Investigating the impact of CIPD Level three for the skills shortage on the private sector in the kingdom of Bahrain

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This research was conducted on the private sector in the Kingdom of Bahrain. The paper investigated the impact of CIPD Level three and its effect on the performance of Human Resources practitioners in the workplace. It presents and discusses the literature related to CIPD level three, traditional HR practitioner, contemporary HR practitioner, and contemporary HR practitioner perspectives, challenges that contemporary HR practitioners. A gap was diagnosed between the traditional HR practitioner and contemporary HR practitioner. Two types of interviews were conducted; semi-structured interviews and in-depth interviews with eleven participants, including HR practitioners & HR Managers. The researcher implemented content analysis. A coding scheme was constructed to precisely place the quotes, discuss, interpret in the findings and finally answer the research questions and draw conclusions. Results of this research indicated that CIPD Level three graduates lacked performance skills in their workplace, falling short of reaching the level of competency contemporary professional HR practitioners demonstrated further indicating a necessity for the HR practitioner to be eclectic by combining the traditional and the contemporary HR practitioner. Hence, HR practitioners need specific training that provides them with skills and competences required by contemporary organizations and transferring learnt skills and competences to the workplace in a professional way. Findings prompted the researcher to create a contribution and practice theory. this paper presents a theoretical model (KM) constructed by the researcher.

Keywords: CIPD level three, professional certification, HR practitioners, conventional HR practitioner, contemporary HR practitioner.

1. Introduction

The researcher acknowledges that a professional certification plays a very important role in qualifying the Bahraini people and generating the satisfaction of all stakeholders. Studies proved the importance of qualifications that qualify employees to perform better. Most employers encourage employees to join professional courses to improve their performance and excel at work (Bailey, 2015a; Lester & Dwyer, 2012), for that reason, the importance in qualifying employees to occupy the labor market has

been under the researcher's close attention. Hence, CIPD Level three was considered as a primary tool that provides HR skills and competences with an opportunity not only for those who work in the HR department but those who intend to do so, too. The HR department is considered the most important part of any organization through which organizations breathe. Therefore, the researcher conducted a qualitative study to investigate the impact of CIPD Level three on the private sector in the kingdom of Bahrain. The researcher exerted strenuous effort to carry out an investigation on the effect of the CIPD Foundation Level three, on the performance of Human Resource practitioners. Finally, the researcher hopes that this paper will add value to the HR practices in the kingdom of Bahrain.

The CIPD Qualification
The CIPD Level three text books comprises eight units, each of which has its own objectives as follows: the role of the HR practitioner, recruitment, selection, induction and retention, employee motivation and performance, employee reward, the employment relationship. Each unit comprises of elements such as recruitment and selection etc., while for each element there are competencies (skills) that the HR practitioner should acquire so that they can perform their departmental duties. Recruitment competency, for example, enables the HR practitioner to recruit employees using the right criteria and selecting the right person for the right position. Besides, the researcher seeks to know whether the employee practiced the HR skills prior to entering and after graduating from the CIPD Level three course. This helps the researcher to formulate the interview and its questions.

Statement of the Problem
This paper lies on the impact of the CIPD Foundation Level three on the performance of HR practitioners on the private sector in the kingdom of Bahrain.

Aim
To investigate the impact of CIPD Level three on the performance of the private sector in the kingdom of Bahrain

Question of the research
1. How does the CIPD Foundation Level three effectively fulfill both the theoretical and practical primary professional skills of the HR practitioner required by the private sector?

2.   Literature Review

Introduction
This paper reviews and discusses accounts on the impact of the professional certification and association in HR; the CIPD certification and how it helps HRM and HR practitioners; the effectiveness of the CIPD Foundation Level three and how it fulfils the theoretical and practical primary professional skills of the HR practitioner; conventional HR practitioner role; contemporary HR practitioner role; contemporary perspectives on HR practitioner role; ethical challenges facing organizations such as workplace bullying, health, safety and well-being. This paper

contributes to the (program of professional certification CIPD Level three) to improve the performance of HR practitioners (from HR practitioner operator to HR professional). It addresses the gaps mentioned in the literature, which are related to CIPD Foundation Level three (AlZgool et al., 2021; Bailey, 2015a; Catley et al., 2017; Lester & Dwyer, 2012; McDonnell & Sikander, 2017; Reinecke et al., 2016; Salleh et al., 2015) and the gap between the traditional knowledge and skills and the contemporary fast-changing HR related skills and information (Bailey, 2015b; Malgorzata Ciesielska et al., 2018; M Ciesielska & Jemielniak., 2018; Coetzee et al., 2014; Darrag et al., 2010; Esterby-Smith et al., 2013; Karami et al., 2015; Long et al., 2011; Mark et al., 2007; Mark et al., 2015; Michael, 208). As for contemporary HR practitioners and their contemporary perspectives, the paper addresses the gaps mentioned in literature and challenges that HR practitioners face. It also addresses the gaps of the ethical challenges, health and safety and well-being of employees that HR practitioners face in contemporary organizations. Literature proves that the HR practitioner functions have a direct relationship with organizational ethics, health and safety and well-being of the organization (Chan & Mak, 2012; Coetzee et al., 2014; Eugene et al., 2008; Guerci et al., 2015; Li & Sheldon, 2010).

The importance of human resource

Bailey (2015b); Bashir et al. (2008); Richardson and McKenna (2014) hold the view that the value of the human resource is evidently showing that the human being is the dynamo, without whom, movement of the organization ceases. This shows that the human element of the company stays valuable, especially when selling the organization, and that is why when companies take over other companies their employees are included in the takeover. Hence, it is crucial to pay attention to the human asset including their training and development, according to the most recent and contemporary methods of training and development (Sangkala et al., 2016). The human resource though is the base of all administrative activities through which employees are influenced in a positively beneficiary way that reflects on the performance of the organization (Nel & Fourie, 2013; Sangkala et al., 2016). Thus, it is important to shed light on some of the functions of HRM.

Professional Certification and association in HR

Most employers encourage their employees to join courses and obtain qualifications in HR so to perform better and contribute in the decision-making of the organization (Karami et al., 2015; Lester & Dwyer, 2012). Lester and Dwyer (2012) hold the view that those who peruse HR professional programs experience a positive development as HR employees after graduation. Therefore, the development of both professional certification and HR practitioners should not stop at a certain point, but continue to keep pace with the ever continuing requirements of the HR departments. Having a certificate in HR enhances the position of the HR and prompts the ability of the practitioner to achieve work and career commitment reflecting the essentiality and importance of the qualification and certification. It is certainly beneficial to pursue certifications, especially in the field of specialization, as this enhances the career of the HRM and positively influences the performance thereof (Lester & Dwyer, 2012).

Hence, it is very important for an HRM to be informed and knowledgeable so that they develop themselves and reduce the skill shortage. Moreover, having higher qualifications leads to a higher position, thus, higher reimbursement (Lester & Dwyer, 2012; Uma & Roger, 2013) To summarize, qualifying and certifying HR is vital in order to add value to the level of performance of the HR practitioner. Studies suggest that although there is an association between high salaries and the possession of an HR certification, there is no connection between the salary and the qualification of the HR. The professional qualification has a positive effect on the performance of the HR practitioner despite the fact that the HR qualification does not cover or fulfil all of the HR requirements; in addition, there is no relationship between the qualification and HR performance (Gary, 2008; Lester & Dwyer, 2012). Based on that, it was found that there were various points of view between the qualification and its influence on the HR performance at the workplace. Therefore, the researcher endeavoured to exert more focus on the CIPD Foundation Level three, which constitutes the core of this research.

The CIPD certification and how it helps the HR practitioner

Malgorzata Ciesielska et al. (2018); Cohen (2011) supports that there is a need to invest more in building capabilities as well as keeping current skills; hence, we need to continue to steadily affect change widely at an international level in relation to the workplace (Malgorzata Ciesielska et al., 2018; Cohen, 2011), implicating that CIPD provides HRMs with the needed skills and abilities to perfectly carry out their duties. The CIPD special report (2014, cited by people management.co.uk, p. 39) state that "many HR professionals have had to step up helping their organizations to become increasingly agile". CIPD is set to improve and empower HR personnel. Therefore, there is a trend to improve and develop the HR because there is a need to continuously build capabilities and potential abilities to affect quality development. The researcher has gone through many accounts in relation to the CIPD Foundation Level 'three' qualification in order to investigate the effectiveness of the primary and professional skills on the HR practitioner performance.

Effect of CIPD Foundation Level three on skills of the HR practitioner

CIPD Level three diploma (in HR practice) is a Foundation level course set for those who are looking to acquire suitable practical skills in HR and a professional qualification that helps them develop their career. Thousands of HR practitioners who work for thousands of employers in HR learning & development, are in need of undergoing on a program such as CIPD Level three in order to develop and improve their skills and abilities and gain the confidence to be more efficient at work so as to develop a strong base in all areas of learning & development . CIPD (2016) holds that HR members are in need to pursue a professional qualification that arms the HR practitioner with basic theoretical knowledge to be able to execute the basic functions of the HR practitioner. Hence, the researcher enquires the extent that CIPD three fulfills both in theoretical and practical aspects, and primary and professional skills of the HR practitioner required by the private sector and whether it keeps pace with the most recent HR development (Joseph, 2011; Julie, 2017; Lee et al., 2019; Lester & Dwyer, 2012).

The role of the HR practitioner

CIPD covers ten professional areas and eight behaviors as described in four levels of competences (McDonnell & Sikander, 2017). Three of these areas/modules are obligatory whereas the rest are left for the choice of the institute. That is, the institute can choose the modules that they opt for so as to cover among the ten areas namely; the role of the HR practitioner; Human Resources Planning; Recruitment & Selection; Employee Motivation and Reward; The Employee Relationship and; Ending the Employment relationship (Lloyd & Leslie, 2008; Mark et al., 2012; McDonnell & Sikander, 2017) texts, HR assumes a number of roles and activities, one of which is strategy which includes dealing with the change within the organization such as the plan to move from one place to another according to the business situation, day to day follow up of the affair of the employees, recruitment affairs, etc. HR has become the main part of the business. His role was developed over the years from being a personnel manager to a contributor to the organizational strategy of the company. The CIPD holds that the HR practitioner holds day to day administrative tasks such as providing advice to the HR line managers, organizing interviews for new recruits, establishing training activities, dealing with issues related to employee problems, following up attendance and absenteeism and updating confidential data, which means that his role is administrative and to some extent he carries out almost all HR related functions (Michael, 208; Ngo et al., 2014). In this situation, the HR practitioner becomes responsible for all HR activities of a particular section or area of the organization. During recession times or when economy declines, the HR is engaged in difficult situations such as "Handling redundancies, redeploying the staff and allaying fears about changes in the organization" (p. 118), which means that they are required to acquire specialist information and legal knowledge as well as being a good economy analyst. The HR practitioner performs many roles, depending on the policy of the company, such as an assessment role, evaluation role, advisory role to line managers, public relation role, training role and administrative role (David et al., 2015); (Lee et al., 2019). CIPD Level three trainees pursue eight modules that cover various HR functions most of which are conventional. HR practitioners also assume other roles and carry out activities that are considered contemporary (strategic (David et al., 2015). Hence, the main role of the HR practitioner is administrative but generally a functional one (Martin and Whiting, 2013). CIPD tends to consider the role of HR practitioner as an administrative rather than strategic "strategic role might not be desirable or feasible across all organizations" (Lee et al., 2019; Li & Sheldon, 2010; Lo et al., 2015). It is concluded that CIPD three mostly attends to the traditional role of the HR. However, there is a possibility that the HR may face difficulties during implementation due to the contentious developments of market requirements, such as market demand, competition and world business development which obligate the HR practitioner to acquire the missing skills to respond properly to the needs of the organization (Mark et al., 2013b; McDonnell & Sikander, 2017; Salleh et al., 2015; Serafini & Reid, 2019). Further critical light is shed upon some CIPD Level three functions below.

Conventional HR Practitioner role (Theoretical and practical)
Employee data and HR reports

It's important that the HR practitioner meets the legislative and regulatory requirements such as "compliance with minimum wage, working time, equality and health and safety

legislations" (Kathy and Andrew, 2013, p.56). Records that must be kept in the HR department should comprise all employee details, such as CV, copy of the contract, job title, salary & wage details, hours of work, records of attendance & absences, performance assessments, career interviews, pension and disciplinary records (Charles & Janet, 2015; Malgorzata Ciesielska et al., 2018; David et al., 2015; Gupta & Sharma, 2018; Herriot et al., 1998). There is also a change in the matter of attendance and absence over the time that the HR should be aware of with attendance and punctuality given priority although attendance is work-based rather than time-based (Fee et al., 2013). Traditionally, an HR practitioner's job is not only administrative as practitioners also deal with gathering, keeping and updating employee data. Nevertheless, with the day to day development the style of attendance and job execution changed so the HR practitioner bears new tasks and duties that enable him to respond to all HR development requirements. HR practitioners need to have attributes such as good public relations, patience, creativity, flexibility, the ability to bear psychological pressure, the ability to face changes and uncertainty, with a good ability to analyze and solve problems in order to follow up employee reports and complaints and have knowledge of security and safety regulations, both theoretical and practical, and generally bear the responsibility of the department with all its functions(Long et al., 2011). It is concluded that although the HR practitioner has theoretical knowledge and practical skills about the HR department, recent changes and development in the HR field show that there is a gap between traditional knowledge, skills and the contemporary fast changing HR related skills and information (David et al., 2015)

Human Resource Planning and Job analysis
Human resource planning plays an important role in achieving the organization strategy. It includes many functions such as the job analysis of employees that is carried out generally by the line manager. Job analysis needs highly skilled professionals. Nevertheless, HR practitioners are no exception, because the job of the HRM and the HR practitioner are integral and interrelated. Contemporarily, the responsibility of the HR practitioner has become so that he has to master all job analysis skills and competences (Bailey, 2015b; David et al., 2015). The effectiveness of executing and planning HR practice carried out by the HR practitioner is influenced by the level of their understanding of job descriptions and the competences required by each job in the various positions of the organisation; such details can be obtained through job analysis process Cowan and Fox (2015); Darrag et al. (2010); David et al. (2015) argue that to carry out a job analysis, HRM "collects and analyses information about the tasks, responsibilities, and context of the job and then collates them into some form of job description." Due to the need of HR programs for some types of information that is collected from job analysis, such as selection, appraisals, training, job evaluation, careers, design and HR planning, it is essential to know fundamentals such as job appraising elements for the purpose of developing needs, rewards, comparison between jobs and taking into consideration the underling purpose of legislations related to health and safety (Ngo et al., 2014; Paivi & Annew, 2016a) However, although formal learning provides theoretical and practical skills, practical skills still lack authentic practice such as simulation training, etc. It is therefore understood that most HR practitioners lack job analysis skills and competences. HR practitioners need to acquire

the above mentioned skills so as to carry out jobs, not only at a traditional level but at a strategic level as HR practitioners have to be considered a contemporary that fulfill the most recent ever changing requirements and challenges that confront the HR (Bailey, 2015b)

Recruitment and selection

Recruitment is the process of choosing a shortlist from a pool of candidates from which the required number of employees is recruited based on a selection criteria and techniques (David et al., 2015). Recruitment is a complex process that needs a highly skilled professional HR practitioner that contributes to the success of organization. Hence, HR practitioners need to be armed with the suitable skills and competences on the local and external markets, such as knowledge on unemployment and redundancies, variety of choices and employer branding which enable the highly skilled HR practitioners to invest on them for the benefit of the organization (AlZgool et al., 2021). HR practitioners must be aware that their skills and competences should match or even exceed organisational expectations and demands, as the HR practitioner has a key role in developing and improving the performance of the organisation through recruiting the best employees that possess the skills and competences required by the organization (Salleh et al., 2015). It is concluded thus that recruitment and selection are the survival source for the organization. HR practitioners are the people in charge of recruiting, bearing the responsibility of finding the best suitable people for the required positions. However, HR practitioners face difficulties in recruiting suitable candidates due to many reasons one of which is the lack of skills that contemporary organizations demand. For example, how HR practitioners act during the economic depression and stock exchange market decline; how HR practitioners face high psychological and physical pressure when the organization is forced to get rid of some employees and how to analyze the market supply and demand and benefit from for the recruitment process (Derek et al., 2011).

Performance Management and Performance Appraisal

The HR practitioner assumes a complementary role to the HR line manager. He plays an important role in assisting the HR line manager in managing performance. His role comprises investigatory research, innovative, influential, training, administrative, advisory, observer, retention, assessment and evaluative roles. Karami et al. (2015) support that the relationship between the suitable HR practice and the business is very strong that it has a positive influence and leads to the improvement of the performance and strategy of the organization (Sangkala et al., 2016). Hence, the HR practitioner has become a partner that contributes in setting the policy and strategy of the organization as well as engaging the employees to carry out additional activities to cover the lack of employees on the basis of balancing the need for more work and the performance policy of the organization (Gupta & Sharma, 2018). Traditionally, organizational assessment depends on individual performance and giving incentives. Individual ability, coupled with motivation, result in better performance (Li & Sheldon, 2010; Lloyd & Leslie, 2008; Lo et al., 2015). Contemporarily, employee assessment is carried out in a three hundred sixty-degree dimension using a number of activities to give feedback and improve the performance of employees (Lee et al., 2019; Mark et al., 2012).

   The HR practitioner has access to the top management and can draw their attention to some critical situations about the business. He also works closely with the line manager to find solutions for the problems that employees face. Besides, the HR practitioner provides valuable information to the organization to help develop the human capital for the benefit of the organization (Lo et al., 2015). It is concluded that the HR practitioner has to have extra skills and competences so to master the function of performance management in response to the most recent developments and requirements of the organization. Due to the fast developments of the role of the HR practitioner in the performance management, the role extends to a strategic contributor and a partner in setting the strategy and policy of the organization. Therefore, the HR practitioner should acquire a variety of contemporary skills and competences to master the performance management activities to fulfill the most recent standards and criteria required by organizations (Karami et al., 2015).

Contemporary HR Practitioners

The speed of development and growth of the world in the aspect of economical, technological and sociological issues accelerated competition between organizations which obligated organizations to keep pace with such developments. Over the last two decades, a change occurred in the philosophy of the tasks of HR practitioner (Lo et al., 2015). Therefore, the role of the HR practitioner is to assume responsibilities, which necessitate that they should acquire the relevant skills and competences to be able to keep pace and competition and fulfil the requirements of the organization (McDonnell & Sikander, 2017). Hence, HR practitioners have to face quite a big number of new challenges generated by the constant development in their role and profession. In conclusion, there are lots of challenges that HR practitioners face, thus, they should acquire new skills and competences to deal with technological issues, legislations, complaints, bullying and ethical issues. (Paivi & Annew, 2016b) The contemporary HR practitioner assumes more responsibilities and carries out more professional tasks than the traditional HR practitioner. There are many new and recent skills of the HR practitioner that should be acquired to improve performance and ability and deal with new requirements of the organizations. New HR practitioner challenges are considered herein below (Penn-Edwards, 2012; Raymond & Barry, 2006; Reinecke et al., 2016; Richardson & McKenna, 2014; Salleh et al., 2015; Serafini & Reid, 2019)

Contemporary perspectives on HR Practitioners

In the 21ˢᵗcentury, the world of business development established a new revolution in human resource management, necessitating that HR practitioner's change from an HR operator to an HR professional acquiring new skills and competences to keep pace with this evolution and strenuous competition. This demanded that HR practitioners have comprehensive contemporary competences as well as technical skills (Lo et al., 2015; Long et al., 2011; McDonnell & Sikander, 2017; Ngo et al., 2014). Engaging the HR practitioner in the organization strategy has a positive influence on the performance of the organization. In other words, HR practitioners are required to exert more effort and undergo high professional training in order to acquire the needed contemporary skills and competences. As for professional

associations, HR practitioners must try their best to excel in competencies and skills to become an "innovative decision maker, project manager, influencer and negotiator, leader, professional ethical and HR expert". Employers' perspectives see that the HR practitioner has to have certain characteristics. Besides, being professionally qualified and disciplined as a priority for recruitment, employers require HR practitioners to have comprehensive skills, soft skills, interpersonal skills and communication skills. It is concluded that, HR practitioner functions have developed over the years to include not only operating the HR department but to assume more functions, competences and skills that suit the contemporary HR practitioner. The above three views agreed that an ideal HR practitioner must be a professional user of technology, multi-disciplinary to utilize the competitive ability and the strategic benefit in favor of the organization. The academic perspective emphasizes the importance of connecting the HR system with the organization strategy in order to communicate with people through technology. HR associations emphasize the importance of acquiring creative skills and innovative competences. Employers prioritize recruitment emphasizing that HR practitioners must have an HR qualification and comprehensive skills as well as being disciplined. Therefore, in light of the three perspectives, there is an utmost necessity that the HR practitioner transforms from being an HR operator to being a strategic partner (Bailey, 2015a; HR, 2015; Lee et al., 2019).

Ethical challenges facing organizations
The HR practitioner is the person who, due to his position, can create values in the contemporary organization and confront turmoil. The increase of problems increases the expectations of the top management within the scope of responsibilities of the HR practitioner to confront ethical dilemmas in the organization. HR practitioner functions have a direct relationship with organizational ethics and therefore, have an outstanding role in spreading positivity among the employees of the organization. Organizational ethics is defined as a group of characteristics and traits of attitudes such as behaviors and feelings that avail in the workplace environment on a daily basis

Bullying at the workplace
Bullying is one of the challenges that specifically HR practitioners and the organization face, in general. Such challenges increased threats from outside the organization that affected employee performance inside the organization. One of the responsibilities of the HR practitioner is to produce decisions related to ethics. Engaging the HR practitioner in the organization, as a strategic partner, allows him to issue decisions pertaining to ethics implementation which in term leads to comfortable climate at the workplace and among employees, consequently leading to better performance and increase of organizational productivity. It is a must to overcome challenges pertaining to all ethical issues and bullying Ahmed et al. (2020), to prevent increasing oppression and bullying in the workplace. The increase of the problem due to the ability of the HR practitioner will negatively reflect on the performance of the organization. Bullying is one of the contemporary ethical issues which cause employee stress and suffering in the organization. So, the HR practitioner should acquire high practical and theoretical knowledge and

skills to be able to combat and solve problems such as "extreme, negative, pervasive and persistent work abuse achieved through communication, experienced by targets as an imbalance of power". Hence, HRM is required to improve ethics and spread harmony in the environment of the workplace which provides better work atmosphere. Besides, a safe work environment that is free of ethical problems and bullying, which is the responsibility of HRM, is in favor of the organization and its development. It is, therefore, concluded that there is an HR practitioner skills shortage in relation to bullying that has to be taken into consideration. Persistence of bullying in the workplace causes psychological and physical problems. Tens of cases of bullying were recorded by researchers in the US that resulted in resignation among employees due to the inability of HR practitioners to deal with such a problem (Cassell et al., 2018; Chan & Mak, 2012; M Ciesielska & Jemielniak., 2018; David et al., 2015).

Health, safety and well-being

With the contemporary developments and increase of requirements of the modern organization, the HR practitioner assumes a new role by taking responsibility of the OHS in the organization. These responsibilities cover identifying risk, control strategy while facing risk, legal compliance, developing culture of safety in order to create a safe environment and protect employees. Security and safety is involved in many areas, such as vocational medicine, vocational hygiene and public health (Human Resource Management, 2019).

The HR practitioner has to view crisis management with a wider strategic perspective because it is related to social and ethical organizational responsibilities. There is an ambiguity whether HRM is responsible for emergency evacuation. The fact that HR practitioners have no experience in dealing with evacuation during emergency prompts the necessity that HRM (HR practitioners) should take a role in dealing with such cases. Research suggests that the HRM should be involved more in the emergency evacuation where the HR practitioner assumes an important role that goes beyond the responsibility and the abilities of the security personnel in such a situation (Fee et al, 2013). There was a belief that the HR practitioner had nothing to do with emergency and only assumed an operational role. Recently though, the trend has been shifted to give HRM a strategic role in preparing for and dealing with emergency situations where HRM is required to intervene on a wider scale in evacuation of employees. Consequently, the HR has a professional perspective to protect their employees, thus, protecting their performance and eventually keeping up the performance of the organization. The security however, has the role of protecting human beings whether employees or customers (Cassell et al., 2018; Chan & Mak, 2012; Charles & Janet, 2015; Cho & Lee, 2014; M Ciesielska & Jemielniak., 2018; Cohen, 2011; Cowan & Fox, 2015; David et al., 2015)

Thus, The safety and security of the organization has become one of the essential roles of the contemporary HR practitioner. Hence, the inability of the HR practitioner to maintain the safety and security of the employees is considered a skill shortage that will negatively reflect on the performance of the employees and eventually the organization. Therefore, in order to achieve his strategic objectives, the HR practitioner needs to undergo a highly professional theoretical and practical training.
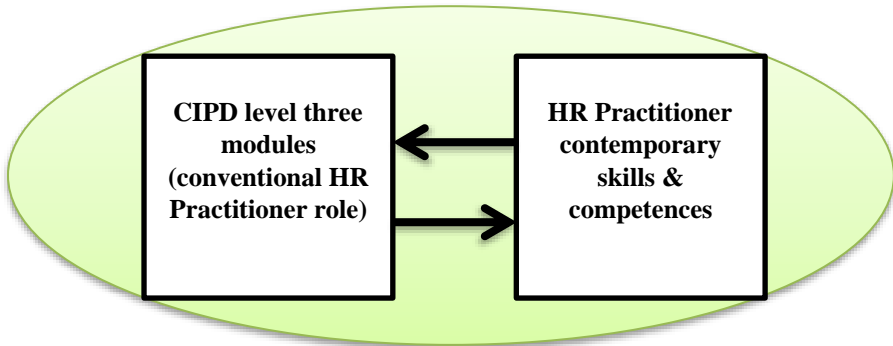
Figure: 2.1
Source: Researcher

Conclusion

Qualifying and certifying HR is vital in order to add value to the level of performance of the HR practitioner. There was a gap between the qualification and the HR performance at the workplace (Coetzee et al., 2014; Cowan & Fox, 2015; Darrag et al., 2010; Derek et al., 2017; Donalds & Parmel, 2003, 2008b). CIPD certification is set to improve and empower the HR personnel and there are calls to improve capabilities and skills of the HRM in the trend to improve and develop HR because there is a need to continuously build capabilities and potential abilities to affect quality development,. It is clear that there is a lack in the skills and competences of HR practitioners while performing their tasks (Lester & Dwyer, 2012; Li & Sheldon, 2010; Lo et al., 2015). CIPD level three mostly attends to the traditional role of the HR functions. However, there is a possibility that HR may face difficulties during implementation, due to the contentious developments and market requirements (Long et al., 2011; Mark et al., 2012; McDonnell & Sikander, 2017; Salleh et al., 2015). In relation to employee data and HR report, literature shows that recent changes necessitate that the HR practitioner should acquire more than just traditional skills and competences (Al Damoe et al., 2017; Bailey, 2015a; Coetzee et al., 2014; Derek et al., 2017). Hence, there is a gap between traditional knowledge and skills and the contemporary fast changing HR related skills and information necessitating that the HR be well trained and armed with a wide range of diverse competences and transferable skills (Lester & Dwyer, 2012; Li & Sheldon, 2010; Lo et al., 2015). Most HR practitioners lack job analysis skills and competences (Anne, 2009; Bailey, 2015a; Bashir et al., 2008). Literature holds that the HR practitioner faces difficulties in recruiting suitable candidates due to many reasons one of which is the lack of the skills that contemporary organizations demand (Derek et al., 2017; Donalds & Parmel, 2008b; M. Esterby-Smith & Thorp., 2015). The HR practitioner should acquire a variety of contemporary skills and competences to master the performance management activities to fulfill the most recent standards and criteria required by organizations (Gary, 2008; Gupta & Sharma, 2018; Herriot et al., 1998; Karami et al., 2015; Lester & Dwyer, 2012). HR practitioners need to acquire new skills and competences to deal with technological issues, legislations, complaints, bullying,

ethical issues, etc. (Paivi & Annew, 2016a; Salleh et al., 2015). The contemporary HR practitioner assumes more responsibilities and carries out more professional tasks than does the traditional HR practitioner (Li & Sheldon, 2010; Malcolm & Flona, 2013; Mark et al., 2013a). As for the contemporary perspective, in light of the three perspectives, there is an utmost necessity that the HR practitioner transforms from being an HR practitioner operator to a strategic partner (Bailey, 2015b; Coetzee et al., 2014; David et al., 2015; Donalds & Parmel, 2008a). Ethically, HR practitioners have an outstanding role in spreading positive feelings among the employees of the organization (Guerci et al., 2015). Literature shows that there is an HR practitioner skills shortage in relation to bullying that has to be taken into consideration (Cowan & Fox, 2015). The inability of the HR practitioner to maintain the safety and security of the employees is considered a skill shortage that will negatively reflect on the performance of the employees and eventually the organization.

3. Methodology

Referring to the aim of this study, the researcher interpreted meanings from conversations with CIPD Level three qualified HR practitioners and Managers, taking into consideration the difference in experience between CIPD Level three HR practitioners, managers and other related employees. That is, if a CIPD graduate has two years of practical experience, or more, they will certainly have a wider perspective and more comprehensive knowledge and skills that enable them to perform and act much more efficiently than a fresh CIPD graduate with no former experience . The researcher reverted to the concerned HR departments to obtain information and data from their experiences through interactive face-to-face interviews, in order to answer the research questions through qualitative interviews. The researcher carried out site visits to the organizations of the current research to investigate the impact of CIPD Foundation Level three in the private sector of HR practitioner performance and generated an idea on the social and organizational situation through views, perceptions and opinions of Tamkeen's HR members and other staff concerned with providing the CIPD Foundation Level three programs (Mark et al., 2013b; Mark et al., 2015; McDonnell & Sikander, 2017). After collecting data through interviews, the researcher interpreted and analyzed the data subjectively based on the qualitative method to which the research questions were related. Through the interpretive approach, the researcher construed the ideas and opinions of the subject in order to answer the research questions of the research (Lee et al., 2019).

Level of analysis

This study sets at various levels in two institutes, that provide CIPD Foundation Level three and many organizations that employ CIPD graduates, as well professional certification starting from Level one (HR practitioners and HR managers). Analysis has been at the group level i.e. organizations that employ CIPD Level three graduates, two Bahraini institutes and two staff from Tamkeen that are involved in the facilitation and support of professional certification. The researcher chose individuals from two levels (levels one & two). Level one (HR practitioners), level two (HR managers graduates of CIPD Foundation Level three). All groups have been treated in the same way with the same concept at each of the three analysis levels (Lee et al., 2019).

Sampling

The sample comprises purposive eleven participants selected from a list of candidates directly related to the study. Samples were randomly selected from two institutes that provide CIPD Foundation Level three from a number of organizations that employ graduates of CIPD Level three in HR. The sample comprised eleventh participants, two HR managers, seven HR practitioners (all graduates from the institutes), as well as one consultant of CIPD Foundation Level three (CIPD program manager & internal verifier). The following table shows details of the selected participants (Raymond & Barry, 2006; Richardson & McKenna, 2014).

Position	Gender	Age	Experience	Total
HR practitioner	Male	24-30	1-6	4
HR practitioner	Female	26-35	3-10	3
HR Manager	Male	29	4-10	1
HR Manager	Female	25-35	5-10	1
Trainer & internal verifier	Male	38-43	10-15	1
CIPD Program manager & Internal Verifier	Male	64	38	1
Total sample				11

Interviewing

An interviewing technique was used being the most reputable method in the academic qualitative research (M Ciesielska & Jemielniak., 2018; Coetzee et al., 2014; Donalds & Parmel, 2003; Herriot et al., 1998; Julie, 2017). The researcher coordinated with the CIPD graduates (HR practitioners and HR managers, one CIPD program manager and internal verifier). Three months prior to conducting the interviews, the researcher sent request letters to the selected participants so to seek their consent for participation in the interviews (Appendix A, consent form).

The questions were written in a way that enabled the researcher to elicit rich and specific answers for investigating the role of HR practitioners and HR Managers and two CIPD Level three consultants) (Julie, 2017; Karami et al., 2015; Lee et al., 2019). Interviews consisted of two types, semi-structured and in-depth. The questions were sequential and related to the impact of CIPD Level three on the daily work performance of the participant in HR (Appendix C, interview questions).

Data analysis methods and procedure

Qqualitative content analysis was used to answer the research questions and finally achieve the aim of the research.

The coding scheme

The researcher defined, named statements and developed the coding scheme related to the research questions and the collected data and explained the specification and meaning of each statement. Secondly, the researcher identified and selected the proper

content and meanings for each statement based on the research questions, interview questions and the data (see inclusion and exclusion criteria).

Notes: Section one represents the content of (RQ1); Statement (1) equals (RQ1-1.1). Statements from (2) to (15) follow suit.

Section one represents (RQ1) 'how does the CIPD Foundation Level three effectively to fulfill both the theoretical and practical primary professional skills of the HR practitioner required by the private sector?'. Statements and their specifications are under (RQ1).

1) Statement (1) (RQ1-1.1) 'The importance of qualifying the HR practitioner'. (Specifications: The extent to which the trainees consider the CIPD three important to develop and build their career in HR professional certification is important & preferable for recruitment; Employers encourage employees to join professional courses; CIPD three improves the abilities and skills). The statement is oriented to nine HR practitioners i.e., (participants 1 to 9) and comprises of nine responses. Selecting contents depends on the researcher's interpretation with reference to the literature review in the same part. There is no descriptive result for this in chapter four. The content thereof is discussed and analyzed in chapter five below.

2) Statement (2) (RQ1-1.2); 'The key professional areas for HR'. (Specifications: This statement concerns the CIPD three functions and the contemporary HR practitioner. Thus, the required answer is both objective & subjective based on what was found in the literature review. CIPD three requires the objective response from participants: Human Resources planning; recruitment and selection; HR development; compensation and benefits; safety and health; employee and labour relations and HR research; the role of the HR practitioner; employee motivation and reward; the employee relationship and; ending the employment relationship). Contemporary HR practitioner competences are subjective and depend on the up to date literature. There are no descriptive results for this part in chapter four. The statement pertains to nine HR practitioners, i.e., (participants 1 to 9) and comprise of nine responses. Selecting contents depends on the researcher interpretation with reference to the literature review in the same part. The content thereof is discussed and analyzed in chapter five below.

3) Statement (3) (RQ1-1.3) 'Skills and competences acquired from the qualification' (Specifications: This statement concerns the identification of the skills and competences attained from the course. The required answer being daily administrative tasks; providing advice; organizing interviews; training activities; dealing with employee problems; following up attendance and absenteeism; updating confidential data; strategic role and strategic decisions; knowledge related legislations; practical skills). This statement pertains to nine HR practitioners (participants 1 to 9). It comprises nine responses followed by their descriptive results

4) Statement (4) (RQ1-1.4) 'Preparedness to be a professional HR practitioner'. (Specifications: This statement concerns the effectiveness of the primary and professional skills on the HR practitioner performance at both theoretical and practical levels regarding the performance of the HR practitioner and current challenges that

confront them. The required answer: confidence; knowledge about the HR functions; daily administrative tasks; providing advice to HR managers; organizing interviews; training activities; dealing with employee problems, attendance and absenteeism; updating confidential data; strategic role and strategic decisions; knowledge of labor law; practical skills & theoretical knowledge in HR; legal knowledge; economy analyst. The statement pertains to nine HR practitioners (participants 1 to 9). It comprises nine responses followed by their descriptive results

5) Statement (5) (RQ1-1.5) is on 'the Effect of the CIPD three on the performance of HR practitioners'. (Specifications: This statement concerns about how the CIPD three affected the trainees' performance after graduation. The required answer; Dealing with complaints; employee reimbursements; security and regulations employees contracts; public relations; pension; creativity; flexibility; psychological pressure, face changes and uncertainty, ability to analyze; solve problems; employee reports; economic knowledge). The statement pertains to nine HR practitioners (participants 1 to 9). It comprises of nine responses followed by their descriptive results.

6) Statement (6) (RQ1-31.6) on 'Challenges faced by HR practitioners after graduation and presented solutions'. (Specifications: This statement concerns about the challenges faced HR practitioners after graduation. The required answers: traditional & contemporary challenges; dealing with related technological issues; legislations; complaints; bullying; ethical issues; OHS; identifying risk; control strategy while facing risk; legal compliance; developing culture of safety vocational medicine; vocational hygiene and public health; crises management; evacuation during emergency). The statement pertains to nine HR practitioners (participants 1 to 9). It comprises of nine responses followed by their descriptive results.

6.1) Statement (7) (RQ1-1.7) 'Presented solutions': This statement concerns how HR practitioners faced the challenges and what solutions they provided. The required answers: depends on the researcher interpretation. The statement pertains to nine HR practitioners (participants 1 to 9). It comprises of nine responses followed by their descriptive results.

6.2) Statement (15) (RQ1-1.8) on the 'implementation of the acquired skills and competences at the workplace' (Specifications: This statement concerns about how HR practitioners implemented the acquired skills and competences at work. The required answers: transfer of training and simulation; transfer of skills and competences). The statement pertains to nine HR practitioners (participants 1 to 9). It comprises of nine responses followed by their descriptive results.

7) Statement (16) (RQ1-1.9) 'Outstanding tasks carried out by the HR practitioners at work', (Specifications: This statement concerns about the outstanding tasks that HR practitioners carried out at work. The required answers: professional; strategic positioner; innovator and integrator build relations; keeps connection between the HR system and the strategy of the organization; transforming from operator to a strategic partner; decision maker; innovative decision maker; project manager; influencer; negotiator; dealing with ethics) The statement pertains to nine HR practitioners (participant 1 to 9). It comprises nine responses followed by their descriptive results.

4. Findings

Statement (1): the importance of qualifying the HR Practitioner
Statement (2): The Key professional areas for HR

Q2. The researcher wanted to measure the participants' ability to remember the key areas by asking what the key professional areas for HR.

(Participant 1, 2019) The answer of this participant shows that he acquired some skills, forming partial competences, for the role of the HR practitioner as mentioned in the literature (Leatherbarrow and Fletcher, 2015; Martin and Whiting, 2013). However, this points out that the participant did not gain many of the skills and competences that are very important and which are required from the HR practitioner. (Participant 2, 2019) The answers of this participant show that he acquired some skills and competences that form partial competences for the role of the HR practitioner mentioned in the literature. This means that the participant did not gain many of the skills and competences that are very essential for the day-to-day administrative tasks required from the HR practitioner. (Participant 3, 2019) This participant seems to have no idea about the skills and competences provided by CIPD three, as he only talked about gaining confidence and that is all he said about the skills and competences he acquired. (Participant 4, 2019) Based on the answers of this participant, it is understood that he concentrates mainly on recruitment and writing reports. However, he did not mention any other skills or competences that the literature referred to as HR competences & skills that should be gained after undergoing CIPD three. The answers of this participant show that he gained skills pertaining to communication & interpersonal skills and recruitment. However, referring to the literature it is noticed that he did not gain many essential skills and competences required form HR practitioner after completing CIPD three. These participants pointed out that they mainly acquired four skills from CIPD three, although the literature mentioned many essential skills & competences they did not mention in their answers. This implicates that they have a lack of knowledge about the main HR practitioner skills and competences. (Participant 7, 2019) From the responses of this participant, it is noticed that he gained more skills than the other participants. Nevertheless, he is still short of many skills which are mentioned in the literature. This also implicates that the other participants should have gained the same skills after completing CIPD three and indicates that there is a problem pertaining to the course delivery method. This will be considered in chapter five. (Participant 8, manager, 2019) This participant negates that he learnt skills from the course. He refers his knowledge to the experience and exposure at work. This is an important point which is worth looking at and from which it is understood that this participant did not benefit or gain any skills and competences from the CIPD course. (Participant 9, 2019) This participant did not give a complete answer to the question. His response was general, implicating that the skills fall short of solving problems. This means that the participant missed a lot of skills that he should have acquired from the course, thus, implicating that the participant will not be able to execute his tasks as an HR practitioner properly.

Statement (3): Preparedness to be a professional HR practitioner
Based on the responses of the participants, it is understood that Participant (1) has a good grasp of CIPD three functions in that the participant knows about the guidelines and basic tools in CIPD three, although he/she gave only one example about conducting interviews; Participant (2) has a good grasp of CIPD three functions in that the participant knows about the theoretical part and some skills in CIPD three. It is noticed that the participant repeated the word 'information', twice. This means that the participant benefited from the course, more or less theoretically, rather than practically; Participant (3) gave a very short answer without details. It seems he/she gained little information and a few skills from the course. Using the word 'enhanced', the participant had little information and one skill pertaining to recruitment. Hence, it can be said that the information and skills acquired from the course were too little and lack most of the theoretical information and practical skills; Participant (4) gained some knowledge of some areas in HR, which means that the participant had knew knowledge from CIPD three that made him move to the next level; Participant (5) gave positive answers about what he/she learnt from the course as an HR practitioner. However, the researcher expected to hear from the participant, at least some skills & knowledge, to prove that his statement was reliable and valid; Participant (6) acquired a good grasp of CIPD three functions in that the participant knew about the theoretical part and some skills in CIPD three. It is noticed that the participant repeated the world 'knowledge' twice. This means that the participant benefited from the course, more or less theoretically, rather than practically; Participant (8) manager, CIPD L7, got almost theoretical knowledge rather than practical as he/she mentioned four terms pertaining to theoretical knowledge, thus, implicating that the participant himself and the CIPD three trainees receive theoretical rather than the practical part.

Statement (4): effect of the CIPD three on the performance of HR Practitioners
An HR practitioner is subjected to working in various field thus, participant (1) was working in a hospital/clinic. However, it is understood that the participant faced a problem and he/she could not find a solution, which means the reasons for solutions are absent. Therefore, the HR practitioner must be armed with reasons to keep professionals in the organization. Participant (2) benefited from CIPD three in preparing appraisal basic information on recruitment. This means that the participant benefited only by two traditional functions from the course and that is only theoretical not practical. Participant (3) gained only two functions which means the participant benefited from only two traditional course functions and that is only theoretical not practical. Participant (4) could not answer the question because he/she did not benefit from the course. Participant (5) gained almost theoretical knowledge rather than practical skills. The participant did not mention that he/she gained any practical skills from the course. Participant (6) did not show the extent to which he benefited from the course, which means his/her benefit was limited. Participant (7) gained some knowledge about terms used in HR, which means he/she did not have any practical

benefit and the overall benefit was limited. Participant (8) benefited from the course theoretically, which influenced his/her performance. However, the participant did not mention any practical skills. Participant (9) did not show any specific knowledge or any skills he/she learnt from the course.

Statement (5): Follow up methods used after graduation
From participant (10), the trainer and the institute do not follow up their graduates formally after graduation. Also they do not have a specific tool that follows up their graduates or to give feedback about the effect of the course. Participant (11) does not assume the responsibility of following up the graduates as it is the responsibility of the institute. Participant (13) supports there is no follow up of the trainees after graduation. From participant (14), it is clear that there is no follow up. Participant (15) does not perform any follow up. Participant (16) does not follow up graduates after graduation but the institute does. Participant (17) does not follow up graduates after graduation. They do general surveys that cover all graduates not only the CIPD ones, which mean they do not have a follow up system for CIPD graduates. Participant (18) Tamkeen does general surveys that cover all graduates, not only the CIPD ones, which mean they do not have a follow up system for CIPD graduates.

Statement (6): Challenges faced by HR Practitioners after graduation and presented solutions
Participant (1) faces challenges and expresses that the quality of training was not up to the required level. Participant (2) faces challenges while performing the job practically, which means that the training did not tackle the practical part during of execution of the course. Participant (3) falls under psychological pressure when he/she wants an employee. Participant (4) expresses that the more responsibility you assume, the more challenges you face and the more skills and knowledge you need. Participant (5) and (6) did not face challenges. Participant (7) faced some challenges but he could not make any changes in the company. This means that the participant needs more skills to tackle such challenges. Participant (8) has a problem with data reports or gathering information. Participant (9) has a challenge when approaching the process of recruiting.

Statement (7): Presented solutions
Participant (1) response was negative. Participant (2) was depending on finding other sources rather than to recall what he/she learnt from the course, whether theoretical or practical skills. Participant (3) does not have the ability to think how to solve the problems on his/her own. Participant (4) response was not clear. Participant (5) did not answer the question. Participant (6) was dependent on other sources to support his/her arguments.   Participant (7) concentrated /her skills on preparing for conducting interviews. Participant (8) does not have professional skills to deal with such challenges. Participant (9) does not have skills to tackle the challenges that he/she faces at the workplace.
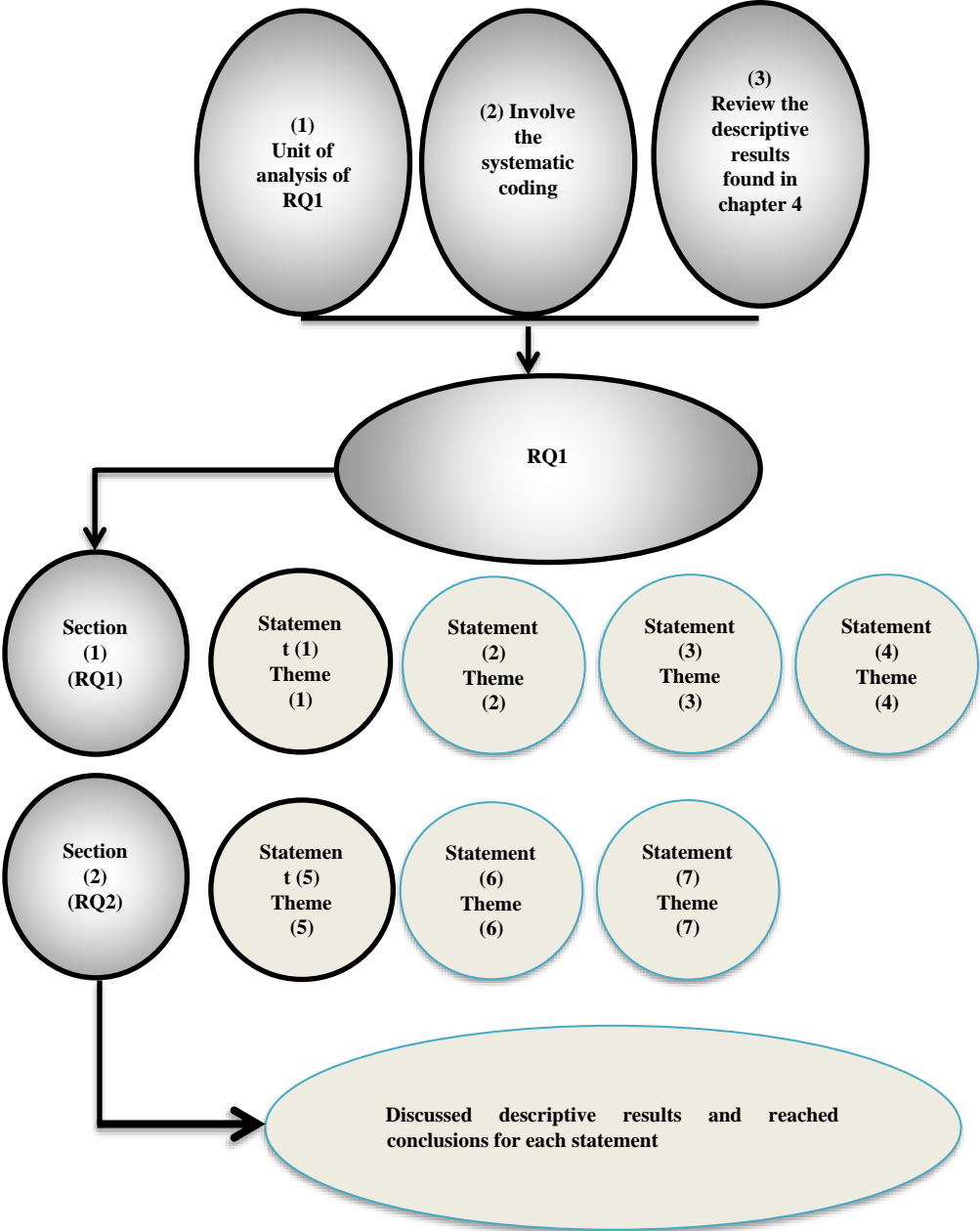
5. Discussion

Conclusion And Recommendations

Figure 4: *Shows the followed procedure to carry out analysis & interpretation of all the statements*

(RQ1): To determine the HR Practitioner theoretical and practical primary professional skills gained from CIPD three as required by the private sector. (RQ 1-OB 1)
Theme one:
The importance of qualifying the HR practitioners
Investigating and looking through the CIPD Level three is worthwhile to the benefit of HR practitioner staff and in favor of the development of the HR, thus, reducing the skills gaps in HR. This investigation, coupled with the contribution theory that the researcher reached through the literature review, created added value to the impact of Tamken's HR initiative for skills shortage in the kingdom of Bahrain. There is agreement between all participants and the literature that the CIPD Level three is important for the HR practitioner. Nevertheless, literature holds that despite the positive effect of the qualification it still does not completely fulfill the requirements of the HR. The professional qualification has a positive effect on the performance of HR practitioner although the qualification does not cover or fulfil all of the HR requirements (Gary, 2008; Lester & Dwyer, 2012).

Theme two:
The key professional areas for HR
It was found that most participants could not list basic CIPD Level three HR functions. There are around ten to thirteen functions (Human Resources planning, recruitment and selection, HR development, compensation and benefits, safety and health, employee and labour relations and HR research) as per the literature, , that the HR practitioner should know in order to carry out their basic obligations as HR practitioners. Discussion also referred to the CIPD modules and found that CIPD Foundation Level three covered ten professional areas, namely: the role of the HR practitioner; Human Resources Planning; Recruitment & Selection; Employee Motivation and Reward; The Employee Relationship and; Ending the Employment relationship. It is clear, then, that there was a lack of basic information knowledge on key professional areas of HR, in relation to CIPD graduates but not the CIPD modules in which the functions exist. With regards to argument two, it was found that even if trainees remembered all functions mentioned in the CIPD Level three, they would still lack the knowledge pertaining to the contemporary HR practitioner competences. Recent changes and development in the HR field showed that there was a gap between traditional knowledge and skills and the contemporary fast changing HR related skills and information, which necessitate that the HR be well trained and armed with a wide range of diverse competences and transferable skills to be able to keep pace with such changes. Therefore, it is construed that the theoretical part is still not achieved at the level of CIPD Level three, let alone the contemporary knowledge.

Theme three:
Skills and competences acquired from the course
It was found that the lack of skills and competences indicated that CIPD Level three graduates still need more professional training in order to acquire the preferred skills and competences. Recent changes necessitated that the HR practitioner acquires more than just traditional skills and competences. Thus, it was found that CIPD Level three graduates showed lack of competence at that level expressing a need to acquire more competence and skills found in literature.

Theme four
The effect of the CIPD level three on the performance of HR practitioners
There is a possibility that HR may face difficulties during the implementation due to the contentious developments and market requirements, such as market demand, competition and world business development which obligate the HR practitioner to acquire the missing skills to respond properly to the needs of the organization (McDonnell & Sikander, 2017; Salleh et al., 2015).

Theme five
Challenges faced by HR practitioners after graduation. This part has two sub themes, the presented solutions and the implementation of the acquired skills and competences at the workplace.
It was found that there are lots of challenges that HR practitioners face, thus, they should acquire new skills and competences so as to deal with technological issues, legislations, complaints, bullying, ethical issues, OHS, identifying risk, control strategy while facing risk, legal compliance, developing culture of safety vocational medicine, vocational hygiene and public health, crises management; strategic; and evacuation during emergency. It is clear that there is a lack of skills for CIPD graduates, at both the traditional and contemporary levels, in terms of facing challenges at the workplace.

Six: Presented solutions
This demanded of HR practitioners to have comprehensive contemporary competences, as well as, technical skills,. These competences have enabled the HR practitioner to assume roles, such as "strategic positioner, HR innovator and integrator and credible activist" (Michael, 208; Ngo et al., 2014; Raymond & Barry, 2006). Gaining such skills and competences will enable HR practitioners to deal with many problems and challenges while performing their tasks.

Seven: Implementation of the acquired skills and competences at the workplace
It will be more challenging for the CIPD graduates to implement the contemporary standard and criteria that is considered in the contemporary organizations.
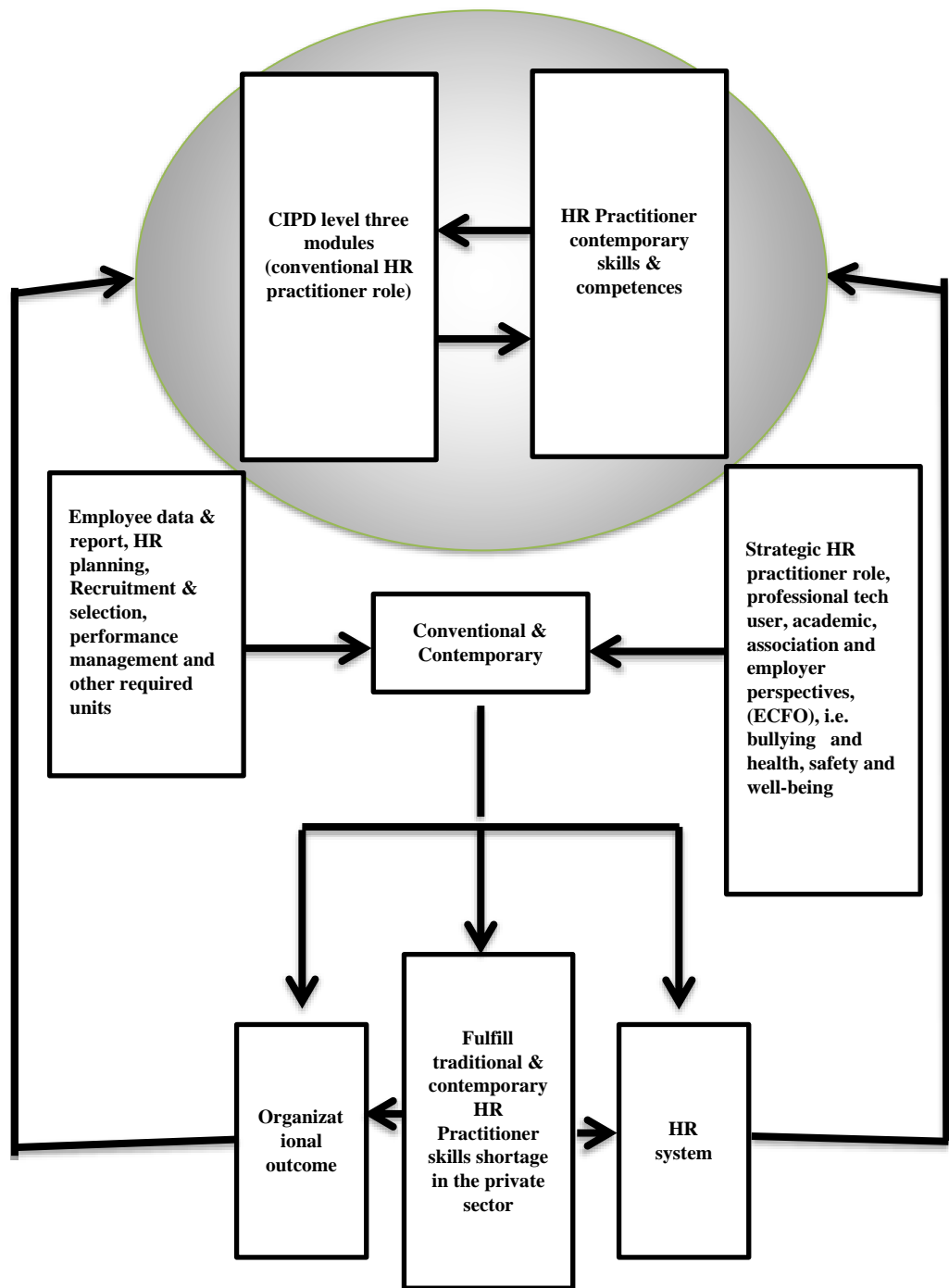
Figure 9: *The researcher's model: Kashami Model (KM)*

KM was designed based on two dimensions. The first dimension positively influences the theoretical knowledge of the trainer so that he can transfer it to the trainees professionally. Thus, KM simulates two types of knowledge, traditional and contemporary, where the former comprises the content of CIPD three, while the latter caters for contemporary competences. KM was designed based on the results of the literature review discussion. Literature review discussion proved that using this model gives a real opportunity for providing authentic training. Thus, KM provides simulation to the gaps found during the discussion in chapter five and the conclusions of chapter six for all sections of the research questions (Themes 1 to 8).

Research Contribution

CIPD Level three as a professional certificate has not been researched before in Bahrain. Thus, this research enhances theory building related to the HR practice in Bahrain context. In addition, this research creates a valuable opportunity for future researchers to investigate the areas that have not been covered by the current paper pertaining to HR contemporary skills and competences. Such HR contemporary skills and competences are not still but they are ever changing and developing and therefore researchers will always find something to add whatever value that can be added in relation to HR professional certification concerning CIPD Level three. CIPD Level three provides traditional functions only, which apply to the HR as an HR operator only, which means that he only assumes the conventional role of HR, leaving a gap of knowledge pertaining to the HR contemporary skills and competences. This research contributes by suggesting the addition of HR contemporary skills (a strategic role and contributes to strategic decisions to better develop the HR theoretical practices...etc.) and competences in order to fill the knowledge gap for CIPD Level three.

Recommendations

Wider reading has helped the researcher find that the CIPD Foundation Level three is an outstanding qualification that provides useful information and skills and competences to the HR trainee practitioners. Nevertheless, the researcher recommends a valuable theoretical contribution in the hope that the outcome of the research is taken into consideration, (KM). Scholars carry out research in the areas the current research has not covered, in the contemporary skills and competences of the HR practitioner to add whatever value that can be added in relation to HR professional certifications.

The outcome of this paper prompts the researcher to expect that, in the future, HR practitioners will be under huge pressure on the demands and responsibilities that they have in order to be prepared and armed with the most recent contemporary skills and competences. Therefore, researchers are requested to endeavour to develop and implement the above researcher's model in order to launch and develop the simulation experience for CIPD Level three trainees and other HR professional certificates.

Conclusion

It was concluded that there was lack of theoretical and practical skills and competences. The performance of the graduate in the workplace was short of reaching the level of

the contemporary professional HR practitioner. Therefore, there is a necessity for the HR practitioner to be eclectic, i.e., to combine the traditional with the contemporary HR practitioner.

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