology is employed in the quantitative research of this study.

The first dimension of HR effectiveness is HR service that is about how to deliver and demonstrate HR services in the professional and appropriate ways ensuring whether their internal clients receive all HR activities and services like selection, promotion, replacement, succession plan, retention, compensation and training and development properly. All these elements of HR practices must work properly if an organization wants to build a highly efficient and committed workforce (WRIGHT et al., 2001b).

The second dimension of individual effectiveness of HR practitioners is HR roles. Roles are fundamental to professions and positions, thus it is very crucial to understand them (POBANZAOU et al., 2020) and it is required employees to which is about how HR professionals demonstrate their allocated roles at an organization by establishing, and administering HR regulations as well as policies together with labor law, rules and principle of a company (WRIGHT et al., 2001b). In this study, five core roles of HR managers (ULRICH, 1998) are adopted and used as a measurement to evaluate HR roles, which are (1) being a strategic partner, (2) providing HR services, (3) providing change consulting services, (4) developing organization skills and capabilities, (5) tailoring practices to fit business needs (WRIGHT et al., 2001b).

The third dimension of HR effectiveness is HR contribution that is about how overall HR activities contribute to the overall organizational performance being operated by an HR professional at an organization. In other words, it is all about the evaluation of overall HR activities being delivered and contributed to business (WRIGHT et al., 2001b). The literature also reveals that HRM's contribution is referred to as HRM effectiveness that contributes to organizational performance (RUËL, BONDAROUK & VAN DER VELDE, 2007).

Most importantly, lacking necessary and right HR competency puts HR professionals in a position of not to perform effectively, which is a highly concerned issue for HR people as well as executives because knowledge, skills and other characteristics of HR professionals help them provide an input on an organizational outcome through implementing HR practices (AHMAD et al., 2015; HAN et al., 2006).

Additionally, the result of the study of the HRCS model 2012 indicates that a total of 42.5% of HR effectiveness and 8.4% of business performance can be explained and predicated by six core HR competencies of the HRCS model 2012 (ULRICH, YOUNGER, BROCKBANK & ULRICH, 2011). Moreover, Table 7 shows that how many percent of perceived HR effectiveness and business performance can be explained by each dimension of the HRCS model 2012.

Table 7. Impacts of HR competencies on the Perception of HR Effectiveness and Business Performance

HR competency domain	Mean (1 to 5)	Impact on Perception of HR	Impact on Business
		Effectiveness (Beta weights scaled to 100%)	Performance (Beta weights scaled to 100%)
Strategic positioner	3.89	17%	15%
Credible Activist	4.23	22%	14%
Capability builder	3.97	16%	18%
Change champion	3.93	16%	16%
HR innovator and integrator	3.90	17%	19%
Technology proponent	3.74	12%	18%
Overall R ²		42.5%	8.4%

Source: ULRICH et al., (2011)

Based on Table 7 and all statements above, it is reasonable to assume that an HR manager's ability to contribute to organizational performance and be regarded as an effective HR manager inside an organization depends on their skill and abilities.

2.9. Human Capital Theory and Its Positive Impact on Individual and Organizational Outcomes

According to Human Capital Theory (Table 1), investing in people increases individual efficiency and productivity at work, which leads to increased productivity and profitability of organizations. NAFUKHO, HAIRSTON & BROOKS (2004) discovered the following findings in their review paper on Human capital theory and its relationship with outcome variables.

- Human capital is defined as an investment in both formal, informal education and training that provides and improves individual productivity (FITZ-ENZ, 2000), quality workforce and improved workforce (MINCER, 1962; DENISON, 1962) by providing the knowledge, skills, attitudes, and motivation necessary for economic and social development.
- Human capital theory is defined as the private and social return on investment in education and training. Individual and organizational productivity are increased by education and training, while also contributing to the social product. Investing in education, according to human capital theory, leads to increased profit (ROMER, 1986), a faster rate of growth

(ROMER, 1990), faster economic growth (BECKER, MURPHY & TAMURA, 1990), and quality performance (DAVID & LOPEZ, 2001).

Taken all together, regarding the supported literature as well as the concept of HCT along with the research objectives and research questions of this study, the following hypotheses on the relationship between competencies of HR managers and the individual effectiveness of HR professionals have been developed to be tested in the quantitative research of this study. More specifically, after validating and revealing the most essential and universal HR competencies which are perceived by the internal clients of HR professionals in Mongolia by carrying out the qualitative research, the relationship between the perceived HR competencies and HR effectiveness was tested in the quantitative research of this study.

2.10. Hypotheses Development

After testing and forming each domain of the newly constructed HR competency model in Mongolia in the qualitative research of this study, the relationships between each domain of the newly developed HR competency model and its effectiveness to HR managers in Mongolia have been examined and studied. More specifically, seven HR competency domains of the new HR model namely (1) business competency, (2) personal competency, (3) HR tool, practices and process related competency, (4) HR information systems and analytics related competency, (5) change related competency, (6) organizational and culture related competency and (7) entrepreneurial competency are taken into account and how each of them influences HR effectiveness was studied. Most importantly, the main objective of the qualitative research of this study was to test the following intercorrelations between independent and dependent variables; (1) how much impact each domain of the newly constructed HR competency can have on HR effectiveness and (2) how much in total HR effectiveness can be explained and predicted by HR competencies.

The following research objective 2 (RO2), research questions (RQ2-RQ4) and hypotheses (H2-H10) were developed based on the previously discussed literature and the author's previous research. To address RO2, and answer the research questions from RQ2 to RQ4, a total of nine hypotheses, labeled from H2 to H10, were established and tested in the quantitative research of this study.

RO2: to examine whether each competency domain of the newly constructed and freshly validated HR competency model in Mongolia has a positive correlation with the individual effectiveness of HR managers by carrying out quantitative research.

RQ2: Is there any statistically significant relationship between HR competencies and HR effectiveness?

RQ3: Is there any significant relationship between each employee's perceived domain of the newly developed HR competency model in Mongolia and individual effectiveness of the Mongolian HR managers?

RQ4: Is each HR competency domain of the newly constructed HR competency model statistically significant and positive predictor of individual effectiveness of HR professionals in Mongolia?

H2: *I assume that all the HR competencies of Mongolia's newly developed HR competency model have a positive effect on HR effectiveness in Mongolian private and public sectors.*

Table 8. Hypothesis Development for Hypothesis Two (H2)

Literature	Supporting statements for hypothesis development
Table 1 in Ch 2.	The concept of human capital theory (HCT) states that education raises both individual and organizational output.
Table 3, 4 & Table 7 in Ch 2; ULRICH et al., (2011)	The six competency components of the 2012 HRCS model can explain 42.5% of perceptions of HR effectiveness and 8.4% of business performance
TUMENTSETSEG & CHEN (2018)	It was discovered that 9% of the variation in overall HR effectiveness could be predicted by HR competencies.
Table 29 (Appendix A), Table 3, 4, 6 & Table 7 in Ch 2	HR competency models that were created and formulated by Ulrich and his teams (HRCS 1987, 1992, 1997, 2002, 2007, 2012 and 2016), LAWSON (1990), and SHOONOVER (1997) together with SHRM, SHRM (2014), CIPD (2015), AHRI (2014), LO et al., (2015) and others are agreed to be practical and applicable, guiding and mapping HR professionals to add value to the outcome of organizations by performing their roles effectively and successfully
BOSELIE & PAAUWE (2005); RAPOSO & DO PAÇO (2011)	HR managers are encouraged to be entrepreneurs.

Source: The author's own compilation (2022)

H3: *I assume that all the HR competencies of Mongolia's newly developed HR competency model are strong and significant predictors of HR effectiveness in Mongolian private and public sectors.*

Table 9. Hypothesis Development for Hypothesis Three (H3)

Literature	Supporting statements for hypothesis development
Table 1 in Ch 2	According to human capital theory (HCT), education has a positive impact on both individual and organizational productivity
Table 3, 4 & Table 7 in Ch 2; ULRICH et al., (2011)	42.5% of perception of HR effectiveness and 8.4% of business performance can be explained by six domains of the 2012 HRCS model
TUMENTSETSEG & CHEN (2018)	Approximately 9 % of the variance in overall HR Effectiveness can be predicted by Overall HR Competencies
Table 29 (Appendix A), Table 3, 4, 6 & Table 7 in Ch 2	HR competency models that were created and formulated by Ulrich and his teams (HRCS 1987, 1992, 1997, 2002, 2007, 2012 and 2016), LAWSON (1990), and SHOONOVER (1997) together with SHRM, SHRM (2014), CIPD (2015), AHRI (2014), LO et al. (2015) and others are agreed to be practical and applicable, guiding and mapping HR professionals to add value to the outcome of organizations by performing their roles effectively and successfully.
BOSELIE & PAAUWE (2005); RAPOSO & DO PAÇO (2011)	HR managers are encouraged to be entrepreneurs in the field of business sectors they work in.

Source: The author's own compilation (2022)

H4: *I assume that business competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

Table 10. Hypothesis Development for Hypothesis Four (H4)

Literature	Supporting statements for hypothesis development
Table 1 in Ch 2	According to HCT, education increases a person's productivity in the workplace and the higher productivity as a result of education will benefit all parties, including the individual, the firm, and the country

Table 10 (continued)

Literature	Supporting statements for hypothesis development
Table 3, 4 & Table 29 (Appendix A) in Ch 2; ULRICH et al., (2011)	Business-related competency, also known as strategic positioners in the HRCS model 2012, can predict 17 percent of overall HR effectiveness and 15 percent of business performance (ULRICH et al, 2011)
TUMENTSETSEG & CHANG (2018)	The competency of Strategic positioner has a 29.3 percent impact on overall HR effectiveness
ULRICH & BROCKBANK (2005); LAWLER & BOUDREAU (2009; 2012); LO et al., (2015)	Business knowledge about industry, abilities to connect customers, proactive involvement in strategic roles in business activities are defined as major components of Strategic HR competency
Table 29 (Appendix A), Table 4, 6 & Table 7 in Ch 2; Ch 2.7 & 2.7.1; ULRICH et al., (1995)	Knowledge of business is found to be one of the main components of the HR competency model in west and east and can assist organizations to compete successfully (ULRICH et al., 1995). Business knowledge about industry, abilities to connect customers, proactive involvement in strategic roles in business activities are defined as major components of Strategic HR competency
POBA-NZAOU et al., (2020)	The recruiting firms expect the managers to demonstrate very strong expertise in the strategic HRM

Source: author's own compilation (2022)

H5: *I assume that personal competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

Table 11. Hypothesis Development for Hypothesis Five (H5)

Literature	Supporting statements for hypothesis development
Table 1 in Ch 2	According to HCT, education increases a person's productivity in the workplace and the higher productivity as a result of education will benefit all parties, including the individual, the firm, and the country
Table 3, 4 & Table 7 in Ch. 2; ULRICH et al., (2011)	In the HRCS model 2012, personal competency, also known as credible activist, can predict 22% of overall HR effectiveness and 14% of business performance
TUMENTSETSEG & CHANG (2018)	The competency of credible activists has a 22 percent impact on the overall HR effectiveness in the Mongolian labor market
Table 3, 4, 6 and Table 7 in Ch. 2; Ch. 2.7 & 2.7.1	(a) Personal competency is found to be one of the competency domains in the previously validated HR competency model in west and east. (b) Choosing a competency-based system may be able to help businesses meet their strategic objectives (LUCIA & LEPSINGER, 1999).

Source. The author's own compilation (2022)

H6: *I assume that HR tools, practices and process related competency as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

Table 12. Hypothesis Development for Hypothesis Six (H6)

Literature	Supporting statements for hypothesis development
Table 1 in Ch. 2	According to HCT, education increases a person's productivity in the workplace and the higher productivity as a result of education will benefit all parties, including the individual, the firm, and the country
Table 3, 4 & Table 7 in Ch. 2; ULRICH et al. (2011)	HR tool, practices and process, also known as HR innovator and integrator in the HRCS model 2012, can predict 17 percent of overall HR effectiveness and 19 percent of business performance

Table 12 (continued)

Literature	Supporting statements for hypothesis development
TUMENTSETSEG & CHANG (2018)	The competency of HR Innovator and Integrator has a 23 percent impact on the overall HR effectiveness in the Mongolian labor market
Table 3, 4, 6 and Table 7 in Ch. 2; Ch. 2.7 & 2.7.1	Delivery of HR can assist organizations to compete successfully (ULRICH et al., 1995)

Source. The author's own compilation (2022).

H7: *I assume that HR information systems and analytics, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role,*

Table 13. Hypothesis Development for Hypothesis Seven (H7)

Literature	Supporting statements for hypothesis development
Table 1 in Ch. 2	According to HCT, education increases a person's productivity in the workplace and the higher productivity as a result of education will benefit all parties, including the individual, the firm, and the country
Table 3, 4, & Table 7 in Ch. 2; ULRICH et al., (2011)	HR information system/HR analytics, also known as technology proponent in the HRCS model 2012, can predict 12 percent of overall HR effectiveness and 18 percent of business performance
TUMENTSETSEG & CHANG (2018)	The competency of technology proponents has a 22.2 percent impact on the overall HR effectiveness in the Mongolian labor market
Table 3, 4, 6 and Table 7 in Ch. 2; Ch. 2.7 & 2.7.1; MCCARTNEY et al., (2021)	(a) Technological, technical competency and HR analytics skills is found to be one of critical competency domains of the HR competency model in the west and east. (b)Paying special attention to HR professionals' analytical skills can lead to higher performance
MARLER & BOUNDREAU, (2017); MCCARTNEY et al. (2021)	HR Analytics is a practice to establish business impact (MARLER & BOUNDREAU, 2017) by making data-driven decisions that improve performance (MCCARTNEY et al., 2021)

Table 13 (continued)

Literature	Supporting statements for hypothesis development
KRYSCYNSKI, REEVES, STICE-LUSVARDI, ULRICH & RUSSELL (2018)	Higher analytical skills among HR professionals are associated with higher overall performance as well as higher performance evaluations from supervisors. As a result, it stands to reason that HR departments will be better able to contribute to the firms through their analytical activities

Source. The author's own compilation (2022)

H8: *I assume that change related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

Table 14. Hypothesis Development for Hypothesis Eight (H8)

Literature	Supporting statements for hypothesis development
Table 1 in Ch. 2	According to HCT, education increases a person's productivity in the workplace and the higher productivity as a result of education will benefit all parties, including the individual, the firm, and the country
Table 3, 4 & Table 7 in Ch. 2; ULRICH et al., (2011)	A total of 16% of overall HR effectiveness and 16% of business performance can be predicted by change competency domain of the HRCS model 2012
TUMENTSETSEG & CHANG (2018)	The competency of change champion has a 27.4 percent impact on the overall HR effectiveness in the Mongolian labor market.
Table 3, 4, 6 and Table 7 in Ch. 2; Ch. 2.7 & 2.7.1; LUCIA & LEPSINGER, (1999); ABDULLAH & SENTOSA, (2012); ULRICH et al., (1995)	Well-defined skill competencies help managers facilitate changes on HRM, and help businesses meet their strategic objectives, and one of the key competency domains of the HR competency model is determined to be change competency in both the west and the east.
POBA-NZAOU et al., (2020)	The recruiting agencies on the job adverts in the US identified a change agent as one of the highly expected competencies for HR managers.

Source: The author's own compilation (2022)

H9: *I assume that organization and culture related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

Table 15. Hypothesis Development for Hypothesis Nine (H9)

Literature	Supporting statements for hypothesis development
Table 1 in Ch. 2	According to HCT, investing in education leads to quality performance (DAVID & LOPEZ, 2001).
Table 3, 4 & Table 7 in Ch. 2; ULRICH et al. (2011)	Organization and culture, also known as capability builder in the HRCS model 2012, can predict 16 percent of overall HR effectiveness and 18 percent of business performance
TUMENTSETSEG & CHANG (2018)	The competency of capability builders has a 28 percent impact on the overall HR effectiveness in the Mongolian labor market
Table 3, 4, 6 and Table 7 in Ch. 2; Ch. 2.7 & 2.7.1	One of the key competency domains of the HR competency model is determined to be organization and culture related competency in both the west and the east
Source: The author's own compilation (2022)	

H10: *I assume that entrepreneurship competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

Table 16. Hypothesis Development for Hypothesis Ten (H10)

Literature	Supporting statements for hypothesis development
Table 1 in Ch. 2; Ch. 2.8	Investing in education, according to human capital theory, leads to increased profit (ROMER, 1986), quality performance (DAVID and LOPEZ, 2001), individual productivity (PSACHAROPOULOS and WOODHALL, 1985; COHN and GESKE, 1990; FITZ-ENZ, 2000), quality workforce and improved workforce (MINCER, 1962; DENISON, 1962)
BOSELIE & PAAUWE, (2005)	HR managers are encouraged to be entrepreneurs in the future

Table 16 (continued)

Literature	Supporting statements for hypothesis development
TAS et al., (1996); LUCIA & LEPSINGER, (1999); MAKULOVA et al. (2015)	For HR professionals, specific essential competencies help function more effectively

Source: The author's own compilation (2022)

2.11. Summary of Literature Review

In order to formulate the general proposed research framework of this study (Figure 3), Human capital theory, the most widely used and practically applicable human resource competency models, and their relationships with the individual effectiveness of HR managers have been intensively reviewed by the researcher using a variety of different internationally renowned sources such as 'Web of Science,' 'Scopus,' 'ScienceDirect,' 'Wiley online library,' and 'Google scholar,' and among others. Since both the qualitative and quantitative data for this study were required from the private and public sectors in Mongolia (the background of the sampling country); some key aspects of the labor market, and the social and economic conditions impacted by COVID in Mongolia were examined. This review process was done by reading research articles as well as local news from reputable internal and local sources in Mongolia. For instance, 'Montsame News,' 'Mongolia's Ministry of Labor: Labor Research Institution,' and 'Mongolia's National Statistics Office' and so forth.

Moreover, the researcher made an effort to conduct critical analyses of the works of the majority of the main contributors on the topic of competency, HR competency, the HR competency model, as well as the individual effectiveness of HR managers, and used them as the fundamental framework of building blocks for Chapter 2. For instance, the findings from (1) Ulrich D. and his colleagues' research initiatives, including their book 'The HR value proposition'; 'The competent manager' by Boyatzis, R.E. (1982:1998); 'Competence at Work' by Spencer, L.M. & S.M.Jr. (1993); Tumentsetseg. E. & Vera Chang's (2018) study on HR competency and its effectiveness in Mongolia; and Han and his colleagues (2006)'s study published in a journal named '*Human Resource Management*' are other works that address the topic of HR competency and HR effectiveness in this study because their contributions of the topic of this study is unquestionably significant in some areas to address the subject of HR competency and HR effectiveness.

Furthermore, as shown in Table 1, HCT theorized that investing in education had certain beneficial and favorable effects on the individual, organizational, as well as a national level. Literature also makes it abundantly evident that implementing a competency-based system that has been locally modified for any role can have a positive impact on a business. For instance, developing a human resource competency model that is applicable to the local business can be used for a wide range of organizational purposes, including hiring, training, performance evaluation, promotion, and compensation, as many studies have discovered a positive relationship between the various HR competency domains and the individual effectiveness of HR managers. One of the main factors motivating the researcher to attempt to develop and test a competency model for HR managers in Mongolia is that she has worked in the HR management field in Mongolia for a number of years.

Most importantly, after comprehensively reviewing the literature, it has been observed that previously validated and widely applied HR competency models like HRCS 1987-2016, CIPD 2015, and AHRI 2014 need to be updated. To do this, it is necessary to test the effectiveness of each competency domain of these models with regard to both individual and organizational outcomes because digitalized technology, pandemics, and war in Europe are driving and requiring us to make various kinds of change at the individual, organizational, as well as national levels. Because of this, the researcher believed that the study's findings could offer researchers, practitioners, and academics some insight into the significance of developing a locally applicable HR competency model that can be used in both the public and private sectors of a country.

Lastly, the world is changing rapidly. Also, we live in a globalized world and the challenges we face every day are similar to each profession as well as to each organization around the world nowadays; therefore, the researcher assumed that developing a local HR competency model in Mongolia can begin with examining the pattern on those globally validated and widely applied HRC models from different countries and the synthesis of the commonly used HRC models can be used as core domains of the model constructing and testing in Mongolia with this study. At the same time, the researcher kept the idea of revising and reevaluating a component of a model derived from the previously supported and vigorously applied HR competency models, as new working patterns and trends in the global marketplace are pushing managers and organizations to make changes in their workplaces on a daily basis. Examples of these changes include the idea of a virtual workplace, smart collaboration, hybrid work options and others. In addition, all businesses nowadays are changing their operating structures to sustain competition in their marketplaces.

After intensively reviewing the literature, it was fascinating to discover that, despite a thorough assessment of the literature, entrepreneurial competency had been incorporated to the newly emerging model in Mongolia but had not been included in a synthesis of reviews from all previously created HR competency models in the literature on the topic of competency, HR competency and HR competency models. Since entrepreneurship is essentially the innovation and expansion of business sectors in many industries within a country, the researcher intended to examine if it has any statistically positive linkage with the efficacy of HR managers in the private and public sectors in Mongolia because being innovative and creative can be what businesses need most in the aftermath of the pandemic in any country.

III. METHODOLOGY

This chapter demonstrates the research methodology for the qualitative and quantitative research in this study by outlining the research framework, the research design, the research procedure, and the description of how the survey and interview questions were created. Additionally, this chapter provides details on the sample population, sampling technique, and size in relation to the research instruments. The approaches for analyzing qualitative data as well as the applied statistical procedures were finally explained.

Process of Formulating the Research Topic, Research Framework and Research Population

The original research idea was formulated based on the researcher's interest and ambition in the labor market and its participants within the private as well as public sectors, particularly in Mongolia because the researcher worked as a HR manager at two different organizations in the mining as well as agriculture industries in Mongolia before she completed her master's degree in the international human resource development program at National Taiwan Normal University in 2016. The topic of the research idea was generated as the development of the Human Resource competency model perceived by its internal clients as well as HR professionals in Mongolia. The relationship between HR competencies and the effectiveness of Human Resource practitioners is of great interest as it is fundamental of HR practices among businesses in the private as well as public sectors in Mongolia. Research for similar studies on the topic of the development of HR competency model and its relationship with individual performance outcome variable is very limited in Mongolia, therefore, this lack of research area caught the attention of the researcher to contribute to the development of the research topic as well as the research framework. In order to investigate deep down into the impacts of the development of HR competency model and its association to HR effectiveness, the qualitative and quantitative research were performed.

The research framework was formed based on the combination of the findings of the researcher's master's degree thesis work together with the key patterns and findings observed after reviewing and analyzing the relative literature in connection to HR competency models, their efficiencies, and the underlying idea and concept of human capital theory.

The research population in the qualitative and quantitative research of this study was chosen to be the internal clients of HR professionals as well as all parties with whom HR managers get interacted while performing their jobs in organizations. More specifically, managers such as top, middle as well as junior managers including HR professionals from various public as well as private sectors in Mongolia, were particularly invited as potential

candidates for interview in order to run a thematic analysis in the qualitative research of this study. As for the quantitative research, all types of employees with at least a year of work experience were welcomed to participate in the online questionnaire in order to collect sufficient quantitative data to run the statistical analysis.

The first two phases of development and implementation of a competency model of CAMPION et al., (2011) was implemented in this study: the first stage of their method is to analyze the competency information and the second stage of their approach is to organize and present the competency information. The final step in their methodology for developing competency models is to use the competency information. To be more specific, this study applied two out of three phases of their approach by reviewing the relevant literature and carrying out thematic and statistical analysis after compelling enough amount of the qualitative as well as quantitative data in Mongolia.

Data of textual, as well as statistical analyses of this study, were compelled virtually using the personal network of the researcher who worked as an HR manager for several years in the sampling country (Mongolia). Additionally, some of the quantitative data were gathered through the distribution of the Google survey questionnaire on certain Facebook groups for Mongolians, such as the group for book lovers, the club for new mothers, and the community for scholars.

Figure 2 provides an illustration of the research procedure used in this study, and the following sub-chapters of Chapter 3 explain and clarify all the precise details of research process employed in this study.

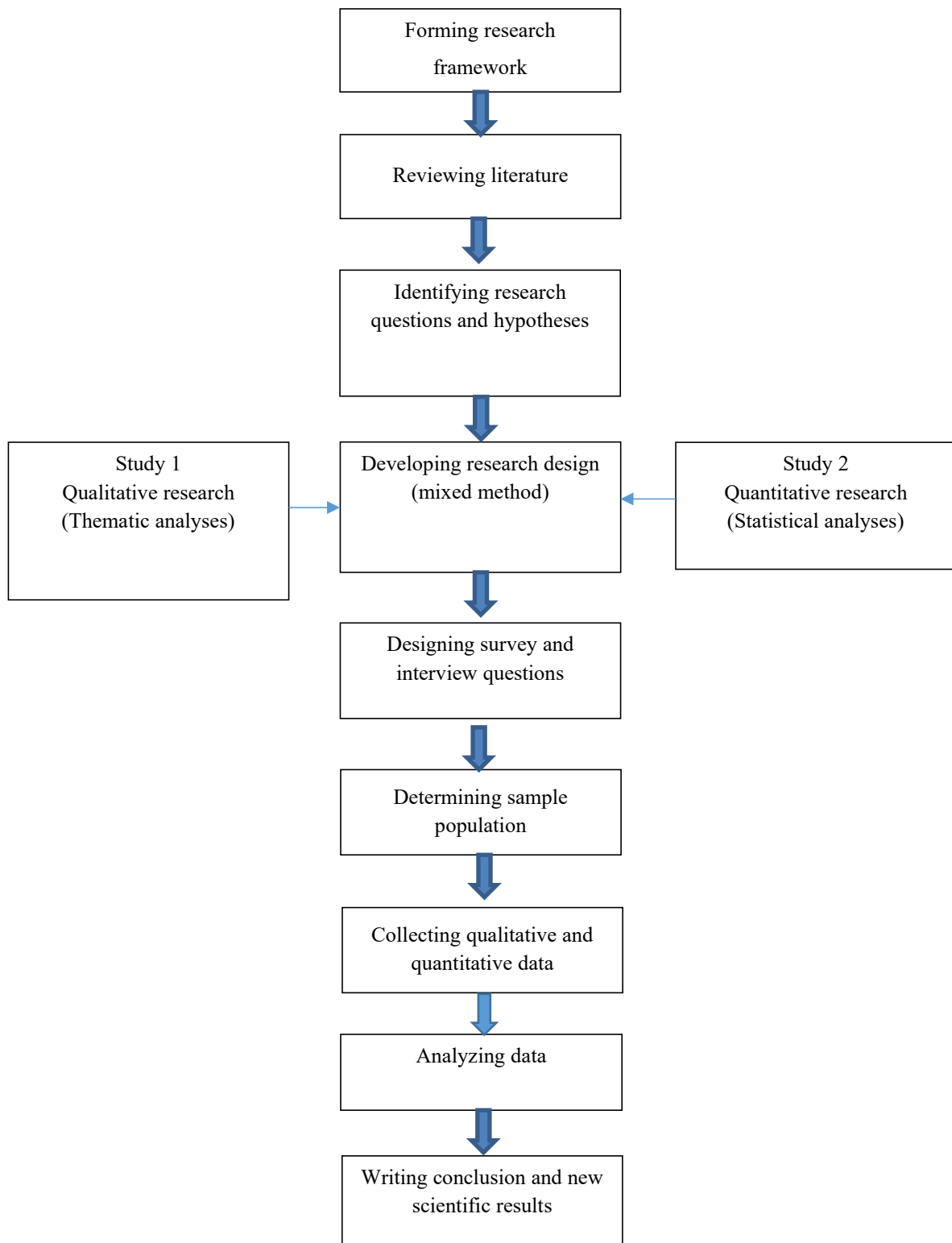


Figure 2. Research procedure

3.1. Qualitative Research

The objective of the qualitative research of this study is to develop a universally applied HR competency model for HR professionals across various private and public sectors in Mongolia. The thematic analysis was used to construct and validate the components of a newly developed HR competency model in Mongolia by conducting semi-structured interviews with top-level managers, middle and junior level managers as well as HR professionals from the various private and public sectors in Mongolia. The qualitative data was gathered between June 6 and July 10, 2022.

3.1.1. Thematic Analysis

Interviews are done in a semi-structured format. According to SILVERMAN (2016), interviews offer useful data regarding the topic of interest based on the experiences of interviewees. For this study, the researcher used a purposive sample technique based on the following criteria: participants (1) have some work experience as a top-level or mid-level manager and (2) have a strong understanding of HRM, and to achieve a sufficient number of interview participants, convenient sampling was used.

MILES & HUBERMAN (1994:10) claim that qualitative data are “generally rich and holistic, revealing complexity and depth, often in a vivid way”, and are “typically collected over a sustained period, enabling the study of process and potentially of causality”, which enable an understanding of meanings and a way of connecting these meanings to the social world of people concerned. Thematic analysis is used because it provides for the obvious identification and classification of themes and patterns through a systematic coding process, as described by BOYATZIS (1998); IBRAHIM (2012); CLARKE & BRAUN (2013). Similarly, conducting a theme analysis can yield a great deal of information and aid in the interpretation of many facets of the research question or issue (BRAUN & CLARKE, 2006). To acquire a comprehensive understanding of the interviews, each transcript was uploaded into the NVivo software. Thirteen questions (Appendix J) were included in the semi-structured interviews. The first five interview questions were originated and developed based on research conducted by MCCARTNEY et al., (2021), while the final thirteenth interview question was developed based on research carried out by VAN DEN BERG, STANDER & VAN DER VAART (2020). The remaining interview questions from 6th to 12th were formulated based on the result of the literature that has been reviewed by the researcher.

The semi-structured interviews were carried out online since the researcher was physically distance from the potential candidates in Mongolia. All interview questions were

formed in English and translated by the researcher from English to Mongolian. The back-translation process was done by applying a peer review as well as expertise review process. The interviews took around 15 to 30 minutes.

The participant number is represented and served as each participant (such as participant 1, 2, 3...) for reporting purposes for each interviewee.

The six stages outlined by CLARKE & BRAUN (2013) were carried out in order to produce the thematic analysis findings using the qualitative data analysis program NVivo: getting acquainted with the data comes first, followed by comprehensive coding by the researcher, theme searching, topic review, theme naming convention alignment with names from the literature, and finally, writing up all the findings.

In total of 24 interviewees have been interviewed from different industries in the private and public sectors in Mongolia.

3.1.2. Research Population and Research Sample

In order to develop a global as well as a local HR competency model, the majority of studies that were conducted on the competencies of HR managers listed in Tables 29 (Appendix A) and 6 were designed to focus on these groups of participants. As a result, the research population of the qualitative research of this study was determined to be internal clients of HR professionals, particularly executives, top, middle, and different levels of line managers in the private and public sectors of Mongolia.

3.2. Quantitative Research

The objective of the quantitative research of this study is to test the relationship between HR competencies and individual effectiveness of HR professionals by applying a descriptive research design.

3.2.1. The Research Framework

The independent variable in this study was the discovery of seven primary HR competency categories around the globe. As demonstrated in Table 4, each competency category includes a number of sub-components. As shown in Table 5, each competency domain was created using a summary and synthesis of the twelve various kinds of HR competency models that were found and examined by the researchers as presented in Table 4 and Table 29 (Appendix A).

Individual effectiveness of HR managers was chosen to be a dependent variable of the quantitative research of this study shown in Figure 3. ‘levels of HR position’ and ‘number of HR manager’ are proposed to be a control variable due to the recommendations of literature.

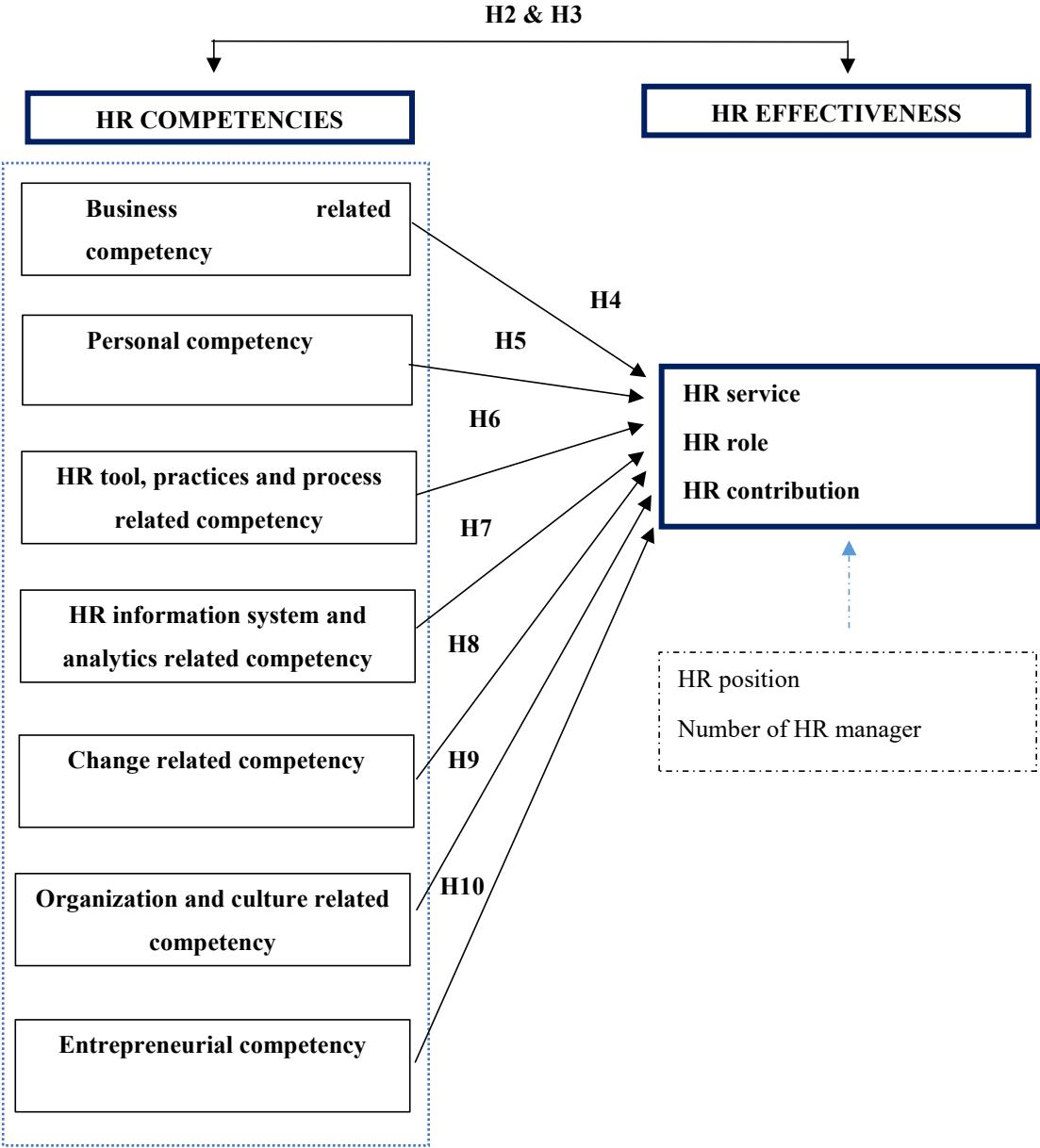


Figure 3. The Proposed Research Framework

3.2.2. The Research Design and Sample

The quantitative research method is used to test the proposed hypotheses between independent and dependent variables. In particular, the final list of HR competencies derived from the literature review, along with the measurement items of individual effectiveness of HR managers, was placed in the Google forms platform as an online questionnaire and distributed to

internal clients of HR professionals in order to collect enough amount of data to examine the relationship between the independent and dependent variables. In other words, internal clients of HR managers, particularly, executives, line managers and employees were kindly requested to assess competencies as well as the effectiveness of HR managers in their organizations, and to fill in a self-administered questionnaire by answering whether their HR managers possess and must obtain a list of competencies derived from the literature review together with the result of the quantitative research in the quantitative research of this study. More specifically, participants were asked to evaluate the individual effectiveness of their HR managers by answering 30 questions (Appendix H) related to three sub-dimensions of dependent variables: HR services (15), HR roles (5) and HR contribution (10). Also, all survey participants were requested to assess and confirm whether they think that HR managers in their organizations need to possess each competency domain of the recently developed HR competency model in the qualitative research of this study namely (1) business competency, (2) personal competency, (3) HR tool, practices and process related competency, (4) HR information system and analytics related competency, (5) change related competencies, (6) organization and culture related competency, and (7) entrepreneurial competency by responding to seven questions (Appendix H) using a 5-likert scale.

Quantitative data methods enable the collection of information about participants' backgrounds, attitudes, and so on (NEUMAN, 2014). This method can be used to collect data from large groups or groups of people. In light of this, and given the size of the study's target population, this approach was considered to be appropriate and effective. Google forms, the internet, and the researcher's network was used as platforms to distribute survey questionnaires to the target population in Mongolia. Non-probability sampling methods such as convenience and snowball sampling were employed. All data gathered will be kept strictly confidential and used solely for the purposes of this study.

3.2.3. The Research Measurements

HR effectiveness was composed of three dimensions and the sub-scales named HR service and HR contribution are originated by WRIGHT et al., (2001b) and a seven-point Likert scale were employed to measure these dimensions of HR effectiveness. The last dimension of HR effectiveness is HR role measured using the scale generated by MCMAHAN, MOHRMAN & LAWLER, (1996) and a ten-point Likert scale was applied. All original scales of HR effectiveness have been widely utilized and validated.

The seven dimensions that made up HR competencies were derived from the study and conclusions of the previously existing literature of HR competency models in Chapter 2, which were developed and validated by several research organizations as well as academics from all over the world. Those seven sub-scales of HR competencies were tested and validated by the result of the qualitative research in this study.

Since the targeted population are not native English speakers, the researcher translated all measurements of independent as well as dependent variables from English to Mongolian. After the initial translation process was carried out, the back-translation procedure was performed by two English translators then two independent HR experts reviewed the content of the whole translation of all measurements. Finally, the content of all scale items in the Mongolian version has been corrected based on the recommendations of two English translators as well as two independent HR experts.

Once the back-translation process has been completed, all measurement questions of independent and dependent variable in the quantitative research uploaded to the Google survey form in order to be distributed to the targeted population in Mongolia.

A total of 310 individuals from various different industries in public and private sectors in Mongolia participated in the online and self-administered questionnaire voluntarily between June 6th and July 31, 2022. The researcher provided two types of non-financial incentives to all potential candidates in order to encourage and motivate them to participate in the online survey: (1) a link to download an English book they would like to read; and (2) an opportunity to consult with the researcher about how to successfully apply for the Stipendium Hungaricum as well as Taiwan ICDF scholarship program.

In order to provide readers a clear understanding of this study, Table 17 was constructed to illustrate the overall proposed inter-relatedness and correlations of the qualitative as well as quantitative research of this study.

Table 17. Inter-relatedness and Correlations of This Study

RO	RQ	Literature	Relationship	Hypotheses	Research Sample	Research Method	Interview Questions	Proposed Analysis
Descriptive Study								
1. Qualitative research								
RO1	RQ1	Ch 2.2 Table 1 Ch 2.3 Table 2 Ch 2.4; 2.5; 2.6 Table 3;4,5 & 6 2.6.4	To develop a newly applicable and local HR competency model	H1: ‘Business related competency’, ‘personal competency’, ‘HR tool, practices and process related competency’, ‘HR information system and analytics related competency’, ‘change competency’, ‘organization and culture related competency’ and ‘entrepreneurial competency’ can be found and defined as the components of Mongolia's newly developing HR competency model in the public and the private sectors.	- Top-level managers - Middle-level managers - HR professionals	- Qualitative research design - Thematic analysis - Semi structural Interview	Appendix J: Interview questions (From 1 to13)	(NVivo) - Word frequency query - Hierarchy chart - Cluster by word similarity - Crosstab
Descriptive Study								
2. Quantitative research								
RO2	RQ2	Table 8	HRC ↔ HRE	H2: I assume that all the HR competencies of Mongolia's newly developed HR competency model have a positive effect on HR effectiveness in Mongolian private and public sectors.	(Internal clients of HR managers) - Executives - Managers - Employees	- Quantitative research - Self-administrated online survey	FHOCModel latent variable scores of the lower order construct model of this study in SMART PLS 4 will used to perform PLS-SEMCA and Bootstrapping TA. (BC+CC+EC+HRISA+HRTTP+OC+PC) + (HRS+ HRR+ HRC)	(SmartPLS 4) - PLS-SEMCA - Bootstrapping TA
RO2	RQ2	Table 9	HRC ↔ HRE	H3: I assume that all the HR competencies of Mongolia's newly developed HR competency model are strong and significant predictors of HR effectiveness in Mongolian private and public sectors.			Mean score (BC+PC+HRTTP+HRISA+CC+OC+EC) (Appendix H: Part 1: Q1-Q6) + Mean score (HRS+ HRR+ HRC)	(SPSS 20) Multiple Linear Regression analysis

Table 17 (continued)

RO	RQ	Literature	Relationship	Hypotheses	Research Sample	Research Method	Interview Questions	Proposed Analysis
Descriptive Study								
2. Quantitative research								
RO2	RQ3, RQ4	Table 10	BC ↔ HRS, HRR, HRC	H4: I assume that business competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors	(Internal clients of HR managers) - Executives - Managers - Employees	- Quantitative research - Self-administrated online survey	RLOCMoDel will be created to perform PLS-SEMCA and Bootstrapping TA using SMART PLS 4 in order to test hypotheses from H4 to H10 . (BC=Appendix H: Part1: Q1) + (HRS+ HRR+ HRC)	(SmartPLS 4) - PLS-SEMCA - Bootstrapping TA
RO2	RQ3, RQ4	Table 11	PC ↔ HRS, HRR, HRC	H5: I assume that personal competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			RLOCMoDel (PC=Appendix H: Part1: Q2) + (HRS+ HRR+ HRC)	
RO2	RQ3, RQ4	Table 12	HRTTP ↔ HRS, HRR, HRC	H6: I assume that HR tools, practices and process related competency as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			RLOCMoDel (HRTTP=Appendix I: Part1: Q3) + (HRS+ HRR+ HRC)	
RO2	RQ3, RQ4	Table 13	HISA ↔ HRS, HRR, HRC	H7: I assume that HR information system and analytics related competency as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			RLOCMoDel (HISA=Appendix H: Part1: Q4) + (HRS+ HRR+ HRC)	
RO2	RQ3, RQ4	Table 14	CC ↔ HRS, HRR, HRC	H8: I assume that change, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			RLOCMoDel (CC=Appendix H: Part1: Q5) + (HRS+ HRR+ HRC)	

Table 17 (continued)

RO	RQ	Literature	Relationship	Hypotheses	Research Sample	Research Method	Interview Questions	Proposed Analysis
Descriptive Study								
2. Quantitative Research								
RO2	RQ3, RQ4	Table 15	OC ↔ HRS, HRR, HRC	H9: I assume that organization and culture related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.	(Internal clients of HR managers) - Executives - Managers - Employees	- Quantitative research - Self-administrated online survey	<u>RLOCMModel</u> (OC=Appendix H: Part1: Q6) + (HRS+ HRR+ HRC)	(SmartPLS 4) - PLS-SEMCA - Bootstrapping TA
RO2	RQ3, RQ4	Table 16	EC ↔ HRS, HRR, HRC	H10: I assume that entrepreneurship competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			<u>RLOCMModel</u> (EC=Appendix H: Part1: Q7) + (HRS+ HRR+ HRC)	

Source: The author’s own compilation (2023)

- (Business related competency=BC, personal competency=PC, HR tool, practices and process related competency= HRTPP, HR information system and analytics=HISA, change competency=CC, organization and culture related competency=OC, entrepreneurial competency=EC)
- (Human Resource Role=HRR, Human Resource Service=HRS, Human Resource Contribution=HRC)
- (Formative Higher Order Construct Model=FHOCModel: Reflective lower order construct model=RLOCMModel)
- (PLS-SEMCA= PLS-SEM calculation analysis; Bootstrapping TA= Bootstrapping test analysis)
- (HRS= Appendix H: Part 2: Q1-Q15; HRR= Appendix H: Part3: Q1-Q5;HRC= Appendix H: Part 4: Q1-Q10)

IV. RESULTS AND DISCUSSIONS

In this chapter, the findings of thematic as well as statistical analyses were reported with the overall highlights of the analysis processes. The result of the thematic analysis was drawn in order to establish a newly developing local HR competency model by examining and identifying its components. After the primary data was collected by interviewing 24 participants from various fields of expertise in private as well as public sectors in Mongolia, Crosstab, Hierarchy chart, Cluster, and Word frequency analyses were performed using the NVivo software (windows trial version).

The result of the statistical analyses was drawn in order to test the relationship between each component of the newly developed HR competency model and the individual effectiveness of HR managers in Mongolia after collecting the raw data from 310 survey participants in public as well private sectors in Mongolia by performing bootstrapping test analysis after assessing the lower and higher order construct model of the quantitative research of this study.

4.1. Thematic Analysis

A total of 24 interviewees voluntarily took part in the interview, answering 13 questions (Appendix J) regarding their perception on different components of the newly developing competency model in the field of HRM in Mongolia. The interviews were conducted in Mongolia and imported to a new Nvivo project once each transcript of the interviews was translated from Mongolia to English by the researcher.

Keywords, phrases, and statements made by each interview participant concerning the skills and knowledge required by HR professionals in Mongolia were coded once each transcript had been loaded into the Nvivo software. A total of 12 different code categories (Appendix L) were created, and three case classifications- named sector, industry, and position were formed in order to run the matrix coding query analysis in Nvivo software.

4.1.1. Demographic Profile of the Participants

Out of 24 interview participants, 20 were from the private sector which is around 83.3%, and the participants who belonged to the public sector constituted around 16.6% when the interview data were being collected. All 24 interviewees were employed in eleven different sorts of business industries in Mongolia. Figure 4 shows that how many participants were from the same industry interviewed by the researcher. More specifically, 5 of them were working in

Banking and Finance, 4 in trade and commerce, 3 in construction and mining, and 2 in agriculture and education. The rest were from 5 different industrial categories.

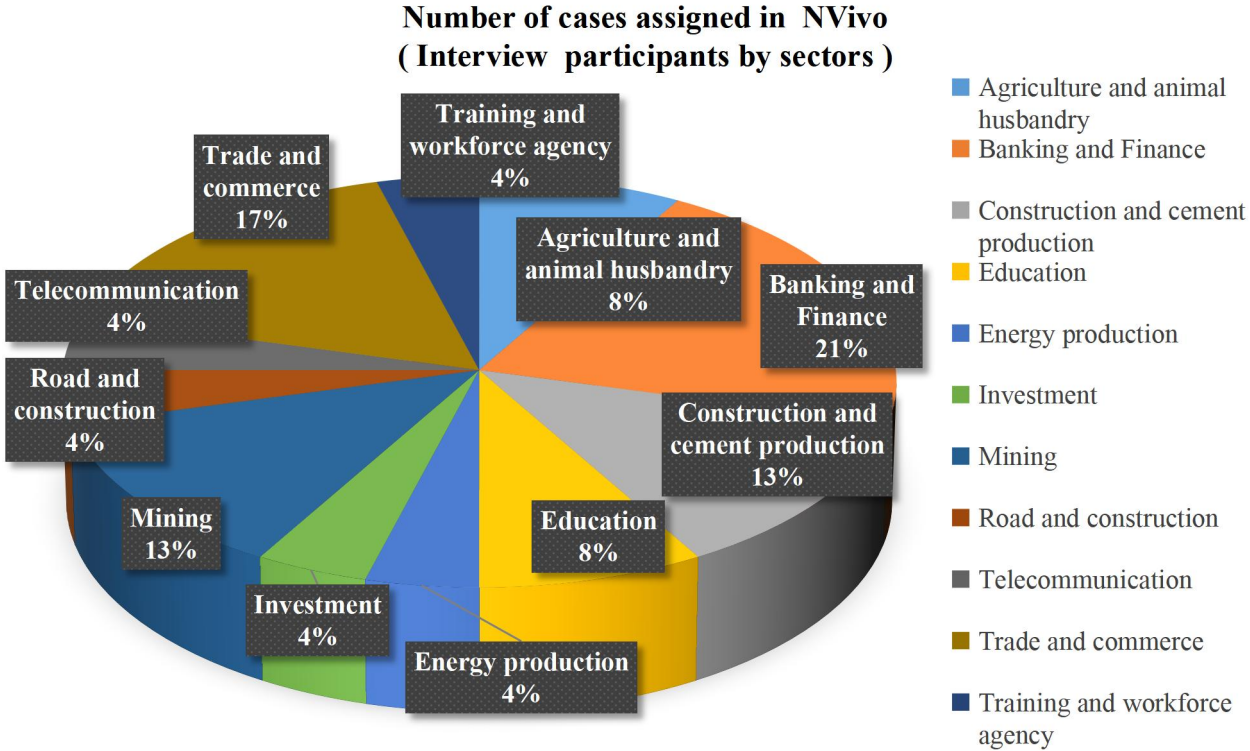


Figure 4. Number of cases assigned in Nvivo

Source: The author’s own work based on Nvivo results

Eight of the 24 interviewees, or roughly 33.3% of the participants, stated that they were employed as HR managers in their organizations. Four of the participants reported that they were top-level managers, appointed as a head of department or chief executive officer of their companies. As shown in Table 18, the remaining participants identified themselves as middle-level managers, mainly being employed as managers, accountants, or specialists in their organizations.

Table 18. Demographic Information about the Interviewees by Job Position

Attribute Name	Number of Cases Assigned
Accountant	2
Camp manager	1
CEO	1
Director	1
Director of the credit operation	1
Head of HR department	1
HR	2
HR manager	4
HR professional	1
Lector and freelancer	1
Manager	4
Research engineer	1
Safety officer	1
Sales manager	1
Secretary	1
Specialist	1

Source: The author's own work based on Nvivo results

Hierarchy chart analysis was employed by running attribute values assigned to case classifications as demographic information of the participants in order to represent the background of all participants for thematic analysis. The result of the hierarchy chart analysis is very important to report because it generally demonstrates the beta values of the significant relationship between the independent and dependent variables of a study. In other words, more beta value is depicting the more significant influence of the independent variable on the dependent variable in the quantitative research, but similarly, this is the beta for the qualitative research, explaining how much each specific attribute or variable contributes to the outcome of the dependent variable of the qualitative research. Figure 5 shows that two groups of participants namely managers and HR managers who get employed in banking, agriculture, education, trade and commerce, mining, and construction in both private and public sectors contributed much higher than the other group of participants who made contribution to develop the overall result of the HR competency model in Mongolia. The least critical contribution to the result of this qualitative study has been made by individuals who work as sales managers or secretaries when the data for thematic analysis was being collected.

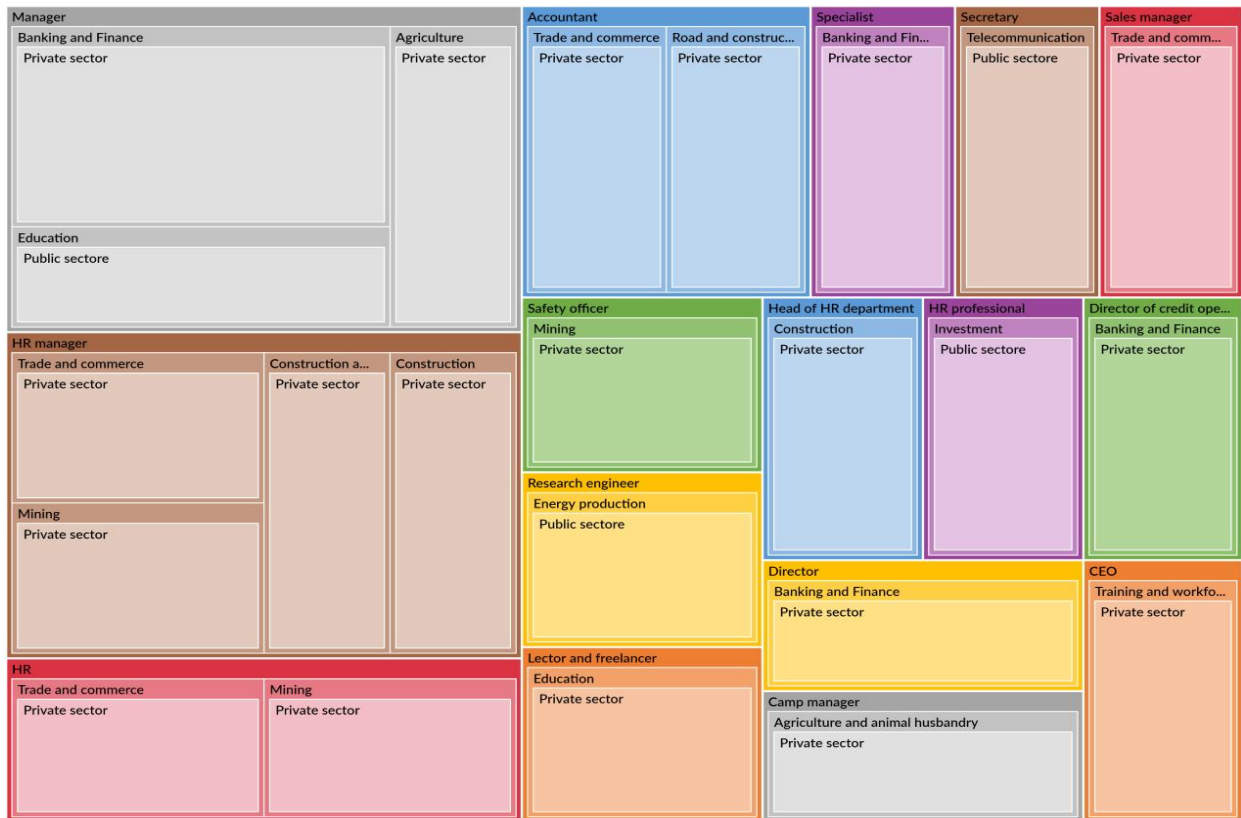


Figure 5. The result of the Hierarchy chart analysis on the demographic information of participants by Job Position, Industry, and Sector

Source: The author's own work based on the Nvivo results

4.1.2. Word Frequency Query Analysis

The word frequency query analysis was performed in order to check what are the most 100 frequently repeated words that have been stated or mentioned by interviewees in the qualitative research. If the word has more frequency in the textual information in the text then the researchers can find it the larger picture and those words which have not been repeating again and again the researchers can find a smaller size of the picture of those words in the chart as a result of the world frequency query analysis in the Nvivo software. Based on Figure 6, it can be summarized that *managers, competency, skill, and organization* were found to be the most repeated words when the interview was being conducted.

On top of that, it can be highlighted that *personal, practice, analytics, relations, culture, business, change, hiring, professional, communication, entrepreneurial, digital, and psychologist* were other keywords that have been emphasized by the interviewees while they were discussing about skills and abilities required by HR professionals during the interview.

4.1.3. Hierarchy Chart Analysis

The hierarchy chart analysis in Nvivo software was performed in order to demonstrate each sub-category of the most important skills and abilities rated and perceived by interviewees during the interview. As mentioned previously, Figure 7 is basically showing the colorful regions and themes coded by the researcher based on answers provided by interviewees. Each colorful region presents the beta of each theme. In other words, a colored region of each theme is the beta value of Nvivo software. For example, theme named ‘the most important HR competency perceived today by the interviewees’ has a larger size as compared to ‘personal competency’ or ‘HR information system and analytics related competency’ in Figure 7 because a number of interviewees contributed more to this theme when the interview was being held by the researcher. On the other hand, the component of this theme was stressed by interviewees more frequently than those elements of other themes.

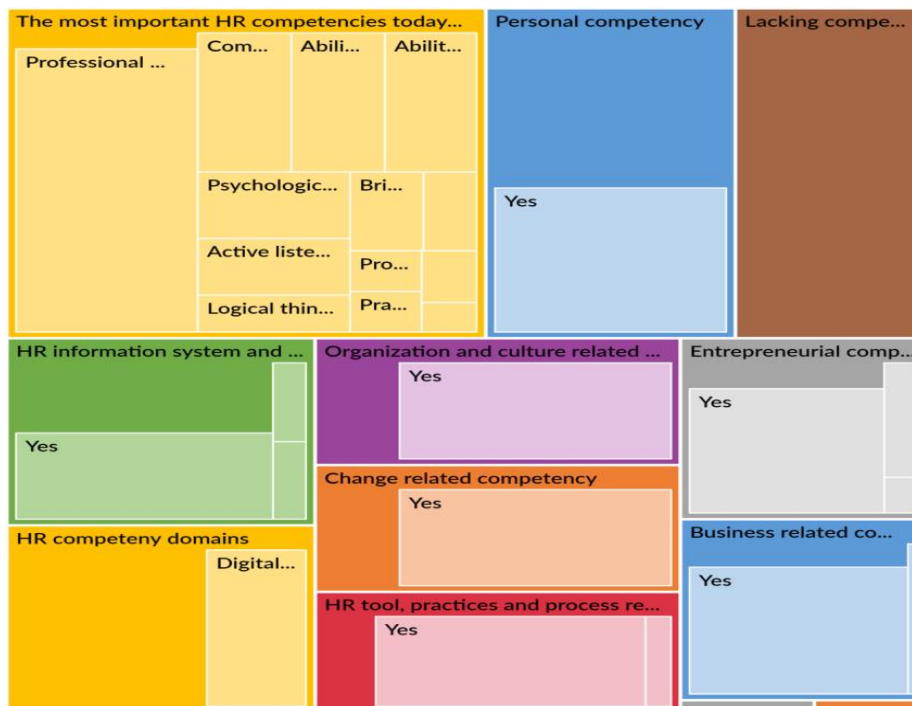


Figure 7. The result of Hierarchy chart analysis on coded themes in Nvivo software
Source. The author’s own work based on Nvivo results

Since the result of the hierarchy chart analysis (Figure 7) displays that size of the question colored with yellow is larger than those painted with other colors, the researcher examined and carried out another hierarchy chart analysis as well as cluster analysis on that specific question in order to check what skills and abilities were perceived to be the most important HR competency today by the interviewees.

Figure 8 illustrates the thirteen various types of skills and abilities that made up the theme categorized and named as the most significant HR competency today by interviewees. This is

due to the fact that throughout the interview, the interviewees cited and discussed these 13 various sorts of skills and abilities more frequently than they did for other themes. The theme size of ‘*professional competence in HRM*’ is a sub-theme that is displayed in much larger size than others are. This suggests that the interviewees valued and emphasized the value of having professional expertise in HRM over the other skills included in the theme of ‘the most important HR competencies today by interviewees.’”



Figure 8. The result of the Hierarchy chart analysis on the theme ‘the most important HR competency today by the interviewees’
 Source. The author’s own work based on Nvivo results

Cluster analysis is an exploratory technique that researchers can use to visualize patterns in their projects by grouping sources or notes that share similar words, similar attribute values, or are coded similarly by nodes. Cluster analysis diagrams provide a graphical representation of sources or nodes to make it easy to see similarities and differences among themes. Sources or nodes in the cluster analysis diagram that appear close together are more similar than those that are far apart.

As indicated in Figure 8, it can be seen that communication skills, ability to understand others, ability to recognize and identify people, psychological knowledge and active listening skills were reported and evaluated as the second most prioritized skills that were required by HR managers today by interviewees in Mongolia.

Based on word similarity, each skill and ability for the theme named ‘the most important HR competency today by the interviewees’ has been grouped and clustered together in Figure 9.

For instance, the ability to recognize and identify people was paired with an ability to understand others. The communication skill was clustered together with logical thinking. Overall, it can be summarized that the result of cluster analysis shows that all those skills and abilities perceived to be critical for HR managers by interviewees were clustered and merged into two distinct groups in Figure 9. After reading the meaning of each node in the two groups, it becomes clear that the first group is made up of nodes that are more concerned with the professional abilities of HR managers, and the second group of the cluster analysis is formed with some of necessary abilities that are more related to personal skills of HR managers.

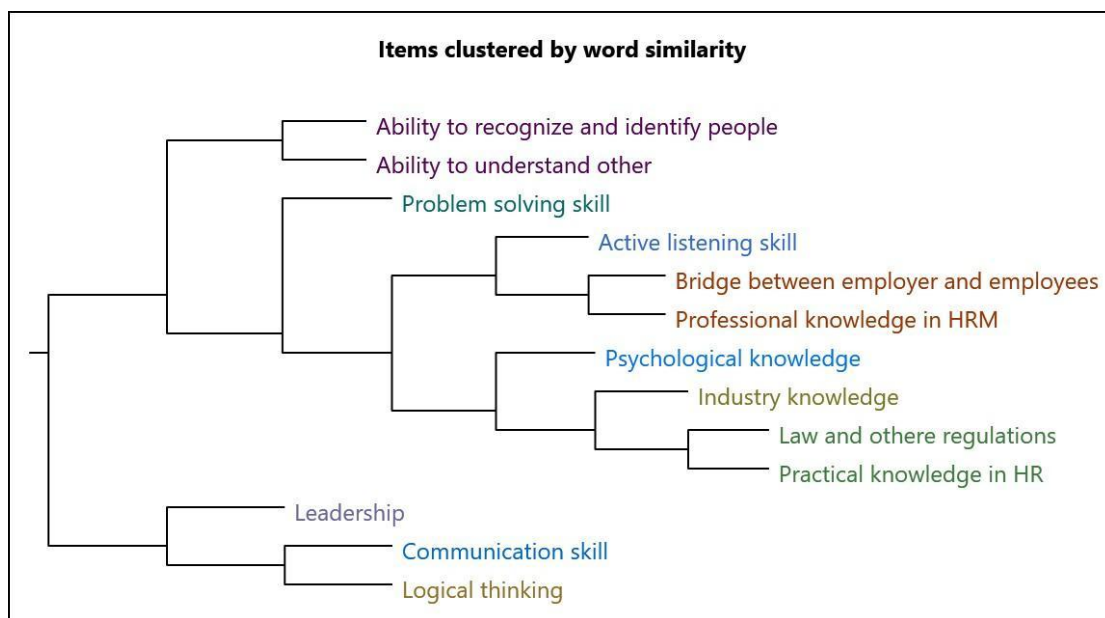


Figure 9. The result of cluster analysis on the theme ‘the most important HR competency today by the interviewees

Source. The author’s own work based on Nvivo results

Among other nodes rated and coded as the sub-nodes of ‘the most important HR competencies today by Interviewees’ in Figure 6, professional knowledge in HRM was evaluated and weighted as the first priority among interviewees. As presented in Table 30 (Appendix B), half of the participants (12) contributed certain specific points to the conceptualization of this node by commenting on ten different functional areas of HRM namely (1) recruitment and hiring; (2) training and development; (3) performance; (4) HR analytics skill; (5) work environment; (6) retention; (7) HR practices; (8) Organizing events and other activities; (9) Preparing official documents and (10) others.

4.1.4. Crosstab Analysis

In statistical analysis, cross-tabulation can be defined as a method to quantitatively analyze the relationship between multiple variables in a table. It is also known as contingency

tables or crosstabs. Cross tabulation shows how correlations change from one variable grouping to another. And is used in statistical analysis to find patterns or trends within raw data. On the other hand, when it comes to performing crosstab analysis using Nvivo, the crosstab query is a little bit like the matrix coding query in the Nvivo software. However, the crosstab query enables the researchers to cross-tabulate four dimensions of data. It is also generally faster at performing than the matrix coding query. While the matrix coding query allowed researchers to bring in almost any of the items in Nvivo, a crosstab query has a much more limited scope. A crosstab query in this study, for instance, allowed the researcher to build a crosstab table (Table 19) to investigate how many interview participants supported and rated the ‘yes’ option on each HR competency domain of the newly constructing HR competency model that was examined in the qualitative research of this study. Table 19 shows how many participants—private and public—from each sector—chose ‘yes’ for each of the HR competency model domains that were investigated in this study. More than half (from 70% to 92%) of the 24 participants agreed that each of the HR competency areas identified and examined in the qualitative research of this study should be regarded as one of the most important skills that their HR manager(s) must possess in Mongolia.

The majority of participants—private and public—from each sector agreed—answering and selecting *yes*—that HR managers in their organizations should possess all seven competency domains of the newly developing HR competency model in Mongolia (Table 19).

Generally, the cross-case analysis is an effective method for relational analyses. Visual displays involving cross-case analysis is a very effective way to both analysis and presentation of data. This method allows researchers to explore and investigate relationships in data. In this study, the researcher aimed to examine participants’ perceptions on each of the seven components of the newly constructed local HR competency model in Mongolia by asking to select one option among ‘*I do not know*’, ‘*Yes*’, or ‘*No*’ in order to test each competency element of the model in Table 19.

Table 19. The result of crosstab query analysis on the proposed domains of the newly developing HR competency model in Mongolia by sector

Demographic information	Sector = Private sector (20)	Sector = Public sector (4)	Total (24)
Business related competency	3	1	4
I do not know	0	0	0
No	1	0	1
Yes	19	3	22
Personal competency	12	4	16
I do not know	0	0	0
No	0	0	0
Yes	19	3	22
HR tool, practices, and process-related competency	3	1	4
I do not know	2	0	2
No	0	0	0
Yes	18	3	21
HR information system and HR analytics-related competency	10	2	12
I do not know	1	1	2
No	2	0	2
Yes	15	2	17
Change-related competency	5	1	6
I do not know	0	0	0
No	0	0	0
Yes	19	3	22
Organization and culture-related competency	5	1	6
I do not know	0	0	0
No	0	0	0
Yes	19	3	22
Entrepreneurial competency	3	1	4
I do not know	2	1	3
No	1	0	1
Yes	17	2	19
Total (unique)	20	4	24

Source: The author's own work based on Nvivo results

In order to visualize the result of the cross-case analysis, the project map was used as it is a way of visually exploring or presenting the data in Nvivo software. The project map is an

incredibly helpful tool for creating a pattern representation of a project’s coding and internal links.

Based on the results of the word frequency query analysis, hierarchy chart analysis, and crosstab analysis, the project map in qualitative data was drawn and illustrated in Figure 10.

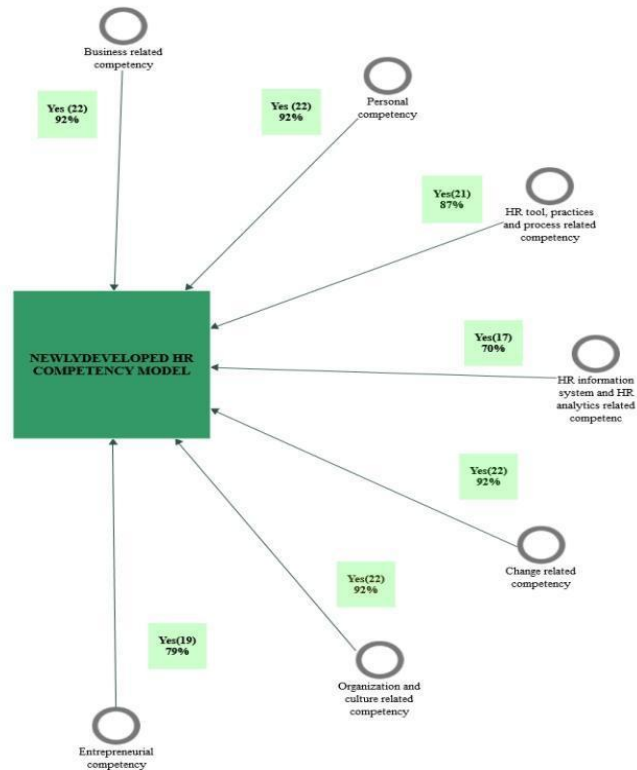


Figure 10. The result of project map visualization of each component of the newly developing local HR competency model in Mongolia
 Source. The author’s own work based on Nvivo results

As indicated in Figure 10, the percentage of participants who supported and agreed with each of the seven HR management competencies examined in this study ranged from 70% to 92%.

Business competency

Business competency is the first component of the newly establishing HR competency model that was examined in this study. According to the results of the crosstab query analysis in Table 19, business competency was rated and evaluated by 92% (22) of interview participants as one of the crucial components of the newly established HR competency model in Mongolia (Figure 10).

Personal competency

The second element of the newly developing HR competency model that was examined in this study is personal competency. According to the results of the crosstab query analysis in Table 19, personal competency was assessed and classified as one of the essential domains of the newly constructed HR competency model by 92% (22) of interview participants (Figure 10). Moreover, HR managers are expected to demonstrate various aspects of personal competency, according to interviewees. For example, participants 9 and 20 emphasized “*teamwork*” during the interview; participant 12 added “*HR managers need to be well-organized individuals*”; but participant 22 contributed “*HR managers are supposed to be creative and proactive individuals at workplaces*”.

HR tool, practices, and process-related competency

The third element of the model specified to be examined in this study is the competency linked to HR tools, methods, and processes. According to the findings of the crosstab query analysis in Table 19, HR tools, practices, and process-related competency were assessed and regarded by 87% (21) of interview participants as one of the important areas of the newly formed HR competency model in Mongolia (Figure 10).

HR information system and analytics related competency

Proficiency in HR information systems and HR analytics is the fourth item on the newly forming HR competency model that was studied in this study. According to the crosstab query results in Table 19, HR information system and analytics related competency was rated and perceived as one of the key components of the recently developed HR competency model by 70% (17) of interview participants in Mongolia (Figure 10). *Furthermore*, HR managers are expected to demonstrate various aspects of HR information systems and analytics related competency, according to interviewees. For example, one of the comments made by participant (14) was that “*HR professionals need to master how to use Microsoft Excel first then they should learn how to use HR analytics programs.*” The next participant, number 19, said, “*It is crucial for them to use certain HR tools or software to make their job easier.*” Aside from them, participant 16 stated that “*having sufficient skills to analyze quantitative data is very crucial for HR managers to perform their job.*” Relating to those statements made above by other participants, participant 21 added, “*introducing virtual offices and flexible working schedules became no longer a new trend, so HR managers take and regard it as an opportunity to help employees balance their professional and personal life*”.

Change-related competency

Change competency is the fifth component of the newly generating HR competency model listed to be examined in this study. According to the result of the crosstab query analysis in Table 19, change competency was evaluated and rated as one of the critical areas of the newly

constructed HR competency model by 92% (22) of interview participants (Figure 10). Additionally, participant 24 stated that *“HR managers must inspire and prepare employees to embrace organizational changes.”*

Organization and culture-related competency

Organization and culture-related competency is the sixth component of the newly developing HR competency model listed to be examined in this study. According to the result of the crosstab query analysis in Table 19, organization and culture-related competency was assessed and rated as one of the critical components of the newly constructed HR competency model in Mongolia by 92% (22) of interview participants (Figure 10). In addition, participant 24 said, *“HR managers can accurately represent company culture while interacting with a variety of applicants or candidates, but they need help from the management team of a corporation in order to be succeeded in accomplishing and achieving more”*

Entrepreneurial competency

Entrepreneurial competency is the seventh component of the newly forming HR competency model listed to be investigated in this study. According to the result of the crosstab query analysis in Table 19, entrepreneurial competency was assessed and perceived as one of the critical areas of the newly built HR competency model in Mongolia by 79% (19) of interview participants (Figure 10).

4.2. Statistical Analysis

This chapter presents the findings of the quantitative research conducted for this study along with an overview of the main analytical stages, including the evaluation and validation of the measurement and structural model of the higher and lower order constructs. The bootstrapping test analysis in Smart-PLS 4 and the multiple linear regression analysis in SPSS 20 were used to assess the hypotheses from H3 through H10.

4.2.1. Data Screening and Cleaning

The first step before assessing a research model is to examine data to make sure there are no errors, outliers or respondent misconduct.

Outliers Test

The outliers in data were checked by running the descriptive analysis for exploration in SPSS 20 before performing structural equation model (SEM) in Smart PLS 4. The box plot for each item of independent and dependent variable in this study was created as the result of the

descriptive analysis in SPSS. Among all box plots generated for each item of measurements, three respondents were found and considered to be significant outliers in data in box plot chart (Figure 11). Therefore, the data for respondent number 245, 257 and 256 were deleted in SPSS before carrying out SEM in Smart-PLS 4. A total of data of 307 respondents were imported to Smart PLS 4 software after the significant outliers in raw data were removed.

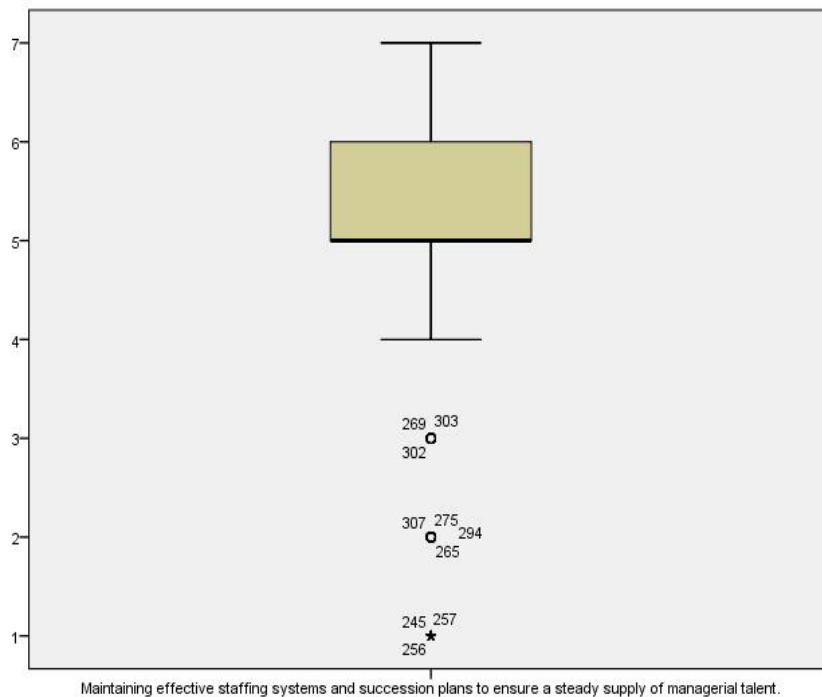


Figure 11. The result of the descriptive analysis for the outliers-test
Source. The author's own work based on SPSS results

Respondent Misconduct

The standard deviation of answers for each specific respondent was examined which is a good way to assess if the respondent misconduct is present. Any respondent with a standard deviation that is less than .25 (COLLIER, 2020) is subject to deletion because there is little to no variance among the responses across the survey.

The standard deviation was performed using Microsoft Excel in order to check; (1) whether any of the respondents who dropped out of the online survey and stopped answering questions by leaving incomplete rows in survey data must be checked; (2) whether any of respondent who simply marked the same answer for every question in online survey must be examine because it is called respondent misconduct and is subject to deletion before running any further statistical analysis.

The result of the Excel calculation for standard deviation revealed that an answer for none of the respondents of this quantitative research of this study was found to be less than .25.

Therefore, none of the data for any respondent of the quantitative research was deleted in order to clean data before running statistical analyses. The smallest amount for standard deviation which was estimated and found was .73.

4.2.2. Sample Characteristics for Survey respondents

The descriptive statistics provide researchers with an overview of the respondents in terms of frequency and percentages. Descriptive statistics in the quantitative research of this study included background information on the online survey participants' industry, number of HR managers in their organizations, position, career seniority, gender, and education level. Table 20 indicated the results of the profile of the online survey respondents of the quantitative research of this study. The data was gathered from 307 Mongolians working in both the private and public sectors. 164 (53.4%) are from the Mongolian private sector, while 143 (46.6%) are from the Mongolian public sector. Out of 307 survey participants, 136 (44.3%) stated that their organization has 2 to 5 HR managers, but 117 (38.11%) responded by saying that their organization only has one HR manager who handles all HRM issues. The majority of respondents (56.7%) work as staff, 30.6% as supervisors, and 12.7% as department heads. Concerning career seniority, 35 % of the survey respondents (35.5%) stated that they had 3-5 years of work experience, 18.9% had 1-2 years, 18.2% had 6-10 years, and 10.4% had less than one year. 176 (57.3%) survey participants identified as male, while 131 (42.7%) identified as female. In terms of educational level, the majority of participants (54.4%) have a bachelor's degree, and 21.2% have a master's degree.

Table 20. Demographics for survey respondents

Variable	Category	Frequency	%
Industry	Private	164	53.4
	Public	143	46.6
Number of HR manager(s) in an organization	1 HR manager	117	38.11
	2-5 HR managers	136	44.3
	5 or above HR managers	54	17.6

Table 20 (continued)

Variable	Category	Frequency	%
Position	Head of department	39	12.7
	Supervisor	94	30.6
	Staff	174	56.7
Career seniority	Till 1year	31	10.4
	1-2 year	58	18.9
	3-5 year	109	35.5
	6-10 year	56	18.2
	11-15 year	25	8.1
	16-20 year	11	3.6
	21 or above	16	5.2
	Gender	Male	131
Female		176	57.3
Educational level	Senior high school	27	8.8
	College or specialized training program	36	11.7
	Bachelor's degree	167	54.4
	Master's degree	65	21.2
	PhD	12	3.9

Note. $N=307$

Source. The author's own work based on SPSS results

4.2.3. Structural Equation Model

Data was cleaned by running descriptive analysis before assessing the measurement model as well as the structural model of the quantitative research of this study. More specifically, (1) minimum and maximum values were checked; (2) outlier test was performed, and extreme outliers (245, 257 and 256) were removed from the data; (3) the standard deviation of answers for each specific respondent was examined in order to conduct the further analyses of the quantitative research of this study.

4.2.3.1. Measurement Model Assessment of the Lower Constructs Model

Quality of the constructs in a study is assessed based on the evaluation of the measurements model [MM] which is done by carrying assessment analyses of the measurement

model of research. The assessment of the quality criteria starts with evaluation of the factor loading which is followed by establishing the construct reliability and construct validity.

In order to assess the MM of this quantitative research, factor loadings of each item of independent and dependent variable were conducted and examined. It means that the researcher looked into factor loading of each item of variables and checked how well a particular item is representing its underlying construct. Once the factor loading has been assessed, the next step was to assess the reliability of the MM of research. Testing the reliability of the MM of research, two measures – alpha reliability and composite reliability- were calculated and reported. After the reliability of the MM was assessed, the next step was to assess construct validity. In construct validity, two forms of validity were tested and declared. (1) the convergent validity that was assessed using average variance extracted, and (2) the discriminant validity that was assessed using different techniques that are available in Smart PLS4 for locker criterion which is an old method. HTMT which was a preferred method for this research and cross loadings were generated and reported. Finally, the MM of this research was reported.

4.2.3.2. Validity and Reliability

The measurement model of the quantitative research of this study has two types of construct models (higher and lower order). Since the research framework for this study includes models for both higher and lower order constructs, it is best to investigate and evaluate the lower order construct mode (Figure 12) before moving on to any additional statistical analysis. After the lower order construct model has been examined and validated, the higher order construct model should be developed and assessed. In the higher order construct model of the quantitative research of this study, two constructs—HR competences and HR effectiveness—should be evaluated.

Factor loading

Factor loading can tell us how well an item measures the underlying construct. It shows the representation of the item in a construct or that is a latent constructor represented by the blue circle in Figure 12 and Figure 13. If an item representation is adequate for each variable, the factor loading value for each item of variables should be over 0.70 (HAIR, RISHER, SARSTEDT & RINGLGE, 2019), which suggests sufficient levels of indicator reliability; therefore, the indicator loading above 0.70 are recommended since they indicate that the construct explains more than 50 percent of the indicator's variance, thus providing acceptable indicator reliability. "Factor loading can range from -1.0 to +1.0, with higher absolute values

indicating a higher correlation of the item with the underlying factor” (PETT, LACKEY & SULLIVAN, 2003:299).

According to the result of calculation for structure equation model using smart PLS 4 in Table 31 (Appendix C), almost all of the factor loading value for each item of independent and dependent variable of the quantitative research of this study were estimated and found to be higher than .070. Theoretically, items had factor loading which is less than then suggested value of .50 (HAIR, SARSTEDT & RINGLE, 2016) because according to HULLAND (1999), weaker indicator loading (lower than 0.708) can be found for a measurement model in social science studies when newly constructed measurement items are used. The indicator with factor loading between 0.4 and 0.708 should be considered for removal only when deleting the indicator leads to an increase in the internal consistency reliability or convergent validity. As a consequence, indicators with weaker factor loadings are sometimes remained in the measurement model, however, factor loading lower than 0.4, were considered to be the poor items to measure the construct validity and must be deleted from the measurement model (HAIR, HULT, RINGLE & SARSTEDT, 2021).

Indicator Multicollinearity

Variance inflation factor (VIF) statistic is used to measure multicollinearity in the indicators (FORNELL & BOOKSTEIN, 1982). According to HAIR et al., (2016), multicollinearity is not a problem if the value for VIF is below 5. According to the result of the analyses conducted in smart-PLS 4 in Table 32 (Appendix D), all values of the VIF for indicators in this quantitative research were found to be less than 5 which is the recommended threshold.

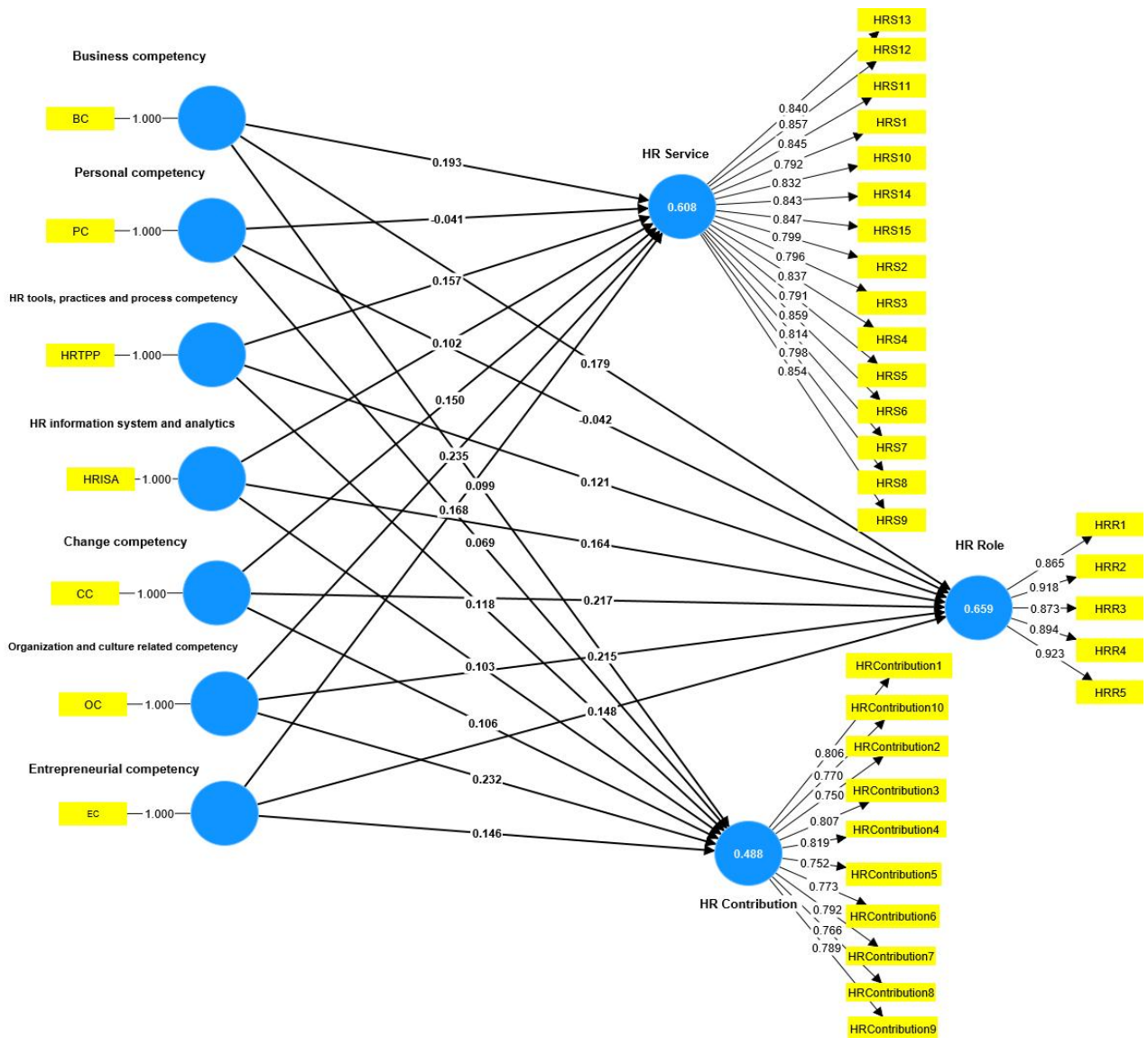


Figure 12. Lower order construct model of the quantitative research in smart-PLS 4
 Source. The author's own work based on Smart PLS results

Internal Consistency Reliability

The second step in the measurement model assessment involves examining internal consistency reliability. One of the primary measures used in smart PLS for SEM is composite reliability rho_c (JÖRESKOG, 1971). Higher values indicate higher levels of reliability. Values over .70 are normally considered reliable. Reliability values between 0.60 and 0.70 are considered acceptable in exploratory research whereas values between 0.70 and 0.90 range from satisfactory to good (HAIR, HAULT, RINGLE, SARSTEDT, DANKS & RAY, 2021).

In Smart-PLS, the internal consistency reliability can be measured by the reliability coefficient rho_A which lies between Cronbach's alpha and composite reliability; therefore, it is considered an acceptable compromise between these two measures as subsequent research has proposed the exact reliability coefficient rho_A (DIJKSTRA & HENSELER, 2015).

According to the results of the reliability analysis, reported in Table 21 below, all values of Cronbach's alpha, composite reliability rho_A and composite reliability for constructs of this quantitative research were calculated and found to be higher 0.70. Therefore, it can be concluded that the construct reliability for this research is established. However, values above 0.90 or more than 0.95 are problematic since they indicate that the indicators are redundant, thereby reducing construct validity (DIAMANTOPOULOS, SARSTEDT, FUCHS, WILCZYNSKI & KAISER, 2012). Reliability values of 0.95 and above also suggest the possibility of undesirable response patterns. For this reason, the researcher decided to check the results of other statistical tests before running the further statistical analyses.

Table 21. Construct Reliability Analysis (Cronbach's Alpha and Composite reliability)

Construct	Cronbach's Alpha	Rho_A	Composite Reliability
HR Competencies	0.904	0.905	0.924
HR Effectiveness	0.973	0.975	0.975
HR Service	0.967	0.967	0.970
HR Role	0.938	0.938	0.953
HR Contribution	0.93	0.932	0.940

Note. N=307

Source. The author's own work based on Smart PLS results

Construct Validity

The term that concerns the concept of validity is accuracy. According to BAGOZZI, YI & PHILLIPS (1991:425), the convergent validity is "the degree to which multiple attempts to measure the same concept are in agreement". It implies how accurately the item's construct(s) are being measured. In other words, it is a statistical test to examine whether items are able to measure what it intends to measure in order to establish construct validity. Two forms of construct validity-convergent validity and discriminant validity- to be tested statistically in order to assess the measurement model of any study.

Convergent Validity

The convergent validity is established through average variance extracted. How much variance is extracted by the latent construct based on the indicators. The items are converging or coming together to represent the underlying construct because those items are measuring the same latent variable. The convergent validity is established if your AVE (average variance extracted) is greater than 0.50. It means that average variance extracted is greater than 0.50 then

the construct validity is established using convergent validity. According to the result of validity and reliability analysis using Smart-PLS 4 in Table 22 below, all of the AVE values for each construct variable of this quantitative research were calculated and found to be more than 0.50. Therefore, it can be summarized that the convergent validity for the measurement model of this research is established.

Table 22. Construct Convergent Validity (AVE)

Construct	AVE	AVE is larger than the squared correlation scores of the pairs of variables
HR Competencies	0.634	>
HR Effectiveness	0.569	>
HR service	0.684	>
HR Role	0.801	>
HR contribution	0.613	>

N=307.

Source. The author's own work based on Smart PLS results

Discriminant Validity

Discriminant validity helps the researcher establish the distinctiveness of constructs whether or not the constructs in a study have got their own individual identity. According to BAGOZZI et al., (1991:425), the discriminant validity is “the degree to which measures of different concepts are distinct”. In other words, the discriminant validity helps researchers examine whether each construct is empirically distinct from each other in the measurement model. In order to establish the differentiation between the constructs in a study, discriminant validity needs to be established. In order to examine the discriminant validity, three methods of discriminant validity (Fornell and Larckner Criterion, Heterotrait-Monotrait Ratio, and Cross loading) are used by researchers commonly in smart PLS.

First, Fornell & Larcker criterion must be tested by comparing each construct's square root of AVE to the inter-construct correlation of that same construct and all other reflectively measured constructs in the structural model (FORNELL & LARCKER, 1981). More importantly, the shared variance between all model constructs should not be larger than the square root of their AVE's. In the quantitative research of this study as shown in Table 33 (Appendix E), the square root of AVE for each construct was calculated and found greater than its correlation with other constructs. Therefore, according to Fornell & Larcker criterion based on the result of the

calculation in smart-PLS 4 provides the strong support that the discriminant validity of this research is established.

Second, Heterotrait-monotrait ratio (HTMT) must be calculated and examined as it is the second measure of discriminant validity. The HTMT is the mean of all correlations of indicators across constructs measuring different constructs relative to the mean of the average correlations of indicators measuring the same construct. All these values in the HTMT table (Table 34: Appendix F) were reported to be green in smart PLS4 because each value was less than 0.85. It means that there are no issues of discriminant validity according to heterotrait-monotrait ratio. Therefore, according to HTMT criterion based on the result of the calculation in smart PLS 4, it can be concluded that the discriminant validity of this research is established.

Third, cross loading of factor loading values for each construct will be examined whether an item in a construct is loading substantially well onto its own construct instead of the other construct in the research (WASKO & FARAJ, 2005). As presented in Table 35 (Appendix G), the factor loading of all the items is stronger on the underlying construct to which they belong instead of the other constructs in the research. Therefore, based on the calculation of cross-loadings, discriminant validity is established.

According to the result of the cross loadings calculated in smart PLS 4, items of each construct are substantially loading well in their own parent constructs in comparison to other constructs in this quantitative research. In other words, items of each construct have a higher loading in comparison to other constructs. It means that there is no issue of discriminant validity of the measurement model of the quantitative research of this study. Therefore, based on the result of cross loading in smart PLS 4 in Table 35 (Appendix G), it can be concluded that the discriminant validity of this research is established.

4.2.3.3. Measurement Model Assessment of The Higher Order Reflective-Formative Construct Model

The two-stage approach was used to validate the measurement model of the quantitative research of this study. More specifically, the measurement model of this quantitative study is composed of the reflective lower order constructs model (Figure 12) and the formative higher order construct model (Figure 13). The embedded two stage approach (RINGLE, SARSTEDT & STRAUB, 2012) and the disjoint two-stage approach (AGARWAL & KARAHANNA, 2000; BECKER, KLEIN & WETZELS, 2012) are commonly proposed by researchers when they validate a higher order construct measurement model of their research using smart PLS software. However, the both versions of the two-stage approach can lead to similar results (CHEAH et al.,

2019), there is no compelling reason for preferring one over the other. Therefore, in this research, the dis-joint two-stage approach for reflective-formative type higher order constructs model is applied.

The first stage of the disjoint two-stage approach focuses on only the lower-order components of the higher order construct of the measurement model. It means that the lower order construct model must be validated in the first round of the calculation in smart PLS (Ch 4.3.2.1) then the higher order construct model must be created and examined using latent variable score of the lower order components of a study.

The second stage of the disjoint two-stage approach is to create and measure the higher order construct using these latent variable scores of the lower order construct model. In this research as indicated in Figure 13, the higher order construct named HR competency was built up with the latent variable scores of business competency, personal competency, HR tools, practices and process, HR information system and analytics, change competency, organization and culture related competency and entrepreneurial competency. As for the higher order construct named HR effectiveness was created by the latent variable scores of HR Service, HR Role and HR effectiveness.

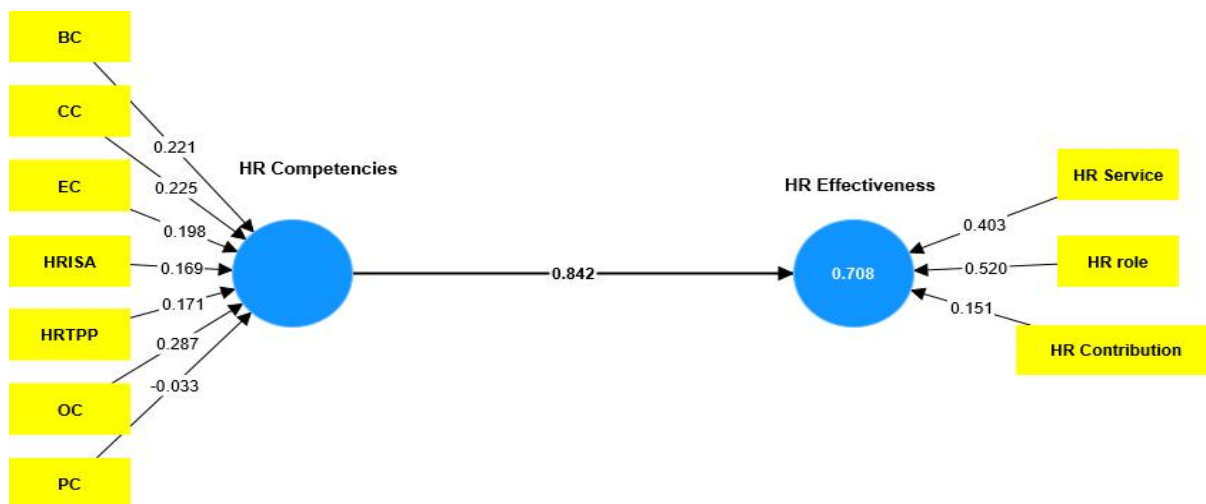


Figure 13. Higher order construct model of the quantitative research in smart PLS 4
 Source. The author’s own work based on Smart PLS results

To validate and evaluate the higher order construct model of research, researchers generally need to employ the same model evaluation criteria as for any PLS-SEM analysis (CHIN, 2010).

In this research, validating the higher order construct model and eliminating the formative indicators of any construct in the model was examined and measured based on the

process of the decision- making for keeping or deleting formative indicators presented by HAIR, SARSTEDT, RINGLE & GUDERGAN, (2017:169).

The first assessment criterion for the higher order construct model is to check the path coefficient value which should be significantly higher than 0.7 (HAIR et al., 2017). According to the result of calculation in smart PLS 4, as indicated in Figure 13, the path coefficient value of the higher order construct model of the quantitative research of this study is 0.842 which is larger than the minimum criterion value of 0.7. Therefore, the convergent validity for HR competencies is established.

The second assessment criterion for the higher order construct model is to check that the higher order construct measurement model is not negatively affected by collinearity which is known as high correlations between two formative indicators (HAIR, SARSTEDT, HOPKINS & KUPPELWIESER, 2014). In order to examine the level of collinearity in smart PLS, researchers need to assess the VIF (variance inflation factor) of the model. According to the result of calculation in smart PLS 4, as shown in Table 23 below, all VIF values of the higher order constructs of this research are less than 5 (HAIR, RINGLE & SARSTEDT, 2011), which is the basic criteria for VIF value (HAIR et al., 2017). Therefore, it can be concluded that there is no issue of multicollinearity.

Table 23. VIF Values of the Higher Order Constructs

Construct	VIF
BC	2.077
CC	2.37
EC	2.19
HR Contribution	2.542
HR Service	2.93
HR role	4.029
HRISA	2.117
HRTPP	2.201
OC	1.952
PC	2.201

Source. The author's own work based on Smart PLS results

The third assessment criterion for the higher order construct model is to examine the significance and relevance of the formative indicators. Outer loading values, outer weights and its significance are an important criterion for assessing the contribution of a formative indicators in the model.

The formative indicators (outer loading) of each construct of the higher order construct model of this research were examined by performing bootstrapping analysis in smart PLS 4. According to the result of bootstrapping analysis in Table 24 below, all of the outer loading of each construct was calculated and found to be less than 0.5. Besides, almost all of the formative indicator's outer loading was calculated and found to be significant (p value lower than 0.05) except for the significance of the outer loading of PC to HR competencies which was reported to be 0.272.

According to HAIR et al., (2017), if the outer loading of any formative indicator is found to be less than 0.5 and not significant, that specific formative indicator should be considered to be deleted from the higher order construct model of a study because it is not forming the higher order construct model. In other words, personal competency as one of components of the newly developed HR competency models in Mongolia, it is found to be insignificant, not contributing to build a competency model of HR people in Mongolia.

However, if the outer loading of any indicator of a construct of the higher order construct model is lower than 0.5 with non-significant weight, researchers are able to decide whether keep or remove the indicator after examining its theoretical relevance and potential content overlap with other indicators of the same construct. Therefore, personal competency as an indicator of higher order construct named 'HR competency' remained in the model because the researcher reviewed and considered the importance of its theoretical contribution to the competency model which is being developed based on the results of the qualitative as well as quantitative research of this study.

Table 24. The Result of Outer Loading of the Higher Order Construct Model

Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
BC -> HR Competencies	0.221	0.22	0.051	4.284	0
CC -> HR Competencies	0.225	0.226	0.056	4.046	0
EC -> HR Competencies	0.198	0.194	0.059	3.357	0

(continued)

Table 24(continued)

Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
HR Contribution -> HR					
Effectiveness	0.151	0.151	0.062	2.44	0.007
HR Service -> HR					
Effectiveness	0.403	0.4	0.085	4.732	0
HR role -> HR					
Effectiveness	0.52	0.522	0.094	5.528	0
HRISA -> HR					
Competencies	0.169	0.167	0.056	3.01	0.001
HRTPP -> HR					
Competencies	0.171	0.173	0.051	3.36	0
OC -> HR Competencies	0.287	0.287	0.066	4.356	0
PC -> HR Competencies	-0.033	-0.033	0.055	0.606	0.272

Source. The author's own work based on Smart PLS results

4.2.4. Structural Model Assessment

After examining and reporting the result of the measurement of each construct for the quantitative research of this study by checking the quality criteria of the constructs such as reliability and validity of each construct of the measurement model. The second step in structural equation model analysis is to assess the relationship between the variables in order to test whether the proposed hypotheses are supported or not by assessing and reporting significance of the relationship through bootstrapping test analysis.

4.2.4.1. Hypotheses Testing and Bootstrapping Test Results

In this stage of the statistical analysis using smart-PLS 4, assessing how these variables in this qualitative research are related with each other should be performed. More specifically, the researcher tested how HR competencies and its seven sub-dimensions such as *business competency, personal competency, HR tools, practices and process related competency, HR information system and analytics related competency, change related competency, organization and culture related competency and entrepreneurial competency* are connected with HR effectiveness and its three sub-variables namely; HR Service, HR Role and HR contribution by

carrying out the bootstrapping test analysis in smart-PLS 4 in order to test hypothesis from 2 to 10 in this qualitative research.

To test hypotheses 2, the higher order construct model (Figure 13) of this study was run through an analysis of the two-tailed bootstrapping test calculation in smart-PLS 4.

H2: *I assume that all the HR competencies of Mongolia's newly developed HR competency model have a positive effect on HR effectiveness in Mongolian private and public sectors.*

Table 25. Bootstrapping Results for the Relationship Between HR Competencies and HR Effectiveness (HOCS)

H#	Path coefficient	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
H2	HR Competencies -> HR Effectiveness	0.842	0.847	0.02	43.033	0.000

Source: The Author's own work based on Smart PLS results

The bootstrapping results reported in Table 25 above and the results of calculation of the higher order construct in Figure 13 shows that the relationship between HR competencies and HR effectiveness ($\beta=0.842$, $p=0.000$) is significant. It implies that there is a higher degree of the positive impact of HR competencies on HR effectiveness since the standardized beta value of HR competencies on HR effectiveness is very close to +1 (0.842) and it is significant. In other words, 1 unit of change in HR competencies can bring 0.842 degree of change on HR effectiveness. It means that HR competencies have 84.2% of the impact on HR effectiveness.

T statistics value was calculated and revealed to be 43.033 which is greater than 1.96. It means that the null hypothesis of no correlation between independent and dependent variables of this research is rejected since T statistics is the indicator of how far the observed data of research is from the null hypothesis of no relationship between variables.

R square value of HR competencies and HR effectiveness of the higher order construct model of this quantitative research was calculated and found to be 0.708 (Figure 13). It means that 70% of change in HR effectiveness can be explained by HR competencies since R-square value indicates how many percent of the change in the dependent variable is being explained by the independent variable of a study.

Based on the results of the bootstrapping test analysis and PLS-SEM algorithm calculation in smart PLS 4, H2 of this study was accepted since HR competencies has a positive and significant impact on HR effectiveness ($\beta=0.842, t=43.033, p=0.000$).

To test hypotheses 3, multiple linear regression analysis was performed in SPSS 20 in order to examine the effect of control variables namely ‘HR position’, and ‘number of HR manager’ on dependent variable of the quantitative research of this study, which is HR effectiveness.

H3: *I assume that all the HR competencies of Mongolia’s newly developed HR competency model are strong and significant predictors of HR effectiveness in Mongolian private and public sectors.*

Table 26. Summary of the Effects of Control Variables on the Relationship between HR Competencies and HR Effectiveness

Variables	Model (1)	Model (2)	Model (3)
Position	.154**	.153**	.036
Number of HR manager		-.004	.021
HR competencies			.822**
R^2	.024**	.024	.684**
$Adj R^2$.020**	.017	.680**
ΔR^2	.024**	.000	.660**
F	7.260**	3.620*	214.651**
ΔF	7.260**	.004	621.683**

Note. Dependent variable=HR Effectiveness, Values other than R^2 and F statistic are standardized regression coefficients

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

Source: The Author’s own work based on SPSS results

Two steps of the multiple regression analysis were performed in SPSS 20 to test the effects of control variables on the relationship between HR competencies and HR effectiveness. The independent and dependent variables in this study were standardized before running the multiple linear regression analysis. The first step was to enter a control variable called “position” into the analysis. The second control variable, ‘number of HR managers,’ was then uploaded to block 2, and finally, HR competencies were included in the analysis. Following the result of the multiple regression analysis, shown in Table 26 above, ‘position of HR manager’ and ‘number of HR manager in an organization’ do not have any effect on the relationship between HR competencies and HR effectiveness. However, ‘position’ as the first control variable in this study is found to have a significant and positive effect on HR effectiveness ($\beta=.154, p < .01$) but this

control variable does not have any effect on the relationship between independent and dependent variable of this study. In contrast, the second control variable in this study, ‘number of HR managers in an organization,’ has no significant impact on HR effectiveness ($\beta=-.004, p>.05$). As for HR competencies, it has a statistically significant and positive relationship with HR effectiveness ($\beta=.822, p<.01$) with an R^2 of .684. In other words, HR competency is a statistically significant predictor of HR effectiveness. Approximately 68% of HR effectiveness can be predicted and explained by HR competencies. Thus, based on the results of the multiple linear regression analysis in SPSS 20, hypothesis H3 of this study was accepted since HR competencies can predict and explain about 68% of effectiveness of HR manager in Mongolia.

To test hypotheses from H4 to H10, the lower order construct model (Figure 12) of the quantitative research of this study was run through an analysis of the two-tailed bootstrapping test calculation in smart-PLS 4

Table 27. Bootstrapping Results for the Relationship Between Seven Sub-Dimensions of HR Competencies and Three Sub-Dimensions of HR Effectiveness (LOCs)

H#	Path coefficient	Original	Sample	Standard	T statistics (O/STDEV)	P values
		sample (O)	mean (M)	deviation (STDEV)		
H4	BC -> HR Service	0.193	0.194	0.048	4.009	0.000
	BC -> HR Role	0.179	0.179	0.048	3.748	0.000
	BC -> HR Contribution	0.099	0.099	0.056	1.759	0.079
H5	PC -> HR Service	-0.041	-0.041	0.051	0.809	0.419
	PC -> HR Role	-0.042	-0.042	0.053	0.800	0.423
	PC -> HR Contribution	0.069	0.069	0.062	1.103	0.270
H6	HRTPP -> HR Service	0.157	0.159	0.053	2.944	0.003
	HRTPP -> HR Role	0.121	0.123	0.049	2.483	0.013
	HRTPP -> HR Contribution	0.118	0.117	0.060	1.983	0.047
H7	HRISA -> HR Service	0.102	0.100	0.058	1.750	0.080
	HRISA -> HR Role	0.164	0.162	0.051	3.229	0.001
	HRISA -> HR Contribution	0.103	0.102	0.056	1.836	0.066

(continued)

Table 27 (continued)

H#	Path coefficient	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
H8	CC -> HR Service	0.150	0.150	0.061	2.466	0.014
	CC -> HR Role	0.217	0.218	0.053	4.066	0.000
	CC -> HR Contribution	0.106	0.108	0.066	1.600	0.110
H9	OC -> HR Service	0.235	0.235	0.052	4.486	0.000
	OC -> HR Role	0.215	0.215	0.063	3.388	0.001
	OC -> HR Contribution	0.232	0.233	0.059	3.946	0.000
H10	EC -> HR Service	0.168	0.166	0.052	3.265	0.001
	EC -> HR Role	0.148	0.147	0.059	2.518	0.012
	EC -> HR Contribution	0.146	0.148	0.059	2.481	0.013

Source: The Author's own work based on Smart PLS results

H4: *I assume that business competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

The bootstrapping results for the relationships between business competency as the first sub-dimension of independent variable and three sub-dimensions of HR effectiveness as a dependent variable of this study as given in Table 27 indicates that business competency has a significant and positive relationship with HR service ($\beta=0.193$, $t=4.009$, $p=0.000$) and HR Role ($\beta=0.179$, $t=3.748$, $p=0.000$). However, business competency does not have a significant influence on HR contribution ($\beta=0.099$, $t=1.759$, $p=0.079$). The significance of the relationship between business competency and HR contribution was calculated and found to be statistically insignificant and higher than the minimum criteria of P value which is 0.05 ($p \leq 0.05$). Hence, based on the results of the bootstrapping test analysis in smart PLS 4, hypothesis H4 of this study was partially accepted since the last dimension of HR effectiveness (HR contribution) does not have a significant correlation with business competency ($\beta=0.099$, $t=1.759$, $p \geq 0.05$).

H5: *I assume that personal competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

The result reported in Table 27 shows that personal competency as the second sub-dimension of independent variable does not have any significant relation with each sub-

dimension of HR effectiveness namely (1) HR service ($\beta=-0.041, t=0.809, p=0.419$); (2) HR role ($\beta=-0.0042, t=0.800, p=0.423$), and (3) HR contribution ($\beta=0,069 t=1.103, p=0.270$). Therefore, based on the results of the bootstrapping test analysis in smart PLS 4, hypothesis H5 of this study was rejected since all three sub-dimensions of HR effectiveness do not have any statistically significant relationship with personal competency.

H6: *I assume that HR tools, practices and process related competency as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR service, HR role and HR contribution in Mongolian private and public sectors.*

The bootstrapping analysis results as indicated in Table 27 shows that HR tools, practices and process related competency has a positive and statistically significant impact on HR Service ($\beta=0.157, t=2.944, p=0.003$), HR Role ($\beta=0.121, t=2.483, p=0.013$), and HR contribution ($\beta=0.118, t=1.983, p=0.0047$). Hence, based on the results of the bootstrapping test analysis in smart PLS 4, hypothesis H6 of this study was accepted since all of three sub-dimensions of HR effectiveness do have a statistically significant relationship with HR tools, practices and process related competency.

H7: *I assume that HR information system and analytics related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

The results reported in Table 27 demonstrates that HR information system and analytics related competency was calculated and found to be statistically positive and significant relation with HR Service ($\beta=0.164, t=3.229, p=0.001$), but it does not have any statistically significant impact on HR Role ($\beta=0.102, t=1.750, p=0.08$), and HR contribution ($\beta=0.103, t=1.836, p=0.066$). Therefore, based on the results of the bootstrapping test analysis in smart PLS 4, hypothesis H7 of this study was partially accepted since one out of three sub-dimensions of HR competencies is statistically and significantly related to HR information system and analytics related competency.

H8: *I assume that change related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

The results indicated in Table 27 shows that change related competency was estimated and reported to be significantly and positively related to HR Service ($\beta=0.150, t=2.466, p=0.014$), and HR Role ($\beta=0.217, t=4.066, p=0.000$). However, this competency domain of the newly

developed local HR competency model is not significantly correlated with HR contribution ($\beta=0.106$, $t=1.600$, $p \geq 0.05$). Hence, based on the results of the bootstrapping test analysis in smart PLS 4, hypothesis H8 of this study was partially accepted since one out of three sub-dimensions of HR competencies is not statistically and significantly related to change related competency.

H9: *I assume that organization and culture related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR service, HR role and HR contribution in Mongolian private and public sectors.*

The bootstrapping analysis results as reported in Table 27 indicates that organization and culture related competency is found to be positively and significantly correlated with three sub-dimensions of HR effectiveness namely (1) HR service ($\beta=0.235$, $t=4.486$, $p=0.000$); (2) HR Role ($\beta=0.215$, $t=3.388$, $p=0.001$); and (3) HR contribution ($\beta=0.232$, $t=3.946$, $p=0.000$). Hence, based on the results of the bootstrapping test analysis in smart PLS 4, hypothesis H9 of this study was accepted since all of three sub-dimensions of HR effectiveness do have a statistically significant relationship with organization and organization related competency.

H10: *I assume that entrepreneurship competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.*

The results reported in Table 27 demonstrates that entrepreneurial competency was calculated and found to be statistically positive and significant relation with three sub-dimensions of HR effectiveness such as HR Service ($\beta=0.168$, $t=3.265$, $p=0.001$); HR Role ($\beta=0.148$, $t=2.518$, $p=0.012$); and HR contribution ($\beta=0.146$, $t=2.481$, $p=0.013$). Therefore, based on the results of the bootstrapping test analysis in smart PLS 4, H10 of this study was accepted since all of sub-dimensions of HR effectiveness is statistically and significantly related to entrepreneurial competency.

4.3. Summary of the Analysis Results

Based on the proposed hypotheses of the quantitative research of this study, PLS-SEM algorithm calculation and bootstrapping test analysis in smart-PLS4 were carried out and produced the results, shown in Table 28 below, but H3 was tested by performing the multiple linear regression analysis in SPSS 20.

All other hypotheses from H2 through H10 were accepted with the exception of hypothesis H5. Additionally, Hypothesis H4, H7, and H8 were only partially supported.

Hypothesis H1 was tested by performing cross-tab and hierarchy test analyses in NVivo software and based on the overall results of the analyses for the qualitative data of this study, hypothesis H1 was accepted

Table 28. Results of the Qualitative and Quantitative Research of This Study

RO	RQ	Literature	Relationship	Hypothesis	Research Sample	Research Method	Interview Questions	Analysis	Results
Descriptive Study									
1. Qualitative research									
RO1	RQ1	Ch 2.2 Table 1 Ch 2.3 Table 2 Ch 2.4; 2.5; 2.6 Table 3;4,5 & 6 2.6.4	To develop a newly applicable and local HR competency model	H1: ‘Business related competency’, ‘personal competency’, ‘HR tool, practices and process related competency’, ‘HR information system and analytics related competency’, ‘change competency’, ‘organization and culture related competency’ and ‘entrepreneurial competency’ can be found and defined as the components of Mongolia's newly developing HR competency model in the public and the private sectors.	Top-level managers Middle-level managers HR professionals	Qualitative research design Thematic analysis Semi structural Interview	Appendix J: Interview questions (From 1 to13)	(NVivo) Word frequency query Hierarchy chart Cluster by word similarity Crosstab	H1:Accepted More than half (from 70% to 92%) of the 24 interviewees concurred that each of the HR competency categories defined and investigated in the qualitative research of this study should be regarded as one of the most crucial competencies that their HR manager(s) in Mongolia must possess.
2. Quantitative research									
RO2	RQ2	Table 8	HRC ↔ HRE	H2: I assume that all the HR competencies of Mongolia's newly developed HR competency model have a positive effect on HR effectiveness in Mongolian private and public sectors.	(Internal clients of HR managers) Executives Managers Employees	Quantitative research Self-administrated online survey	FHOCModel (BC+CC+EC+HRISA+ HRTTP+OC+PC) + (HRS+ HRR+ HRC)	(SmartPLS 4) PLS-SEMCA Bootstrapping TA	H2:Accepted A statistically significant correlation between HRC and HRE is found (=0.842, t=43.03, p=0.000).
RO2	RQ2	Table 9	HRC ↔ HRE	H3: I assume that all the HR competencies of Mongolia's newly developed HR competency model are strong and significant predictors of HR effectiveness in Mongolian private and public sectors.			Mean score (BC+PC+HRTTP+HRISA+CC+OC+EC) (Appendix H: Part 1: Q1-Q6) + Mean score (HRS+ HRR+ HRC)	(SPSS 20) Multiple Linear Regression analysis	H3:Accepted The control variables "Position of HR manager" and "Number of HR manager" have no effect on the relationship between HRC and HRE ($\beta=-.004$, $p>.05$). The relationship between HRC and HRE was statistically significant ($\beta=.822$, $p.01$) with an R2 of.684.

Table 28 (continued)

RO	RQ	Literature	Relationship	Hypothesis	Research Sample	Research Method	Interview Questions	Analysis	Results
1. Quantitative Research									
RO2	RQ3, RQ4	Table 10	BC ↔ HRS, HRR, HRC	H4: I assume that business competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors	(Internal clients of HR managers) Executives Managers Employees	Quantitative research Self-administrated online survey	<u>RLOCModel</u> (BC=Appendix H: Part1: Q1) + (HRS+ HRR+ HRC)	(SmartPLS 4) PLS-SEMCA Bootstrapping TA	H4: Partially accepted 1. BRC has a positive relationship with HR service ($\beta=0.193$, $p=0.000$, and HR Role ($\beta=0.179$, $p=0.000$). 2. BRC does not have a significant influence on HR contribution ($\beta=0.099$, $p=0.079$).
RO2	RQ3, RQ4	Table 11	PC ↔ HRS, HRR, HRC	H5: I assume that personal competency, as one of the competency domains of Mongolia's newly developed HR competency model, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			<u>RLOCModel</u> (PC=Appendix H: Part1: Q2) + (HRS+ HRR+ HRC)		H5: Rejected PC does not have a positive relationship with HR service ($\beta=-0.041$, $p=0.419$), HR role ($\beta=-0.0042$, $p=0.423$), and HR contribution ($\beta=0,069$, $p=0.270$).
RO2	RQ3, RQ4	Table 12	HRTTP ↔ HRS, HRR, HRC	H6: I assume that HR tools, practices and process related competency as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			<u>RLOCModel</u> (HRTTP=Appendix H: Part1: Q3) + (HRS+ HRR+ HRC)		H6: Accepted HRTTP has a positive relationship with HR Service ($\beta=0.157$, $p=0.003$), HR Role ($\beta=0.121$, $p=0.013$), and HR contribution ($\beta=0.118$, $p=0.0047$).
RO2	RQ3, RQ4	Table 13	HISA ↔ HRS, HRR, HRC	H7: I assume that HR information system and analytics related competency as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			<u>RLOCModel</u> (HISA=Appendix H: Part1: Q4) + (HRS+ HRR+ HRC)		H7: Partially accepted 1. HISA has a positive relationship with HR service ($\beta=0.164$, $p=0.001$). 2. HISA does not have a significant influence on HR Role ($\beta=0.102$, $p=0.08$), and HR contribution ($\beta=0.103$, $p=0.066$)

Table 28 (continued)

RO	RQ	Literature	Relationship	Hypothesis	Research Sample	Research Method	Interview Questions	Analysis	Results
2. Quantitative research									
RO2	RQ3 RQ4	Table 14	CC ↔ HRS, HRR, HRC	H8: I assume that change, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.	(Internal clients of HR managers) Executives Managers Employee	Quantitative research Self-administrated online survey	RLOCMModel (CC=Appendix H: Part1: Q5) + (HRS+ HRR+ HRC)	(SmartPLS 4) PLS-SEMCA Bootstrapping TA	H8: Partially accepted 1. CC has a positive relationship with HR Service ($\beta=0.150$, $p=0.014$), and HR Role ($\beta=0.217$, $p=0.000$). 2. CC does not have a significant influence on HR contribution ($\beta=0.106$, $p\geq 0.05$)
RO2	RQ3 RQ4	Table 15	OC ↔ HRS, HRR, HRC	H9: I assume that organization and culture related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			RLOCMModel (OC=Appendix H: Part1: Q6) + (HRS+ HRR+ HRC)		H9: Accepted OC has a positive relationship with HR service ($\beta=0.235$, $p=0.000$); HR Role ($\beta=0.215$, $p=0.001$); and HR contribution ($\beta=0.232$, $p=0.000$).
RO2	RQ3 RQ4	Table 16	EC ↔ HRS, HRR, HRC	H10: I assume that entrepreneurship competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors.			RLOCMModel (EC=Appendix H: Part1: Q7) + (HRS+ HRR+ HRC)		H10: Accepted EC has a positive relationship with HR Service ($\beta=0.168$, $p=0.001$); HR Role ($\beta=0.148$, $p=0.012$); and HR contribution ($\beta=0.146$, $p=0.013$).

Source: author's own editing, 2022

- (Business competency=BC, personal competency=PC, HR tool, practices and process related competency= HRTPP, HR information system and analytics=HISA, change competency=CC, organization and culture related competency=OC, entrepreneurial competency=EC)
- (Human Resource Role=HRR, Human Resource Service=HRS, Human Resource Contribution=HRC)
- (Formative Higher Order Construct Model=FHOCModel: Reflective lower order construct model=RLOCMModel)
- (PLS-SEMCA= PLS-SEM calculation analysis; Bootstrapping TA= Bootstrapping test analysis)
- (HRS= Appendix I: Part 2: Q1-Q15;HRR= Appendix I: Part3: Q1-Q5;HRC= Appendix I: Part 4: Q1-Q10)

4.4. Discussion of Results

From the results of the qualitative and quantitative research of this study in general, it could be observed and found that each domain of the newly developed HR competency model designed and studied in this study was regarded and validated as the most significant competency areas that HR manager(s) in Mongolia should possess in order to be effective at workplace by providing excellent services to the internal clients of their organizations, playing important roles and making meaningful contributions their organizations.

In the qualitative research of this study, word frequency query analysis, hierarchy chart analysis, and crosstab analysis were conducted in NVivo. The result of those analyses produced that the majority of the participants (70% to 92%) agreed that each domain of the newly constructed HR competency model in Mongolia should be considered to be included as an essential part of the model. A total of 24 participants from the public (4) and private (20) sectors in Mongolia took a part in the interview voluntarily, supporting that HR managers in their firms should possess each of the seven HR competency components that was being tested and examined in this study. This general finding is corroborated with the results of the previous studies that have been carried out by various researchers ULRICH et al., (2011); ULRICH et al., (2015), TUMENTSETSEG & CHEN (2018).

A total of the seven competency domains that were examined and tested in the qualitative research of this study in order to develop the competency model for HR managers in the private as well as public sectors in Mongolia have been validated. Among them, business competency, personal competency, change related competency, and organization and culture related competency were received the highest supporting-rates from the participants. 22(92%) of 24 interview participants supported that HR managers in Mongolia have to master those competencies in order to be efficient by stating 'yes' when they have been asked to answer a question like '*Do you believe that business related competency is one of the most critical skills that your HR manager(s) must have?*'. Additionally, the interviewees stated that they expect HR managers to: (1) become knowledgeable about the business sector in which their firms operate; (2) motivate and train staff to accept organizational changes; and (3) reflect and promote the company culture.

95% of the interview participants rated personal competency as one of the highest rating domains, but the quantitative research of this study did not find a statistically significant relationship between personal competency and HR effectiveness after performing the bootstrapping test analysis in the lower order construction model of the quantitative research. However, the results of the qualitative research of this study revealed that the participants of the

interviews expected HR managers to be capable team players, creative, pro-active, and well-organized individuals. Also, according to the researcher's review of the previously published literature, personal competency has been found to be the integral and crucial component of HR competency model by other studies such as the seven round of Human resource competency study from 1992 to 2016 (ULRICH et al., 2015); SHRM (2014); AHRI (2014); ANTONIE (2015); WESTERDAH (2015); RIDGE & SEWITCH (2015); TUMENTSETSEG & CHEN (2018). Therefore, based on the results of both qualitative and quantitative research conducted for this study, personal competency is partially supported to remain one of the components of the newly developing HR competency model in Mongolia.

The result of the qualitative research of this study revealed that there were two competency areas that received the lowest supporting rates from the interview participants, were entrepreneurial competency (19=79%) and HR information systems and analytics related competency (15=70%). However, more than 70% of those polled agreed that these two competency domains should be added to and integrated into Mongolia's competency framework for HR professionals. The results of the quantitative research of this study generated that entrepreneurial competency is statistically and significantly correlated with HR service, HR Role and HR contribution, but HR information system and analytics does not have a statistical and significant relationship with HR Service and HR contribution. Although HRISA was found to have an insignificant correlation with HR Service and HR Contribution, it still has a 16.4% positive impact on HR Role, which is consistent with the findings of previous research in the field of human resource management. For example, TUMENTSETSEG & CHANG (2018) discovered a 22.2% impact on HR effectiveness after conducting a pair-design qualitative study in Mongolia.

In the quantitative research of this study, the disjoint two-stage approach of assessing measurement and structural equation model in smart-PLS 4 was applied. The factor loading, construct validity and construct reliability of the lower order construct model was estimated to validate the measurement model. The path coefficient value and collinearity level of items of each construct was calculated in order to validate the higher order construct model of the quantitative research of this study. Once both lower and higher order construct models were assessed and validated, the bootstrapping test analysis was performed in order to test the proposed hypotheses from H2 to H10 in smart-PLS 4. Hypothesis 3 was tested by conducting the multiple linear regression analysis in SPSS 20. Also, both higher and lower order construct models of the quantitative research of this study was validated by meeting the minimum requirements of all assessment criteria of a model.

After carrying out the bootstrapping test analysis, the researcher found out the relationship between HR competencies and HR effectiveness is a statistically significant and positive. Overall, approximately 70% of HR effectiveness can be explained and predicted by HR competencies in the private and public sectors of Mongolia. This result collaborates with the findings of previous studies conducted to develop and validate HR competency models and its effectiveness. For instance, 9% of the variance in HR effectiveness was found to be predicted and explained by HR competencies in Mongolia (TUMENTSETSEG & CHEN, 2018). Before them, ULRICH et al., (2011) revealed that 42.5% of HR effectiveness can be explained by six domains of the 2012 HRCS model (*Strategic position-er, HR innovator and integrator, technology or information proponent, change champion, organization capability builder, and credible activist*) after collecting data from more than 20.000 people in various regions such as Australia, China, Indian Latin America, Middle East, Turkey, Europe, South Africa, and North America.

All seven competency domains of the locally developed HR competency model in Mongolia were discovered to be positively and significantly related to at least one sub-dimension of HR effectiveness, with the exception of personal competency, which made this finding interesting to be discussed further because 60% of HR service ($R^2=0.608$), 65 % of HR Role ($R^2=0.659$) and 48% of HR contribution($R^2=0.488$) can be explained and predicted by all seven competency domains of the locally developed HR competency model even if personal competency does not have any significant and positive correlation with all three sub-dimensions of HR effectiveness namely HR Service, HR Role and HR contribution.

HR competency is found to be a positive predictor of HR effectiveness based on the result of the multiple linear regression analysis in SPSS 20. More specifically, about 68 % of HR effectiveness can be explained by HR competencies in Mongolia ($\beta=.822$, $p<.01$, $R^2=.684$).

Business competency is reported to have a statistically significant and positive impact on HR Service and HR Role. More specifically, 19% of change on HR Service and 17% of change on HR role can be brought by business competency. The similar results were discovered by TUMENTSETSEG & CHANG (2018). According to the authors, business competency can contribute 29.3% of the overall change in HR effectiveness in Mongolia. Similar to their findings, ULRICH et al., (2011) claimed that business-related competency can explain 17% of HR effectiveness. Furthermore, this competency domain received the highest supporting rate by 92% of the interview participants of the qualitative research of this study. The key word '*Business*' was one of the highlighted words that was emphasized and discovered by the word frequency query analysis in NVivo software as a part of the findings of the qualitative research of this study.

Personal competency is found to be not statistically related to HR Service, HR Role and HR contribution even if this domain was discovered to have 22% of the positive impact on HR effectiveness in Mongolia in 2018 by TUMENTSETSEG & CHANG (2018). Additionally, the findings of the qualitative research of this study indicated that this competency domain is suggested as one of the key components of Mongolia's recently formed and locally applicable HR competency. On top of that, Additionally, 280 out of 307 respondents who participated in the online survey of the qualitative research of this study indicated that personal competency ought to be a key element of the competency model for HR professionals in Mongolia.

HR tools, practices, and process related competency has been found to be positively and significantly correlated with HR Service, HR Role, and HR Contribution. Furthermore, this competency domain may have an impact on 15% of HR Service, 12% of HR Role, and 11% of HR contribution. Similar findings were found in the Mongolian study by TUMENTSETSEG & CHANG (2018), which discovered that 23% of the influence on HR effectiveness may be related to HR tools, practices, and process-related competency. Additionally, 286 participants of the online survey of the quantitative research of this study agreed that this competency domain should be included in the competency model for HR managers in Mongolia.

The statistically significant relationship between the HR information system and analytics related competency and HR service has been found. More specifically, competencies in HR information and analytics can have an impact of 16% on HR service. Although this competency domain has a strong correlation with one sub-dimensions of HR effectiveness, the association between HRISA and HR Role as well as HR contribution is shown to be statistically insignificant. However, a total of 294 online survey participants of the quantitative research of this study agreed that this competency domain ought to be a crucial component of the competency model for HR practitioners in Mongolia. Generally, this finding is supported by the results of the previous studies ULRICH et al., (2011) and TUMENTSETSEG & CHANG (2018). Also, MCCARTNEY et al., (2021) stated that HR managers can increase performance by using data-driven decisions when they are skilled in HR analytics.

Change related competency has been found to have a positive and significant relationship with HR Service and HR Role. To be more specific, this competency domain has a 15% influence on HR services and a 21% impact on HR roles. However, the quantitative analysis of this study revealed there is no statistically significant relationship between change competency and HR contribution. Additionally, 290 online survey participants in the quantitative research of this study agreed that it is essential for change competency to be included in the Mongolian HR competency model. The general conclusions of this study are consistent with those of earlier investigations, including those by ULRICH et al., (2011) and TUMENTSETSEG & CHENG

(2018). More significantly, TUMENTSETSEG & CHENG's (2018) study in Mongolia found that change competency accounts for 27.4% of the effect on HR effectiveness. POBA-NZAOU et al., (2020) further stated that one of the most anticipated qualities for HR managers is the ability to be a change agent.

Organization and culture related competency have been found to be significantly and positively correlated with all three sub-dimensions of HR effectiveness. More specifically, this competency domain directly affects 23% of HR Contribution, 21% of HR Role, and 23% of HR Service. This general finding is supported by the study which has been conducted in Mongolia by TUMENTSETSEG & CHANG (2018). According to the authors, organizational and cultural competency has a 28% influence on overall HR performance. In addition, 287 of the online survey participants in the quantitative research of this study agreed that this competency needed to be a crucial component of the newly emerging HR competency model in Mongolia.

Entrepreneurship competency has been found to be significantly and positively correlated with three sub-dimension of HR effectiveness. Furthermore, the quantitative research of this study revealed some intriguing results, one of which was that entrepreneurship competency has a 16% impact on HR service, a 14% impact on HR role, and a 14% impact on HR contribution. Also, the majority of survey respondents (283) also concurred and reported that this competency area must be included in the competency framework for HR people in Mongolia. Most importantly, this is only the competency domain that has been inserted into the HR competency model as the last component by the researcher in order to test whether there is any significant and positive relationship between entrepreneurship competency and HR effectiveness because the literature reviewed by the researcher supports that possessing specific essential competencies can help HR managers to be more effective (TAS et al., 1996; LUCIA & LEPSINGER, 1999; MAKULOVA et al., 2015).

After carrying out both qualitative as well as quantitative research of this study, the researcher wanted to highlight a few of the noteworthy findings of this study:

First, as was stated at the end of Chapter 2, the last competency domain of the recently developed HR competency in Mongolia was entrepreneurial competency, not found and discovered from the intensive review of the previously validated and widely accepted HR competency models, was added to the model to be examined by the researcher after reviewing the literature on the subject. The most exciting finding of this study was that entrepreneurial competency was found to have a statistically significant relationship with HR service, HR role, and HR contribution in both the private and public sectors in Mongolia. It follows that this competency domain should not be excluded from the development or testing of a competency model for HR professionals in any nation or any industry in the future.

Second, the researcher found the results of testing the relationship between HR information systems and analytic-related competency and HR effectiveness to be very interesting because the proposed relationship between the sub-dimensions of the independent and dependent variables above was anticipated to be statistically and positively correlated with each other due to the rapid development of technology changes worldwide. However, only the competencies linked to HR information systems and HR analytics were discovered to have a positive relationship with HR service. It means that implementing cutting-edge technical tools, software, and HR metrics in the workplace can improve the outcomes of the services that HR managers provide at workplaces. Therefore, this result could be very considerable for the researcher as well as other parties to develop or reexamine any competency model for HR managers in the future.

Finally, contrary to what was anticipated while creating and assessing the model for HR managers in Mongolia, this study discovered that personal competency was unrelated to HR service, HR function, and HR contribution. It might be that their internal clients want HR managers to act in a more professional manner. In Mongolia, employees could be given more credit for other skills than for the individual skills of their human resources managers at work. This discovery may therefore be crucial to take into account for the researcher and any parties who may later create or reevaluate competency models for HR managers in any other nation or business in the future.

4.5. New Scientific Results

Based on the findings and discussions, the following are the new scientific findings derived from the qualitative as well as quantitative research of this study.

1. The major theoretical contribution of this study is the creation and development of an HR competency model with seven significant constructs (competency domains) namely: '*business competency*,' '*personal competency*,' '*HR tools, practices, and process-related competency*,' '*HR information system and analytic-related competency*,' '*change related competency*,' '*organization and culture related competency*,' and '*entrepreneurship competency*.' After examining and reviewing the available literature, each competency domain of the model was drawn and formed based on previously validated and widely used HR competency models around the world. Furthermore, each domain of the competency model for HR people has been tested and validated to have certain levels of statistically significant and positive impact on the effectiveness of HR managers in Mongolia. Considering the theoretical and practical contribution of this study, this newly constructed and validated HR competency model is one of the first pioneering frameworks that has been developed locally and empirically in

Mongolia, which can be applied locally in the private and public sectors in Mongolia since the data for both qualitative as well as quantitative studies were compelled from various sectors in the country.

2. The next major contribution to the existing literature is the inclusion of a new construct (competency domain) namely 'entrepreneurship competency' into the research framework. Based on the qualitative and quantitative research of this study, this construct has been found and supported to have a statistically significant and positive relationship with HR Service, HR Role, and HR contribution. Therefore, this construct can be included in the measurement model while developing and testing a local HR competency model.
3. The quantitative research design of this study allowed the researcher to test the effect of the control variables 'HR position' and 'number of HR managers' on the relationship between independent and dependent variables in this study. According to the results of the multiple linear regression analysis, the variables chosen as a control variable in this study have no statistically significant impact on HR competencies and HR effectiveness. In other words, regardless of the number of HR managers or the position of any HR professional in an organization, the newly developed local HR competency model in Mongolia can explain the effectiveness of HR managers in both the private and public sectors in Mongolia.
4. The competency model for HR managers was created and validated by the researcher using a total of 13 new assessment items (Appendix K), which were developed and employed in the qualitative research of this study. The semi-structured interview method was applied and data saturation was reached after collecting data from 24 interview participants in Mongolia.
5. The results of the qualitative research of this study reveal 13 different types of the most important basic HR competencies below:
 - *Ability to recognize and identify people*
 - *Ability to understand other*
 - *Problem-solving skill*
 - *Active listening skills*
 - *The bridge between employer and employees*
 - *Professional knowledge in HR*
 - *Psychological knowledge*
 - *Industry knowledge*
 - *law and other regulations*
 - *Leadership skill*
 - *Communication skill*

– *Logical thinking* were highlighted and perceived as the most essential basic skills for HR managers to obtain in the perception of the interview participants in Mongolia. This finding can be considered to be one of the empirical contributions of this study to the academic and business community.

Generally, the following seven competency domains—'business-related competency,' 'personal competency,' 'HR tools, practices, and processes-related competency,' 'HR information system and analytic-related competency,' 'change related competency,' 'organization and culture related competency,' and 'entrepreneurship competency'—were confirmed and validated as being a considerable and meaningful integral component of the recently developed HR competency model in Mongolia. Based on the overall findings of this study, the new competency model is believed to be applicable and adaptable in both the private and public sectors of Mongolia because the data for both the qualitative and quantitative research of this study was gathered from a variety of business sectors in both the private and public sectors in Mongolia and the results of text and statistical analyses revealed that each domain of the competency model could have an impact on the success and efficiency of HR managers in Mongolia.

V. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

The main objective of this study was to attempt to develop a local HR competency model by testing and validating each competency domain of the newly constructed model for HR managers in Mongolia. Based on the summary of the literature that has been reviewed by the researcher on the topic of competency and individual effectiveness of HR people, seven constructs were drawn and formed as components of the competency model namely '*business competency*', '*personal competency*', '*HR tools, practices, and process related competency*', '*HR information system and analytics related competency*', '*Change competency*', '*Organization and culture related competency*', and '*entrepreneurial competency*', which are taken as independent variable of this study. The qualitative study was carried out in order to build and validate each domain of the competency model, and data containing responses from a total of 24 interview respondents were loaded into NVivo 12 (trial version). The descriptive statistics of the qualitative research presenting the characteristics of the interview respondents revealed that the majority of the interview respondents are from the private sectors in Mongolia, who were employed as an HR manager, top-level manager or middle-level manager in their organizations. Word frequency query analysis, hierarchy chart analysis, cluster analysis by word similarity, and crosstab analysis were performed in NVivo to confirm and validate each competency domain of the model, and the results of those analysis produced that each component of the model are supported and indicated to be vital element of the newly constructing HR competency domain in Mongolia. In the qualitative research of this study, the acceptance percentage of the interview participants on each competency domain of the model ranged from 70% to 92%.

Another main objective of this study was to test the significance of the relationship between the independent and dependent variables of the study. More specifically, testing whether each component of the newly developed HR competency model is statistically and positively correlated with individual effectiveness of HR managers in Mongolia was the second objective of the study. According to the literature reviewed on the topic of HR competencies and its individual effectiveness of managers, HR competencies are very pivotal indicators in determining the effectiveness of HR managers as well as business performance. Three sub-dimensions of HR effectiveness were discovered to be chosen as dependent variables of the quantitative research of this study. After assessing the measurement model as well as the structural model of this study using Smart-PLS 4 (trial version), the bootstrapping test analysis revealed that the relationship between HR competencies and HR effectiveness is statistically

significant and positive. The most notable findings of the quantitative research of this study are that 84% of HR effectiveness as a dependent variable can be explained or predicted by HR competencies, and that all seven competency domains taken together as an independent variable have 70% of the positive impact on HR effectiveness. It implies that the HR competency model investigated in this study is statistically proven to assist Mongolian HR managers in becoming more effective managers at workplace. Therefore, it can be concluded that the purposes of this study are fulfilled based on the results of the qualitative as well as quantitative research of this study after performing various kinds of qualitative and statistical analyses in NVivo and Smart-PLS 4 software.

To address the first research question (RQ1), hypothesis 1 (H1) was tested by conducting using various types of qualitative analyses in NVivo. The findings of the qualitative analyses showed that all seven competency-domains tested as an independent variable in this study were found to be significant enough to be included in Mongolia's recently developed local HR competency model. To address research question 2 (RQ2), Hypothesis 2 (H2) and Hypothesis 3 (H3) were tested using data from 307 survey respondents in Smart-PLS 4 software by carrying out the bootstrapping test analysis after creating the higher order construct model. The analysis of statistical data revealed that in Mongolia, there is a statistically significant association between HR competences and HR effectiveness.

As for Hypotheses from H4 to H10, the bootstrapping test analysis was conducted after formulating and assessing the lower order construct model of this study. The results of the statistical analysis in Smart-PLS 4 produced that six out of the seven competency-domains evaluated in this study were found to have a full or partial relationship with HR effectiveness. Hypothesis 4 was partially accepted since business competency is found to have a positive effect on HR role, and HR Service, but it does not have any significant relationship with HR contribution in the Mongolian private and public sectors. It means that acquiring skills related to business competency, such as *'knowing the business'*, *'having business driven acumen'*, *'having commercial awareness'*, *'being future oriented'*, and *'having financial perspective and strategic positioner'* can assist HR managers in carrying out their responsibilities more effectively and in providing higher-quality HR services.

Concerning Hypothesis 5, it is rejected according to the results of the bootstrapping test analysis; however, the results of the qualitative research of this study found and confirmed that personal competency should be treated as one of the integral components of the model. Therefore, the researcher decided to keep this competency domain in the model since all competency domains of the model tested in this study were derived from the existing literature as well as the summary of the previously validated HR competency models. As for Hypothesis 6,

this competency domain was fully accepted because HR tools, practices and process related competency as one of the competency domains of the newly developed HR competency model in Mongolia is found to have a statistically positive effect on HR Service, HR Role and HR contribution. It implies that possessing HR tools, practices and process related competency such as *'being an HR expertise and human capital curator'*, *'being an analytical designer and interpreter'*, *'being a compliance, resource and talent planning manager'*, *'being a training and talent development manager'*, *'being performance and reward manager'*, *'being an employee engagement and relations manager'*, *'being a workforce designer and solution driven manager'*, and *'having good knowledge about employee rights and labor law'*, can assist HR managers in Mongolia become effective managers at work by offering better HR services, fulfilling their roles effectively and making a positive contribution to the businesses.

Regarding Hypothesis 7, it was partially accepted because HR information system and analytics related competency as one of the competency domains of the newly developed HR competency model in Mongolia is found to have a statistically positive effect on HR service in Mongolia, but it has no significant relationship with HR Role and HR contribution. It means that obtaining HR information systems and analytics related competency such as *'being a technology and media integrator'*, *'having good communication skills'*, *'providing good service delivery'*, *'having data driven mindset'*, *'supporting decisions with analytics'*, *'providing consulting'*, and *'having research and discovery mindset'*, can assist Mongolian HR managers in providing more efficient HR services to the internal clients of their organizations in Mongolia. For Hypothesis 8, it is partially accepted since change related competency as one of the competency domains of the newly developed HR competency model in Mongolia is found to have a positive effect on HR Role and HR Role. However, it is not statistically correlated with HR contribution. Therefore, it can be interpreted that change related competency such as *'being a change leader, and influencer'*, *'being collaborative and resolver of issues'*, *'having execution excellence'*, *'having a good understanding of knowledge and networking management'*, *'leveraging ideas to move faster'*, *'being business psychologists'*, and *'teaching people to take action'* can assist HR managers in Mongolia to deliver better service and carry out their roles effectively at organizations. Concerning Hypothesis 9, this competency domain is fully accepted because organization and culture related competency, as one of the competency domains of the newly developed HR competency model in Mongolia, is found to have a positive effect on HR Service, HR Role and HR contribution in the Mongolian private and public sectors. It means that organization and culture related competency such as *'having the ability to navigate paradoxes'*, *'having global and cultural effectiveness'*, *'being a good organization designer and development manager'*, and *'having good knowledge of restructuring organizations'* may assist HR managers

in being more effective managers at work by providing better services, performing their jobs successfully, and positively contributing to the organizations.

Last but not least, Hypothesis 10 which is fully accepted since entrepreneurship competency, as one of the competency domains of the newly developed HR competency model in Mongolia, has a positive effect on HR role, HR service and HR contribution in Mongolian private and public sectors. It implies that mastering *entrepreneurship related competency such as 'having the ability to recognize opportunities in one's life', 'having the ability to pursue opportunities by generating new ideas and finding the needed resources', 'having the ability to create and operate a new firm', and 'having the ability to think in a creative and critical manner'* may help HR managers perform their tasks effectively by offering better HR services, fulfilling their roles successfully, and making some meaningful contribution to organizations. As a result, all of the proposed research questions were addressed after testing a total number of ten hypotheses in this study.

Overall, based on all discussions and results of the qualitative as well as quantitative analyses of this study, it can be concluded that the Mongolian local HR competency has been established and its effectiveness has been verified. Additionally, the human capital theory is applied, and the overall results of this study support and corroborate the basic concept of the theory. Regarding the novelty of this study, it can be regarded as one of the pioneering research-works which is able to be used as a reference or guidance for future works by practitioners, researchers or academicians. More specifically, the findings of this study can be applied practically in order to support businesses in Mongolia through triggering and boosting the individual effectiveness of HR managers. For instance, this recently developed competency model can be applied to the recruitment, training, promotion, and evaluation of HR managers in the private and public sectors in Mongolia.

5.2. Recommendations

Based on the results of this study, a few recommendations are made for future management researchers.

Each competency domain of the newly developed HR competency model in Mongolia is validated based on the overall results of this study and the new model is considered to be applicable and feasible in both private and public sectors since the data of the qualitative as well as quantitative research of this study was gathered from the various business sectors in Mongolia. Additionally, a very high level of variation in HR competencies might have an impact on the efficacy of individual HR managers in Mongolia. As a result, a moderate level of practicality and

adoption of the concept is anticipated in both the private and public sectors. Therefore, the stakeholders from various sectors in Mongolia can apply and use the model as a tool for hiring, training, assessing, promoting and compensating HR managers in their organizations. In return, the individual performance outcome of HR managers in their organization is expected and anticipated to be higher.

As for HR managers, this newly validated competency model can be used to evaluate their professional skills and abilities in order to take advantage of opportunities to grow and boost their competencies, because the overall findings of this study revealed that each component of the new HR competency model in Mongolia has a different level of positive impact on HR service, HR role, and HR contribution, which are three sub-dimensions of HR effectiveness. For instance, if HR managers in Mongolia are able to possess and develop the following HR competencies, such as ‘HR tools, practices and process related competency,’ ‘change related competency,’ ‘organization and culture related competency,’ and ‘entrepreneurship competency,’ their effectiveness at work will probably be better and higher by offering better services, carrying out their duties effectively, and making a meaningful contribution to their organization. Therefore, for example, each competency domain included in this study can help HR managers advance their careers and skill sets. They can use the model as guidance to lead and prepare themselves in order to find a better job, be promoted, or have their pay boosted by possessing each component of the model and having a positive impact on the organizations they work for.

As for educators, they can use this recently developed competency model to design a course for HR students at universities by considering each competency domain of the model as the part of the course's objectives in the curriculum. In this case, HR students are expected to be equipped with the right tools and right set skills to be effective HR managers at their future organizations in Mongolia. More specifically, since the newly validated HR competency model of this study was developed based on data from internal clients of HR managers in Mongolia such as CEOs, HR professionals, top, and middle management, if young HR students have been properly prepared by being taught and acquiring all components of the newly developed HR model constructed by the result of this study, it may be much smoother and easier for them to find a job after graduating from their degree programs in HRM. It implies that they will have a better chance of fulfilling the needs of employers in the job market.

As for employees, this newly designed and validated HR competency model can be used as an assessment tool for them to evaluate the performance of their HR managers at organizations. In other words, employees anticipate HR managers to possess all seven competency domains outlined in the model and effectively carry out their duties at work. For

instance, the majority of the competency domains of the model have been evaluated and it has been concluded that they have some positive effects on HR Services in Mongolia.

5.3. Limitation and Future Directions of the Study

Despite the fact that the relationship between each competency domain of the newly developed HR competency model and its individual effectiveness of HR managers has been tested and reported to be statistically and positively correlated at a certain level, this study did not examine whether the relationship between each competency domain of the newly developed model and its impact on business performance. As a result, more research into how the seven components of this newly developed HR competency model relate to and affect business performance may be beneficial.

Despite the fact that the data for the qualitative research of this study was compelled from 24 individuals who work in various types of manager positions at their organizations, the majority of them (19) were from the private sectors in Mongolia. This means that data from 5 participants cannot represent the entire research population who work in the public sector in Mongolia; thus, collecting more data from managers who are employed in the public sectors is recommended while conducting similar research to test the validity of the HR competency model developed by this study.

Even if the data of qualitative as well as quantitative research of this study were gathered from a variety of private and public industries in Mongolia, it is still important to test and validate each competency domain's applicability in diverse industries by carrying out more studies in the labor market.

Finally, the researcher is strongly driven to carry out comparable studies by gathering both qualitative and quantitative data on this subject and studying it in other nations to see if there are any similarities and differences compared to the findings of this study. More fascinatingly, it is exciting to investigate and check any uniqueness and peculiarities in the Mongolian case compared to cases from other countries.

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APPENDIX A: Overview of the Evolvement of HR Competency Models from Different Countries

Table 29. Overview of the Evolvement of HR Competency Models from Different Countries

Sponsor	Author(s)	Number of HR competency domains	Findings	Sample/ participants region	
IBM	Towers Perrin with IBM (1991)		HR was required to be more computer literature; HR was required to be a better change manager; HR was requested to be more influencer	3000-line managers including consultants and HR managers were interviewed	
Seven roles for HR					
HR Policy Association	Pat Wright and Colleagues, with the HR policy	(1)	Strategic advisor to the executive team	Chief Human Resource Officers (CHROs) need to have certain skills to manage talent, cost, succession, and culture	2009:56 CHROs
		(2)	Counselor or coach to the executive team		2010: 72CHROs
		(3)	Liaison to the board to directors		2011:172 CHROs
		(4)	Talent strategist/architect		2012:143 CHROs
		(5)	Leader of the HR function		2013:128 CHROs
		(6)	Workforce sensor		2014:213 CHROs
		(7)	Representative of the firm		
HR trends					
Center for Effective Organization	LAWLER & BOUDREAU (2012)	(1)	Hero leadership to collective leadership	Spending more time in strategic activities was suggested. Also, researchers show trends in HR (BOUDREAU & ZISKIN, 2011)	Seven survey studies were carried out, focusing on the evolution of HR from 1996 to 2015 for twenty years
		(2)	Intellectual property to agile co-creativity		
		(3)	Employment value proposition to personal value proposition		
		(4)	Sameness to segmentation		
		(5)	Fatigue to sustainability		
		(6)	Persuasion to education		

Table 29 (continued)

Sponsor	Author(s)	Number of HR competency domains	Findings	Sample/ participants region
Boston Consulting Group with World federation of People Management (SHRM partner of the North America on this study)	Five essential HR skills		Their study has been carried out few years on HR trends in Europe (STRACK, CAYE, TEICHMAN, HAEN, FRICK & BIRD,, 2011)	The study of 2011 included 2,039 executives
	(1)	HR business partner		
	(2)	HR process		
	(3)	Recruiting		
	(4)	Restructuring organization		
(5)	Leadership development	Commercial awareness and business acumen are core competencies in Business Employee relations and HR expertise are found to be the most essential competencies for HR activities. Trusted advisor and influence are considered to be the most important competencies for HR professional in terms of consulting	The study was carried out in 2011 among 40 colleagues in Deloitte	
(1)	Commercial awareness			
(2)	Business acumen			
(3)	Employee relations			
(4)	HR expertise			
(5)	Trusted advisor			
(6)	Influence	the focus of the ASTD model was to determine the most important competencies for all types of HR specialists (administrator, HRD manager, career development advisor, organization change agent, need analysisist, and trainer etc.)		
(1)	Business competency			
(2)	Technical competency			
(3)	Interpersonal competency			
American Society of Training and Development (ASTD)	(4)	Intellectual competencies		

Table 29 (continued)

Sponsor	Author(s)	Number of HR competency domains	Findings	Sample/ participants region
The Society for Human Resource Management (SHRM)	(LAWSON, & LIMBRICK, 1996)	(1) Business knowledge	HR competency model for senior HR professionals	Interviews with 23 CEO and 30 senior level HR professionals in the USA
		(2) Influence management		
		(3) Functional and organizational leadership		
		(4) Goal and action management		
		(5) HR technical proficiency		
	(LAWSON, 1990)	(1) Business knowledge	Five competency domains for HR executives, building management abilities in leadership, influence, business, and technology.	Interviews with 20 CEOs and 50 HR professionals
		(2) Influence management		
		(3) Functional and organizational leadership		
		(4) Goal and action management		
		(5) HR technical proficiency		
Core HR competencies	1. Core HR competencies			
(SCHOONOV, 1997)	(1) Leadership style	2. Level-specific HR competencies	300 interviewees from 21 companies were interviewed	
	(2) Management intuition	(Team leader, Midlevel manager, executive)		
	(3) Functional abilities	3. Role- specific competencies		
	(4) Personal attributes	(HR product/service specialist, HR generalist, HR strategies)		

Table 29 (continued)

Sponsor	Author(s)	Number of HR competency domains	Findings	Sample/ participants region
The Society for Human Resource Management (SHRM)	(SHRM, 2014)	Nine competency categories	Identified 9 competency categories and created a body of competency and knowledge (VU, 2017; ULRICH, BROCKBANK, YEUNG & LAKE, 2015)	Between 2013 and 2015, SHRM carried out the study by focusing on 111 focus groups and surveying 640 CHROs and 32 314 SHRM members and HR professionals from 33 countries
		(1) Communication		
		(2) Relationship management		
		(3) Ethical practice		
		(4) HR expertise (HR knowledge)		
		(5) Business acumen		
		(6) Critical evaluation		
		(7) Global and cultural effectiveness		
		(8) Leadership and navigation		
(9) Consultation				
Chartered Institute of Professional development (CIPD, 2015)	The Profession Map: Ten professional areas:	10 professional areas: 8 professional behaviors (curious, decisive thinker, skilled influencer, personally credible, collaborative, driven to deliver, courage to challenge, role model)	The result of this study generated by interviewing HR directors across almost all core economic sectors and combining the scores of senior professionals and academicians	
	(1) Strategy and solutions,			
	(2) leading HR			
	(3) Organization design,			
	(4) organization development,			
	(5) resourcing and talent planning,			
	(6) learning and development,			
	(7) performance and reward,			
	(8) employee engagement,			
	(9) employee relations			
(10) Service delivery and information				

Table 29 (continued)

Sponsor	Author(s)	Number of HR competency domains	Findings	Sample/ participants region
Australian Human Resource Institute (AHRI, 2014)	Ten HR behaviors	(1) professional,	The Model of Excellence: - 10 behaviors: 7 capabilities (VU, 2017)	2014 AHRI member survey
		(2) critical and enquiring thinker,		
		(3) solutions driven,		
		(4) future oriented,		
		(5) Influencer,		
		(6) courageous,		
		(7) understand and care,		
		(8) collaborative,		
		(9) credible,		
		(10) resolver of issues		
	7 capabilities	(1) Culture and change leader		
		(2) Stakeholder mentor and coach		
		(3) Workforce and workplace designer		
		(4) Business driven		
		(5) Expert practitioner		
		(6) Ethical and credible activist		
		(7) Strategic architects		

Table 29 (continued)

Sponsor	Author(s)	Number of HR competency domains	Findings	Sample/ participants region		
		(1) Leadership and relationship building				
		(2) Self-belief and social factors				
		(3) Strategic focus and drive	HR competency model for strategic and functional HR practitioners	HR professionals in New Zealand		
		(4) Input and support				
		(5) Business awareness				
		(6) HR acumen				
		(7) Systems and technology				
(SCHUTTE, BARKHUIZEN & VAN DER SLUIS, 2015)		(1) Professional behavior and leadership			HR competency model for the South African context	483 HR officers and managers in the private and public sectors in South Africa
		(2) Service orientation and execution				
		(3) Business intelligence				
Asociación Mexicana en Dirección de Recursos Humanos (AMEDIRH)	(HARTMAN, 2015)	(1) Self-awareness		100 companies from Mexico were involved in this study		
		(2) Synthesis				
		(3) Formulation				
		(4) Coaching				
		(5) Collaboration				
		(6) Knowledge management				
		(7) Innovative culture				

Source. The author's own construction (2018) based on the studies by ULRICH et al., (2015) and VU (2017).

APPENDIX B: Interviewees' Comments on Professional Knowledge in HRM

Table 30. Interviewees' Comments on Professional Knowledge in HRM

Participants	Theme	Comments
<Interview\13>	Recruitment and hiring	To be very good at recruitment and hiring
<Interview\17>		To ask candidates to sit on the test when hiring newcomers to the organization
<Interview\19>		To be creative with new hiring techniques, and knowledgeable about it
<\Interview\20>		Being good at predicting and assessing the inner as well as outer qualities of people before hiring any new candidate to an organization
<\Interview\4>		To hire candidates for a workplace that matches their personality type
<\Interview\7>		Ability to implement recruitment techniques that are widely used around the world while hiring a person for the organization. The job offer will also be made to a candidate depending on the outcomes of the best hiring practice
<\Interview\20>	Training and development	- Diagnose the weaknesses of each employee in each department and train them - Based on the individual assessment of each employee, train them and help them grow in their field of profession at an organization -To help employees spend their free time effectively
<\Interview\21>		To develop and help employees grow in the organization
<\Interview\8>	Performance	- Determining the appropriate number of employees at an organization based on the result of the workforce analysis and monitoring whether employees are performing their jobs in accordance with the job description. - HR managers are able to inspire and encourage employees to work productively and efficiently. it implies that HR managers need to encourage employees to use their working hours effectively.
<\Interview\16>	HR analytics skill	HR analytics skills
<\Interview\21>	Work environment	to create an environment where everyone can grow

Table 30 (continued)

Participants	Theme	Comments
<\Interview\24>	Retention	HR managers need to be innovative by developing creative retention strategies to retain employees instead of hiring new employees
<\Interview\14>	HR practices	To have professional knowledge of implementing each HR function aligning with organizational business objectives and to be able to coordinate and implement each element of human resources functions systematically.
<\Interview\18>		HR managers should pay attention to and study the best HR practices and techniques that have been applied internationally and try to implement them in organizations.
<\Interview\20>		<ul style="list-style-type: none"> - To search and study the best HR practices as well as standards and implement them at an organization. - Being good at leading a discussion about the best HR practices from different entities or from other countries and implementing it at an organization after including everyone's opinion on it. - Having a mindset of being initiative, creative, and curious about any new HR practices that are being succeeded in implemented at other organizations or in other countries around the world.
<Interview\16>	Organizing events and other activities	Ability to organize any campaign, event, or other activities.
<\Interview\21>	Preparing official documents	<ul style="list-style-type: none"> - Being good at creating a folder for each employee and having excellent skills in preparing formal documents. - Having excellent skills in creating all necessary documents relating to HR policy and regulations at the organization.
<\Interview\24>	Other	HR managers at an organization are responsible for handling employee complaints and addressing their concerns at work

Source: The author's own work based on NVivo results

APPENDIX C: Reliability and Validity Analysis

Table 31. Reliability and Validity Analysis

Construct/Variable	Item	Factor Loading
HR competencies	Business competency	.795
	Personal competency	.782
	HR tools, practices and process	.797
	HR information system and analytics	.797
	Change competency	.824
	Organization and culture	.772
	Entrepreneurial competency	.805
	HR Service	HRS1
HRS2		.799
HRS3		.796
HRS4		.837
HRS5		.791
HRS6		.859
HRS7		.814
HRS8		.798
HRS9		.854
HRS10		.832
HRS11		.845
HRS12		.857
HRS13		.840
HRS14		.843
HRS15		.847

Table 31 (continued)

Construct/Variable	Item	Factor Loading
HR Role	HRR1	.865
	HRR2	.918
	HRR3	.873
	HRR4	.894
	HRR5	.932
HR Contribution	HRContribution1	.806
	HRContribution2	.770
	HRContribution3	.807
	HRContribution4	.819
	HRContribution5	.752
	HRContribution6	.773
	HRContribution7	.792
	HRContribution8	.766
	HRContribution9	.789
	HRContribution10	.770

Note. $N=307$

Source. The author's own work based on Smart PLS results

APPENDIX D: Multicollinearity Statistics (VIF) for indicators

Table 32. Multicollinearity Statistics (VIF) for indicators

Indicator	VIF
BC	1.000
CC	1.000
EC	1.000
HRTPP	1.000
OC	1.000
PC	1.000
HRISA	1.000
HRContribution1	2.433
HRContribution10	2.184
HRContribution2	2.048
HRContribution3	2.397
HRContribution4	2.859
HRContribution5	2.323
HRContribution6	2.190
HRContribution7	2.485
HRContribution8	2.230
HRContribution9	2.355
HRR1	2.612
HRR2	4.248
HRR3	2.909
HRR4	3.558
HRR5	4.767

Table 32 (continued)

Indicator	VIF
HRS1	2.773
HRS10	3.304
HRS11	3.428
HRS12	4.019
HRS13	3.214
HRS14	3.529
HRS15	3.666
HRS2	2.762
HRS3	2.752
HRS4	3.423
HRS5	2.728
HRS6	3.660
HRS7	2.949
HRS8	2.565

N=307

Source: The author's own work based on Smart PLS results

APPENDIX E: Discriminant Validity-Fornell & Lackner Criterion

Table 33. Discriminant Validity-Fornell & Lackner Criterion

	Business competency	Change competency	Entrepreneurial competency	HR Contribution	HR Role	HR Service	HR information system and analytics	HR tools, practices and process competency	Organization and culture related competency
Business competency	<i>1</i>								
Change competency	0.562	<i>1</i>							
Entrepreneurial competency	0.607	0.652	<i>1</i>						
HR Contribution	0.54	0.568	0.565	0.783					
HR Role	0.641	0.687	0.65	0.775	0.895				
HR Service	0.627	0.636	0.634	0.672	0.808	0.827			
HR information system and analytics	0.552	0.6	0.531	0.544	0.644	0.594	1		
HR tools, practices and process competency	0.56	0.558	0.566	0.545	0.611	0.602	0.618	1	
Organization and culture related competency	0.55	0.613	0.558	0.585	0.666	0.647	0.568	0.521	1
Personal competency	0.598	0.585	0.556	0.513	0.545	0.522	0.58	0.645	0.454

Note. Bold and Italics represents the Square-root of AVE

Source. The author's own work based on Smart PLS result

APPENDIX F: Discriminant Validity-Heterotrait-Monotrait ratio (HTMT)

Table 34. Discriminant Validity-Heterotrait-Monotrait ratio (HTMT)

	Business competency	Change competency	Entrepreneurial competency	HR Contribution	HR Role	HR Service	HR information system and analytics	HR tools, practices and process competency	Organization and culture related competency
Business competency									
Change competency	0.562								
Entrepreneurial competency	0.607	0.652							
HR Contribution	0.557	0.586	0.583						
HR Role	0.661	0.708	0.670	0.827					
HR Service	0.637	0.646	0.644	0.705	0.848				
HR information system and analytics	0.552	0.600	0.531	0.563	0.664	0.603			
HR tools, practices and process competency	0.560	0.558	0.566	0.562	0.630	0.611	0.618		
Organization and culture related competency	0.550	0.613	0.558	0.605	0.687	0.658	0.568	0.521	
Personal competency	0.598	0.585	0.556	0.530	0.562	0.530	0.580	0.645	0.454

Source. The author's own work based on Smart PLS results

APPENDIX G: Discriminant Validity-Cross Loading

Table 35. Discriminant Validity-Cross Loading

	Business competency	Change competency	Entrepreneurial competency	HR Contribution	HR Role	HR Service	HR information system and analytics	HR tools, practices and process and process competency	Organization and culture related competency	Personal competency
BC	1.000	0.562	0.607	0.540	0.641	0.627	0.552	0.560	0.550	0.598
CC	0.562	1.000	0.652	0.568	0.687	0.636	0.600	0.558	0.613	0.585
EC	0.607	0.652	1.000	0.565	0.650	0.634	0.531	0.566	0.558	0.556
HRISA	0.552	0.600	0.531	0.544	0.644	0.594	1.000	0.618	0.568	0.580
HRTTP	0.560	0.558	0.566	0.545	0.611	0.602	0.618	1.000	0.521	0.645
OC	0.550	0.613	0.558	0.585	0.666	0.647	0.568	0.521	1.000	0.454
PC	0.598	0.585	0.556	0.513	0.545	0.522	0.580	0.645	0.454	1.000
HRContribution1	0.483	0.520	0.513	0.806	0.704	0.599	0.482	0.500	0.501	0.481
HRContribution10	0.439	0.441	0.430	0.770	0.598	0.478	0.416	0.385	0.445	0.410
HRContribution2	0.421	0.380	0.372	0.750	0.569	0.477	0.409	0.404	0.489	0.350
HRContribution3	0.468	0.476	0.491	0.807	0.620	0.568	0.439	0.484	0.484	0.442
HRContribution4	0.448	0.475	0.515	0.819	0.637	0.546	0.433	0.428	0.471	0.421
HRContribution5	0.340	0.410	0.422	0.752	0.550	0.469	0.337	0.361	0.424	0.333
HRContribution6	0.394	0.384	0.384	0.773	0.603	0.533	0.438	0.451	0.495	0.394
HRContribution7	0.408	0.436	0.424	0.792	0.603	0.501	0.461	0.443	0.406	0.371
HRContribution8	0.366	0.399	0.388	0.766	0.533	0.479	0.408	0.386	0.398	0.398
HRContribution9	0.433	0.499	0.461	0.789	0.626	0.583	0.422	0.400	0.452	0.396

Table 35 (continued)

	Business competency	Change competency	Entrepreneurial competency	HR Contribution	HR Role	HR Service	HR information system and analytics	HR tools, practices and process competency	Organization and culture related competency	Personal competency
HRR1	0.626	0.626	0.589	0.657	<i>0.865</i>	0.733	0.614	0.575	0.608	0.534
HRR2	0.540	0.614	0.558	0.682	<i>0.918</i>	0.716	0.587	0.528	0.561	0.455
HRR3	0.522	0.586	0.540	0.698	<i>0.873</i>	0.696	0.544	0.487	0.596	0.474
HRR4	0.604	0.621	0.612	0.718	<i>0.894</i>	0.700	0.557	0.580	0.596	0.486
HRR5	0.571	0.621	0.603	0.713	<i>0.923</i>	0.769	0.575	0.559	0.615	0.484
HRS1	0.580	0.512	0.495	0.506	0.601	<i>0.792</i>	0.508	0.545	0.502	0.477
HRS10	0.492	0.483	0.514	0.563	0.695	<i>0.832</i>	0.505	0.514	0.537	0.400
HRS11	0.487	0.531	0.564	0.575	0.679	<i>0.845</i>	0.488	0.532	0.513	0.458
HRS12	0.578	0.540	0.540	0.610	0.721	<i>0.857</i>	0.543	0.551	0.596	0.477
HRS13	0.549	0.571	0.572	0.526	0.673	<i>0.840</i>	0.458	0.545	0.538	0.499
HRS14	0.477	0.537	0.478	0.572	0.712	<i>0.843</i>	0.518	0.520	0.565	0.410
HRS15	0.528	0.597	0.568	0.598	0.727	<i>0.847</i>	0.493	0.446	0.540	0.451
HRS2	0.548	0.440	0.514	0.542	0.634	<i>0.799</i>	0.484	0.486	0.547	0.392
HRS3	0.541	0.595	0.562	0.546	0.645	<i>0.796</i>	0.514	0.445	0.527	0.445
HRS4	0.524	0.512	0.540	0.564	0.676	<i>0.837</i>	0.483	0.486	0.506	0.426
HRS5	0.519	0.503	0.508	0.510	0.631	<i>0.791</i>	0.508	0.478	0.524	0.389
HRS6	0.508	0.528	0.561	0.576	0.711	<i>0.859</i>	0.496	0.502	0.528	0.435
HRS7	0.478	0.482	0.504	0.547	0.603	<i>0.814</i>	0.418	0.475	0.508	0.368
HRS8	0.467	0.503	0.450	0.526	0.641	<i>0.798</i>	0.430	0.408	0.559	0.368
HRS9	0.498	0.548	0.484	0.566	0.671	<i>0.854</i>	0.510	0.524	0.542	0.466

Note: Bold and Italics represents the cross loading for each construct. Source: The author's own work based on Smart PLS results

APPENDIX H: ENGLISH QUESTIONNAIRE

The English Survey Questionnaire

The Survey Questionnaire

INVITATION LETTER FOR SURVEY PARTICIPANTS

Dear Sir/Madam,

I am a PhD student at the Doctoral School of at the Hungarian University of Agriculture and Life Sciences (MATE). I am interested in conducting a study on the knowledge, skills and abilities of HR professionals in Mongolia.

By participating in this study, you will be contributing to the development of your organization as well as the labor market of Mongolia. Additionally, this academic questionnaire is exclusively collected for research purposes. All your responses and personal information will be kept confidential at all time.

Without your valuable contribution, this study cannot be fulfilled. It is really grateful for me to have you as a respondent in this study. Thank you so much for your time and effort. If you have any questions related to this questionnaire, please do not hesitate to contact us directly.

Sincerely yours,

PhD student: Tumentsetseg Enkhjav

Advisors: Csehné Dr. Papp Imola

Dr. Varga Erika

Email: tumee5332@gmail.com

PART ONE: HR COMPETENCY

Please rate **THE COMPETENCIES OF YOUR HR MANAGERS** in your organization using the evaluation approach outlined below. You have five evaluation options to choose from:

- 1 **Very poorly:** HR manager(s) in your organization totally don't have the ability to perform in this item at all
- 2 **Poorly:** HR manager(s) in your organization are not performing well in this item.
- 3 **Neutral:** HR manager(s) in your organization are performing average in this item.
- 4 **Well:** HR manager(s) in your organization are performing well in this item
- 5 **Very well:** HR manager(s) in your organization have the ability to perform excellently on this item

	STATEMENTS	Very poorly	Poorly	Neutral	Well	Very well
1	BUSINESS COMPETENCY					
	<i>Components of Business Competency</i> Know the business, Business driven acumen Commercial awareness Future oriented Financial perspective Strategic positioner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Do you think “ Business competency ” is one of the most important competencies which the HR manager(s) in your organization must obtain?	<input type="checkbox"/> Yes				
		<input type="checkbox"/> No				
2	PERSONAL COMPETENCY					
	<i>Components of Personal Competency</i> Ethical and credible activist Leadership and managerial competencies Critical thinker Courageous Understand and care Service orientation Providing counsel Coaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Do you think “ Personal competency ” is one of the most important competencies which the HR manager(s) in your organization must obtain?	<input type="checkbox"/> Yes				
		<input type="checkbox"/> No				
3	HR TOOL, PRACTICES AND PROCESS RELATED COMPETENCY					
	<i>Components of HR tool, practices and process related competency</i> HR expertise Human capital curator Analytical designer and interpreter Compliance manager Resourcing and talent planning Learning and talent development Performance and rewards, Employee engagement and relations, Workforce designer, Solution driven Employee rights and labor law	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Do you think “ HR tool, practices and process related competency ” is one of the most important competencies which HR manager(s) in your organization must obtain?	<input type="checkbox"/> Yes				
		<input type="checkbox"/> No				
4	HR INFORMATION SYSTEM AND ANALYTICS					
	<i>Components of HR information system and analytics</i> Technology and media integrator Communication, Service delivery Having data driven mindset	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

	Support decisions with analytics Consulting Research and discovery					
	Do you think “ HR information system and analytics competency ” is one of the most important competencies which HR manager(s) in your organization must obtain?	<input type="checkbox"/> Yes				
		<input type="checkbox"/> No				
5	A SET OF CHANGE RELATED COMPETENCIES					
	Components of change related competency Change leader, Influencer, Collaborative Resolver of issues, Execution excellence, Networking management, Knowledge management, Leveraging ideas to move faster, Be business psychologists, Teach people to take action	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Do you think “ Change competency ” is one of the most important competencies which the HR manager(s) in your organization must obtain?	<input type="checkbox"/> Yes				
		<input type="checkbox"/> No				
6	A SET OF ORGANIZATION AND CULTURE RELATED COMPETENCY					
	Components of organization and culture related competency Paradox navigator Global and cultural effectiveness Organization design and development Innovative culture leader Restructuring organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Do you think “ Organization and culture competency ” is one of the most important competencies which the HR manager(s) in your organization must obtain?	<input type="checkbox"/> Yes				
		<input type="checkbox"/> No				
7	ENTREPRENEURIAL COMPETENCY					
	Components of entrepreneurial competency The ability to recognize opportunities in one’s life The ability to pursue opportunities, by generating new ideas and found the needed resources The ability to create and operate a new firm The ability to think in a creative and critical manner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Do you think “ Organization and culture competency ” is one of the most important competencies which the HR manager(s) in your organization must obtain?	<input type="checkbox"/> Yes				
		<input type="checkbox"/> No				

INDIVIDUAL EFFECTIVENESS OF HR PROFESSIONALS

PART TWO: HR SERVICE:

Please assess your HR managers through HR service in terms of the following items:

Instruction: Please be completely open and honest in your responses. Take as long as you need.

How to evaluate: Give 1 point for “Very ineffective”, 2 points for “Ineffective”, 3 points for “Somewhat ineffective”, 4 points for “Neutral”, 5 points for “Somewhat effective”, 6 points for “Effective” and 7 points for “Very effective”.

1. Maintaining an equitable compensation system which controls costs while ensuring that top performers are

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

retained.

2. Maintaining performance-based incentives to motivate individuals to focus on achieving strategic goals

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

3. Providing labor relations and preventative labor support to business partners and front-line managers

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

4. Providing training and development programs to enable front-line managers to maximize their performance potential

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

5. Providing performance management programs to develop and motivate business partners and front-line managers

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

6. Communicating and marketing key business and human resource initiatives to business partners and front-line managers

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

7. Maintaining effective staffing systems and succession plans to ensure a steady supply of managerial talent.

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

8. Controlling benefits costs, particularly health care and sick leave.

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

9. Developing HR initiatives that contribute to achieving current and future business goals

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

10. Tracking important measures and trends (e.g., productivity, turnover, sick leave) to identify potential problem areas

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

11. Developing HR initiatives to respond to potential problem areas as noted above.

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

12. Developing initiatives that help build employee commitment.

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

13. Maintaining employee/user-friendly benefits administration programs.

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

14. Maintaining programs and providing support to business partners and front-line managers to ensure compliance with legal regulations (OSHA, EEO, etc.)

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

15. Developing initiatives to exploit the value of a diverse workforce

Very ineffective	Ineffective	Somewhat ineffective	Neutral	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

PART THREE: HR ROLE

Please assess your HR managers through HR role in terms of the following items:

Instruction: Please be completely open and honest in your responses. Take as long as you need.

1. Could you please indicate HR services based on your true feelings by circling a point from 1 (no meeting needs) to 10 (All needs met)?

No meeting needs	1	2	3	4	5	6	7	8	9	10	All needs met
------------------	---	---	---	---	---	---	---	---	---	----	---------------

2. Could you please indicate how HR provides change consulting by circling a point from 1 (no meeting needs) to 10 (All needs met)?

No meeting needs	1	2	3	4	5	6	7	8	9	10	All needs met
------------------	---	---	---	---	---	---	---	---	---	----	---------------

3. Could you please indicate how HR can be a business partner in your organization by circling a point from 1 (no meeting needs) to 10 (All needs met)?

No meeting needs	1	2	3	4	5	6	7	8	9	10	All needs met
------------------	---	---	---	---	---	---	---	---	---	----	---------------

4. Could you please indicate how HR develops organization skills and capabilities by circling a point from 1 (no meeting needs) to 10 (All needs met)?

No meeting needs	1	2	3	4	5	6	7	8	9	10	All needs met
------------------	---	---	---	---	---	---	---	---	---	----	---------------

5. Could you please indicate How HR tailor HR practices to fit business needs by circling a point from 1 (no meeting needs) to 10 (All needs met)?

No meeting needs	1	2	3	4	5	6	7	8	9	10	All needs met
------------------	---	---	---	---	---	---	---	---	---	----	---------------

PART FOUR: HR contribution:

Please assess your HR managers through HR contribution in terms of the following items:

Instruction: Please be completely open and honest in your responses. Take as long as you need.

How to evaluate: Give 1 point for “0 percent”, 2 points for “20 percent”, 3 points for “40 percent”, 4 points for “50 percent”, 5 points for “60 percent”, 6 points for “80 percent”, and 7 points for “100 percent”. The number does not represent any definite meaning.

	Statements	Not at all	To a very small extent	To a small extent	To a moderate extent	To a fairly great extent	To a great extent	To a very great Extent
HR contribution								
1	The HR department is performing its job the way I would like it to be performed.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
2	This department is very responsive to meeting customer (front-line managers and employees) needs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
3	This department provides me with useful and timely information regarding HR issues.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
4	This department has helped to enhance the firm’s competitive position.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
5	This department provides value-added	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

	contributions to the firm's bottom line.							
6	This department contributes to building and/or maintaining the firm's core competence.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
7	This department contributes to building the firm's human capital (employees/managers) as a source of competitive advantage.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
8	The policies, practices and procedures coming from the HR department help front-line business partners in their jobs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
9	The HR department has developed a well-coordinated set of policies, practices and procedures.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
10	The HR policies, practices and procedures help support the firm's business plan.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

DEMOGRAPHIC INFORMATION:

Could you please provide your personal information that will be kept confidential, and is very valuable for us to have in order to make this thesis research more effective?

Instruction: Please carefully read each of the following statements and respond by ticking the response box that best matches your information.

Which industry you are working in												
Number of employees in your organization												
Number of HR manager(s) in your organization												
Position	<input type="checkbox"/>	Supervisor	<input type="checkbox"/>	Staff								
Career seniority	<input type="checkbox"/>	1 - 2 years	<input type="checkbox"/>	3-5 years	<input type="checkbox"/>	6-10 years	<input type="checkbox"/>	11-15 years	<input type="checkbox"/>	16-20 years	<input type="checkbox"/>	21 or above
Gender	<input type="checkbox"/>	Male	<input type="checkbox"/>	Female								
Education level	<input type="checkbox"/>	Junior High school or below	<input type="checkbox"/>	Senior high school	<input type="checkbox"/>	College or specialized training program	<input type="checkbox"/>	Bachelor's degree	<input type="checkbox"/>	Master's degree	<input type="checkbox"/>	PhD

This survey ends here with sincere expressions of gratitude for your support and help.

APPENDIX I: MONGOLIAN QUESTIONNAIRE

The Mongolian Survey Questionnaire

СУДАЛГААНЫ АСУУЛГА

Унгар улсын Hungarian University of Agriculture and Life Science (MATE) сургуулийн судлаач оюутан Энхжав овогтой Түмэнцэцэг миний бие “Хүний нөөцийн менежерүүдийн ур чадвар”-ын талаар мэдээлэл цуглуулахаар энэхүү судалгааг авч байгаа болно. Тус судалгаа нь миний **зөвхөн эрдмийн** зэрэг горилсон судалгааны ажилд ашиглагдах бөгөөд холбогох бүх мэдээлэл нууцлалтайгаар хадгалагдах болно.

Энэхүү судалгаанд хамрагдсанаар **ТА** монголын хүний нөөцийн салбарын ирээдүйн хөгжил дэвшилтэнд үнэтэй хувь нэмэр оруулж байгаа болно.

НЭГ: Хүний нөөцийн мэргэжилтний ур чадваруудыг тодорхойлох асуултууд:

- 1 **Маш тааруу:** Манай байгууллагын ХН менежер энэ ур чадварыг **МАШ ТААРУУ** эзэмшсэн.
- 2 **Дутмаг:** Манай байгууллагын ХН менежер энэ ур чадварыг **ДУТМАГ** эзэмшсэн.
- 3 **Дундаж хэмжээнд:** Манай байгууллагын ХН менежер ур чадварыг **ДУНДАЖ** хэмжээнд эзэмшсэн.
- 4 **Сайн:** Манай байгууллагын ХН менежер энэ ур чадварыг **САЙН** эзэмшсэн.
- 5 **Маш сайн:** Манай байгууллагын ХН менежер энэ ур чадварыг **МАШ САЙН** эзэмшсэн.

	АСУУЛТУУД	Маш тааруу	Дутмаг	Дундаж	Сайн	Маш сайн
1	ХҮНИЙ НӨӨЦИЙН МЭРГЭЖИЛТНИЙ “БАЙГУУЛЛАГЫН БИЗНЕСИЙН ҮЙЛ АЖИЛЛАГААТАЙ ХОЛБООТОЙ УР ЧАДВАРУУД”					
	Хүний нөөцийн мэргэжилтний “Бизнесийн үйл ажиллагаатай холбоотой ур чадварууд” гэдэг нь: Байгууллагынхаа бизнесийн үйл ажиллагааг мэддэг байх Байгууллагын ашиг орлого болон бүтээгдэхүүн, үйлчилгээний талаар мэддэг байх Ирээдүй рүү чиглэсэн байх Санхүүгийн хэтийн төлөвийг харж чаддаг байх Байгууллагын стратегийн тоглогч байх	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Хүний нөөцийн мэргэжилтний “Байгууллагын бизнесийн үйл ажиллагаатай холбоотой ур чадварууд” нь танай байгууллагын хүний нөөцийн менежер (үүд)-ийн эзэмших ёстой хамгийн чухал ур чадваруудын нэг гэж та боддог уу?	<input type="checkbox"/> Тийм <input type="checkbox"/> Үгүй				
2	ХҮНИЙ НӨӨЦИЙН МЭРГЭЖИЛТНИЙ “ХУВИЙН ХҮНИЙ УР ЧАДВАРУУД”					
	Хүний нөөцийн мэргэжилтний “Хувь хүний ур чадварууд” гэдэг нь: Ёс зүйтэй, итгэл даасан нэгэн байх Манлайлах болон удирдах чадвартай нэгэн байх Шүүмжлэлтэй сэтгэгч нэгэн байх Зоригтой, будыг ойлгож, зөвлөгч нэгэн байх Бусдад үйлчлэгч нэгэн байх Ажилтныг чиглүүлэн дасгалжуулагч нэгэн байх	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Хүний нөөцийн мэргэжилтний “Хувь хүний ур чадварууд” нь танай байгууллагын хүний нөөцийн менежер (үүд)-ийн эзэмших ёстой хамгийн чухал ур чадваруудын нэг гэж та боддог уу?	<input type="checkbox"/> Тийм <input type="checkbox"/> Үгүй				

3	ХҮНИЙ НӨӨЦИЙН МЭРГЭЖИЛТНИЙ “ХҮНИЙ НӨӨЦИЙН МЕНЕЖМЕНТТЭЙ ХОЛБОГДОХ ТУРШЛАГА, ПРАКТИК, ПРОЦЕССТЭЙ ХОЛБООТОЙ УР ЧАДВАРУУД”
	<p>Хүний нөөцийн мэргэжилтний “Хүний нөөцийн менежменттэй холбогдох туршлага, практик, процесстэй холбоотой ур чадварууд” гэдэг нь:</p> <p>Хүний нөөцийн чиглэлээр мэргэшсэн байх Задлан шинжлэх болон бусдыг ятган үнэмшүүлэгч нэгэн байх Холбогдох хууль, журмыг даган мөрдүүлэгч байх Ажиллах хүчний нөөц бий болгох болон түлхүүр ажлын байруудад холбогдох боловсон хүчинг бэлтгэгч байх Сургагч байх Гүйцэтгэл болон шагнал урамшууллын тогтолцоог бий болгогч байх Ажилчдын оролцоог нэмэгдүүлэхүйц ажлын байрны орчныг бүрдүүлэгч нэгэн байх Шийдэлд тулгуурлан асуудлыг хэлэлцэгч байх Ажилтны эрх, хөдөлмөрийн хуулийг мөрдөн сахиулагч байх</p>
	<p><input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p>
	<p>Хүний нөөцийн мэргэжилтний "Хүний нөөцийн менежменттэй холбогдох туршлага, практик, процесстэй холбоотой ур чадварууд " нь танай байгууллагын хүний нөөцийн менежер (үүд)-ийн эзэмших ёстой хамгийн чухал ур чадваруудын нэг гэж та боддог уу?</p>
4	ХҮНИЙ НӨӨЦИЙН МЭРГЭЖИЛТНИЙ “МЭДЭЭЛЛИЙН СИСТЕМ БА АНАЛИТИК ШИНЖИЛГЭЭТЭЙ ХОЛБООТОЙ УР ЧАДВАРУУД”
	<p>Хүний нөөцийн мэргэжилтний “мэдээллийн систем ба аналитик шинжилгээтэй холбоотой ур чадварууд” гэдэг нь:</p> <p>Технологи болон хэвлэл мэдээллийг нэгтгэгч байх Хүний нөөцийн үйлчилгээг хүргэгч байх Аналитик, өгөгдлийн шинжилгээнд суурилсан шийдвэр гаргагч байх Зөвлөгч нэгэн байх Судалгаа болон нээлт дээр суурилсан нэгэн байх</p>
	<p><input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p>
	<p>Хүний нөөцийн мэргэжилтний "Мэдээллийн систем ба аналитик шинжилгээтэй холбоотой ур чадварууд" нь танай байгууллагын хүний нөөцийн менежер (үүд)-ийн эзэмших ёстой хамгийн чухал ур чадваруудын нэг гэж та боддог уу?</p>
5	ХҮНИЙ НӨӨЦИЙН МЭРГЭЖИЛТНИЙ “БАЙГУУЛЛАГЫН ӨӨРЧЛӨЛТ, ШИНЭЧЛЭЛТЭЙ ХОЛБООТОЙ УР ЧАДВАРУУД”
	<p>Хүний нөөцийн мэргэжилтний “Байгууллагын өөрчлөлт, шинэчлэлтэй холбоотой ур чадварууд” гэдэг нь:</p> <p>Өөрчлөлтийг удирдан хэрэгжүүлэгч байх Нөлөөлөгч байх Багийн хамтран тоглогч байх Асуудлыг шийдвэрлэгч байх Аливаа ажлыг гүйцэтгэх өндөр чадвартай нэгэн байх</p>
	<p><input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5</p>

	Нэтвөркинг хийгч байх Мэдлэгийн менежментийн хэрэгжүүлэгч байх, Бизнесийн сэтгэл зүйч байх, Ажлыг үр өгөөтэй болгохын тулд хүмүүст зааж сургагч нэгэн байх					
	Хүний нөөцийн мэргэжилтний " Байгууллагын өөрчлөлт, шинэчлэлтэй холбоотой үр чадварууд " нь танай байгууллагын хүний нөөцийн менежер (үүд)-ийн эзэмших ёстой хамгийн чухал үр чадваруудын нэг гэж та боддог уу?	<input type="checkbox"/> Тийм <input type="checkbox"/> Үгүй				
6	ХҮНИЙ НӨӨЦИЙН МЭРГЭЖИЛТНИЙ “БАЙГУУЛЛАГА БОЛОН БАЙГУУЛЛАГЫН СОЁЛТОЙ ХОЛБОГДОХ ҮР ЧАДВАРУУД”					
	Хүний нөөцийн мэргэжилтний " <i>байгууллага болон байгууллагын соёлтой холбогдох үр чадварууд</i> " гэдэг нь: Байгууллагын шинэ соёлыг түгээгч байх Байгууллагын бүтцийг шинэчлэн өөрчлөгч байх Дэлхийн соёлын нэвтрүүлэгч байх Байгууллагыг загварчлагч болон хөгжүүлэгч байх	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Хүний нөөцийн мэргэжилтний " <i>Байгууллага болон байгууллагын соёлтой холбогдох үр чадварууд</i> " нь танай байгууллагын хүний нөөцийн менежер (үүд)-ийн эзэмших ёстой хамгийн чухал үр чадваруудын нэг гэж та боддог уу?	<input type="checkbox"/> Тийм <input type="checkbox"/> Үгүй				
7	ХҮНИЙ НӨӨЦИЙН МЭРГЭЖИЛТНИЙ “ЭНТРЕПРЕНЕРШИП ҮР ЧАДВАРУУД”					
	Хүний нөөцийн мэргэжилтний " <i>Энтерпренершип үр чадварууд</i> " гэдэг нь: Аливаа боломжийг таньж мэдэх чадвартай нэгэн байх Шинэ санааг хөгжүүлэх болон шаардлагатай нөөцийг олж бүрдүүлэх замаар боломжуудыг ашиглаж чаддаг нэгэн байх Бүтээлч болон шүүмжлэлтэй сэтгэгч байх Баг бүрдүүлэн, шинэ төсөл, хөтөлбөрүүдийг хэрэгжүүлж чаддаг нэгэн байх	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Хүний нөөцийн мэргэжилтний " Хүний нөөцийн менежменттэй холбогдох туршлага, практик, процесстэй холбоотой үр чадварууд " нь танай байгууллагын хүний нөөцийн менежер (үүд)-ийн эзэмших ёстой хамгийн чухал үр чадваруудын нэг гэж та боддог уу?	<input type="checkbox"/> Тийм <input type="checkbox"/> Үгүй				

Үнэлгээ өгөх зааварчилгаа:

ХОЁР: Хүний нөөцийн хэлтсийн зүгээс үзүүлж буй үйлчилгээг үнэлэх асуултууд:

Хүний нөөцийн хэлтсийн зүгээс үзүүлж буй үйлчилгээг доорх асуултуудын дагуу үнэлнэ үү.

Үнэлгээ өгөх зааварчилгаа:

“Маш үр өгөөжгүй” бол 1, “Үр дүнгүй” бол 2, “Зарим талаараа үр дүнгүй” бол 3, “Дундаж” бол 4, “Зарим талаараа үр өгөөжтэй” бол 5, “Үр өгөөжтэй” бол 6, болон “Маш үр өгөөжтэй” бол 7-г тус тус тэмдэглэнэ үү.

1 Байгууллагын зардлыг хянахын сацуу, шилдэг гүйцэтгэгч нарыг тогтоон барьдаг цалин урамшууллын системийг хэрэгжүүлдэг.

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

2 Ажилтанг хувийн зорилгодоо хүрэхэд дэмжлэг болохуйц гүйцэтгэлд суурилсан урамшууллын системийн бий болгон ажилладаг.

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

3 Бизнесийн түншүүд болон дунд шатны менежерүүдэд хөдөлмөрийн харилцаа болон эрсдлээс урьдчилан сэргийлэх тодорхой хэмжээний мэдээлэл, зааварчилгаа өгч ажилладаг

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

4 Дунд шатны менежерүүд гүйцэтгэл өндөртэй ажиллахад зориулсан сургалт, хөгжлийн хөтөлбөрийг хэрэгжүүлж ажилладаг

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

5 Бизнесийн түншүүд болон дунд шатны менежерүүдийг хөгжүүлэх болон урамшуулах гүйцэтгэлийн менежментийн хөтөлбөрийг бий болгон ажилладаг.

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

6 Бизнесийн түншүүд болон дунд шатны менежерүүдэд бизнесийн болон хүний нөөцийн бодлогын голлох санал, санаачилгуудыг сурталчлан таниулж ажилладаг.

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

7 Менежментийн багийн залгамж халааг бэлтгэхийн тулд үр өгөөжтэй сонгон шалгаруулалтын болон залгамж халааны тогтолцоог бий болгон ажилладаг.

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

8 Ажилтнуудын тэтгэмж, хөнгөлөлтийн зардлуудыг анхаарч ажилладаг.

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

9 Байгууллага богино болон ур хугацааны бизнесийн зорилгодоо хүрэхэд хувь нэмрээ болохуйц хүний нөөцийн санаал, санаачилгуудыг боловсруулан, хэрэгжүүлж ажилладаг.

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

10 Тулгарч болзошгүй асуудлуудыг тодорхойлохын тулд ажиллах хүчний чухал үзүүлэлтүүд болон чиг хандлагуудыг анхааралдаа авч ажилладаг (жнь:бүтээмж, ажлаас гарсан ажилтнуудын тоо, өвчтэй болон чөлөө авсан ажилтнуудын тоо гэх мэт)

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

11 “Ажилтнуудын бүтээмж”, “ажлаас гарсан ажилтнуудын тоо”, болон “өвчтэй болон чөлөө авсан ажилтнуудын тоо” гэх мэт ажиллах хүчний үзүүлэлтэй холбоотой доголдолтой байгаа үзүүлэлтүүдийг сайжруулахын тулд хүний нөөцийн бодлого, журмыг боловсруулан ажилладаг

Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

өгөөжгүй	өгөөжгүй	талаараа үр өгөөжгүй	Дундаж	талаараа үр өгөөжтэй	өгөөжтэй	өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
12	Ажилтнууд ажилдаа үнэнч шударгаар, чин сэтгэлээсээ хандан ажиллахад туслах санал, санаачилгуудыг гарган хэрэгжүүлж ажилладаг.					
Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
13	Ажилтнууд / хэрэглэгчдэд үр өгөөжтэй байж чадахуйц менежментийн хөтөлбөрүүдийг хэрэгжүүлж ажилладаг.					
Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
14	Бизнесийн түншүүд болон дунд шатны менежерүүд хууль эрх зүйн зохицуулалтыг хэрхэн дагаж мөрдөх талаарх сургалт, хөтөлбөрүүдийг зохион байгуулж ажилладаг.					
Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
15	Үе үеийн насны ангилал бүхий ажиллах хүчний цогц бүрдүүлэлтийг бий болгох санал, санаачилгуудыг гаргаж ажилладаг					
Маш үр өгөөжгүй	Үр өгөөжгүй	Зарим талаараа үр өгөөжгүй	Дундаж	Зарим талаараа үр өгөөжтэй	Үр өгөөжтэй	Маш үр өгөөжтэй
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7

ГУРАВ: Хүний нөөцийн хэлтэс / мэргэжилтний үүрэг ролийг үнэлэх асуултууд:

Хүний нөөцийн мэргэжилтний гүйцэтгэж буй үүрэг рольд доорх асуултуудаар дамжуулан үнэлгээ өгч хамгийн тохиромжтой оноог дугуйлна уу.

Хүний нөөцийн хэлтэс/мэргэжилтний зүгээс үзүүлж буй “үйлчилгээ” нь 1(хэрэгцээ шаардлагад огт нийцээгүй)-ээс 10 (Бүх хэрэгцээ шаардлагад нийцсэн) хүртэл үзүүлэлтийн аль нэгийг дугуйлан үнэлгээ өгнө үү.

Хэрэгцээ шаардлагад огт нийцээгүй	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	Бүх хэрэгцээ шаардлагад нийцсэн
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Хүний нөөцийн хэлтэс/мэргэжилтний зүгээс үзүүлж буй “Өөрчлөлт”-ийн талаарх зөвлөлгөө нь 1(хэрэгцээ шаардлагад огт нийцээгүй)-ээс 10(Бүх хэрэгцээ шаардлагад нийцсэн) хүртэл үзүүлэлтийн аль нэгийг дугуйлан үнэлгээ өгнө үү.

Хэрэгцээ шаардлагад огт нийцээгүй	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	Бүх хэрэгцээ шаардлагад нийцсэн
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Хүний нөөцийн хэлтэс/мэргэжилтэн нь “байгууллагын бизнесийн хамтрагч болон ажиллаж чаддаг эсэх дээр” 1(хэрэгцээ шаардлагад огт нийцээгүй)-ээс 10(Бүх хэрэгцээ шаардлагад нийцсэн) хүртэл үзүүлэлтийн аль нэгийг дугуйлан үнэлгээ өгнө үү

Хэрэгцээ шаардлагад огт нийцээгүй	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	Бүх хэрэгцээ шаардлагад нийцсэн
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Хүний нөөцийн хэлтэс/мэргэжилтэн нь “байгууллагын чадамж болон чадваруудыг хөгжүүлэн ажилладаг” 1(хэрэгцээ шаардлагад огт нийцээгүй)-ээс 10(Бүх хэрэгцээ шаардлагад нийцсэн) хүртэл үзүүлэлтийн аль нэгийг дугуйлан үнэлгээ өгнө үү

Хэрэгцээ шаардлагад огт нийцээгүй	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	Бүх хэрэгцээ шаардлагад нийцсэн
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Хүний нөөцийн хэлтэс/мэргэжилтэн нь “бизнесийн хэрэгцээ шаардлагад тулгуурласан Хүний нөөцийн үйл ажиллагаагаа явуулдаг” 1(хэрэгцээ шаардлагад огт нийцээгүй)-ээс 10(Бүх хэрэгцээ шаардлагад нийцсэн) хүртэл үзүүлэлтийн аль нэгийг дугуйлан үнэлгээ өгнө үү.

Хэрэгцээ шаардлагад огт нийцээгүй	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Бүх хэрэгцээ шаардлагад нийцсэн
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ДӨРӨВ:Хүний нөөцийн хэлтэс/ ажилтны зүгээс компанид оруулж буй хувь нэмрийг үнэлэх асуултууд:

Хүний нөөцийн хэлтэс/мэргэжилтний зүгээс компанид оруулж буй хувь нэмрийн талаар доорх асуултуудаар дамжуулан үнэлгээ өгнө үү.

Үнэлгээ өгөх зааварчилгаа: “0 хувь” бол 1, “20 хувь” бол 2, “40 хувь” бол 3, “50 хувь” бол 4, “60 хувь” бол 5, “80 хувь” бол 6, харин “100 хувь” бол 7-г дугуйлна уу.

	АСУУЛТУУД	Огт үгүй	Маш бага	Бага хэмжээгээр	Дундаж	Зохистой хэмжээгээр	Их хэмжээгээр	Маш их хэмжээгээр
1	Хүний нөөцийн хэлтэс/мэргэжилтэнгийн ажлаа гүйцэтгэж байгаа арга барил нь яг л миний хүлээлтийн дагуу байж чаддаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Хүний нөөцийн хэлтэс “дунд шатны менежерүүд” болон “ажилтнууд”-ынхаа эрэлт хэрэгцээнд үнэхээр уриалгахан ханддаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Хүний нөөцийн асуудлуудтай холбоотой цаг үеэ олсон, хэрэгцээт мэдээллийг хүргэдэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Хүний нөөцийн хэлтэс нь компанийн өрсөлдөх чадварыг сайжруулахад тусалдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Хүний нөөцийн хэлтэс нь компанийн ашгийг нэмэгдүүлэхэд хувь нэмэр оруулдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Хүний нөөцийн хэлтэс нь байгууллагийн түлхүүр чадваруудыг бий болгох болон хөгжүүлэхэд хувь нэмрээ оруулдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Хүний нөөцийн хэлтэс нь байгууллагийн ажиллах хүчний өрсөлдөх чадварыг хөгжүүлэхэд хувь нэмрээ оруулдаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Хүний нөөцийн хэлтсийн холбогдох дүрэм, журам болон үндсэн үйл ажиллагаа нь байгууллагын бизнесийн хамтрагчдыг дэмждэг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Хүний нөөцийн хэлтэс нь сайн зохион байгуулалттай багц дүрэм журам, дадлыг бий болгож ажилладаг	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ХУВИЙН МЭДЭЭЛЭЛ:

Таны хувийн мэдээлэл энэхүү эрдмийн зэрэг горилсон судалгааны ажлыг үр дүнтэй болгоход ихээхэн хувь нэмэр оруулах ба таны бүх мэдээлэл нууцлалын өндөр түвшинд хадгалагдах болно.

Зааварчилгаа: Доорх хувийн мэдээллийг анхааралтай уншиж тохирох хариултынхаа өмнө тэмдэглэгээ хийнэ үү.

Танай байгууллага ямар салбарт үйл ажиллагаа явуулдаг вэ?														
Танай байгууллагын нийт ажилтнуудын тоо														
Танай байгууллаг хэдэн ХН мэргэжилтэнтэй вэ?														
Ажлын байр	<input type="checkbox"/>	Ахлах ажилтан	<input type="checkbox"/>	Ажилтан										
Ажилласан жил	<input type="checkbox"/>	1-2 жил	<input type="checkbox"/>	3-5 жил	<input type="checkbox"/>	6-10жил	<input type="checkbox"/>	11-15 Жил	<input type="checkbox"/>	16-20 жил	<input type="checkbox"/>	21 түүнээс дээш жил		
Хүйс	<input type="checkbox"/>	Эрэгтэй	<input type="checkbox"/>	Эмэгтэй										
Боловсрол	<input type="checkbox"/>	Дунд сурууль болон түүнээс доош	<input type="checkbox"/>	Ахлах сургууль	<input type="checkbox"/>	Коллеж эсвэл тусгайлсан сургалт хөтөлбөр	<input type="checkbox"/>	Бакалавр зэрэг	<input type="checkbox"/>	Магистр зэрэг	<input type="checkbox"/>	Доктор зэрэг		

Энэхүү судалгаанд оролцсон ТАНЬД чин сэтгэлээсээ талархаж байгааг минь хүлээн авна уу. Баярлалаа.

Судалгаатай холбоотой аливаа санал хүсэлт, тодруулгыг доорх хаягаар хүлээн авах боломжтой.

Судлаач оюутан: Энхжавын Түмэнцэцэг

Мэйл хаяг: tumee5332@gmail

APPENDIX J: THE SEMI-STRUCTURED INTERVIEW QUESTIONS

The English Interview Questions



GUIDELINE FOR ONE-TO-ONE INTERVIEW

Interviewer:	Hungarian University of Agriculture and Life Sciences PhD Student Tumentssetseg Enkhjav
Purpose of the interview:	Data collection for the development of a local HR competency model in Mongolia's public and private sectors.
Scope of participants:	Managers in the public & private sectors in Mongolia <ul style="list-style-type: none">- Top level managers- Middle-level managers- HR professionals- Low-level (junior) managers
Instruction for one-to-one interview:	Fill in the table with information gathered from interviewees

The interviewee's job position:

E-mail:

In what industry does the interviewee work?

	INTERVIEW QUESTIONS	ANSWERS
1	What competencies do you think are the most important for HR managers today?	
2	Do you believe that, in order perform their roles and responsibilities in the workplace, HR managers require a different set of competencies today than they already possess?	
3	What competencies do you feel HR managers most lack today?	
4	What technical and soft skill and knowledge do HR managers need to be effective in their role?	
5	What type of tools/technology do HR managers need to do their job effectively?	
6	Do you believe that " business related competency " such as <ul style="list-style-type: none"> • "knowing the business" • "having business driven acumen" • "having commercial awareness" • "being future oriented" • "having financial perspective and strategic positioner" is one of the most critical skills that your HR manager(s) must have? 	
7	Do you believe that " personal competency of HR managers related to human relations " such as <ul style="list-style-type: none"> • "being ethical and credible activist" • "being critical thinker, courageous and service oriented" • "understanding and caring for others" • "being service oriented" • "- providing counsel and coaching" is one of the most critical skills that your HR manager(s) must have?	
8	Do you believe that " HR tool, practices and process related competency " such as <ul style="list-style-type: none"> • "being an HR expertise and human capital curator" • "being an analytical designer and interpreter" • "being a compliance, resource and talent planning manager" • "being a training and talent development manager" • "being a performance and reward manager" • "being an employee engagement and relations manager" • "being a workforce designer and solution driven manager" 	

	<ul style="list-style-type: none"> • “having good knowledge about employee rights and labour law” <p>is one of the most critical skills that your HR manager(s) must have?</p>	
9	<p>Do you believe that "HR information system and HR analytics related competency" such as</p> <ul style="list-style-type: none"> • "being a technology and media integrator" • “having good communication skills” • “providing good service delivery" • “having data driven mindset” • “supporting decisions with analytics” • “providing consulting” • “having research and discovery mindset” <p>is one of the most critical skills that your HR manager(s) must have?</p>	
10	<p>Do you believe that "change related competency" such as</p> <p>- "being a change leader and influencer"</p> <ul style="list-style-type: none"> • “being collaborative and resolver of issues” • “having execution excellence" • "having a good understanding of "knowledge and networking management" • “leveraging ideas to move faster” • “being business psychologists” • “teaching people to take action” <p>is one of the most critical skills that your HR manager(s) must have?</p>	
11	<p>Do you believe that "organization and culture related competency" such as</p> <ul style="list-style-type: none"> • "having the ability to navigate paradoxes” • “having global and cultural effectiveness” • “being a good organization designer and development manager" • "having good knowledge of restructuring organizations” <p>is one of the most critical skills that your HR manager(s) must have?</p>	
12	<p>Do you believe that “entrepreneurial competency” such as</p> <ul style="list-style-type: none"> • "having the ability to recognize opportunities in one’s life” • “having the ability to pursue opportunities by generating new ideas and finding the needed resources” 	

	<ul style="list-style-type: none"> • “having the ability to create and operate a new firm” • "having the ability to think in a creative and critical manner” <p>is one of the most critical skills that your HR manager(s) must have?</p>	
13	<p>Which of the HR competencies, demonstrated in the list below from 1 to 8, do you believe are the most important for HR managers to have in order to help organizations succeed, and why? If necessary, you may choose and state as many as you wish.</p> <ul style="list-style-type: none"> • Digital competency/e-skills • Business related competency • Personal competency of HR managers related to human relations • HR tool, practices and process-related competency • HR information system and HR analytics related competency • Change related competency • Organization and culture related competency • Entrepreneurial competency 	

The interviewee works in the following sectors: **PUBLIC OR PRIVATE** /underline/

APPENDIX K: MONGOLIAN INTERVIEW QUESTIONS

The Mongolian Interview Questions

Ганцаарчилсан ярилцлага хийх судалгааны ажлын удирдамж



Ярилцлага зохион байгуулагч:	Hungarian University of Agriculture and Life Science Судлаач оюутан Э.Түмэнцэцэг
Ярилцлагын зорилго:	“Хүний нөөцийн менежерүүдийн ур чадвар” -ын ур чадварын загвар модель боловсруулахад шаардлагатай судалгааны өгөгдөл цуглуулах
Оролцогчдын хамрах цар хүрээ:	Төрийн болон хувийн байгуулагад ажилладаг <ul style="list-style-type: none">- Удирдах ажилтнууд- Хүний нөөцийн менежерүүд- Дунд шатны менежерүүд
Ярилцлагын зохион байгуулалтыг анхаарах зүйлс:	Холбогдох оролцогчоос харгалзах хүснэгтэд харуулсан асуултуудын дагуу мэдээллийг цуглуулж хүснэгтэд нөхөж бичнэ

Судалгаанд оролцогчийн албан тушаал:
Судалгаанд оролцогчийн ажилладаг салбар:

e-mail хаяг:

	Асуулт	Хариулт
1	Танай байгууллагын хүний нөөцийн мэргэжилтэнд шаардлагатай хамгийн чухал ур чадваруудыг нэрлэнэ үү?	
2	Танай байгууллагын хүний нөөцийн мэргэжилтэн нь ажлаа мэргэжлийн өндөр түвшинд хийж гүйцэтгэхэд одоогийнхоос өөр төрлийн ямар цогц ур чадваруудыг эзэмших хэрэгтэй гэж та бодож байна вэ? Яагаад?	
3	Танай байгууллагын хүний нөөцийн мэргэжилтэнд өнөөдрийн байдлаар ямар ур чадварууд дутагдаж байна гэж та бодож байна вэ?	
4	Танай байгууллагын хүний нөөцийн мэргэжилтэн ажил үүргээ үр дүнтэй хийж гүйцэтгэхийн тулд ямар техникийн болон софт скилл (зөөлөн буюу дотоод) ур чадваруудыг эзэмших хэрэгтэй гэж та бодож байна вэ?	
5	Танай байгууллагын хүний нөөцийн мэргэжилтэн ажлаа үүргээ үр дүнтэй хийж гүйцэтгэхийн тулд ямар төрлийн арга хэрэгсэл/техник/ эсвэл технологи хэрэглэх шаардлагатай гэж та бодож байна вэ?	
6	<p>Доорх жагсаалт бүхий “БАЙГУУЛЛАГЫН БИЗНЕСИЙН ҮЙЛ АЖИЛЛАГААТАЙ ХОЛБООТОЙ УР ЧАДВАРУУД” нь танай байгууллагын хүний нөөцийн мэргэжилтний заавал эзэмших ёстой ур чадваруудын нэг гэж та үзэж байна уу?</p> <p>Үүнд:</p> <ul style="list-style-type: none"> • Байгууллагынхаа бизнесийн үйл ажиллагааг мэддэг байх • Байгууллагын ашиг орлого болон бүтээгдэхүүн, үйлчилгээний талаар мэддэг байх • Ирээдүй рүү чиглэсэн байх • Санхүүгийн хэтийн төлөвийг харж чаддаг байх • Байгууллагын стратегийн тоглогч байх зэрэг болно. 	
7	<p>Доорх жагсаалт бүхий “ХУВЬ ХҮНИЙ УР ЧАДВАРУУД” нь танай байгууллагын хүний нөөцийн мэргэжилтний заавал эзэмших ёстой ур чадваруудын нэг гэж та үзэж байна уу?</p> <p>Үүнд:</p> <ul style="list-style-type: none"> • Ёс зүйтэй, итгэл даасан нэгэн байх • Манлайлах болон удирдах чадвартай байх • Шүүмжлэлтэй сэтгэгч байх • Зоригтой, бусдыг ойлгож, зөвлөгч байх • Бусдад үйлчлэгч байх • Ажилтныг чиглүүлэн дасгалжуулагч байх 	
8	Доорх жагсаалт бүхий “ХҮНИЙ НӨӨЦИЙН МЕНЕЖМЕНТТЭЙ ХОЛБОГДОХ ТУРШЛАГА, ПРАКТИК, ПРОЦЕССТОЙ ХОЛБООТОЙ УР ЧАДВАРУУД” нь танай байгууллагын хүний нөөцийн мэргэжилтний заавал эзэмших ёстой ур чадваруудын нэг гэж та	

	<p>үзэж байна уу?</p> <p>Үүнд:</p> <ul style="list-style-type: none"> • Хүний нөөцийн чиглэлээр мэргэшсэн байх • Задлан шинжлэх болон бусдыг ятган үнэмшүүлэгч нэгэн байх • Холбогдох хууль, журмыг даган мөрдүүлэгч байх • Ажиллах хүчний нөөц бий болгох болон голлох ажлын байруудад холбогдох боловсон хүчинг бэлтгэгч байх • Сургагч байх • Гүйцэтгэл болон шагнал урамшууллын тогтолцоог бий болгогч байх • Ажилчдын оролцоог нэмэгдүүлэхүйц ажлын байрны орчныг бүрдүүлэгч байх • Шийдэлд тулгуурлан асуудлыг хэлэлцэгч байх • Ажилтны эрх, хөдөлмөрийн хуулийг мөрдөн сахиулагч байх 	
9	<p>Доорх жагсаалт бүхий “МЭДЭЭЛЛИЙН СИСТЕМ БА АНАЛИТИК ШИНЖИЛГЭЭТЭЙ ХОЛБООТОЙ УР ЧАДВАНУУД” нь танай байгууллагын хүний нөөцийн мэргэжилтний заавал эзэмших ёстой ур чадваруудын нэг гэж та үзэж байна уу?</p> <p>Үүнд:</p> <ul style="list-style-type: none"> • Технологи болон хэвлэл мэдээллийг нэгтгэгч байх • Хүний нөөцийн үйлчилгээг хүргэгч байх • Аналитик, өгөгдлийн шинжилгээнд суурилсан шийдвэр гаргагч байх • Зөвлөгч нэгэн байх • Судалгаа болон нээлт дээр суурилсан байх 	
10	<p>Доорх жагсаалт бүхий “БАЙГУУЛЛАГЫН ӨӨРЧЛӨЛТ, ШИНЭЧЛЭЛТЭЙ ХОЛБООТОЙ УР ЧАДВАНУУД” нь танай байгууллагын хүний нөөцийн мэргэжилтний заавал эзэмших ёстой ур чадваруудын нэг гэж та үзэж байна уу?</p> <p>Үүнд:</p> <ul style="list-style-type: none"> • Өөрчлөлтийг удирдан хэрэгжүүлэгч байх • Нөлөөлөгч байх Багийн хамтран тоглогч байх • Асуудлыг шийдвэрлэгч байх • Аливаа ажлыг гүйцэтгэх өндөр чадвартай нэгэн байх • Нэтвөркинг хийгч байх • Мэдлэгийн менежментийн хэрэгжүүлэгч байх, • Бизнесийн сэтгэл зүйч байх, • Ажлыг үр өгөөжтэй болгохын тулд хүмүүст зааж сургагч нэгэн байх 	
11	<p>Доорх жагсаалт бүхий “БАЙГУУЛЛАГА БОЛОН БАЙГУУЛЛАГЫН СОЁЛТОЙ ХОЛБОГДОХ УР ЧАДВАНУУД” нь танай байгууллагын хүний нөөцийн мэргэжилтний заавал эзэмших ёстой ур чадваруудын нэг гэж та үзэж байна уу?</p> <p>Үүнд:</p> <ul style="list-style-type: none"> • Байгууллагын шинэ соёлыг түгээгч байх • Байгууллагын бүтцийг шинэчлэн өөрчлөгч байх 	

	<ul style="list-style-type: none"> • Дэлхийн соёлын нэвтрүүлэгч байх • Байгууллагыг загварчлагч болон хөгжүүлэгч байх 	
12	<p>Доорх жагсаалт бүхий “ЭНТРЕПРЕНЕРШИП УР ЧАДВАНУУД” нь танай байгууллагын хүний нөөцийн мэргэжилтний заавал эзэмших ёстой ур чадваруудын нэг гэж та үзэж байна уу?</p> <p>Үүнд:</p> <ul style="list-style-type: none"> • Аливаа боломжийг таньж мэдэх чадвартай нэгэн байх • Шинэ санааг хөгжүүлэх болон шаардлагатай нөөцийг олж бүрдүүлэх замаар боломжуудыг ашиглаж чаддаг байх • Бүтээлч болон шүүмжлэлтэй сэтгэгч байх • Баг бүрдүүлэн, шинэ төсөл, хөтөлбөрүүдийг хэрэгжүүлж чаддаг нэгэн байх 	
13	<p>Танай байгууллагын хүний нөөцийн мэргэжилтэн нь ажлаа амжилттай хийж гүйцэтгэхийн тулд доорх жагсаалт бүхий ур чадваруудаас ямар ур чадваруудыг эзэмшсэн байвал зохистой гэж та бодож байна вэ? /шаардлагатай гэж үзсэн тохиолдол 1-ээс дээш тооны сонголт хийх боломжтой/</p> <p>Үүнд:</p> <ul style="list-style-type: none"> • Дижитал ур чадвар/е-ур чадварууд • Байгууллагын бизнесийн үйл ажиллагаатай холбоотой ур чадварууд • Хувь хүний ур чадварууд • Хүний нөөцийн менежменттэй холбогдох туршлага, практик, процесстэй холбоотой ур чадварууд • Мэдээллийн систем ба аналитик шинжилгээтэй холбоотой ур чадварууд • Байгууллагын өөрчлөлт, шинэчлэлтэй холбоотой ур чадварууд • Байгууллага болон байгууллагын соёлтой холбогдох ур чадварууд • Энтрепренершип ур чадварууд 	

Судалгаанд оролцогч нь: Төрийн эсвэл Хувийн байгууллагад ажилладаг/доогуур нь зурах/

APPENDIX L: CODES CREATED IN NVIVO SOFTWARE FOR INTERVIEW TRANSCRIPTS

Name	Description
Business related competency	Do you believe that "business-related competency" such as - "knowing the business" - "having business driven acumen" - "having commercial awareness" - "being future-oriented" - "having financial perspective and strategic positioner" is one of the most critical skills that your HR manager(s) must have?
I don't know	
No	
Yes	
Change-related competency	Do you believe that "change-related competency" such as - "being a change leader and influencer" - "being collaborative and resolver of issues" - "having execution excellence" - "having a good understanding of "knowledge and networking management" - "leveraging ideas to move faster" - "being business psychologists" - "teaching people to take action" is one of the most critical skills that your HR manager(s) must have?
I don't know	
No	
Yes	
Entrepreneurial competency	Do you believe that "entrepreneurial competency" such as - "having the ability to recognize opportunities in one's life" - "having the ability to pursue opportunities by generating new ideas and finding the needed resources" - "having the ability to create and operate a new firm" - "having the ability to think in a creative and critical manner" is one of the most critical skills that your HR manager(s) must have?
I don't know	
No	
Yes	
HR competency domains	Selected HR competency domains by interviewees
Digital skills_e-skills	
Business related competency	
Change-related competency	
Entrepreneurial competency	
HR information system and HR analytics-related competency	
HR tool, practices, and process-related competency	
Organization and culture-related competency	
Personal competency	
HR information system and HR analytics-related competency	Do you believe that "HR information system and HR analytics related competency" such as - "being a technology and media integrator" - "having good communication skills" - "providing good service delivery" - "having a data-driven mindset" - "supporting decisions with analytics" - "providing consulting" - "having research and discovery mindset" is one of the most critical skills that your HR manager(s) must have?
I don't know	
No	
Yes	
HR tool, practices, and process-	Do you believe that "HR tool, practices and process related competency" such as

related competency	- "being an HR expertise and human capital curator" - "being an analytical designer and interpreter" - "being a compliance, resource and talent planning manager" - "being a training and talent development manager" - "being a performance and reward manager" - "being an employee engagement and relations manager" - "being a workforce designer and solution-driven manager"- "having good knowledge about employee rights and labor
I don't know	
No	
Yes	
Lacking competencies in HR managers	What competencies do you feel HR managers most lack today?
Organization and culture-related competency	Do you believe that "organization and culture related competency" such as - "having the ability to navigate paradoxes" - "having global and cultural effectiveness" - "being a good organization designer and development manager" - "having good knowledge of restructuring organizations" is one of the most critical skills that your HR manager(s) must have?
I don't know	
No	
Yes	
Personal competency	Do you believe that "personal competency" such as "ethical and credible activist", "Leadership and managerial competencies", "Critical thinker", "Courageous", "Understand and care", "Service orientation", "Providing counsel", "Coaching" is one of the most critical skills that your HR manager(s) must have?
I don't know	
No	
Yes	
Required a different set of competencies by interviewees	Do you believe that, in order to perform their roles and responsibilities in the workplace, HR managers require a different set of competencies today than they already possess?
Support from the management team	
The most important HR competencies today by interviewees	What competencies do you think are the most important for HR managers today?
Ability to recognize and identify people	
Ability to understand other	
Active listening skill	
The bridge between employer and employees	
Communication skill	
Industry knowledge	
Law and other regulations	
Leadership	
Logical thinking	
Practical knowledge in HR	
Problem-solving skill	

Professional knowledge in HRM

Psychological knowledge
