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## Management Skills of Civil Servants at the Tacna Regional Government Headquarters

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### Abstract

The general objective is to analyze the managerial skills that most characterize the staff at the headquarters of the Regional Government of Tacna; for which the type of research is applied, since a skills model was used, being the design non-experimental, the data obtained by cross-section, concerning the sample is 174 workers, the technique used the survey, the instrument considered is the questionnaire. The results show that 65.5% of the workers perceive the personal skills that characterize the employees to be at a regular level, the most outstanding indicators being "Stress management" and "Decision-making and problem-solving"; 73.6% perceive the social skills at a regular level, the most outstanding indicators being "Assertiveness" and "Teamwork"; 74.7% consider the management skills at a regular level, where the most outstanding indicators are "Coaching" and "Motivation"; and 71.3% perceive the managerial skills for public management that characterize the employees at a regular level, the most outstanding dimension being "Personal skills". It was concluded that there is a positive and significant correlation between the indicators: Assertiveness, teamwork and conflict resolution (Social level skills) and coaching and talent management (Management level skills), with the rest of the indicators considered in the analysis.

**Keywords:** Management skills, public management, civil servant.

## I. INTRODUCTION

Alarcón-Henríquez *et al.* (2018), Alvarado *et al.* (2019) and Pereda (2016) describe factors that force organizations to have qualified personnel to achieve their goals and objectives with greater possibilities, such as technological changes, the existence of increasingly complex environments, among others; Ascón *et al.* (2020) and Ascón *et al.* (2018) point out that competent personnel are critical for the institution to grow and develop, therefore it is necessary to enhance their skills and competencies, as Bedoya-Dorado *et al.* (2020) also point out when stating that human capital is the key component in the search for organizational success.

Pasmíño *et al.* (2019), Camacho (2018) and Cejas and Faz (2017) highlight that in a competitive organizational environment, it is vital that managers prioritize the development and potentization of their skills to direct the destinies of the entity and efficiently face the other entities in the sector, considering transversal aspects related to being at the forefront of trends, advances in the use of technology as a means to provide better service, the impact of regulations on decisions; therefore it is required to have skills to face changes in the environment.

Arrascue *et al.* (2021) emphasize that competitive entities require managers who are characterized by having management skills, which are the drivers to implement changes within the organization, which add to achieving the objectives, specifically it is required, as also noted by Contreras (2018), Crespo (2018), Hernandez (2020) and Molina (2020) that all activities are planned, that priority is given to having work teams, that motivational strategies are applied to staff, to promote the existence of a pleasant working environment, among others.

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Regarding public management, what was described in the previous paragraphs is the trend, since the traditional bureaucratic model is being promoted to be complemented by the managerial model and the governance model. In this regard, the statements of Weiguang (2016), Morales-Casetti *et al.* (2019), Pedrozo *et al.* (2018) and Sánchez *et al.* (2017), regarding the fact that having leading and capable managers in the public sector, is vital for the existence of governance of the territories, prioritizing the efficient and sustainable response to citizens' demands. Artieda *et al.* (2021) point out concerning public management, that if a comparison is made with the private sector, the authorities who are elected by popular vote have similar functions to the members of a Board of Directors since they are responsible for leading the destinies of the population that elected them, for which they must know how to work with the staff of the public organization in the search to achieve the proposed strategic goals and objectives. This is complemented by Luján (2018), who specifies that the managerial skills of the leaders who are in charge of public and private entities are similar, the difference being in the strategies to be used to achieve the institutional vision.

Regarding the management of public organizations, SERVIR (2016) prioritized the approval and publication of the guide that contributes to assessing the competencies of public managers, which mainly provides methodological tools to assess the managerial skills of public officials, highlighting those that are transversal to any managerial position: results orientation, a vocation for service and teamwork, which are essential for the evaluation of institutional performance management.

Therefore, public management prioritizes strategies to meet the expectations and problems of citizens, where having managers and public officials with the management skills for the proper use of allocated resources is vital to meet the objectives prioritized in institutional plans (Suárez-Amaya, 2021: Valencia, 2020). However, multiple evidences show that such appointments are not made considering objective and meritocratic criteria; therefore, it is a priority to propose a model of managerial skills for public management, which allows for improving the citizen-centered way of saying; which is the main objective of this study.

Regarding the state of the art, the following authors stand out, based on the literature review carried out, by Katz (1955, cited by Carrillo, 2019), where it is described that managers are classified into three basic blocks: Technical, which encompasses the specialized knowledge that is acquired in professional training; personal treatment, considers the ability to interact adequately with co-workers, which allows teamwork; and conceptual, encompasses the manager's ability to analyze abstract situations that allow adapting management models to address institutional problems.

Chiavenato (2016, cited by Gutiérrez-Macías and Córdova-Ruiz, 2020) identifies a set of durable managerial skills, which do not change despite the existence of difficult times: Knowledge implies that the manager must have a wealth of concepts, experiences, information, and others, on the details covered by his specialty. Perspective implies the ability of the manager to know how to place himself in any scenario that was affecting the entity, that is, to put into action his theoretical knowledge to address the problems and implement solution alternatives. Attitude refers to the personal behavior of the manager facing various work situations; therefore, considers the way to lead, interact, trust others and motivate staff to achieve institutional goals.

Whetten & Cameron (2011, cited by Huerta, 2020), developed a model that considers ten basic managerial skills, which are grouped into Personal, they consider self-knowledge, handling stressful situations, and providing an analytical solution to problems. Interpersonal, they consider coping with conflicts, knowing how to motivate the staff in charge, promoting the existence of frequent and effective communication with the staff in charge, and being able to influence others. Group, they consider delegating and empowering others, knowing how to lead the entity towards positive changes, and forming effective work teams.

Goyal (2013, cited by Loján-Alvarado *et al.*, 2022) classifies it into three blocks: Personal, which covers self-direction, learning, being emotionally intelligent, time management, handling stressful situations, self-development, decision making and problem-solving; interpersonal, which covers effective communication, cooperating with others, working in a team, being assertive, knowing how to negotiate, resolving conflicts,

others; people management, which includes being able to manage and influence people, for which it is required to know how to motivate, develop people, accompany, optimize resources, manage talent, leadership and support others.

Pereda *et al.* (2014, cited by Torres-Flórez *et al.*, 2021) highlight the following skills grouped into three blocks: personal level, covers a set of skills that refer to personal aspects of the manager, which happens to be the basis of how to behave professionally, since before being an official he/she is a person, from which the ability to learn, being able to develop a vision, personal development, emotionally intelligent behavior, making decisions and knowing how to manage time stand out; social level, they refer mainly to the achievement of an adequate relationship with the other members of the public entity, which allows to contribute to the existence of an adequate work atmosphere, therefore it is highlighted that the quality of the interrelationships transmits how employees are, where teamwork, frequent communication, knowing how to negotiate, assertive behavior, social skills, etc. are emphasized; management level, are those that allow the official to direct, coordinate and lead the staff of the public entity, highlighting leadership skills, knowing how to motivate the staff in charge, promoting the development of people, achieving the goals set, dealing with conflicts, interaction with citizens, knowing how to delegate, managing human talent, accompaniment, and others.

## II. METHODOLOGY

The research carried out is of the applied type, since it has used the knowledge that already exists (model of managerial skills by Pereda *et al.* (2014, cited by Torres-Flórez *et al.*, 2021) regarding the scope it is descriptive, the design is non-experimental since the variable was not deliberately modified (Hernández *et al.*, 2014), the field data were obtained by cross-section, regarding the approach it is quantitative, regarding the method it is hypothetical-deductive.

The dimensions, indicators and items used to measure the variable are presented in the following table:

**Table 1:** *Dimensions, indicators and items of the variable “Managerial skills of the staff member”*

DIMENSIONS	INDICATOR	Nº OF ITEMS
Personal Level Skills	▪ Learning capabilities	▪ 1, 2
	▪ Emotional intelligence	▪ 3, 4, 5
	▪ Time management	▪ 6, 7, 8
	▪ Stress management	▪ 9, 10, 11
	▪ Personal strategy and development	▪ 12, 13
	▪ Vision development	▪ 14, 15
	▪ Decision-making and problem-solving	▪ 16, 17
Social Level Skills	▪ Communication	▪ 18, 19
	▪ Negotiation	▪ 20, 21
	▪ Meeting management	▪ 22, 23
	▪ Teamwork	▪ 24, 25
	▪ Assertiveness	▪ 26, 27
	▪ Delegation	▪ 28, 29
	▪ Conflict solving	▪ 30, 31
Directive Level Skills	▪ Motivation	▪ 32, 33
	▪ Resources optimization	▪ 34, 35
	▪ Individual development	▪ 36, 37
	▪ Public presentations	▪ 38, 39
	▪ Coaching	▪ 40, 41
	▪ Talent management	▪ 42, 43, 44
	▪ Leadership	▪ 45, 46
	▪ Innovation and creativity	▪ 47, 48

Source: Pereda *et al.* (2014), cited by Torres-Flórez *et al.*, 2021)

Regarding the entity selected to carry out the fieldwork, it has been considered an emblematic public institution such as the Regional Government of Tacna, whose mission is to promote the growth and development of the department, for which the National Government every year transfers resources for that purpose, but denotes the existence of officials who do not have the optimal management skills for public management, for example, can be seen in the execution of investments for the period 2021, which

was only 72.7% of a budget of 251,780,809 soles; which motivates this research, which aims to analyze the managerial skills that most characterize the officials working in this entity.

To find the sample, the population of budgeted positions that appear in the current institutional CAP, which are 317, was used as a reference, therefore the following assumptions have been considered to replace in the respective formula: Reliability 95% ( $Z = 1.96$ ), error (+ 5%), probability (50%).

$$n = \frac{N z_{\alpha/2}^2 P(1-P)}{(N-1)e^2 + z_{\alpha/2}^2 P(1-P)}$$

$$n = \frac{317 * 1,96^2 * 0,50 * (1 - 0,50)}{(317 - 1) * 0,05^2 + 1,96^2 * 0,50 * (1 - 0,50)} = 174$$

A value of 174 was obtained, representing the sample of workers of the entity to be surveyed; therefore, simple random sampling was used, considering as inclusion criteria, that they are administrative personnel with a working relationship of at least 6 months with the entity and occupy a budgeted position in the CAP. The technique used in the research was the survey, and the instrument used was the questionnaire, specifically the “Questionnaire on managerial skills for public management”, which was validated by three experts: Dr. Ricardo L. Mendoza Salas, and Dr. Rafael E. Azócar Prado and Dr. Florentino L. Limache Luque.

Regarding reliability, a Pilot Test was applied to 20 employees of the entity, obtaining a value of Cronbach's alpha = 0.856, which implies that the questionnaire is suitable for application in the field. This questionnaire presents five response options; therefore the Likert scale was applied for the analysis of the responses: “Never” = value 1; “Seldom” = value 2; “Sometimes” = value 3; “Almost always” = value 4; “Always” = value 5; which allowed us to generate the following scale:

**Table 2:** Scale of the Variable “Managerial skills of the staff member”.

	Inadequate	Regular	Adequate
Managerial skills of the staff member	48 - 112	113 - 176	176 - 240
D1 = Personal level skills	17 - 39	40 - 62	63 - 85
D2 = Social skills	14 - 32	33 - 51	52 - 70
D3 = Management level skills	17 - 39	40 - 62	63 - 85

Source: Questionnaire “Managerial Skills of the Civil Servant”.

The facilities were obtained from the Regional Management of Administration to apply the instrument; concerning data processing, SPSS v. 26 software was used to obtain: Frequency tables, bar diagrams and other descriptive statistics (mean and standard deviation, etc.).

**III. RESULTS**

Respecting to the first dimension “Personal skills”, Table 3 shows that 65.5% of the personnel perceive the personal skills that characterize the entity's employees to be at an average level, while 34.5% consider them to be at an adequate level.

**Table 3:** *Dimension 1 - "Personal level skills"*

Level	Worker	Percentage
Regular	114	65.5
Adequate	60	34.5
Total	174	100.0

Source: Questionnaire "Managerial skills of the civil servant"

The analysis by indicators of this first dimension in Table 4 shows that the most highlighted by the staff are: "Stress management" and "Decision making and problem solving", while the ones focused on improving are: "Vision development" and "Time management".

**Table 4:** *Dimension 1 - "Personal level skills" (by indicator)*

Indicator	Mean	Standard deviation
Learning capability	3.2816	0.61391
Emotional intelligence	3.6379	0.56765
Time management	3.2586	0.66679
Stress management	3.8084	0.60851
Personal strategy and development	3.4052	0.49087
Vision development	2.9770	0.51793
Decision-making and problem-solving	3.7816	0.61391

Source: Questionnaire on "Managerial skills of the Civil Servant".

Concerning the second dimension "Social skills", Table 5 shows that 73.6% of the personnel perceive the social skills that characterize the entity's employees to be at an average level, while 26.4% consider them to be at an adequate level.

**Table 5:** *Dimension 2 - "Social skills"*

Level	Worker	Percentage
Regular	128	73.6
Adequate	46	26.4
Total	174	100.0

Source: Questionnaire "Managerial skills of the civil servant".

The analysis by indicators of this second dimension in Table 6 shows that the most highlighted by the personnel are: "Assertiveness" and "Teamwork", while those focused on improving are: "Conflict resolution" and "Negotiation".

**Table 6:** *Dimension 2 - "Social skills" (by indicator).*

Indicator	Mean	Standard Deviation
Communication	3.3247	0.64693
Negotiation	3.1925	0.56793
Meeting management	3.6494	0.67411
Teamwork	3.9425	0.56857
Assertiveness	3.9799	0.57239
Delegation	3.2443	0.52876
Conflict Resolution	2.4052	0.50823

Regarding the third dimension "Management skills", Table 7 shows that 74.7% of the workers perceive the management skills that characterize the entity's employees to be at an average level, while 25.3% consider them to be at an adequate level.

**Table 7:** *Dimension 3 - "Management level skills"*.

Level	Worker	Percentage
Regular	130	74.7
Adequate	44	25.3
Total	174	100.0

Source: Questionnaire "Managerial skills of civil servants".

The analysis by indicators of this third dimension in Table 8 shows that the most highlighted by the personnel are: "Coaching" and "Motivation", while those focused on improving are: "Talent management" and "Optimization of resources".

**Table 8:** *Dimension 3 - "Management level skills" (by indicator)*

Indicator	Mean	Standard Deviation
Motivation	3.7701	0.51736
Resource optimization	3.1466	0.61066
Individual development	3.2328	0.65765
Public presentation	3.2586	0.59798
Coaching	3.9626	0.60826
Talent management	3.1073	0.44040
Leadership	3.4052	0.50823
Innovation and Creativity	3.3362	0.58191

Source: Questionnaire "Managerial skills of civil servants".

Table 9 shows that 71.3% of the personnel perceive the managerial skills for public management that characterize the entity's employees to be at a regular level, while 28.7% consider them to be at an adequate level, while 28.7% consider them to be at an inadequate level.

**Table 9:** *Variable - "Managerial skills of the staff member"*

Level	Worker	Percentage
Regular	124	71.3
Adequate	50	28.7
Total	174	100.0

Source: Questionnaire "Managerial skills of civil servants".

In Table 10, a comparison is made of the results for the dimensions, where the most outstanding is "Personal level skills", followed by "Social level skills", and the one focused on improving "Management level skills".

**Table 10:** *Variable - "Managerial skills of the staff member" (by dimension)*

Dimension	Worker	Percentage
Personal level skills	Inadequate	0
	Regular	114
	Adequate	60
Social level skills	Inadequate	0
	Regular	128
	Adequate	46
Management level skills	Inadequate	0
	Regular	130
	Adequate	44

Source: Questionnaire "Managerial skills of civil servants".

Finally, it was analyzed whether there is a relationship between the two most outstanding indicators of each dimension with the two indicators focused on improving in each dimension, but previously the

normality of such data was analyzed (Table 11), from which it was obtained according to the Kolmogórov-Smirnov test, that all indicators have values of “p” = 0.000, which implies that being less than 5% of significance, such data do not follow a normal distribution, therefore Spearman's Rho was used for the correlations.

**Table 11:** *Normality test of indicators highlighted and targeted for improvement*

	Kolmogórov-Smirnov			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	gl	Sig.
Stress management	0.126	174	0.000	0.965	174	0.000
Decision-making and problem-solving	0.254	174	0.000	0.911	174	0.000
Assertiveness	0.261	174	0.000	0.874	174	0.000
Teamwork	0.230	174	0.000	0.918	174	0.000
Coaching	0.231	174	0.000	0.916	174	0.000
Motivation	0.258	174	0.000	0.888	174	0.000
Vision development	0.270	174	0.000	0.886	174	0.000
Time management	0.177	174	0.000	0.908	174	0.000
Conflict resolution	0.212	174	0.000	0.904	174	0.000
Negotiation	0.217	174	0.000	0.913	174	0.000
Talent management	0.197	174	0.000	0.912	174	0.000
Resource optimization	0.164	174	0.000	0.937	174	0.000

Source: Questionnaire “Managerial skills of civil servants”.

**Table 12**

*Correlation matrix*

			Stress management	Decision making y problem solving	Assertiveness	Teamwork	Coaching	Motivation	Vision development	Time management	Conflict resolution	Negotiation	Talent management	Resource optimization
Spearman's Rho	Stress management	Rho	1.000	0.614**	0.681**	0.885**	0.938**	0.455**	0.150*	0.551**	0.518**	0.351**	0.433**	0.424**
		"p"	.	0.000	0.000	0.000	0.000	0.000	0.049	0.000	0.000	0.000	0.000	0.000
	Decision-making and problem-solving	Rho	0.614**	1.000	0.584**	0.531**	0.644**	0.842**	0.107	0.343**	0.669**	0.338**	0.263**	0.524**
		"p"	0.000	.	0.000	0.000	0.000	0.000	0.160	0.000	0.000	0.000	0.000	0.000
	Assertiveness	Rho	0.681**	0.584**	1.000	0.505**	0.707**	0.436**	0.167*	0.468**	0.531**	0.423**	0.581**	0.516**
		"p"	0.000	0.000	.	0.000	0.000	0.000	0.028	0.000	0.000	0.000	0.000	0.000
	Teamwork	Rho	0.885**	0.531**	0.505**	1.000	0.846**	0.411**	0.160*	0.443**	0.433**	0.234**	0.423**	0.311**
		"p"	0.000	0.000	0.000	.	0.000	0.000	0.034	0.000	0.000	0.002	0.000	0.000
	Coaching	Rho	0.938**	0.644**	0.707**	0.846**	1.000	0.462**	0.198**	0.447**	0.537**	0.294**	0.444**	0.436**
		"p"	0.000	0.000	0.000	0.000	.	0.000	0.009	0.000	0.000	0.000	0.000	0.000
	Motivation	Rho	0.455**	0.842**	0.436**	0.411**	0.462**	1.000	0.074	0.268**	0.497**	0.254**	0.113	0.511**
		"p"	0.000	0.000	0.000	0.000	0.000	.	0.332	0.000	0.000	0.001	0.138	0.000
	Vision development	Rho	0.150*	0.107	0.167*	0.160*	0.198**	0.074	1.000	-0.031	0.461**	0.011	0.590**	0.027
		"p"	0.049	0.160	0.028	0.034	0.009	0.332	.	0.689	0.000	0.882	0.000	0.725
	Time management	Rho	0.551**	0.343**	0.468**	0.443**	0.447**	0.268**	-0.031	1.000	0.347**	0.692**	0.294**	0.381**
		"p"	0.000	0.000	0.000	0.000	0.000	0.000	0.689	.	0.000	0.000	0.000	0.000
	Conflict resolution	Rho	0.518**	0.669**	0.531**	0.433**	0.537**	0.497**	0.461**	0.347**	1.000	0.357**	0.359**	0.360**
		"p"	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	.	0.000	0.000	0.000
	Negotiation	Rho	0.351**	0.338**	0.423**	0.234**	0.294**	0.254**	0.011	0.692**	0.357**	1.000	0.264**	0.501**
		"p"	0.000	0.000	0.000	0.002	0.000	0.001	0.882	0.000	0.000	.	0.000	0.000



Talent management	Rho	0.433**	0.263**	0.581**	0.423**	0.444**	0.113	0.590**	0.294**	0.359**	0.264**	1.000	0.258**
	“p”	0.000	0.000	0.000	0.000	0.000	0.138	0.000	0.000	0.000	0.000	.	0.001
Resource optimization	Rho	0.424**	0.524**	0.516**	0.311**	0.436**	0.511**	0.027	0.381**	0.360**	0.501**	0.258**	1.000
	“p”	0.000	0.000	0.000	0.000	0.000	0.000	0.725	0.000	0.000	0.000	0.001	.

\*\* The correlation is significant at the 0.01 level (bilateral).

\* The correlation is significant at the 0.05 level (bilateral).

In Table 12, it was found that the indicators that have a positive and significant correlation with the rest of the indicators considered in this analysis are: Assertiveness, teamwork and conflict resolution (Social level skills) and coaching and talent management (Management level skills); which implies that if the management team of the entity, prioritizes its strategies and resources to strengthen these indicators, this would generate a significant improvement in the other indicators considered for the analysis of the variable “Management skills of the employee”.

#### IV. CONCLUSIONS

- The 71.3% of the personnel perceive the managerial skills for public management that characterize the entity's officials as regular, with the most highlighted dimension being “Personal level skills”, followed by “Social level skills”, with “Managerial level skills” being the one focused on for improvement.
- The 65.5% of the workers perceive the personal level skills that characterize the entity's employees as regular, with the most outstanding indicators being: “Stress management” and “Decision-making and problem-solving”, and those targeted for improvement being “Vision development” and “Time management”.
- The 73.6% of the workers perceive the social skills that characterize the entity's employees to be at a regular level, the most outstanding indicators being: “Assertiveness” and “Teamwork”, and those focused on improving “Conflict resolution” and “Negotiation”.
- The 74.7% of the workers perceive the management level skills that characterize the entity's employees as regular, with the most outstanding indicators being: “Coaching” and “Motivation”, and those focused on improving “Talent management” and “Resource optimization”.
- There is a positive and significant correlation between the indicators: Assertiveness, teamwork and conflict resolution (social level skills) and coaching and talent management (management level skills), with the rest of the indicators considered in the correlational analysis, which implies that if the management team of the Tacna Regional Government Headquarters prioritizes strengthening them in their way of managing resources, this would generate a significant improvement in the other indicators considered for the analysis of the variable “Management skills for public management”, and therefore in the results of the management.

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