



# Competences and Workplace Behavior in Administrative Structures

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**Abstract** One of the components of administrative structures effectiveness is competences and their efficient use. At the workplace employees should have a behavior that is an indicator of administrative competence. The purpose of this publication is to outline the key aspects of competences choice and the importance of workplace behavior in this process.

**Keywords:** competences, workplace behavior, administration.

## I. INTRODUCTION

Performance of administrative structures depends not only on regulated requirements but also on the competences of people working in them. In order for their work to be effective, these skills should be assessed properly and become the foundation of a model for structuring those of them that comply with the goals and tasks of the organizations. In addition, it is necessary to put an emphasis on workplace behavior as an indicator of administrative competences. This will create conditions for rational task completion in the administrative process and an improvement of people's qualifications.

## II. COMPETENCES – A PREREQUISITE OF EFFECTIVE RESULTS IN ADMINISTRATIVE STRUCTURES. A COMPETENCES MODEL.

Competences nowadays are a key indicator of the effectiveness of every business or administrative structure. They underpin the completion of planned criteria but are formed by the abilities and individual characteristics of subjects, i.e. human capital, who works on them. Human resources, therefore, are the most valuable element of the strategy for organizational effectiveness because their behavior combines personal and professional competences that manifest are revealed at the workplace.

If we assume that the effectiveness of administrative structures depends on the completion of set goals and task, it is obvious that organizations require competences that are adequate to the particular situations.

These competences form the level of knowledge, skills and habits of employees to prioritize and manage given tasks as well as the ability to take responsibility for their completion.

Competences have various aspects which are determined by the strategic goals of the administrative structures, i.e. job requirements, and the typical for the human factor innate characteristics, i.e. capabilities. In the first case we can claim that competence requirements change constantly because people have to meet particular criteria (according to the positions they occupy). In the second case we have in mind the willingness, industriousness and ability of employees to meet these criteria with the qualities they possess. This requires motivation, creativity and efforts in order to achieve a high level of competence.

Regardless of the role, type and influence that competences have on administrative structures, they are not capable of achieving the desired effect without an appropriate model that puts an emphasis on the methodology and requirements for the use of the particular competences. This model structures the key priorities needed for the realization of the organization's goals and tasks and determines the effectiveness of work done. To achieve positive results from the activities of administrative structure, the model should be designed in compliance with the specific corporate culture and strategic priorities of companies.

The important features of competences model in administrative structures are as follows [8,10]:

1. It determines the requirements for the key job competences for positions that need skilled staff. Определяне на изискванията към ключовите компетенции за длъжността, за която ще се търси квалифициран персонал.
2. It informs candidates about the qualifications they should have.
3. It outlines the criteria for assessment and evaluation of personnel.
4. It determined the criteria for career development and training.

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5. It determines the reserve of specialists needed for various positions.
6. It determines the motivational mechanisms, payment and goals related to the human factor's behavior.

The design of the competences model in administrative structures depends of various circumstances of objective and subjective nature. It is not easy to find the appropriate people that can "fit in" the determined criteria for the job competences. But this is a deliberate act whose purpose is to secure the vulnerable positions. Professional requirements change constantly therefore the model takes into account factors that influence the career development of staff. For this reason the competences model should encompass up-to-date requirements for task and goal achievement but at the same time should also take into consideration the labour market trends (on a national and international scale).

The competences model should also reflect the different aspects that determine the activities of administrative structures. Regardless of the standard job requirements, it is important for the model to be flexible so as to comply with the currently dominating priorities for the specific positions. These priorities are updated according to the labour market dynamics and the changes in the workplace culture and methods of work. Therefore, it is recommended to design a bipolar model, namely one that comprises structure-specific job competences and general competences that reflect a wider spectrum of possibilities for completing the organization's tasks and goals. Sometimes the administrative services users have specific preferences that require competences that go beyond the scope of job descriptions. For this reason the administrative structure effectiveness will depend not only on regulated competences but also on such ones that upgrade the standard competences.

With reference to the universal competences and the ones that complement them, a competences model is developed that defines competences as *basic, functional and role* ones [8,10,14]:

*Basic competences* are determined by the requirements for performing particular types of work task. These competences are regulated by senior administrative management and reflect the general criteria that each employee should meet when taking part in the administrative process, i.e. team work, personal effectiveness, etc.

*Functional competences* reflect the requirements for specific positions and are outlines in various guidebooks and regulations. They are obligatory for each workplace and are developed on the basis of established criteria.

*Role competences* imply behaviors that are expected from employees at their workplace. They depend on the specific tasks that are completed in the administrative structures and the personal characteristics

of staff (communicativeness, work habits, initiative, etc.).

Regardless of the competences that are included in the model, it should reflect the goals and tasks of the administrative structures, the parameters determining work activities and the guidelines for its improvement.

### III. OFFICIAL BEHAVIOR AS AN INDICATOR OF ADMINISTRATIVE POWERS

Human existence is associated with a certain behavior that is determined by the social environment which the individual is placed in - home, work, etc. Behavior is not constant, it changes often and it expresses a combination of knowledge, skills and experience. Would it be consciously or not when man changes the environment in which he or she resides, he or she changes his or her behavior. Each social system, such as the public administration, it is distinguished by its organizational culture and norms of behavior. Conscious behavior in the work environment is official behavior. According to [5] "official behavior that one which occurs depending on the position of the person in the hierarchical structure of the social system." There are forms to regulate official behavior, whereas they describe functions, tasks, rights, responsibilities. Familiarization with the specific requirements for the position and structure of the organization is a right and obligation of every employee and it is done through admission to the competition for the job. It has been described in detail in the job description.

The objectives pursued in this case are:

- To familiarize the employee with its expected and to assess their ability to cope with;
- To carry out an objective assessment of the performance at the end of the period;

Characteristics of official behavior are reported to the employee annually together with an individual working plan. For fulfillment of this plan the employee has on its disposal the tools and resources depending on the area of employment and its position in the organization. Executives, such as senior government officials have authoritative powers to achieve operational objectives. **The manner they exercise in the power is a manifestation of the official behavior of the manager. For its part, the official behavior is an indicator of the level of competence and proficiency of individual administrative powers.**

MakKliland [13] used indicators for each competence to assess the behavior and thereby the suitability of the employee for a specific activity in the selection. Behavior as an indicator of competence is adopted by a number of researchers who works in the field of management, administration, medicine: [1,2,4,12]

The peculiarity in the construction of each competency profile is that it sets the average 6-7 skills, which are working on the principle of synergistic effect.

Each of them is dependent on the others and becomes significant only in that selection.

**Competencies are to be revealed in official behavior.** Therefore we can say that *it is an indicator* of coping with work and a level of expertise. There's no way for an incompetent person to show competent behavior constantly, and vice versa a competent person being unable to cope with the tasks assigned.

**Diagnosis of official conduct may be done in several ways: [7]**

*1. Performance (output)*

Performance is directly related to activities that are to be fulfilled. Through these activities a certain product is to be created. It covers all levels of the administrative structure, which are subordinated to the head. Here we can treat the following types of activities: meetings and hearings conducted; documents or administrative actions issued, reviewed files and more. Measure is quantitative – pcs., Sq. m., km., etc.

*2. Result*

After the performance the aims are to keep the status quo or moving to a better steady state. The result is related to the quality of performance - whether did we fit into the given deadline, did we take into consideration the general principles of administration and the civil service, the number of decisions made by consensus and, last but not least, are we satisfied and motivated on our own performance.

*3. Impact*

The impact characterizes the effects that occurred after performance. These effects can be both positive affecting as stimulus to working process and negative: acts of claims, complaints.

The general trend of the **authorizing official behavior** will be seen more in the study of the first direction - **the performance**, but as the activities of the administration are numerous and administrative process is related to the timing and procedures, it is possible for the indications to occur in a much longer term of **impact**. The official behavior is a measure of competence, thus attribute competence of subjective quality becomes an objective event.

This view is confirmed by [3] who's opinion is that the characteristics of actual and potential activities of the specialist are laying in the fundament of subjective indexes of his professional competence is of the view that the basis of subjective measures of professional competence are characteristics of current and potential activity of skill. That could be:

**1. Current qualifications** (knowledge, skills, habits of the professional field, the ability to productive commandment of modern computer and information technology).

**2. Cognitive readiness** ( a skill to new acquiring of new knowledge, tools, information and computer technology, learning skills and teaching others).

**3. Communicative training:** commandment of native and other languages, adoption of terminology and lexical volume of fundamental and allied sciences and

sectors, communicative techniques and technologies, knowledge about copyright legal system, legal sphere of labor relations, business ethics and professional communication, team management.

**4. Possession of the techno-economic and environmental-oriented analyses** to be used for rationalization and humanization.

**5. Creative training** - the ability to proceed with the fundamentally new approach to solve some tasks or formulation and solving of in principle fundamentally new tasks professionally.

**6. Understanding the trends and main directions in the professional field**, coupled with spiritual, political, social and economic processes.

**7. Sustainable and meaningful vocational personal qualities** - responsibility, ambition, determination, tolerance, seeking, self-criticism at sufficiently high self-esteem.

Arguments in favor of the behavior can be seen in [11]. According to his opinion the behavior must be such as to conform to the objective pursued.

**Professional potential and behavioral adequacy** are leading factor to managerial success, according to [6] at any level in the management hierarchy. Professional potential is the competencies which are held by that person, behavior is the variable that depends on the knowledge and situation.

In this way the position that is occupied by the administrator in the organization will determine his competence jurisdiction and the competence will determine the position which may be occupied after covering the hierarchical path. Manifestations of competency can be represented as follows (fig. 1):

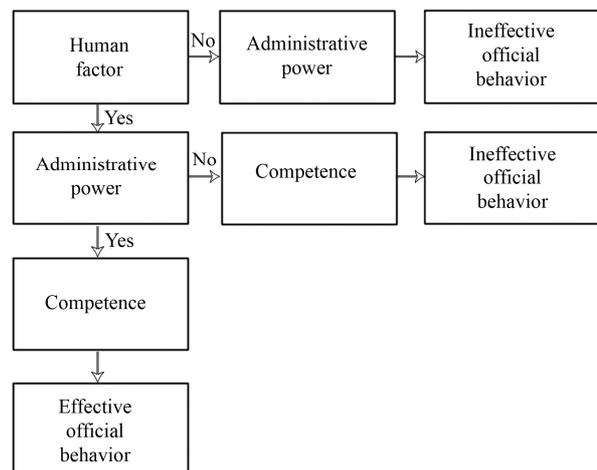


Fig 1. Official behavior as an indicator of administrative competences.

From the presented work we may conclude that for effective official behavior it is necessary to have *matching* of Human factor, Power, Competence. The person has to possess authority to position it occupies and competencies for practicing it. The lack of

empowerment at all negates the existence of competence and power without competence leads to ineffective official behavior which in itself is a denial of authority.

In this line of research of [9] to hierarchy of competence according to which head, which is on the level of his or her competence can assess the employee according to the useful work done and real results shown but not according to the "letter of the law." From the above we can conclude that the *official behavior* can be used to:

- **Objective criterion** for assessment of their competences;
- **Adjusting parameter** of competences.

#### IV. CONCLUSION

Without having the appropriate competences people working in administrative structure cannot achieve significant results. Nowadays competences are of key importance for recruiting well-prepared professionals who can manage assigned tasks. Workplace behavior regulates these priorities and the thorough knowledge of these processes guarantees effective performance and achievement of professional goals. With reference to this the publication has accomplished the following:

- It outlined the role and model of competences in the administrative structures;
- It discussed certain aspects of workplace behavior as an indicator of administrative competences.

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