

THE DEMAND OF PUBLIC ADMINISTRATION MANAGEMENT'S STAFF COMPETENCES IN THE FUTURE

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Abstract. The development of the competences of the staff of the Latvian Public Administration has been drawing more and more attention. The aim of the development of the human resources is a professional, motivated, advanced and honest staff of the Public Administration. It means that it is necessary to evaluate the competences of the staff in order to upgrade them and understand what is in demand nowadays. Improved personal and professional competences are regularly needed to improve the quality, efficiency, development of creative thinking, knowledge and adaptation to the trends and demands of the 21st century. It is therefore important to understand whether employees are in line with a specialised profession in order to improve and maintain the skills of employees, who have played an important role in the work process as a result of the rapid development of technology today. It is therefore important to find out what competencies will become an integral part of human work.

The aim of the research is to understand, what kind of competences in the future are going to be in demand for Public Administration staff.

The methods used in the research work are going to be the analysis of the documents and data analysis.

The results of the research are going to be used in practice by evaluating and upgrading the competences of the Public Administration staff.

Key words: *competence, development, staff*

JEL code: M59, O15, J24

Introduction

Increasing attention is being paid to the appropriate competence of public administration employees, to acquired education and to self-motivation to develop on a regular basis. Professional skills would be performed by experienced, knowledgeable specialist, who would achieve the objectives and tasks of the institution in an efficient and professional capacity. In view of the role of specialist, it is necessary to define strictly what competencies are and will be needed for each specialist in the future, how they will be developed and evaluated. The competence of national government personnel should be regularly taken to avoid a lack of qualifications and a reduction in productivity in the workplace in a timely manner.

As a result of the future skills required, public administration staff will be flexible in adapting to any innovation, prepared and open to additional responsibilities, acquiring experience not only in their professional fields, as well as self-motivation to pursue personal qualifications. Determining the need to develop the expertise of each specialist will make it more effective to define the direction of learning development.

Competence of employees of the Public Administration

In order to work in the professional field, to develop knowledge, to take responsibility, to plan and to pursue development, there must be a competence (Perrenoud, 2004). It is therefore very important to determine what powers will be required in the performance of the post. Professional competence shall be acquired with qualifications in a particular speciality and the acquired knowledge shall be applied in practice. In the 90 s, competence was described as being acquired in the educational process, based on acquired knowledge and attitudes (Stabins, 1998). People's competence can be discussed if a person is able to safely and successfully realise his or her intentions when a person has the knowledge and skills to deal with problems and challenges, and if a person is able to plan his or her activities in different situations (Tilla, 2005). This means that, when working in public administration, education acquired must be closely linked to a speciality and, at the same time, a person is interested in his profession. When a person likes what he is doing, then the productivity of work is improving, the person tends to constantly learn something new, to develop knowledge, to gain satisfaction from the work he has done. Competence can only be gained in action by learning or working (Melton, 1997).

Scientist F. Orthey (Orthey, 2002) considers the concept of competence as a means of achieving better and better quality work and, in order to achieve personal objectives. Given that the work of public administration involves people – team work, customers and colleagues – there needs to be good communication and cooperation skills. The person must be open, the ability to adapt to the other person, the ability to listen and listen to other opinions, and to express his or her thoughts. The working relationship depends on human attitudes and behaviour and the quality of the workplace (Kalleberg, Reskin, Hudson, 2000). Building a relationship and tackling conflict is a social competence where a man is focused on creating and strengthening social interaction (Barblett & Maloney, 2011). Working with people is not connected with silence and avoidance of any communication. Someone needs to overcome the fear or discomfort of creating communication with colleagues and clients. If the fear arises to talk about the phone, they must be overcome. The more often things will be done that don't like, the more likely these fears or dislikes will fade. Because the man will have forced himself to improve by developing his own self-confidence and skills. Competence takes the form of human action, attitudes and thinking, with long-term effects or determination of behaviour (Vintisa, 2004). The Spencer Competencies were defined as the basic characterization of the individual associated with the highest achievement in the working situation (Spencer, Spencer, 1993). Because appropriate competences have the potential to achieve goals and growth opportunities. The main competences of the national administration are: the competence of interpersonal effectiveness, tasks and processes management, personal effectiveness competencies, managerial competence, organisation understanding and value-acceptance competencies and thinking and problem-solving competencies (Competencies dictionary, 2011). These competencies are highly focused on the performance assessment, recruitment of employees.

However, the European list of basic principles on key competences for lifelong learning includes the following key competences: literacy, language competence, science, technological, engineering and mathematical competence, digital competence, personal, social and learning competence, civil competence, business competence and cultural awareness and expression competences (European Commission, 2018). The important factor for the development of human competence is human interests and priorities, if a person likes and interests in his or her specialty, then he will be developed. But if a person works only to get a salary or to have a job, then such a person is not motivated to improve himself. Today, a flexible, versatile, self-motivated and inquisitive person is allowed to experience and succeed in career growth. Because such a person is open to innovation and is in a continuous rhythm of capacity development. These days, it is very important that the way human thinking goes with today's spotlights.

Development of competence

The development of the competence of employees shall be determined after the performance of the work of employees of the annual Public Administration, specifying which competencies are needed to be improved. The relevant courses or seminars financed by the public administration are identified for the development of competence. But there is a limit for a course visit, depending on the budget resources of the institution that are invested in the training of employees. But today, public administrations are interested in learning something new and expanding knowledge and expertise. Employees' attitudes to attending courses, acquiring knowledge and using at work are equally important. If a person goes to courses with great interest, it is probable that the employee will be actively involved in the training process and will be interested in attending and listening to the course until the end. The public administration is interested in investing financial resources to achieve good job results, regularly improving the knowledge of employees. If a worker visits training visits as an obligation to obtain a certificate and without getting anything new and interesting, attending such training shall be detrimental to the institution.

The development of competence may not only be determined on the basis of an assessment of the performance of each employee's work, but on the one hand, each member of staff shall determine what professional or personal competencies are necessary to improve. To do this, each person must be critical to himself, be familiar with his weaknesses and strengths, and develop what interferes with the work process. In order to develop the necessary competences, it must be self-motivated to work with yourself and inspire regular improvements in knowledge. Improving competence will give more opportunities for career growth, which is also, of course, a very important motivation factor for working regularly on self-empowerment. For someone to achieve something in career growth and improve the work process, he has to work with himself and his specialty needs to be heart-wrenching. Then it will also be easier to force yourself to learn something new and regularly develop knowledge, expertise.

Acquiring new knowledge and improving competences is one of the tools for creating a strong culture of specialist and public administration. The majority of employees acquire knowledge and skills development through working experience, other information is obtained from customers, colleagues providing continuous feedback. But there is something that we have not yet learned in the course of the training process to meet new acquaintances, from which we can again find useful information and advice that would be useful at work. Because the workshops are attended or studied in an educational institution that wants to get something new, or share their knowledge, experience, skills, ideas and advice. And of course, learning at an educational establishment or attending seminars receives a certificate that is important for raising qualifications. In order to keep employees at a continuous stage of skills and knowledge development, it is necessary to constantly motivate and offer training offers from different courses and educational establishments. The scientist, F.Orthey, has listed eight competencies to be a future human (Orthey, 1999):

1. plurality competence: capacity to cope with complex, unsafe and minor situations, creating sufficient security in these circumstances to carry out further action;
2. transversality competence: capacity to provide ever-increasing transitory pathways so that a reasonable conclusion can be made to a previous stage of life and to see how it can be coupled with acquiring new experience;
3. watching competence: observe themselves and others, understanding differing views and seeing preconditions that affect the development of the situation;
4. reflection competence: the ability to discern meaning and cope productively with troublesome factors;
5. socially communicable competence: capacity to analyse, shape and manage social situations;
6. the competence of the methods: the ability to model new activities and situations;

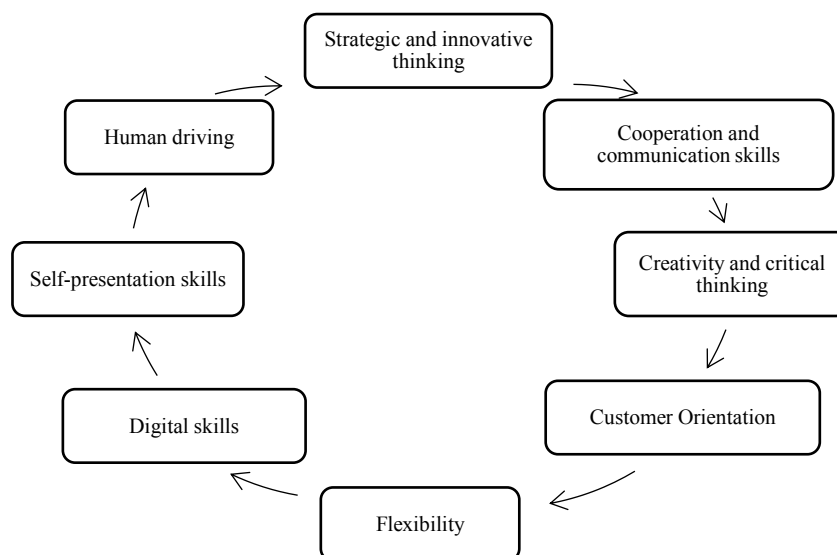
7. aesthetic competence: the ability to understand the importance of the environmental aesthetic on a daily basis;

8. self-competence - the ability to link self-observation to the dynamic processes of the environment while maintaining balance and building the future (Orthey, 1999,190).

For each person, competence forms in an environment in which they live and stay, it is family, friends, interests, but whether or not a person wants to develop something depends on each individual. People focused on careers work more with self-development – knowledge, skills and qualifications.

Future Requests for Competencies

How the most demanding competencies of the future are mentioned: strategic and innovative thinking, collaboration, creativity and critical thinking, flexibility, self-presentation skills, lifelong learning, human driving, digital skills, emotional intelligence, client orientation, skills to make decisions and address problems, communication skills, the ability to listen to different opinions, leaving on the other hand, formal enforcement, which fulfils their obligations on the basis of the rules and the performance of the work process cannot go outside the borders (see page Figure 1). “Spitzberg (2000), Spitzberg (2015a, 2015b) and Spitzberg and Cupach (2002) estimate that between 7–25% of people in the general population probably experience significant constraints in their communication competence and, ultimately, a study carried out by PayScale.com (2016) showed that recent college graduates are lacking in several areas closely related to communication” (Lopez, Souto, Noblejas, 2019). The office's work is increasingly moving away from huge piles of paper, strident execution, work after working time. Someone needs to become flexible and find their own approach to each situation. Employees must have the skills to adapt to work requirements (Ahmad, Karim, Din & Albakari, 2013; Carnevale & Smith, 2013). In order to adapt to the skills required by future professions, care must be taken in good time to develop themselves and develop human resources within the institution. Digital skills play an important role in meeting the skills and skills required by the 21 st century (Laar, Deursen, Dijk, Haan, 2017). Rapid technological development is an instrument that makes everyday access, access to information, ease work and reduce workload, work is done qualitatively. Self-made cars, drons, virtual help delivery, software translations, training by robots will replace people who are now doing these jobs: already switching tellers to supermarkets (Sousa, Rocha, 2019). Therefore, digital skills play an important role in the 21 st century, the skills of working and adapting to new technologies in order to be able to work productively and enrich the knowledge of workers with technology capabilities (Ahmad et al., 2013). Digital competences covered information management, cooperation, communication, sharing, knowledge, ethics and responsibility, assessment and problem management, technical operations (Ferrari, 2012). Digital skills are something more than an ability to use digital sources effectively (Eshet-Alkalai, 2004). The Internet as a resource is currently unlimited, its quality has improved, its ability to work remotely is a great data availability. The field of information technology is increasingly facilitating people's work by learning and exploiting the new technology capabilities, but it is distancing people from interfacing, which is a very important factor that should not be forgotten in public administration. Because people need to be able to work not only with information technology, but also with people.



Source: prepared by the author, on the basis of the acquired survey data.

Fig.1. Future Competencies

“The majority of Latvian residents, or 86%, believe that they live in a digitally developed environment and modern technologies play an important role in improving the quality of life of each person” (TNS, 2018). Human resources development is therefore becoming more and more important today. The development of human resources by public administration provides a variety of training, mentoring, career growth programmes, motivating staff – not only financial bonuses, but also inspiring and assembling teams. In the LDDK survey, 96% of respondents pointed out that increasing the qualifications and continuing training of employees are very important (Latvian Employer's Confederation, 2016). As of 2016, the State Chancellery implemented the European Social Fund project “The High Level Leaders Development Programme”, aimed at developing the competences of senior leaders and strengthening leadership skills. National regulatory authorities are interested in developing the skills of employees, which is an essential condition for quality performance. But in order to objectively assess the competencies of employees, it is necessary to invest heavily because each employee should be assessed individually, where the competencies are linked to the duties of office. There are approximately 3300 thousand people working in ministries (Public administration needs to change – fewer employees will not yet improve their effectiveness, 2018). The development of human resources must reach each employee individually, setting out the necessary skills training. Individual’s innovative competence, includes:

- questioning,
- observing,
- networking,
- experimenting and
- associational thinking (Yams, 2018).

Knowledge is of great importance today, as are personal and professional competencies (Alvesson, 2004). In order to ensure the development of competence, financial resources are needed to ensure that institutions provide employees with training courses or seminars to increase their qualifications. The management of the Authority should be interested in working with qualified and knowledgeable professional. The human resources management of each institution shall be responsible for the development of the competence of the employees of the Ministries, who took care of the satisfaction of the employees, the raising of qualifications, the development of competence. In order to ensure that the employees of the institution are satisfied and successful in achieving the targets and tasks assigned by the Authority, individual

employees should be required to determine on an individual basis the attendance of the measures for the Every year, each ministry summarises in public reports the information regarding the staff of the institution: changes, working age, education, qualifications. According to available public reports of the Ministries of the Republic of Latvia (Ministry of Environment and Regional Development, Ministry of Agriculture, Ministry of Welfare, Ministry of Economy, Ministry of Culture, Ministry of Transport, Ministry of Justice, Ministry of Health, Ministry of Interior, Ministry of Finance, Ministry of Education and Science, Ministry of Foreign Affairs and Ministry of Defence), it is possible to issue the Ministry. To conclude that ministries are focused on improving the capacity of the staff of the institution. Every year, employees actively attend a variety of seminars related to their positions. In recent years, there has been no statistically aggregated information on how much and what courses/seminars are attended by ministry staff (see page Table 1). Only, some ministries in public reports have mentioned the number of visits during the year.

Table 1

Training visit	
Ministries	Exchange of experience, training, etc. (number of visits) in 2017
Ministry of Finance	126
Ministry of Foreign Affairs	158
Ministry of Regional Development for Environmental Protection	454
Ministry of Agriculture	239
Ministry of Culture	112

Source: prepared by the author, on the basis of the acquired survey data.

For example, in 2017 the Ministry of Environmental Protection and Regional Development provided employees with qualifications and professional expertise to participate in a total of 105 training topics and 454 visits. On the other hand, the Ministry of Finance developed a training for the development of personnel management competencies in order to achieve the objectives pursued, to develop competencies, critical and analytical thinking. But improving driver's skills, driving and motivating people to achieve high results, looking for and finding solutions for leaders to manage themselves, self-motivation to develop as a driver, created a more in-depth understanding of the role of performance management in achieving their intended goals and high results, how to motivate employees by providing regular and effective feedback. In order to achieve higher personal efficiency, middle-level leaders learned new knowledge in personal management to find more effective ways of dealing with problematic situations, persuasion of employees and non-standard decision-making. But the employees learned the knowledge of personality and the building of mutual understanding in collective, mutual relations (Ministry of Finance, 2017). In 2017, the most current training of employees of the Ministry of Foreign Affairs was the acquisition of a foreign language by 92 employees, while 27 employees participated in training abroad. In general, the need for the development of employees of the Public Administration is determined by the assessment of the performance of the work of employees, where it is necessary to develop the competences. The dependency of employees does not solely depend on the expectations and support of the institution. But every person needs to be aware of what needs to be developed in order to improve the quality and skills of work. Development opportunities can be visited both in Latvia and abroad.

In 2018, a survey was conducted at the public administration where 31 correct questionnaire replies were received from the 50 planned questionnaires, two senior executives, seven lower level managers and officials. The purpose of the questionnaire was to find out what competencies are required for a public administration employee and how the development of competence is assessed. In view of the increasing focus on compliance, 79% of employees think that there is a regular staff assessment competence in the workplace, while 11% consider it to be in the recruitment process,

recruitment or promotion, while 6% are planning training. 1% in terms of determining and changing the amount of remuneration, but 1% is not informed (see page Table 2).

Table 2

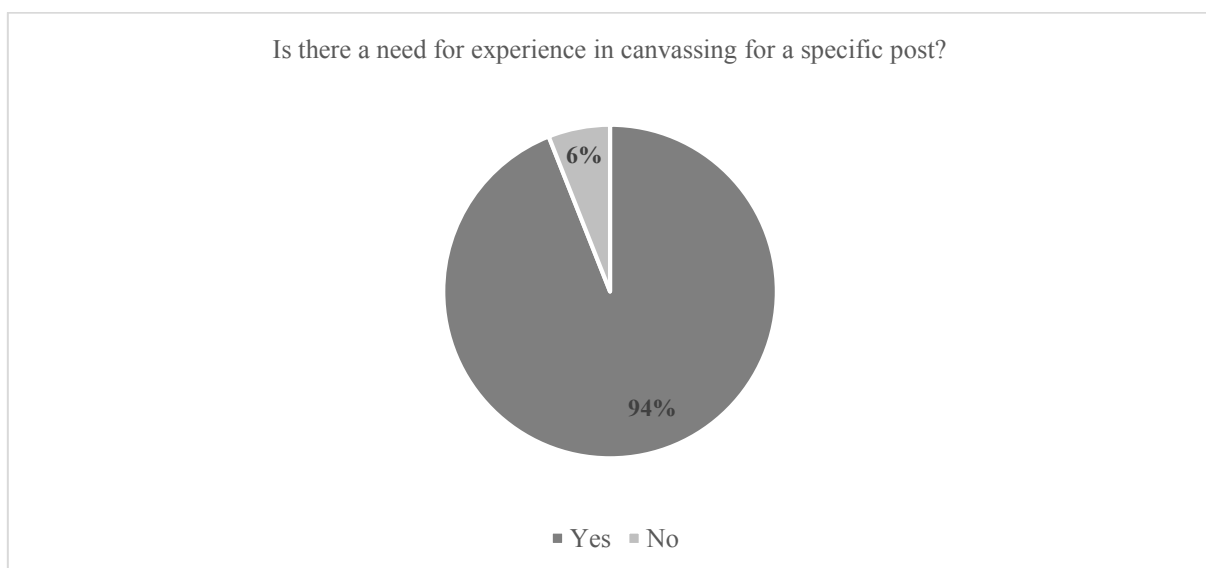
Determination of competence at work

In which personnel management processes will your competence at work be determined/evaluated?	Result %
Recruitment: recruitment or recruitment	11%
Regular staff assessment is carried out at the workplace	82%
Planning worker training	6%
Changing the size of the rewards	1%
I don't know, I'm not aware of personnel management processes	0%

Source: prepared by the author, on the basis of the acquired survey data.

The assessment of competence shall take place in any process, including the annual evaluation of the performance of the work of employees, which shall assess whether employees need to develop knowledge and what competencies need to be improved. Today, more and more people are seeking to use new technologies to reduce administrative burdens, so there is an increasing need for knowledge, new competences and development orientation. Similarly, the experience of human employment plays an important role in recruiting a worker, not only demands for work experience, skills, but also acquired education. When determining whether a job experience is required in the candidature, 94% replied that it was necessary, but only 6% believed it was not necessary. Work experience always has value for every employee, and the institution must be proud not to lose such people who are experts in their position. These people should therefore, in particular, be working to improve them regularly and to encourage innovation. But, at the same time, it must be understood that young people today are more focused on the use of new technologies, testing, adapting successfully to any changes, and it is likely that 6% think, because an unqualified worker with rich working experience will want to accept the changes made in the institution's development process, which will result in new skills and knowledge being acquired.

Table 3



Source: prepared by the author, on the basis of the acquired survey data.

In the process of testing, I found that knowledge, acquired education and experience played an important role in the work of public administration, as 74% pointed out that it was important in public administration to have a master's degree. 23% think it's enough to have a bachelor's degree and 3% doctoral education. The importance of education, knowledge and skills, work is important because it does not only improve human personality, but professional growth, development and becoming a professional specialist in the field of work. At the same time, all antiquated think it is necessary to learn and learn the new skills and technologies on a regular basis. During the anketation, I found out the five key competences that need to be improved:

1. communication and cooperation skills;
2. management skills;
3. creative thinking;
4. digital skills;
5. flexibility.

Communication and cooperation skills are the first to show that young people still have important interpersonal relations in the working process. Then, of course, leadership, creative thinking and digital skills are playing an important role. This means that we are gradually moving towards the need to develop digital skills to match today's trends. But the fifth place ranks the skill of being flexible, adapting to any situation. In the 21 st century, it is important that a person is in continuous development, learning the new technology opportunities that would facilitate the work process, such as digital skills (Zhou, Bi, Liu, Fang, Hua, 2018), as an assistant to each employee's major responsibilities, and which is one of the most demanding skills of the 21 st century. But developing skills is important not to forget that we cannot focus on building one's skills but carefully developing other competencies. Which will not only improve the work process but improve the individual state of intelligence. The biggest problem in determining competence is that it is not possible to identify exactly what competencies will be required after five, ten years. Because the need for competence is influenced by the development of rapid technology. Consequently, the role of the competence of employees has played a major role in the work process, the relevance of which is also assessed in determining what competencies are needed to be improved in a given position. But there is a risk that as a result of the development of new technologies, an employee may lose significant competencies, such as communication skills and encounters. Employees work remotely, communicating in a virtual environment, knowing by name and surname colleagues, but in reality this person is not recognized and treated like strangers, although working together for years. It is therefore important to both restore and improve the competences so that they do not disappear, but to increase, developed competences that have not yet been acquired, such as visiting conferences, training institutes and going through exchange programmes.

Conclusions, proposals

On the basis of the literature analysis and the study carried out, it is concluded that:

1. Educational institutions which provide training for employees of a State institution shall be familiar with the objectives of the activities of these institutions and the necessary competencies of the employees for the purposes of the development system. It would then be easier to offer development training programmes to employees.
2. Human competence is formed in the family, in the environment in which people live, affects friends or acquaintances, personal interests, educational and life objectives acquired. Skills needs to be developed throughout their lives by restoring and improving new skills, knowledge and skills in their profession, so 74% have indicated that there is an important degree in public administration, while 94% have indicated that work experience is important.

3. The rapid technological developments of the 21st century play a key role in the development of digital skills, which enhances the quality of work and facilitates the execution of complex works. But the work process places emphasis not only on digital skills, but on communication skills, leadership skills, creative thinking and flexibility, thus adapting to today's demand for future skills.

During the working period, the following proposals were put forward:

1. High attention must be paid to the self-motivation of drivers and to the need to learn new knowledge and to regularly take care of skills and inspire those who have succumbed to the development of skills and professional development. Not only to visit educational establishments and conferences for the development of competence, but to take advantage of the opportunity to learn in the digital environment.

2. It is important for the staff responsible of the institutions to regularly compile data and carry out an analysis to identify the usefulness of the learning process and to identify what is needed to improve the training process and to motivate workers to improve their competencies.

3. In terms of today's global development, it should not be forgotten that the employee should regularly develop all the skills needed for work, rather than focusing solely on the need for the most advanced and popular skills of today, work with all personal and professional skills, so it is important to assess what training will be useful for the needs of work. There is also an important attitude towards new technologies and a desire to acquire new skills.

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