UNIVERSITÉ DU QUÉBEC À RIMOUSKI

ANALYSE COMPARATIVE DES COMPÉTENCES EN GESTION DE PROJET, EN GESTION DES RESSOURCES HUMAINES ET EN DIRECTION GÉNÉRALE PAR L'ANALYSE DE CONTENU DES CV :

SIMILITUDES ET DIFFÉRENCES.

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RÉSUMÉ

Les gestionnaires de projets, les gestionnaires des ressources humaines, et les directeurs ont un rôle prépondérant pour la réussite des organisations. Cette étude a pour but de décrire l'évolution des exigences de compétence pour les gestionnaire ci-dessus mentionnées sur une période de 30 ans (1990 à 2010), basé sur une étude longitudinale des offres d'emplois. L'idée est de mieux comprendre l'évolution des compétences recherchées et en particulier voir si le pourcentage des compétences recherchées tend à croitre ou pas? Cette étude utilise l'analyse de contenu des annonces comme méthode d'analyse.

Cette étude utilise les annonces de recrutement dans le journal « La Presse » comme la source de données unique. Les annonces de recrutement sur les gestionnaires de projet, gestionnaires de ressources humaines, et gestionnaires générales ont été collectées dans la section "Carrières et Professions".

Les résultats montrent que les exigences pour le recrutement des gestionnaires de projets, des gestionnaires de ressources humaines et des directeurs deviennent le plus en plus complexes et que le nombre d'offres d'emplois montre une tendance à la baisse. En outre, cette étude montre plusieurs similarités et différences entre les trois types de gestionnaires. Ainsi, "General/project management skills" est la compétence la plus importante pour les gestionnaires de projets et la direction générale. De la même façon, "Professional" est une compétence souvent mentionée pour les gestionnaires de projets et les gestionnaires de ressources humaines.

Par ailleurs, cette recherche peut être très utile pour les futurs diplômés, les universités et les institutions de formation qui auront une meilleure idée des compétences recherchées dans la pratique.

Mots clés : gestionnaire de projet, gestionnaire de ressources humaines, gestionnaire général, éducation, expérience de travaille, et compétences.

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ABSTRACT

Project manager, human resource manager, and general manager are key roles to the organization success. However, the requirements that organizations propose for post candidates above are the same or have big differences? This study uses a content analysis of newspaper advertisements to summarize the similarities, differences, and evolution of recruitment requirement for project manager, human resource manager, and general manager in 1990, 2000, and 2010.

Due to the newspaper being the main media in recent 20 years, the study adopts the recruitment information on the newspaper-La Presse as the unique data source. Moreover, employing the third part data can improve the subjectivity of research to some extent as well. The recruitment information for project manager, human resource manager, and general manager are gathered from the "Careers and Professions" section of every Saturday edition for the years 1990, 2000 and 2010.

The results show that the recruitment requirements for project manager, human resource manager, and general manager become more and more complex, and the quantity of recruitment information shows downward trend over the period studied. Moreover, the study also shows a lot of similarities and differences between three kinds of manager. For example: the "General/project management skills" is an important competence for Project manager and general manager but not for human resource manager; the "Professional" is a competency which is mentioned more frequently for project manager and human resource manager but not for general manager.

For the future, whether individual, university or training institutions should keep the competencies training focus consistent with the practical recruitment requirements, which can help the candidates to win the attention from the recruitment companies and to be competent for the post.

Key words: Project manager, human resource manager, general manager, education, work experience, and competencies.

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CHAPITRE 1
INTRODUCTION

Il est reconnu que les gestionnaires qui ont de l'éducation, de l'expérience, et des compétences ont une influence très positive sur le succès de l'organisation. Aujourd'hui, le développement de l'économie globale, l'émergence d'abondantes nouvelles technologies et la complexité rendent les exigences de recrutement de plus en plus difficiles. Pour s'adapter au changement et satisfaire aux demandes, beaucoup d'auteurs et d'experts ont essayé de déterminer les compétences de base que les gestionnaires deraient posséder.

Cette recherche contribue à comparer et résumer les exigences de recrutement concernant les gestionnaires de projet, les gestionnaires de ressources humaines, et le directeur général.

La méthode d'analyse retenue a été l'anaglyse de contenu, les données proviennent des offres d'empois parues dans le journal «La Presse ». Un échantillon des trois périodes a été fait (1990-1000-2010) afin de mieux comprendre l'évolution du contune des offres d'empois.

Cette analyse a permis de mieux appréhender l'évolution des exigences concernant l'éducation, l'expérience de travail et les compétences pour trois profils différents. Cette analyse a aussi cherché à vérifier si le tronc commun des compétences recherchées n'avait pas tendance à augmenter et pourquoi?

Le mémoire a été découpé ne cinq chapitre:

Le premier chapitre, introduction, décrit l'objectif et les problèmes de recherche.

Le deuxième est la revue de littérature, qui rappelle essentiellement les principaux modéles de compétence proposés par les divers auteurs et experts (de 1990 à 2010).

Le troisième est la méthodologie, qui décrit principalement les processus de recherche et la collecte de données.

Le quatrième est l'analyse de données pour mieux comprendre l'évolution des compétences rechercheés.

Le cinquième est la conclusion qui résume la recherche et les limites de l'étude.

CHAPITRE 2
REVUE DE LITÉRATURE

2.1 INTRODUCTION

The main objectives of this research are to compare and summarize the competencies requirements between PM, HRM, and GM in the field of the job recruitment during three periods: 1990, 2000, and 2010.

Thus, it is requisite to know about the definition of competency what competencies the authors pay attention to, and in which competencies a successful manager should be imperative in the periods above.

According to the information looked up, there are a lot of competencies researches relevant to the HRM and the PM. However, the competencies researches concerning to the GM are few. Thus, the following literature review does not include the review of competencies about GM. Moreover, the competencies researches about PM and HRM are respectively reviewed.

Apart from that, every mentioned competency in the literature review is coded on the basis of the categories of competencies identified by Skulmoski (2005). The specific categories are in table 1.

In the process of coding, if the competencies the author emphasis are consistent with the categories of competencies identified by Skulmoski (2005), which is marked as 1; if not, they will not be marked.

Table 1: Competencies model of Skulmoski (2005)

Personal attributes	Professional	Communication
Perspective	Dedicated	Collaborate
Analytical	Lifelong learning	Effective questioning
Commitment	Ownership of tasks/responsible	Generate feedback
Concern for impact	Pride in workmanship/Quality/Craftsmanship	Listening skills
Confident	Professional Conduct	Open communication
Creativity/innovative	Technical skills/Theoretical knowledge	Presentation skills
Deal with ambiguity	**General/Project management skills**	Writing skills
Decisiveness	Alignment	Verbal skills
Energetic	Articulate the business problem	**Leadership**
Eye for details	Business know-how	Change management
Flexibility/Versatile/ adjust/Adaptable	Monitor and control	Create an effective environment
Focus	Delegation	Leadership
Happy	HR management	Motivate self and others
High level perspective	Issue formulation	Objectivity
Initiative	Manage expectations	Ownership of tasks
Judgment	Manage project interfaces	Participate/Contribute-self & others
Mental capability	Marketing	Political awareness and agility/tact
Passionate	Planning skills	Protect the team
Persistence	Procedural skills	Share-information. Credit
Personal Growth	Resource allocation	Vision oriented
Proactive	Management/Project management competence	**Negotiation skills**
Problem solving/ Solution oriented	Scope, project & deliverables elaboration	Compromise
Resourceful	Scout	Conflict/ Dispute resolution
Results oriented	Self-organization/ self-directed	Consensus building
Realistic	Team building	Mediation "Umpire" skills
Risk Aware/ Taking	Training/ Mentoring	Negotiation/Facilitation skills
Sense of humour	**Social skills**	Persuasiveness
	Ability to get along/team player	
	Charisma/Sensitivity	
	Interpersonal sensitivity/empathy	
	Punctual/Trust/trusting	
	Respectful/Polite/Truthful/Honest	

2.2   COMPÉTENCE

The competency research could date from McClelland (1973) who referred to the competencies as traits and approaches that can impact on individual and organization performance. Woodruffe (1993) said the Boyatzis' book The Competent Manager (1982) promotes the use of competency in management domain, which results in a lot of literatures and organizations to pay attention to (Albanese, 1989). Siwan and Jennifer (2010) indicated there are a lot of definitions about competency. According to Gale and Pol (1975) "Competence is a molar concept similar to the concept of intelligence. Both terms imply that they are composed of a complex of important interrelated elements" (P.20). Boyatzis (1982) proposed competency is an "underlying characteristic of an employee (i.e. motive, trait, skill, aspects of one's self-image, social role, or a body of knowledge)" (P.20), which involves to part of job, the individual and organization performance. Boyatzis (2007) emphasized competency is "a capability or ability" (P.2) and "a behavioral approach to emotional, social, and cognitive intelligence"(P. 3), which is constituted of skills, judgment, attitudes and values, entry-skills, knowledge (Gale & Pol, 1975), and which a person needs to possess to complete the tasks and concerns if a manager can be competent to his job (Woodruff, 1991). Moreover, Boyatzis (1982) highlighted the performance can be maximised while the personal competency is consonant with organization environment and job requirements. Dulewicz (1989) and Spencer & Spencer (1993) proposed a majority of competencies models are to identify the specific competencies in practical work. However, "the most common approaches to defining competencies are the attribute and the behavioral models"(Karen, 2013, P.3). The former comprises traits, motives, confidence, knowledge, and skills, which are possessed by individuals and are conducive to improve performance (Boyatzis, 1982). The later exists in the behavior field of competencies, including knowledge and skills (Woodruffe, 1993).

Most of the competencies vary with various environments (Siwan & Jennifer, 2010), For instance, in the field of vocational counselling, the competency is regarded as a series of professional knowledge, skills and abilities relevant to different posts (Chan, 2006).

Furthermore, Capaldo et al (2006) emphasized apart from some competencies that are identified by post and organizational requirement, part of emerging competencies which organization is not aware of can be developed vie self-learning as well.

Thus, the competency possesses the following characteristics (Chan, 2006) : "Cluster of Knowledge, skills, abilities, motivations, beliefs, values, and interests, relate to a major part of the job, associated with effective and/or superior performance, observable and measurable against well-accepted standard, linked to future strategic directions" (P.3).

2.3   COMPÉTENCE DE GESTIONNAIRE DE PROJET

2.3.1 LA RECHERCHE DES COMPÉTENCES DU GESTIONNAIRE DE PROJET ANNÉES 1990

Around 1990, a lot of authors and experts tried to identify the competencies and characteristic that a competent project manager should have (Gadeken & Cullen, 1990, Gadeken, 1991, Price, 1994, Pettersen, 1991, McVeigh, 1995). Moreover, leadership and communication were regarded as the imperative competencies in which a project manager needs to be expertise (Cleland, 1990, Ralph, 1991, Trevor, 1992, Reinhold, 1992, Harrison, 1992).

Price (1993) summed up five competency clusters including specific ten competencies that a project manager should possess:

Goal and action management: Diagnostic use of concepts

Leadership: Self-confidence, use of oral presentation

HR management: management group process, use of socialized power

Directing subordinates: development others, use of unilateral power

Focus on others: Stamina and adaptability.

A good project manager is more important than advanced technology (Trevor, 1992, Ralph, 1991), which should possess two management skills: people management and priorities management (Trevor, 1992), and operate management skills as well as technology (Reinhold, 1992). For the skill of people management, Trevor (1992) said the project manager is not only to manage project but also a friend of project staffs. As the project manager they need to help project staffs reduce difficulties on the job and offer them the necessary training and coaching. For the skill of priority management, because the project managers need often to decide the priority, it's necessary to be imperative in identifying and setting up priorities (Trevor, 1992).

Ralph L (1991) emphasized several soft and hard skills a project manager needs to have. Soft skills: "Communication, Group management, Interpretative, Interpersonal, crisis management, and Gestalt". Hard skills: "statistics, scheduling, estimating, budgeting and computing" (P.3). In the research of Cleland (1990), the author emphasized the most important competencies that the project manager needs to have are: leadership, followed by communication and team development. Strong leadership can be conducive to resolve conflict, establish project culture, working environment, and integration of project members (Harrison, 1992). Effect communication competency can facilitate to communicate and negotiate with variety of managers and key stakeholders (Reinhold, 1992), to project members working together, and to transmission of information (Cleland, 1990). High team development competency can be contributed to form a qualified working environment, in turn, to improve the satisfaction of project staffs and the quality of communication (Cleland, 1990).

In the article of Harrison (1992), the authors listed five skills that a project manager should have according to the characteristics of project, which are "Leadership, achieving power in a fluid situation, the motivation of individuals and groups, developing teams and teamwork, and managing conflict (Harrison, 1992, P. 251)". Furthermore, the author emphasized the interpersonal skills the project manager needs to possess, which can

enhance team relationship and collaboration. D Anderson (1992) divided the important attributes of a project manager into four parts: "human relation skills, leadership skills, technical experience, and administration experience (D Anderson, 1992, P.139)". Of four parts, leadership and administration experience are viewed as the most important attributes of project manager across eight project management processes. In addition, having knowledge of technology and technical background can make the competencies of a project manager more efficiently (D Anderson, 1992).

According to the statistic result (Table 2), around 1990, the ranking of the project manager competencies the authors highlighted is leadership (7), General/ project management skills (7), communication (6), professional (2), social skills (2), personal attributes (1), and Negotiation skills (1).

Table 2: Statistic of mentioned PM competencies in the academic field in around 1990

Authors	Time	Personal attributes	Communication	Leadership	Professional	General/project management skills	Social skills	Negotiation skills
Cleland	1990		1	1		1		
Ralph	1991		1	1	1	1	1	
Trevor	1992		1	1		1		
Reinhold	1992		1	1		1		
Harrison	1992		1	1		1		1
Anderson	1992			1	1	1	1	
Price	1993	1	1	1		1		
Total		1	6	7	2	7	2	1

2.3.2 LA RECHERCHE DES COMPTÉTENCES DU GESTIONNAIRE DE PROJET ANNÉES 2000

Belzer (2001) and El-Sabaa (2001) highlighted soft skills have a great impact on project success, which was recognized by many researchers (Hebert, 2002, Crawford, 2000, PMI, 2001, Toney, 2002, Golob, 2002. etc.). The main duty for the project manager is to

manage the project members, which asks project manager to be imperative in the competency of conflict resolution (Levin & Skulmoski, 2000), and possess strong relationship management skills (Bourne & Walker, 2004). Besides, effect communication and transformational leadership (Prabhakar, 2005; Hyvari, 2006), trust and open communication (Skulmoski, 2000, Golob, 2002) are the key competencies to project management. Future project management will not only cover traditional industries but also apply to other industries and the project management approaches and competencies development will vary with the range of application of project management (Crawford, 2000). The book of Toney (2002) notes that competencies of effect project manager are constituted of 3 sets of competencies: "(a) Character traits, (b) professionalism consisting of leadership and management skills, and (c) projects skills comprised of the application of structured methodologies and procedures"(Toney, 2002, PP. 15-19), which were nearly consonant with the viewpoint proposed by Gill & Violette (2001) that project manager competencies development involves 3 dimensions: PM knowledge competencies, personal competencies, and PM performance competencies. Grawford (1998, 2000) found that hiring project manager with high-qualified competencies can create more competitive advantage for company and project performance. In order to identify what the competencies are most important for hiring, promoting project manager and designing project manager job description, Golob (2002) conducted an empirical research. The author said:

The ranking of top 10 project management competencies according to score for hiring project manager: trustworthiness, project leadership, determine project goals, determine project deliverables, communication style, team building, setting and managing expectations, communicate project status, flexibility and problem solving.

The ranking of top 10 project management competencies according to score for promoting project manager: trustworthiness, project leadership, determine project goals, team building, communication style, communicate project status, problem solving, setting and managing expectations, determine project deliverable, and flexibility. Ranking first-

trustworthiness is consistent with the finding of Toney (2002) that truthfulness is a key factor to the project success.

The ranking of top10 project management competencies according to score for job description: determine project goals, project leadership, determine project deliverables, develop project plan, setting and managing expectations, team building, communicate project status, problem solving, trustworthiness, and develop a schedule.

According to the statistic result (Table 3), around 2000, the ranking of project manager competencies the authors highlighted is general/project management skills (5), communication (4), leadership (4), personal attributes (3), social skills (3), negotiation (3), and professional (1).

Table 3: Statistic of mentioned PM competencies in the academic field in around 2000

Authors	Time	Personal attributes	Communication	Leadership	Professional	General/ project management skills	Social skills	Negotiation skills
Levin & Skulmoski	2000							1
Skulmoski	2000		1				1	
Gill & Violette	2001	1				1		
Wideman & Eng	2001					1		1
Murch	2001					1		1
Golob	2002	1	1	1		1	1	
Toney	2002	1		1	1	1		
Broune & Walker	2004						1	

2.3.3 LA RECHERCHE DES COMPTÉTENCES DU GESTIONNAIRE DE PROJET ANNÉES 2010

Around 2010, a lot of authors' researches focused on project managers' soft competencies (Patanakul & Milosevic, 2008, Skulmoski & Hartman, 2009, Muhammad& Michael, 2010, Goghegan&Dulewicz, 2008, LeBlanc, 2008, Gillard, 2009, Anantatmula, 2010, et al.) that are regarded as the crucial factors to project management success (Aitke & Crawford, 2008, Stevenson & Starkweather, 2009). Moreover, soft competencies are view as the reference standards for hiring of project managers (Stevenson & Starkweather, 2009).

Galvin *et al* (2014) put forward a series of skills, attributes, and qualities to modern project manager, including: "A strong technical background, a hard-nosed leader, a mature individual, someone who is currently available, someone on good terms with senior executives, a person who can keep a project team happy, one who has worked in several different departments, and a closer, someone with a drive to complete tasks (P, 6)".

Moreover, Meredith & Mantel (2013) proposed 4 competencies of clusters that an effect project manager should have:

Credibility: An effective project manager should possess technical and administrative credibility.

Sensitivity: An effective project manager should be sensitive in political climate, technology, emotion, and et al. Furthermore, an effective project manager should be an good negotiator, and "persuade people to cooperate irrespective of personal feelings." (P.119)

Leadership, ethics, and management style: These competencies are crucial to project manager and should vary and enhance with the environment.

Ability to handle stress: Project management is an industry with high stress, and project manager has to cope with various challenges, like: resource allocation, placing staff, negotiate with functional manager and suppliers.

Hwang & Ng (2013) identified some key knowledge and skills a competent project manager needs to possess. The former includes schedule management and stakeholder management, communication management, cost management, and human resources management. The later includes analytical, decision-making, team working, delegation, and problem-solving skills.

Clarke (2010) pointed out teamwork and dealing with conflict help managers quickly establishes effect interpersonal relations and facilitate project success. Muhammad and Michael (2010) emphasized a good project manager needs to possess 4 soft competencies: Leadership skills, communication, conflict resolution and motivation.

Stevenson & Starkweather (2009) conducted a research that shows six core soft competencies of successful project managers from the perspective of IT managers and executives: leadership, the ability to communicate at multiple levels, verbal and written skills, attitude, and the ability to deal with ambiguity and change. Of six competencies, communication at multiple levels, leadership and ability to deal with ambiguity and change are regarded as the most valued project management competencies to IT managers and executives in the Unite States.

Patanakul and Milosevic (2008) said either a single project manager or multiple project managers need to possess communication, business, and technical competencies.

It is written by Baroudi & Pant (2008) that project management employees and successful project managers should possess interpersonal, technical project management, cognitive, and leadership.

Riggio & Reichard (2008), and Clarke (2010) emphasized emotional competencies can facilitate effective communication. As a key competency, effect communications has a

positive impact on project members' satisfaction productivity, project's openness and transparency, easing conflict (Henderson, 2008), and improving the understanding of the project duties and goals (Baroudi & Pant, 2008). In some novel projects that need much innovation, the listening competency was recognized as ranking first in all the competencies (Henderson, 2008).

Geoghegan & Dulewicz (2008) and Müller & Turner (2009) proposed leadership is a key competency that successful project manager needs to have (Müller & Turner, 2009). However, what the two researches emphasized has fine contrast. In the research of Geoghegan & Dulewicz (2008), the leadership dimension falls under 3 parts: IQ, EQ, and MQ. They highlighted the MQ (managerial) leadership competency is a very important to the project success. In the research of Müller & Turner (2009), they pointed out leadership competence vision does not have a significant impact on the project success in the engineering and construction, information and telecommunication, and organizational projects. Furthermore, Müller & Turner (2009) put forward, apart from reserving traditional project methods, tools and techniques, the relevant to training the project manager also needs to be infused with social and psychological programs.

According to the statistic result (Table 4), around 2010, the ranking of project manager competencies the authors highlighted is leadership (8), communication (6), general/project management skills (5), personal attributes (4), social skills (4), personal attributes (4), professional (3), and negotiation (2).

Table 4: Statistic of mentioned PM competencies in the academic field in around 2010

Authors	Time	Personal attributes	Communication	Leadership	Professional	General/ project management skills	Social skills	Negotiation skills
Riggio & Reichard	2008	1						
Patanakul & Milosevic	2008		1		1	1		
Baroudi & Pant	2008		1	1	1	1	1	
Henderson	2008		1					
Geoghegan & Dulewicz	2008			1				
Müller & Turner	2009			1				
Stevenson	2009		1	1				
Clarke	2010						1	1
Muhammad	2010		1	1				1
Meredith	2013	1		1		1	1	
Hwang	2013	1	1	1		1		
Galvin et al	2014	1		1	1	1	1	
Total		4	6	8	3	5	4	2

2.4 COMPÉTENCE DE GÉRANT DE RESSOURCES HUMAINES

2.4.1 LA RECHERCHE DES COMPÉTENCES DU GESTIONNAIRE DES RESSOURCES HUMAINES ANNÉES 1990

For the core competencies of HR organization, Blancero et al (1996) emphasized eleven core competencies and six leverage competencies, which are instructive to the HR roles. The eleven core competencies include: ethics, communication, listening, relationship-building, team-building, standards of quality, judgment, results orientation, initiative, self-confidence, and enthusiasm & commitment. The 6 leverage competencies include influence, utilization of resources, customer awareness, creativity, questioning, and organizational astuteness. Moreover, the authors highlighted the senior HR manager should have effect communication and provide more resource to promote the competency development of HR professionals in the future. Yeung et al (1996) proposed it is different

to the imperative competencies between HR specialist and HR manager. The former should be master in "management, information technology expertise, and technical HR expertise" (P, 5). The later the senior HR managers should possess eleven competencies in the future (Lawson, 1990; Ulrich et al, 1995; Yeung et al, 1996). The eleven competencies and the ranking are: solid knowledge of business/ business acumen, capacity to facilitate and implement change, influencing skills, leadership abilities, organizational effectiveness, consultation skills, strategic/ systematic thinking, technical HR expertise, and communication skills, possession of a fact-based perspective and process management & improvement skills (Yeung et al, 1996).

Ulrich *et al* (1995) conducted a comprehensive research about HR competencies, which is recognized by many authors. The authors divided the HR competencies into three clusters that the high effect HR managers should have, and then asked the respondents to evaluate the specific competencies of each cluster. The three clusters and specific competencies are:

Knowledge of business: Helping HR professionals understands and makes fit the business functions and business environment, including: capability of financial, strategic, technological, and organizational.

Delivery of HR practices: Professional skills, like: staffing, development, appraisal, rewards organization design, and communication (Ulrich & Lake, 1990).

Management of change processes: Help HR professionals to adapt quickly to the new fluctuant environment. Including 30 specific competencies, like: building relationships, managing data, problem solving, leadership, influence, and et al.

The most critical cluster of competencies the respondents evaluated is management of change, which accounts for 41.2%, followed by delivery of HR practices (23.3%), and knowledge of business (18.8%), this ranking is consistent with the previous results of

research (Ulrich *et al*, 1989). The authors emphasized the respondents preferred the HR professionals possessing more knowledge of business that is conducive to HR professionals to take part in management team and get more attention than possessing HR practice competence from 1988 to 1991(Ulrich et al, 1989). However, in the industries of technology, like: chemical/pharmacy. The HR professionals were expected less to possess knowledge of business. Moreover, the authors indicated a series of specific competencies that HR professionals need to have: establishing trust and credibility, vision, and verbal communication.

Michael J & Dean W (1993) suggested a majority of human resource development professionals regard the personal competencies as the most crucial competencies in global human resource management success. A successful global HR manager should reinforce continually the understanding competency that can facilitate to learn about the thought and behaviour of customers. Besides, five attitudes and five skills are requisite as well. The five attitudes include: respect for the values and practices of other cultures, tolerance of ambiguity, commitments to human resource development principles and practices, initiative and persistence, and a sense of humour. The five skills include: cultural flexibility, communication skills, HRD skills, creativity, and self-learning.

Ulrich *et al* (1989) divided HR competencies into 3 sets as consistent as Ulrich *et al* (1995), which are knowledge of business, delivery of HR, and management of change. The authors put forward the management of change is evaluated by the respondents as the most important competencies set for HR professionals, followed by delivery of HR, and knowledge of business, this ranking is the same as Ulrich *et al* (1995). In addition, HR practices and competencies can change according to the different industries (Ulrich et al, 1995).

According to the statistic result (Table 5), the ranking of competencies highlighted by authors around 1990 is communication (6), professional (6), general/project management skills (6), leadership (3), social skills (3), and personal attributes (2).

Table 5: Statistic of mentioned HM competencies in the academic field in around 1990

Authors	Time	Personal attributes	Communication	Leadership	Professional	General/ project management skills	Social skills	Negotiation skills
Ulrich & Lake	1900		1		1	1		
Ulrich et al	1989		1	1	1	1	1	
Lawson	1900							
Michael J & Dean W	1993	1	1		1	1	1	
Ulrich et	1995		1	1	1	1		
Blancero et al	1996	1	1		1	1	1	
Yeung et al	1996		1	1	1	1		
Total		2	6	3	6	6	3	

2.4.2 LA RECHERCHE DES COMPÉTENCES DES COMPÉTENCES DU GESTIONNAIRE DES RESSOURCES HUMAINES ANNÉES 2000

Ulrich & Brockbank (2005) suggested HR competencies consist of strategic and functional competencies. The former composes of strategic contribution and business knowledge. Strategic contribution is the active involvement in strategic activities and the ability relevant to customers; Business knowledge is knowledge of the company and the industry. The later consists of personal credibility, HR delivery and HR technology. Personal credibility involves to the achievement of results, effective relationships, and communication; HR delivery involves to the ability to design and offer basic and innovative HR service; HR technology involves to the ability of use technology to enhance HR transactions.

Brockbank & Ulrich (2003) indicated HR professionals could facilitate organization business with 4 ways: strategic decision-making, culture management, fast change, and

market driven connectivity. They should possess marketing management skills, technology, rules, and finance ability (Katz, 2000, Lawler et al, 2004). However, apart from traditional business (Sternberger, 2002), effective competency of communication (Lachnit, 2001), people management skills, analytical and visionary skills (Naresh & Pawan, 2002), other competencies and skills are necessary for HR professionals, including "the psychology and sociology of human interaction, counselling, investigative techniques, employment and labour law, compensation and benefits, administration, the politics of organizations, and broad societal issues" (Sternberger, 2002, P. 12). Moreover, in the research of Sternberger (2002), relationship building is evaluated highest by respondents in the nighteen HR competencies including: legal compliance; coaching and counselling; customer value creating; tolerance for stress; ambiguity and change; communication and influence; staffing and retention; HR business support; relationship building; continuous learning; performance management and empowerment; project management; change management; assessment & evaluation; strategic business perspective; internal/external partnership building; quality orientation & continuous improvement; human capital management; visioning and alignment; and business process reengineering.

For the future development of HR professionals, the first, "HR professionals must find new ways to add value as defined by multiple stakeholders" (Ulrich, 2001, P.18); the second, HR managers need to adapt their competencies to the development of global economy, and 7 new critical competencies the HR managers need to have: business acumen and leadership, championing effective change, culture management, measurement capability, technology utilization, and knowledge and information management (Brian, 2001); the third, due to different HR competencies need for HR managers between CEOs and line managers, HR managers need to fully understand the expectation of line managers and CEOS. For example: The line managers considered business knowledge and personal management skills are important to HR managers. Instead, the CEOS regarded analytical and visionary competencies as the important skills to HR manager (Brian, 2001).

According to the statistic result (Table-6), the ranking of competencies highlighted by authors around 1990 is General/ project management skills (6), professional (5), communication (3), leadership (2), personal attributes (2), and social skills (2).

Authors	Date	Personal attributes	Communication	Leadership	Professional	General/ project management skills	Social skills	Negotiation skills
Katz	2000				I	I		
Lachinit	2001		I					
Brian	2001			I	I	I		
Sternberger	2002	I	I	I	I	I	I	
Naresh & Pawan	2002	I				I		
Lawler et al	2004				I	I		
Ulrich & Brockbank	2005		I		I	I	I	
Total		2	3	2	5	6	2	

Table 6: Statistic of mentioned HM competencies in the academic field in around 2000

2.4.3 LA RECHERCHE DES COMPÉTENCES DES COMPÉTENCES DU GESTIONNAIRE DES RESSOURCES HUMAINES ANNÉES 2010

HR professional competence accounts for 10% of organization business success (Ulrich et al, 2012), as business partner, they need to "develop different attitudes towards the business, to solve problems, to engage in stakeholder management and to 'sign up' the organisation to the HR agenda" (Glaister, 2014, P, 10). HRCS (2012) indicates HR professionals need to operate six essential competencies to improve organization performance, including: strategic positioned, credible activist, capability builder, change champion, HR innovator and integrator, and technology proponent. Long & Ismail (2008)

proposed HR professionals' competencies are not enough in culture management, market-driven connectivity, strategic decision-making, and fast change; HR's competencies "Personal communication, legal compliance, effective relationships, and performance management" are ranked above all other competencies in the Malaysia's manufacturing companies (P. 7)"; business knowledge, strategic combination, and HR technology have a big impact on company's performance. HR professionals need to possess considerable business knowledge and provide more business skills to facilitate organizational strategy and development (Madu, 2009). Barney et al (2010) conducted a research to determine what the competencies are important to HR managers, which is based on the competency model of Noe (2008) and Valkeavaara (1998). The authors put forward Business/Management competencies, Interpersonal competencies, Intellectual competencies, and Technical competencies are imperative to HR professionals. Of these competencies, business knowledge is regard as the most important competency to the HR practitioners. Moreover, respondents evaluate business competencies, personal/interpersonal competencies, and intellectual competencies as the most important competencies, which do not need to be improved immediately (Barney et al, 2010).

In the future, the HR professionals should possess higher and more effective "change management and strategic planning skills, develop strategic human resources management perspectives, remain functionally competent in HR, and develop internal consulting and leadership skills (Madu, 2009, P. 97)".

Based on the HRCS competencies model, Ulrich et al (2013) identify a series of new roles of HR and corresponding competencies. A lot of key findings are that credible activist role, the self-awareness, and high effect communication skills have the biggest impact on HR function, however, these competencies have the smallest and lightest impact on business performance. The specific roles and corresponding competencies are:

Credible activist role: self-awareness and high impact communication skills,

Capability builder role: building culture, efficiency, quality and innovation,

Change champion role: initiate and sustain change,

Strategic positioner role: interpret business context and co-produce strategy innovator,

Integrator role: engage in talent management and organization design,

Technology proponent role: use and administer technology.

According to the statistic result (Table 7), the ranking of competencies highlighted by authors around 2010 is General/ project management skills (7), social skills (4), professional (3), leadership (4), personal attributes (2), and communication (2).

Table 7: Statistic of mentioned HM competencies in the academic field in around 2010

Authors	Time	Personal attributes	Communication	Leadership	Professional	General/ project management skills	Social skills	Negotiation skills
Noe	2008	1				1	1	
Long& Ismail	2008		1			1	1	
Madu	2009			1		1		
Barney et al	2010				1	1	1	
HRCS	2012			1	1	1	1	
Ulrich et al	2013	1	1	1	1	1		
Glaister	2014			1		1		
Total		2	2	4	3	7	4	

CHAPITRE 3
MÉTHODOLOGIE

3.1 MÉTHODOLOGIE GÉNÉRALE

The main methodology approach is to analyse the recruitment information relevant to the post of PM, HRM, and GM on the newspaper. Considering that the time span of ten years might reflect the evolution more distincting of recruitment requirements, which is identified as 1990, 2000 and 2010.

3.2 ORIGINE DES DONNÉES

All the data in this research derives from the section "career and profession" of the newspaper-La Presse. This newspaper, as an important French-language daily newspaper founded in 1884, has a great reputation, and covers the entire Quebec, publishing from Mondays through Saturdays.

The recruitment information describes the overall situation of post and the fundamental requirements for the managers, including mainly duties, competencies/skills requirement, education, work experience, working condition, and salary. Furthermore, the writing is more rigorous and accurate due to respresenting the image of organization.

It is because that the analysis of the recruitment information about the managers can more completely reflect the overall evolution of education, work experience, and

competencies requirement in the recruitment field, the research considers the recruitment information about the manager level as the unique data sources.

3.3 CODIFICATION DE DONNÉES

The data coding is on the basis of the categories of competencies identified by Skulmoski (2005) as well, which includes seven clusters as a whole: the Personal attributes, Communication, Leadership, Professional, General/ project management skills, Social skills, and Negotiation skills. The data code consists of the following categories: Organization name, Business nature, Work experience, education degree, and mentioned competencies.

The value of 1 means that the data matches up with the category, the value of 0 means that the data does not match up with the category. Moreover, due to the variety of the work experience, this category is divided into four types: "No specific requirement", "1-5 years", "6-9 years", and "10 years or above". Besides, every type corresponds to the different value:

No specific requirement:0

1-5 years: 1

6-9 years: 2

10 years or above: 3.

3.4 LIMITE

Due to the stability of the newspapers, and the recruitment information can reflects the needs of the organization more clearly, choosing the recruitment information as the data source can further reduce the human influence and improve the objectivity of research.

However, the methodology also has limitation to some extent, which principally emerges in the aspect of data coding.

First of all, individual completes the entire process of data coding, including selecting and categorying the data, which might lead to the subjectivity increasing. Secondly, not all the recruitment information is complete and easily distinguishable. For example:

- Some information does not include the competencies or the skills requirement,
- The part of competencies requirements are vague
- The duties are not consistent with the title. For instance: The duties are concerned about the director or manager. However, the titles are specialist.

CHAPITRE 4

L'ANALYSE DES DONNÉES

4.1   L'ANALYSE DE DONNÉES

Table 8 is the statistic of gathered recruitment information about PM, HRM and GM in 1990, 2000, and 2010. Due to the fast development of Internet, which leads to the declination of the status of paper media and more and more organizations to choose new medias to publish the recruitment information. From 1990 to 2010, the research gathers a total of 1034 recruitment information, and the quantity of recruitment information on the newspaper decreases gradually (417 in 1990, 399 in 2000, and 208 in 2010). In every period, the most post demand is GM (total 458), followed by PM (total 315), and HRM (261).

Table 8: Gathered recruitment information for PM, HRM and GM in 1990, 2000, and 2010

Year	PM	HRM	GM	Total
1990	145	103	179	427
2000	88	121	190	399
2010	82	37	89	208
Total	315	261	458	1034

In the table 9, the evolution of ratio (Quantity of relevant competencies requirement/ Quantity of recruitment information) shows the monotony trend increasing from 1990 to 2010, which is 2.59, 3.11, and 3.48.

Table 9: Quantity of recruitment information and relevant competencies requirement

Year	Quantity of relevant competencies requirement	Quantity of recruitment information	Ratio
1990	1106	427	2.59
2000	1242	399	3.11
2010	723	208	3.48

4.2   L'ANALYSE DES EXIGENCES DE L'ÉDUCATION

4.2.1 COMPARAISON DE L'EXIGENCE DE L'ÉDUCATION POUR GP, RH ET MG EN 1990

In the table 10, it is obvious that the mentioned "Bachelor" degree requirement accounts for the biggest percentage of every manager, which accounts for 48%, 74%, and 56%, respectively. Moreover, in contrast to HRM and GM, the mentioned "No specific degree requirement" (30%) and "College" (17%) degree requirement for PM accounts for bigger percentage and the mentioned "Master or above" (4%) accounts for the lesser percentage, which means the recruitment organization pay more attention to the practical competencies of PM candidates rather than degree.

Otherwise, the mentioned "Bachelor" for HRM accounts for 74%, which is the higher than PM and GM candidates; the mentioned "Master or above" for GM accounts for 23%, which is the bigger than PM and HRM.

Table 10: Education requirements for PM, HRM, and GM post candidates in 1990

Type	No degree requirement	Percentage	College	Percentage	Bachelor	Percentage	Master or above	Percentage
PM	44	30%	25	17%	70	48%	6	4%
HRM	11	11%	5	5%	76	74%	11	11%
GM	31	17%	7	4%	100	56%	41	23%

4.2.2 COMPARAISON DE L'EXIGENCE DE L'ÉDUCATION POUR GP, RH ET MG EN 2000

In the table 11, the mentioned "Bachelor" degree still accounts for the biggest percentage and the mentioned "College" degree accounts for the lesser percentage for every manager. Otherwise, in CAMPARAISON with HRM and GM, the mentioned "No specific degree requirement" (26%) for PM is obviously higher than HRM and GM and the percentage of mentioned "Master or above" for PM is least.

Table 11: Education requirements for all the managers in 2000

Type	No degree requirement	Percentage	College	Percentage	Bachelor	Percentage	Master or doctor	Percentage
PM	23	26%	15	17%	44	50%	6	6%
HRM	6	5%	6	5%	81	67%	28	23%
GM	25	13%	5	3%	92	48%	68	36%

4.2.3 COMPARAISON DE L'EXIGENCE DE L'ÉDUCATION POUR GP, RH ET MG EN 2010

In the table 12, the mentioned "Bachelor" requirement accounts for the highest percentage for PM and HRM. However, for HR, the percentage of the mentioned "Master or above" is nearly same to the percentage of mentioend "Bachelor" ; for the GM, the percentage of mentioned "Master or above" exceeds the percentage of mentioned "Bachelor", which reflects the HRM and GM recruitment organizations focus on the candidates education level more.

Otherwise, for the PM, the percentage of mentioned "No specific requirement" and "College" is still higher than HRM and GM, and the perncentage of mentioned "Master or above" lags far behind HRM and GM.

Table 12: Education requirement for PM, HRM, and GM in 2010

Type	No degree requirement	Percentage	College	Percentage	Bachelor	Percentage	Master or above	Percentage
PM	13	16%	15	18%	48	59%	6	7%
HRM	2	5%	3	8%	17	46%	15	41%
GM	5	6%	1	1%	33	37%	50	56%

4.2.4 ÉVOLUTION DE "NON EXIGENCE SPÉCIFIQUE DE L'ÉDUCATION" DANS CHAQUE DOMAINE DE 1990 À 2010

In the Figure 1, it is obvious that the evolution of percentage of mentioned "No specific degree requirement" for every manager from 1990 to 2010 shows the declining trend, which reflects the recruitment organizations regard the degree level as the recruitment standard. Moreover, the percentage of No specific degree requirement for PM is higher than HRM and GM all the time.

Figure 1: The evolution of percentage of mentioned "No specific requirement" for every manager from 1990 to 2010
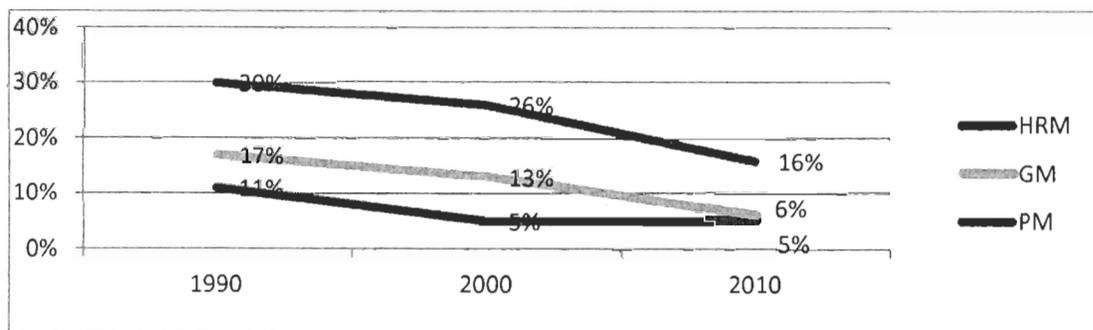
4.2.5 ÉVOLUTION DE "L'EXIGENCE DE L'ÉDUCATION COLLÉGIALE" DANS CHAQUE DOMAINE DE 1990 À 2010

In the figure2, we can see the percentage of mentioned "College" degree requirement for PM is higher than HRM and GM from 1990 to 2010, in addition, it shows slowly upward trend for PM and HRM, and shows declining trend for GM.

Figure 2: Evolution of percentage of college for every manager from 1990 to 2010
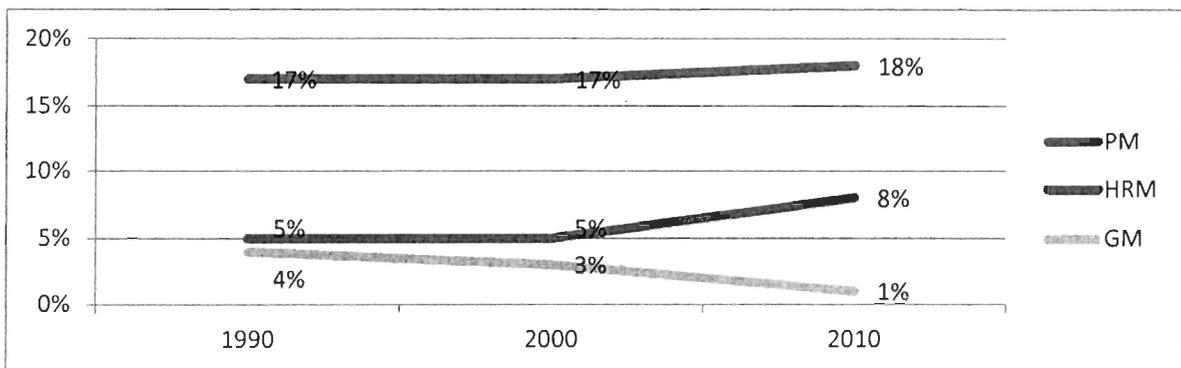
4.2.6 ÉVOLUTION DE "L'EXIGENCE DE DIPLÔME DE BAC" DANS CHAQUE DOMAINE DE 1990 À 2010

In the Figure 3, the evolution of percentage of mentioned "Bachelor" degree for PM is contrary to the HRM and GM, the former shows the upward trend, and the two latters shows the downward trend. Furthermore, the percentage of mentioned Bachelor degree requirement for PM is lower than HRM and GM in 1990, however, which is higher than HRM and GM in 2010. From this, we can see that the demand of bachelor degree for PM becomes bigger and bigger.

Figure 3: Evolution of percentage of Bachelor for every manager from 1990 to 2010
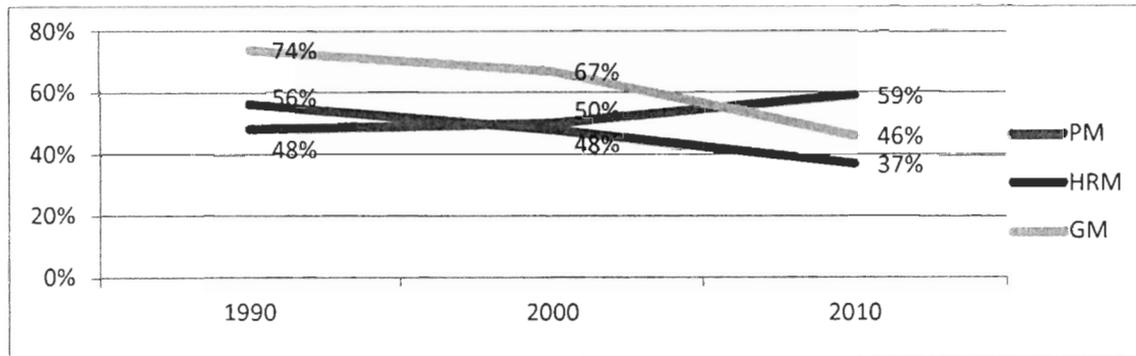
4.2.7 ÉVOLUTION DE "L'EXIGENCE DE DIMPLÔME DE MAÎTRISE" DANS CHAQUE DOMAINE DE 1990 À 2010

From the figure 4, the evolution of percentage of mentioned "Master or above" shows the upward trend, whether for PM or for HRM and GM. The demand of "Master or above" for GM and HRM increases very fast for HRM and GM, however, which is not significantly for PM.

Figure 4: The evolution of percentage of Master or above for every manager from 1990 to 2010
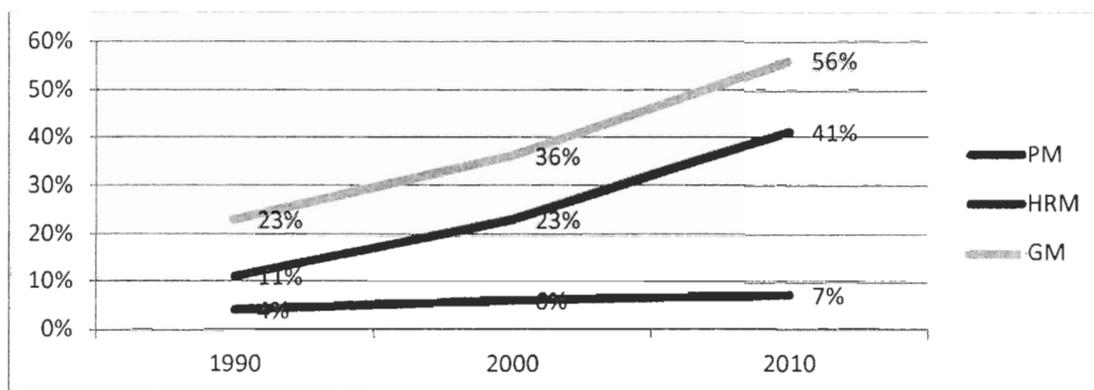
4.3   L'ANALYSE DE L'EXIGENCE DE L'EXPÉRIENCE DE TRAVAIL

4.3.1 COMPARAISON DE L'EXIGENCE DE L'EXPÉRIENCE DE TRAVAIL POUR GP, RH, MG EN 1990

In the table 13 and figure 5, the "1-5 years" and "6-10 years" are more mentioned work experience requirement for PM, HRM, and GM. The mentioned "6-10 years" requirement for HRM accounts more percentage than PM and GM. The "No specific work experience requirement" for PM accounts obviously for higher percentage than HRM and GM. Overall, the PM recruitment standard is not as detailed as HRM and GM. For example: during the entire process of gathering data, we can often find a lot of PM recruitment information that simply lists the contact information, company name, and address, the phenomenon emerges more frequently than HRM and GM.

Table 13: Work experiences requirement statistic for each manager in 1990

Type	No specific requirement	1-5 years	6-10 years	10 years or above
PM	25%	43%	24%	8%
HRM	7%	38%	48%	8%
GM	6%	43%	39%	12%

Figure 5: Comparison of work experiences requirement for each manager in 1990
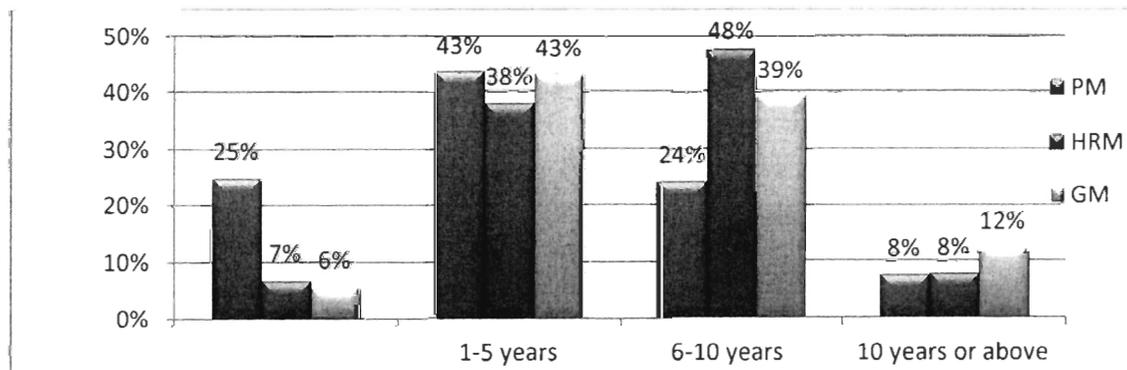
4.3.2 COMPARAISON DE L'EXIGENCE DE L'EXPÉRIENCE DE TRAVAIL POUR GP, RH, MG EN 2000

The table 14 and figure 6 reflect the statistic of work experiences requirement for each manager in 2000, overall, the mentioned "1-5 years" and "6-10 years" account for the bigger percentage of HRM and GM.However, for PM, the mentioned of "No specific requirement" and "1-5 years" accounts for the higher percentage than HRM and GM.

Table 14: Work experiences statistic for each manager in 2000

Type	No specific requirement	1-5 years	6-10 years	10 years or above
PM	27%	45%	18%	9%
HRM	5%	36%	49%	11%
GM	9%	27%	39%	24%

Figure 6: Comparison of work experience requirements for each manager in 2000
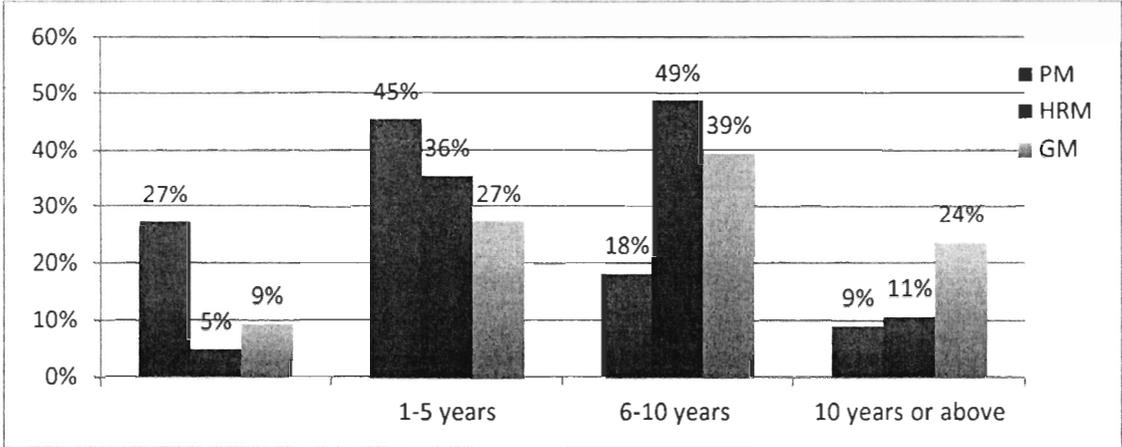
4.3.3 COMPARAISON DE L'EXIGENCE DE L'EXPÉRIENCE DE TRAVAIL POUR GP, RH, MG EN 2010

In table 15 and figure 7, overall, the "6-10 years" is more mentioned work experience requirement for PM, HRM, and GM. The "No specific work experience requirement" for GM and HRM accounts for the lowest percentage (4%, 3%), however, this accounts for the bigger percentage (23%) for PM. In addition, the percentage of mentioned "10 years above" for GM (53%) is obviously higher than HRM (27%) and PM (11%), which means the GM recruitment organizations pay more attention to candidates' work experience than HRM and PM.

Table 15: Work experiences statistic for each manager in 2010

Type	No specific requirement	1-5 years	6-10 years	10 years or above
PM	23%	37%	29%	11%
HRM	3%	32%	38%	27%
GM	4%	16%	27%	53%

Figure 7: The comparison of work experience requirement for each manage in 2010

34
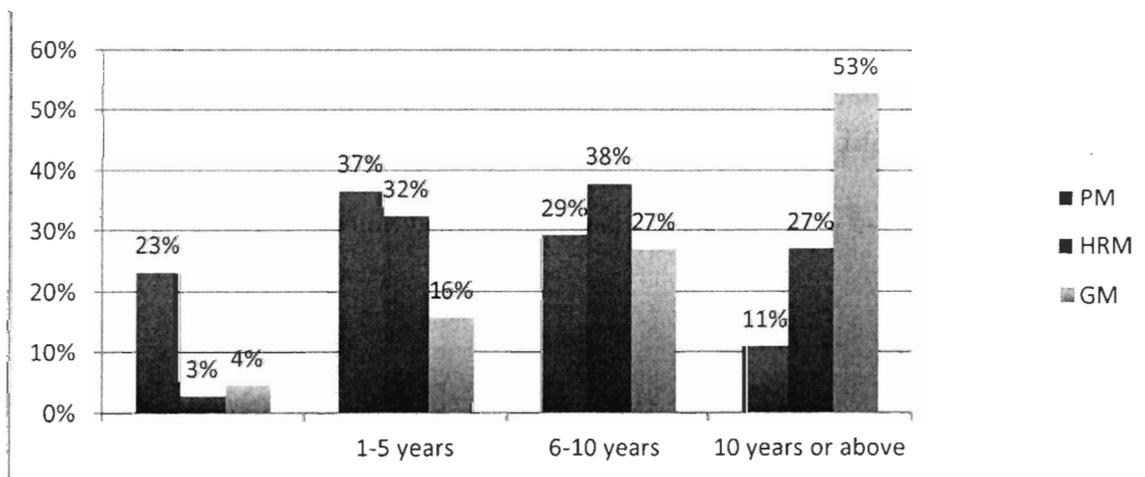
4.3.4 ÉVOLUTION DE "NON EXIGENCE SPÉCIFIQUE DE L'EXPÉRIENCE DE TRAVAIL" POUR GP, RH, MG DE 1990 À 2010

In the Figure 8, the percentage of mentioned "No specific requirement" work experience for each manager shows a slightly downward trend. Otherwise, the percentage for PM is obviously higher than HRM and GM.

Figure 8: Evolution of No specific work experience requirement for PM, HRM, and GM from 1990 to 2010
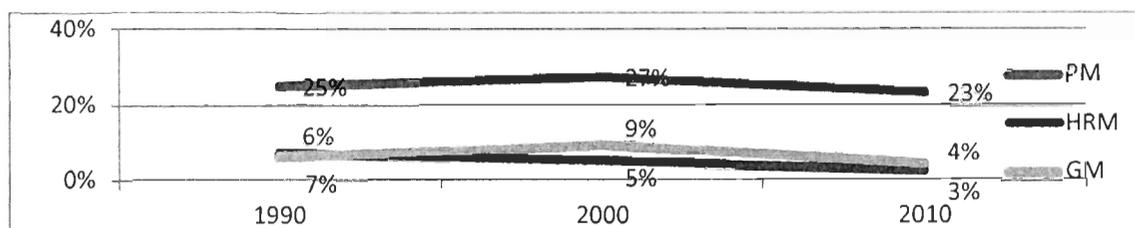
4.3.5 EVOLUTION OF 1-5 YEARS WORK EXPERIENCE REQUIREMENT FOR PM, HRM, AND GM FROM 1990 TO 2010

In figure 9, the evolution of percentage of mentioned "1-5 years" work experience requirement for every manager shows the slight declining trend as well. The biggest fluctuation emerges in GM, which is down from 43% in 1990 to 16% in 2010

Figure 9: Evolution of 1-5 years work experience requirement for PM, HRM, and GM from 1990 to 2010
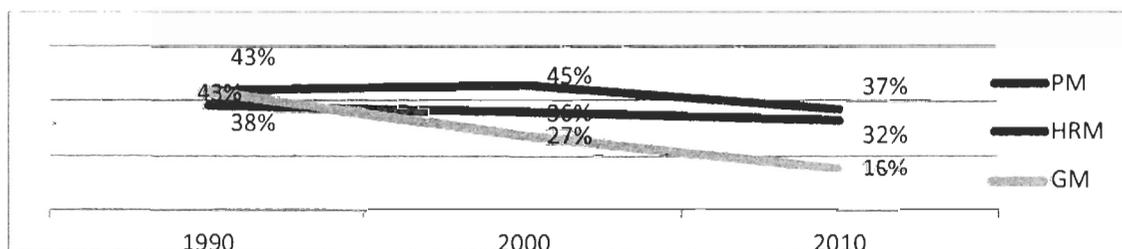
4.3.6 ÉVOLUTION DE "L'EXIGENCE DE 6-10 ANS L'EXPÉRIENCE DE TRAVAIL" POUR GP, RH, MG DE 1990 À 2010

In the figure 10, the evolution of the percentage of mentioned "6-10 years" for HRM and GM shows a declining trend, however, it shows upward trends for PM. In addition, the percentage of "6-10 years" for GM is higher than HRM and PM.

Figure 10 : Evolution of 6-10 years work experience requirement for PM, HRM, and GM from 1990 to 2010
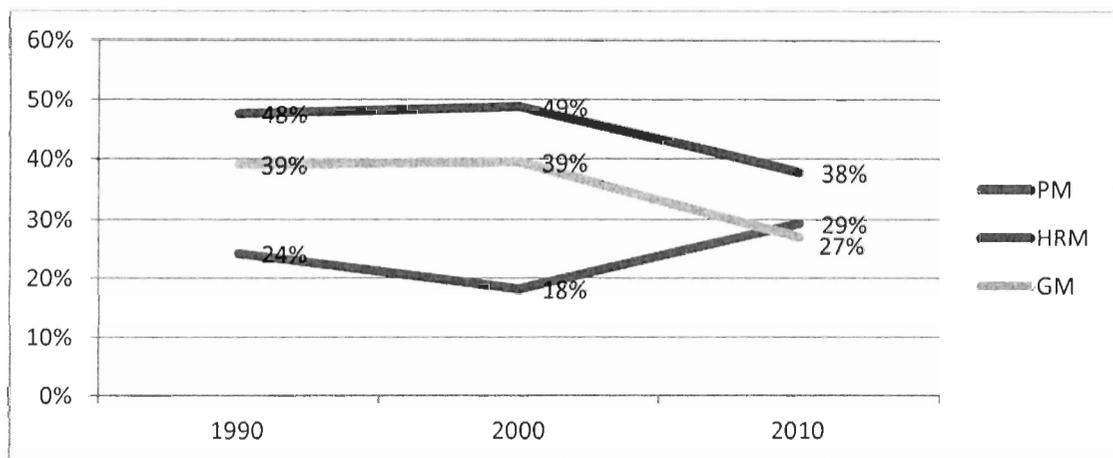
4.3.7 ÉVOLUTION DE "L'EXIGENCE DE 10 ANS PLUS L'EXPÉRIENCE DE TRAVAIL " POUR GP, RH, MG DE 1990 À 2010

From figure 11, we can see the evolution of the percentage of mentioned "10 years or above" work experience requirement for every manager shows the upward trend. The biggest fluctuation emerges in GM, which is up from 12% in 1990 to 53% in 2010. Moreover, the fluctuation for PM is the lowest in CAMPARAISON with GM and HRM, which is only up from 8% in 1990 to 11% in 2010.

Figure 11 : Evolution of 10 years or above work experience requirement for PM, HRM, and GM from 1990 to 2010
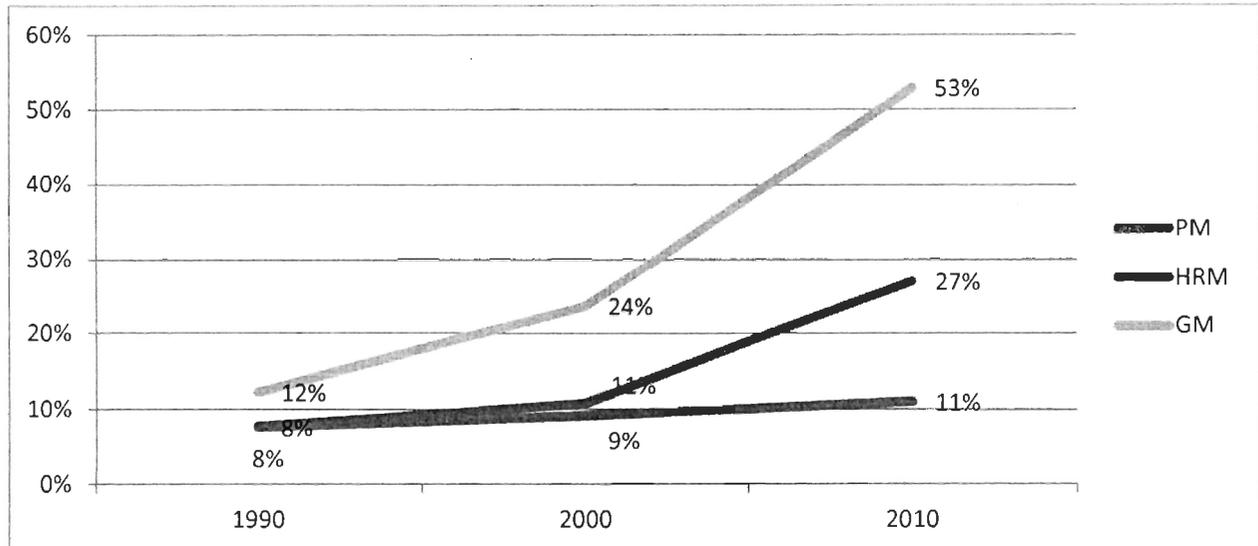
4.4   L'ANALYSE DE L'EXIGENCE DE COMPÉTENCES MENTIONÉE

4.4.1 COMPATISON DE L'EXIGENCE DE COMPÉTENCE MENTIONNÉE POUR CHAQUE GÉRANT EN 1990

Due to the specific language culture, most of recruitment organizations in Québec demand that the candidates possessing French and English, from table 16 and figure 12, we can see the mentioned "Communication" accounts for the bigger percentage for each manager in 1990, which is 21%, 34%, and 26%. Moreover, the top 3 mentioned competencies for PM are "Communication", "Professional", and "General/Project management skills"; for HRM, which are "Communication", "Personal attributes" and "Professional"; for GM, which are "Communication", "Personal attributes", "Leadership", and "General/Project management skills". In addition, the "Social skills" and "Negotiation skills" are less mentioned competencies for each manger; the "General/Project management skills" is the least mentioned competency for HRM.

Table 16 : Statistic of mentioned competencies for each manager in 1990

Type	PM		HRM		GM	
	Quantity	Percentage	Quantity	Percentage	Quantity	Percentage
Personal Attributes	52	12%	57	28%	84	17%
Communication	90	21%	68	34%	121	26%
Leadership	30	7%	25	12%	79	17%
Professional	121	28%	30	15%	9	2%
General/Project management skills	100	23%	4	2%	143	30%
Social Skills	32	7%	10	5%	25	5%
Negotiation Skills	9	2%	8	4%	9	2%
Total	434		202		470	

Figure 12 : Comparison of mentioned competencies for every manager in 1990
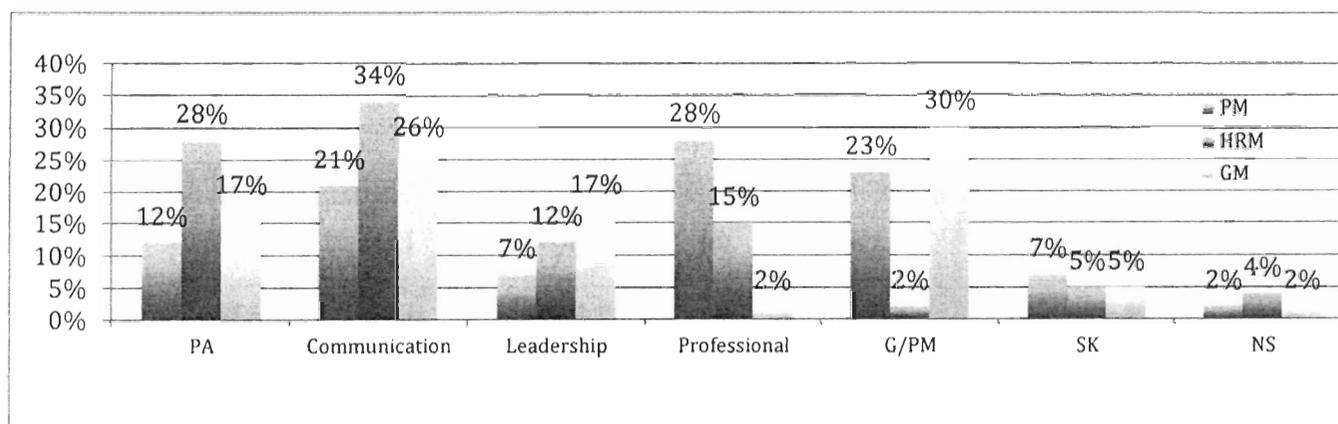
4.4.2 COMPARAISON DE L'EXIGENCE DE COMPÉTENCE MENTIONÉE POUR CHAQUE GÉRANT EN 2000

In the table 17 and figure 13, the "Communication" is still the most mentioned competencies for each manager, which accounts for 26% for PM, HRM, and 22% for GM. The top3 mentioned competencies for PM are "Communication", "Professional", and "General/Project management skills"; for HRM, which are "Communication", "Personal

attributes" and "Leadership"; for GM, which are "Communication", "Personal attributes", "General/Project management skills", and "Leadership". The "Negotiation skills" are the least mentioned competencies for each manager.

For the three managers, the biggest difference emerges in Leadership, General/Project management skills, and Professional. Leadership accounts for 16% for HRM and 20% GM, however, it accounts only for 7% for PM. General/Project management skills accounts for 19% and 21% for PM and GM, however, it accounts only for 9% for HRM. From this, we can see the recruitment organizations do not need HRM possess more management or business knowledge and skills. Professional accounts for 23% and 13% for PM and HRM, and just accounts for 4% for GM, which suggests the "Professional" competencies for GM recruitment organization are not very significant.

Table 17: Competencies statistics for each manager in 2000

Type	PM		HRM		GM	
	Quantity	Percentage	Quantity	Percentage	Quantity	Percentage
Personal Attributes	35	13%	64	20%	135	21%
Communication	69	26%	85	26%	145	22%
Leadership	20	7%	54	16%	128	20%
Professional	62	23%	44	13%	27	4%
General/Project management skills	51	19%	29	9%	135	21%
Social Skills	26	10%	33	10%	48	7%
Negotiation Skills	4	1%	19	6%	29	4%
Total	267		328		647	

Figure 13 : Comparison of mentioned competencies for every manager in 2000
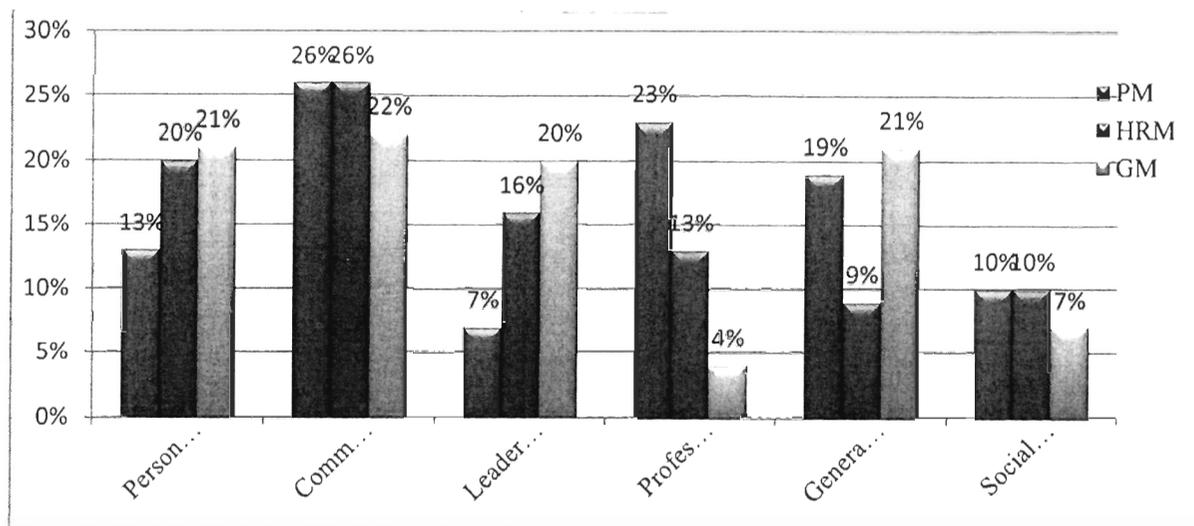
4.4.3 COMPARAISON DE L'EXIGENCE DE COMPÉTENCE MENTIONNÉE POUR CHAQUE GÉRANT EN 2010

In the table 18 and figure 14, the "Communication" is still the more mentioned competency and the "Negation skills" are the least mentioned competencies for each manager. The top 3 more mentioned competencies for PM are "Communication". "General/Project management skills", "Professional", and "Personal attributes"; for HRM, which are "Communication", "Personal attributes", and Leadership; for the GM, they are "Communication", "Leadership", and "General/Project management skills". In addition, the biggest difference for three managers emerges in "Leadership", "Professional", and "General/Project management skills". "Leadership" accounts for 20% and 21% for HRM and GM, however, which accounts for just 9% for PM; "Professional" accounts for 23% and 14% for PM and HRM, which accounts for only 4% for GM; the "General/Project management skills" account for 23% and 27% for PM and GM, which accounts for only 8% for HRM. Moreover, the "Personal attributes" are the more mentioned competencies for each manager, which reflects that the recruitment organizations pay more attention to the

personalities of post candidates.

Table 18: Statistic of mentioned competencies for each manager in 2010

Type	PM		HRM		GM		Total	
	Quantity	Percentage	Quantity	Percentage	Quantity	Percentage	Quantity	Percentage
Personal Attributes	38	13%	25	23%	61	19%	124	17%
Communication	59	20%	27	25%	69	22%	155	21%
Leadership	27	9%	22	20%	67	21%	116	16%
Professional	68	23%	15	14%	12	4%	95	13%
General/Project management skills	68	23%	9	8%	84	27%	161	22%
Social Skills	28	9%	5	5%	13	4%	46	6%
Negotiation Skills	13	4%	6	6%	7	2%	26	4%
Total	301		109		313		723	

Figure 14: Comparison of mentioned competencies for every manager in 2010
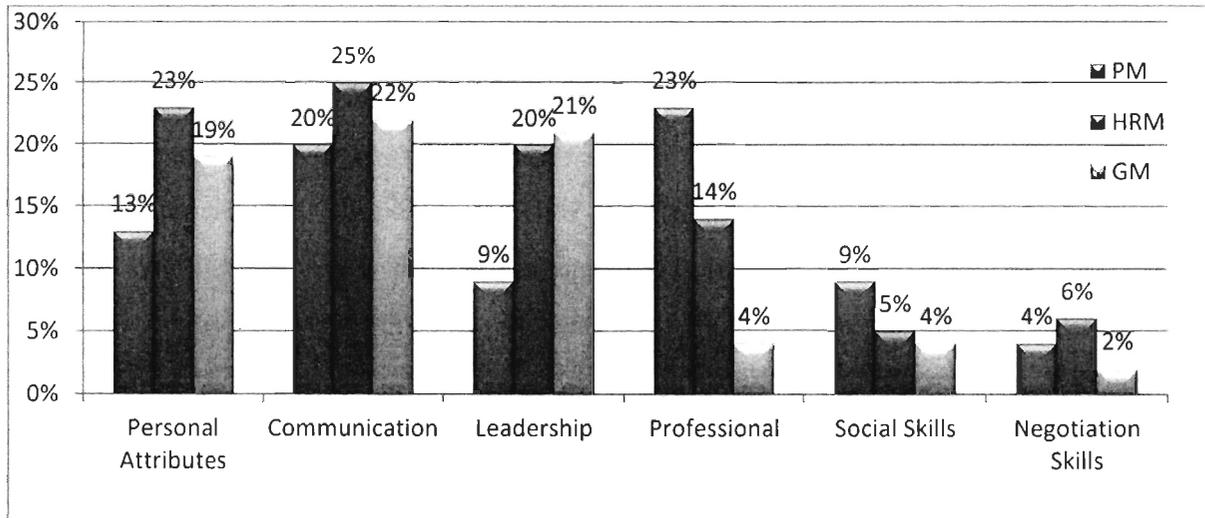
4.5   CLASSEMENT DE CHAQUE COMPÉTENCE MENTIONNÉE POUR GP, RH ET MG DE 1990 À 2010

4.5.1 CLASSEMENT DE CHAQUE COMPÉTENCE MENTIONNÉE POUR GP DE 1990 À 2010

It is because that most of recruitment organizations in Québec demand that the candidates speak both French and English, the main duties for PM are to plan, manage, control, etc, and a majority of projects exist in the field of construction, and chemistry. Then, in the table 19, we can see the main mentioned competencies in the PM recruitment field from 1990 to 2010 are "General/Project management skills" and "Communication".

From 1990 to 2010, the ranking from fourth to seventh keeps consistent, which are: "Personal attributes", "Social skills", "Leadership", and "Negotiation skills", and accounts for around 10%, respectively. Otherwise, the top three mentioned competencies still keep stable, which are "Professional", "General/Project management skills", and "Communication", and accounts for around 20%, respectively. However, the ranking of top 3 mentioned competencies has relatively big change,

The ranking of top 3 mentioned competencies in 1990 are "Professional" (28%), "General/Project management skills" (23%), "Communication" (21%); in 2000, the ranking is "Communication" (26%), "Professional" (23%), and "General/Project management skills" (19%). To compare the ranking in 1990 with the ranking in 2000, the ranking of "Communication" rises from third to first; the ranking of "Professional" slips from first to second; the ranking of "General/Project management skills" slips from second third.

In 2010, the ranking of top 3 mentioned competencies in 1990 are "General/Project management skills" (23%), Professional (23%), and Communication (20%). To compare the ranking in 2000 with the ranking in 2010, the "General/Project management skills" rises from third to first; "Professional" keeps the same; "Communication" slips from first to third.

Table 19: The ranking of each competency for PM from 1990 to 2010

Ranking	1990			2000			2010		
	Type	Quantity	Percentage	Type	Quantity	Percentage	Type	Quantity	Percentage
1	Professional	121	28%	Communication	69	26%	GPS	69	23%
2	GPS	100	23%	Professional	62	23%	Professional	67	23%
3	Communication	90	21%	GPS	51	19%	Communication	59	20%
4	P.A	52	12%	P.A	35	13%	P.A	38	13%
5	S.S	32	7%	S.S	26	10%	S.S	28	9%
6	Leadership	30	7%	Leadership	20	7%	Leadership	27	9%
7	N.S	9	2%	N.S	4	1%	N.S	13	4%
P.A=Peronal attributes; GPS=General/project management skills; N.S=Negociation skills, SS=Social skills									

4.5.2 CLASSEMENT DE CHAQUE COMPÉTENCE MENTIONNÉE POUR RH DE 1990 À 2010

In the table 20, the "Communication" and "Personal attributes" account for the larger percentage and keep the same ranking from 1990 to 2010, the former account for 23% in 1990, 26% in 2000, 25% in 2010, and ranks first; the latter accounts for 28% in 1990, 20% in 2000, 23% in 2010, and ranks second.

The ranking of "General/ Project management skills" and "Leadership" show an upward trend, respectively. The former ranks from seventh in 1990 to sixth in 2000 and fifth in 2010; the latter ranks from fourth in 1990 to third in 2000 and 2010. The ranking of "Professional" and "Social skills" shows the downward trend, the former slips from third in 1990 to fourth in 2000 and in 2010; the latter slips from fifth in 1990 to seventh in 2010.

Table 20: The ranking of each competency for HRM from 1990 to 2010

Ranking	1990			2000			2010		
	Type	Quantity	Percentage	Type	Quantity	Percentage	Type	Quantity	Percentage
1	Communication	68	34%	Communication	85	26%	Communication	27	25%
2	P.A	57	28%	P.A	64	20%	P.A	25	23%
3	Professional	30	15%	Leadership	54	16%	Leadership	22	20%
4	Leadership	25	12%	Professional	44	13%	Professional	15	14%
5	S.S	10	5%	S.S	33	10%	GPS	9	8%
6	N.S	8	4%	GPS	29	9%	N.S	6	6%
7	GPS	4	2%	N.S	19	6%	S.S	5	5%

4.5.3 CLASSEMENT DE CHAQUE COMPÉTENCE MENTIONNÉE POUR MG DE 1990 À 2010

In the table 21, the top 4 competencies keep unchanged, which are "Communication", "General/Project management skills", "Leadership", and "Personal attributes". However, the ranking varies with year.

From 1990 to 2000, the "General/Project management skills" slides from first to second; the "Communication" moves from second to first; the "Personal attributes" rises from third to second; the "Leadership" keeps the same. Thought the ranking changes in 2000, the percentage of each mentioned competency is very close, which is around 21%.

From 2000 to 2010, the "Communication" slides from first to second and accounts as the same percentage; the "Personal attributes" slides from second to fourth; the "General/Project management skills" moves from second to first; the "Leadership" moves from fourth to third.

In addition, the Social skills, Professional, and Negotiation skills are not mentioned frequently, which account for below 7%.

Table 21: The ranking of each competency for GM from 1990 to 2010

Ranking	1990			2000			2010		
	Type	Quantity	Percentage	Type	Quantity	Percentage	Type	Quantity	Percentage
1	GPS	143	30%	Communication	145	22%	GPS	84	27%
2	Communication	121	26%	P.A	135	21%	Communication	69	22%
3	PA	84	17%	GPS	135	21%	Leadership	67	21%
4	Leadership	79	17%	Leadership	128	20%	PA	61	19%
5	Social Skills	25	5%	Social Skills	48	7%	Professional	12	4%
6	Professional	9	2%	Professional	27	4%	Social Skills	13	4%
7	N.S	9	2%	N.S	29	4%	N.S	7	2%

4.6 L'ÉVOLUTION DE CHAQUE COMPÉTENCE MENTIONNÉE POUR GP, RH ET MG DE 1990 À 2010

4.6.1. L'ÉVOLUTION DE CHAQUE COMPÉTENCE POUR GP, RH ET MG DE 1990 À 2010

According to the table 22 and figure 15, we can see the percentage of Personal attributes for HRM shows slight downward trend. Moreover, the percentage for PM and GM nearly keeps the same from 1990 to 2010.

Table 22: Evolution of Personal attributes of PM, HRM, and GM from 1990 to 2010

| Type of manager	PM	HRM	GM
1990	12%	28%	17%
2000	13%	20%	21%
2010	13%	23%	19%

Figure 15: Evolution of Personal attributes of PM, HRM, and GM from 1990 to 2010
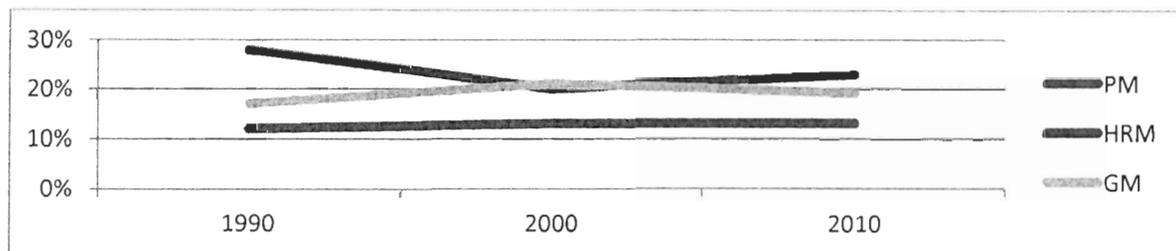
In the table 23 and figure 16, overall, the percentage of "Communication" for each manager shows the downward trend from 1990 to 2010, which means that the organization lower the language requirement. Furthermore, the "Communication" is still a very important competency and keeps the relatively high demand in the market.

Table 23: Evolution of Communication of PM, HRM, and GM from 1990 to 2010

Type of manager	PM	HRM	GM
1990	21%	34%	26%
2000	26%	26%	22%
2010	20%	25%	22%

Figure 16: Evolution of Communication of PM, HRM, and GM from 1990 to 2010
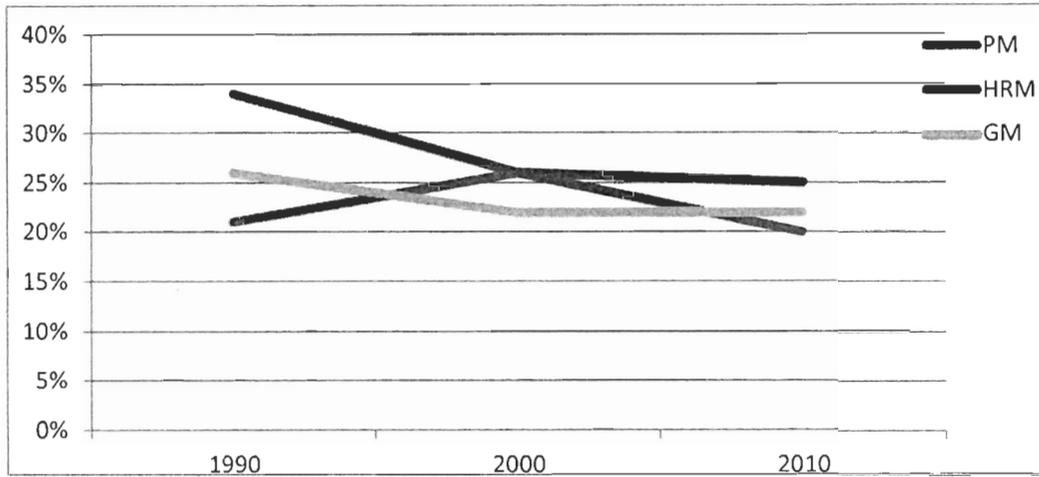
In the table 24 and Figure 17, the percentage of Leadership for every manager shows the monotony upward trend. From this, we can see that the demand of Leadership for each manager increases gradually. Otherwise, the GM leads HRM and PM normally due to the position, the percentage of Leadership for GM is relatively higher than HRM and PM

Table 24: Evolution of Leadership of PM, HRM, and GM from 1990 to 2010

Type of manager	PM	HRM	GM
1990	7%	12%	17%
2000	7%	16%	20%
2010	9%	20%	21%

Figure 17: Evolution of Leadership of PM, HRM, and GM from 1990 to 2010
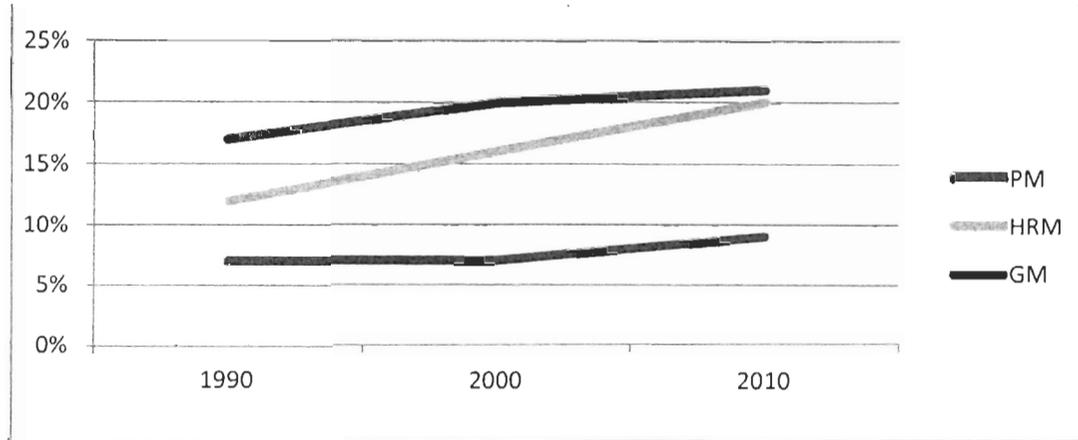
It is because that the PM and HRM belongs to the professional manager, the organization pay more attention to their professional competencies and knowledge. In the table 25 and figure 18, we can see the percentage of Professional for PM and HRM is obviously higher than GM. Moreover, the percentage of Professional for every manger keeps steady.

Table 25: Evolution of Professional of PM, HRM, and GM from 1990 to 2010

| Type of manager	PM	HRM	GM
1990	**28%**	**15%**	**2%**
2000	**23%**	**13%**	**4%**
2010	**23%**	**14%**	**4%**

Figure 18: Evolution of Professional of PM, HRM, and GM from 1990 to 2010
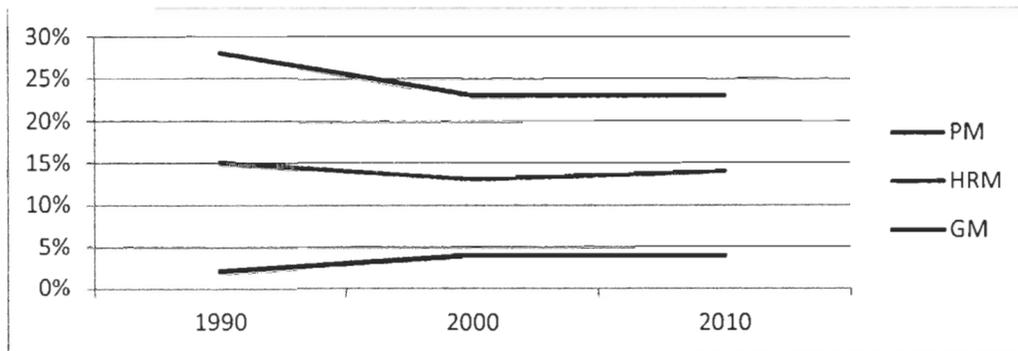
From 1990 to 2010, a lot of authors indicate HRM needs to possess more business or management skills to adapt to the demand in the future (Ulrich et al, 1989; Katz, 2000, Lawler et al, 2004; Glaister, 2014, et al). In table 26 and figure 19, the percentage of "General/Project management skills" for HRM shows upward trend, which is up from 2% in 1990 to 8% in 2010. Moreover, the demand of "General/Project management skills" for PM and GM is still bigger and keeps steady.

Table 26: Evolution of General/Project management skills of PM, HRM, and GM from 1990 to 2010

Type of manager	PM	HRM	GM
1990	23%	2%	30%
2000	19%	9%	21%
2010	23%	8%	27%

Figure 19: Evolution of General/Project management skills of PM, HRM, and GM from 1990 to 2010
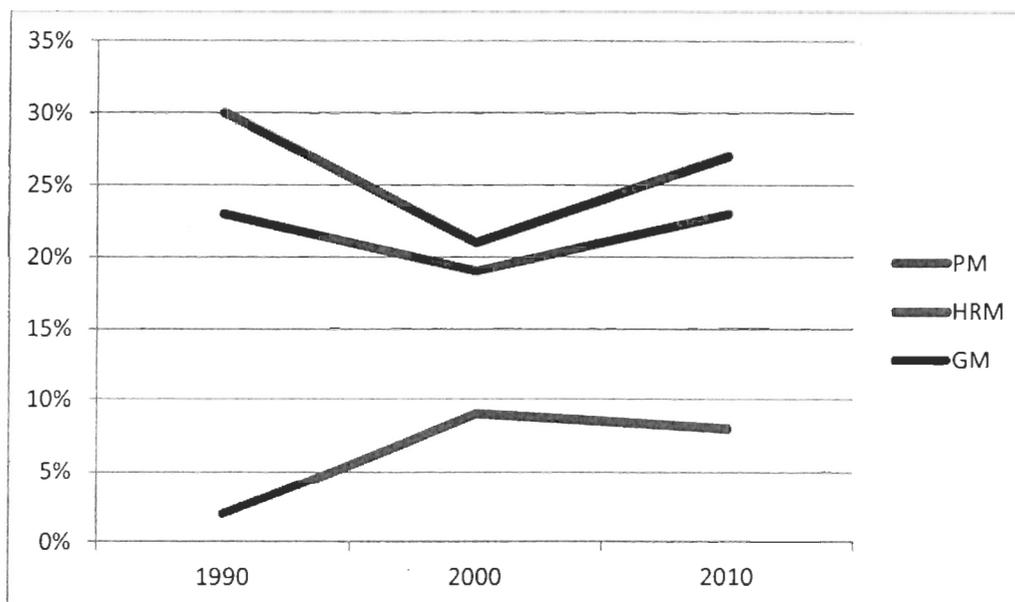
In the table 27 and 28, and figure 20 and 21, though the "Social skills" and "Negotiations skills" have a bit of change, the demand is still very low overall

Table 27: Evolution of Social skills of PM, HRM, and GM from 1990 to 2010

Type of manager	PM	HRM	GM
1990	7%	5%	5%
2000	10%	10%	7%
2010	9%	5%	4%

Figure 20: Evolution of Social skills of PM, HRM, and GM from 1990 to 2010
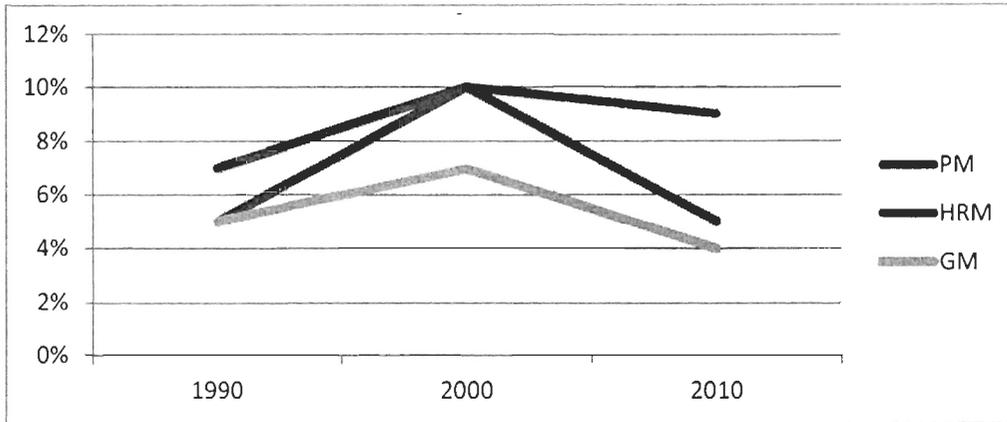
Table 28: Evolution of Social skills of PM, HRM, and GM from 1990 to 2010

Type of manager	PM	HRM	GM
1990	2%	4%	2%
2000	1%	6%	4%
2010	4%	6%	2%

Figure 21: Evolution of Social skills of PM, HRM, and GM from 1990 to 2010
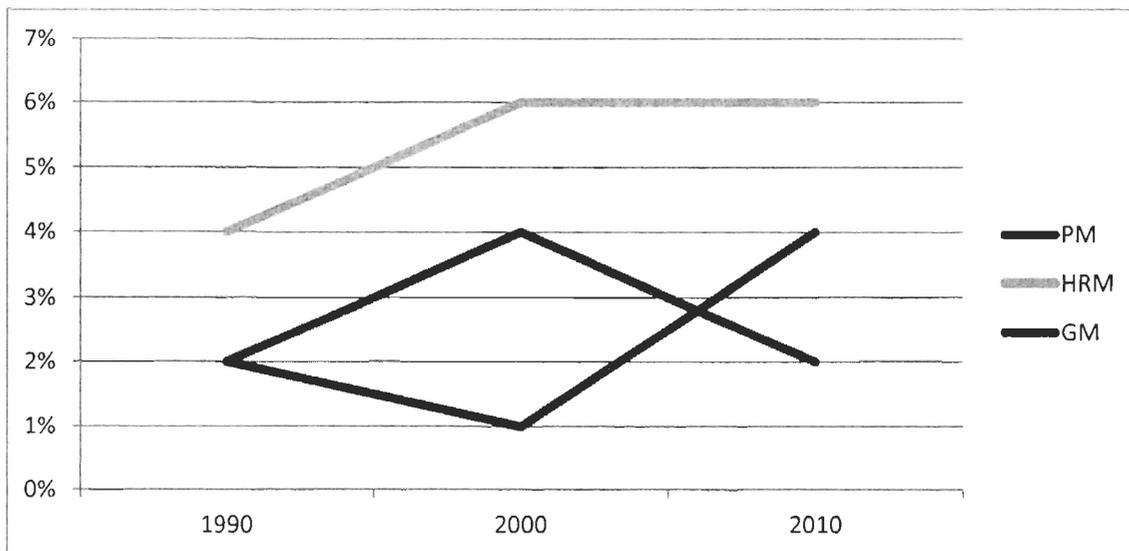
4.7   DISCUSSION

From the 1990 to 2010, the quantity of gathered recruitment information shows upward trend, instead, the quantity of mentioned competencies shows upward trend, which reflects the fast development of Internet and emerging of new media make a big impact on the traditional paper media, and the requirement for PM, HRM, and GM post candidates become more and more complex.

According to the data statistic, we can find that the demand of higher education degree level improves gradually for PM, HRM, and GM candidates, for example: the percentage of mentioned "No specific degree requirement" decline; the percentage of mentioned "Master or above" rises gradually, especially for the HRM and GM candidates. Moreover, the percentage of mentioned "College" for PM is higher than HRM and GM all the time, which reflects the PM recruitment organizations pay more attention to the practical technology of candidates compared with HRM and GM.

With regard to the work experience requirement, the HRM and GM recruitment organization expect that the relevant candidates can possess longer work experience, for instance: the demand of "10 years above" increases significantly and the "1-5 years" continues to decrease, in particular for GM. However, for PM, the improvement of work experience requirement is not significant.

In the terms of competencies requirement, though the language requirement shows the slight downward trend due to the increasing of quantity of bilingual, the demand of communication keeps higher from 1990 and 2010, whether for PM or for HRM and GM.. The demand of "General/Project management skills" keeps steady for PM and GM, however, which shows the gradual upward trend for HRM. This upward trend is consistent with the suggestion proposed by a lot of authors (Ulrich et al, 1989; Katz, 2000, Lawler et al, 2004; Glaister, 2014, et al), who indicate that the HRMs need to possess more business and management knowledge to adapt to the demand in the future. "Personal attributes" as a more mentioned competency accounts for the bigger percentage for PM, HRM, and GM,

which accounts for higher percentage for GM and HRM than PM, that means GM and HRM recruitment organizations attach more importance to the personalities of the post candidates in CAMPARAISON with the PM recruitment organizations. "Leadership" is an important competency and shows the upward trend for PM, HRM, and GM, which is consistent with the standpoint in the academic field. "Professional" is more mentioned competency for PM and HRM but GM, that reflects the PM and HRM recruitment organizations pay more attention to the occupational competencies, knowledge, and background of candidates, for instance: a majority of PM recruitment organizations demand the candidates possess engineer knowledge. However, for GM, most of recruitment organizations demand the post candidates know about more the knowledge in management and finance field, which is a main cause that results in "General/Project management skills" becoming to be the most mentioned competency for GM. In addition, though the "Social skills" and "Negotiation skills" have a bit of fluctuation for PM, HRM, and GM, which are the less mentioned competencies.

In general, the PM, HRM, and GM post candidates who want to get the attention from the recruitment organizations need to possess the following characteristics: For PM candidates: "Bachelor" degree, "1-5 years" or "6-10 years" work experience, engineer degree, high-qualified "Project management skills", "Professional", "Communication", and "Personal attributes"; For HRM candidate: "Bachelor" and "Master or above" degree, "1-5 years" or "6-10 years" work experience, qualified occupational competencies, higher "Communication", "Personal attributes", and "Leadership"; For GM candidates: "Bachelor" and "Master or above" degree, "6-10 years" or "10 years above" work experience, higher qualified "General/Project management skills", "Communication", "Leadership", and "Personal attributes".

CHAPITRE 5
CONCLUSION

Cette recherche contribue à comparer et à résumer les exigences de recrutement concernant les gestionnaires de projets, gestionnaire des ressources humains, et les directeurs généralistes, par la collecte et l'analyse des offres d'emplois parues dans un journal francophone canadien.

L'analyse de contenu a été choisie comme méthode pour traiter les offres d'empois parues dans « La Presse ». Le fait de retenir qu'un journal nous a permis d'avoir une certaine constance et donc une base de comparaison acceptable. Par ailleurs, La Presse est un journal très important qui bénéficie d'une haute réputation dans tout le Québec.

Pour codifier les données, nous nous somme basés sur le modèle de compétence de Skulmoski (2005), qui comprend sept domaines de compétences et couvre presque toutes les compétences dans le domaine du management.

Cette recherche nous a permis de mieux apprehender l'évolution des exigences concernant l'éducation, l'expérience, et les compétences pour trois profils différents (Ressouces Humaines, Gestion de Projet et Direction générale) Par ailleur, la recherche fournit aussi les compétences que les candidats ont besoin de développer pour s'adapter aux exigences de l'organisation, comme par exemple : développer les compétences professionnelles pour les candidats gestionnaires de projets et les gestionnaires de ressources humaines, pratiquer le Leadership pour les gestionnaires de ressources humains et le directeur général, et parler couramment anglais et français pour les candidats gestionnaires de projets, gestionnaires en ressources humaines, et directeur général.

Par ailleurs, cette recherche peut être très utile pour les futurs diplômés, les universités et les institutions de formation qui auront une meilleure idée des compétences recherchées dans la pratique.

La recherche a aussi certaines limites. Premièrement, la revue de littérature ne prend pas en considération les compétences du directeur général à cause d'une trop grande hétérogénéité des données. Deuxièmement, toutes les données dans cette recherche sont recueillies dans un journal, ce qui peut réflète la situation du Québec mais non du Canada. Troisièmement, les offres d'emplois publiées correspondent plus souvent à des postes dans de grandes compagnies. Finalement, certaines descriptions de compétences sont vagues, cela peut avoir pour effet d'altérer la codification dee données et leur interpréattion.

CONCLUSION

This study contributes to compare and summarize the recruitment requirements relevant to the PM, HRM, and GM by collecting and analysing the recruitment information on the newspaper.

Considering the stability of data collect and influence of the newspaper, the study chooses the La-Presse as the unique data source. La-Presse as a very important newspaper has the very high reputation and publics across all the Québec. Moreover, to choose the third party information as the data can improve the subjectivity of research as well.

In the meantime, the study decodes the data based on the competencies model of Skulmoski (2005), which consists of 7 competencies domains as a whole and nearly covers all competencies field.

Most notably, this research summers up a series of similarities, differences, and evolution related to education, work experience, and competencies requirement from the perspective of the practical demand. Apart of that, the research also indicates which competencies the candidates need to improve to adapt to the requirements of the recruitment organizations, for example: develop Professional competencies for PM and HRM candidates, improve the General/Project management skills for PM and GM candidates, practice Leadership for HRM and GM, and fluent in English and French (Communication) for PM, HRM, and GM candidates. In addition, whether individual, university or training institutions should keep the competencies training focus consistent with the practical recruitment requirements, which can help the candidates to win the attention from the recruitment companies and to be competent for the post.

The research also has some limitations. First of all, the literature background does not review the development of general manager competencies due to the lack of research documents about general manager competencies, which leads not to compare the mentioned competencies in the recruitment field with the mentioned competencies in the academic field. Secondly, all the data in this research is gathered from the recruitment information

from the newspaper in Québec, which can just reflect the situation in Québec rather in all Canada. Thirdly, normally, the recruitment organizations that can public the recruitment information on the newspaper are relatively big companies, then, the research can just show the competencies evolution in the big companies. Moreover, some competencies descriptions are ambiguous, which may result in the fault in the terms of decoding data.

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