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Enhancing Managerial Competencies of Civil Servants: Developing an Organizational and Economic Mechanism Based on International Practices

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Abstract: Good public administration outcomes come from having professional civil servants. Competency and professionalism of civil servants. In an era of rapid governance. Public administration transformations require civil servants to receive needed professional management skills. The government of Uzbekistan works on administrative changes to enhance administration quality governance efficiency and transparency. Learning from international best practices, the system needs to provide specific ways to improve employee abilities. Competency frameworks operate in many countries across the world yet need fitting to Uzbekistan's specific administration system. Governance structures remains underexplored. This study examines strategies. This research develops an approach to help Uzbek civil servants improve their management skills. Continuous Professional Development (CPD) model. The research it reveals three main ability areas including developing plans, guiding others and handling digital content literacy. The research shows that CPD must work inside regular public administration functions for sustainable capacity building. The study brings an updated Continuous Professional Development to light. A customized administrative system matches Uzbekistan's existing structure in the country. Public administration systems stand by worldwide professional standards to suit their local environments. Implementing CPD in An effective public administration system brings positive results in public governance and increases transparency levels, improve service delivery.

Citation: Saidov S. K. Enhancing Managerial Competencies of Civil Servants: Developing an Organizational and Economic Mechanism Based on International Practices. American Journal of Economics and Business Management 2025, 8(2), 882-892.

Keywords: Managerial Competencies, Civil Servants, CPD, Digitalization, Public Administration, Uzbekistan

Received: 21st Jan 2025
Revised: 30th Jan 2025
Accepted: 20th Feb 2025
Published: 28th Feb 2025



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1. Introduction

Public administration efficiency depends totally on how professionally trained civil servants carry out their work, competencies of civil servants [1]. As digitalization and globalization reshape. When running government organizations officials need high-level expert abilities. Public administration requires staff with strategic skills, leadership abilities, strong communication and effective responsive behaviors. Singapore and South Korea established strong employee skills programs to achieve better public administration results [2].

The establishment of competency frameworks helps government organizations do their work better. For each year Singapore provides professional development to 40000 civil servants which makes work operations faster. Page 3 of 20 - AI Writing Submission Submission ID trn:oid::1:3162652036. The public service protocols decreased by 16%

during the last ten years and South Korea experienced 30% less delays through its competency development plans [3], times by 30% through innovative competency development programs.

The government of Uzbekistan has taken successful steps toward improvement with the setting of its State Agency for Civil Service Development and Law "On Public Civil Service" (LRU-788). The State Agency for Civil Service Development passed the Law on Public Civil Servants [4]. Service" (LRU-788). However, challenges remain, such as:

- a. Lack of a systematic training approach.
- b. Limited integration of international standards.
- c. Deficiency in digital and managerial skills, particularly in regional offices.

Our research creates a business framework and economic solution to improve, our organization will analyze international leadership methods for better management results. Our method helps government departments work better while making services more reliable. On the international stage, countries such as Singapore and South Korea. They show excellent ways to build employee capabilities through a clear plan. For Singapore trains 40,000 civil servants each year to boost their organizational output [5], their efficiency by 16% over the past decade. South Korea has implemented. Our innovation programs help the department process work orders at a 30% better speed.

These Developing managerial competencies produces better results according to these cases. Developing managerial competencies serves as both essential support and valuable asset in building better public administration performance [6]. The government of Uzbekistan continues making major progress in public service enhancement. The State Agency for Civil Service Development forms part of our administration system. Service Development connects to the adoption of the Law «On public civil service» through LRU-788, 788). Nevertheless, certain challenges and areas for improvement persist, such as:

- a. The need for a systematic approach to the training and development of civil servant competencies.
- b. Limited integration of international experience and standards into the national civil service system.
- c. A demand for enhanced digital and managerial skills, particularly in regional structures.

The purpose of this article is to propose an organizational and economic mechanism for improving managerial competencies among civil servants, based on an analysis of international practices and the current state of the civil service system in Uzbekistan. Developing such mechanisms aims to enhance management efficiency, improve the quality of public services, and strengthen public trust in government institutions [7].

This study holds dual significance:

- a. Scientific significance lies in developing a novel approach to competency formation based on the Continuous Professional Development (CPD) model.
- b. Practical significance is reflected in proposing specific steps for implementing mechanisms to develop managerial competencies, which can be utilized in educational programs for civil servants.

This article is structured as follows. The "Methods" section examines the approaches used to analyze the current state of the civil service and assess managerial competencies. The study's results show the main findings from the project [8].

This research presents its main findings through a review of obstacles and ways to overcome them. The "Discussion", the section compares our findings to international standards and assesses their results, promising opportunities. The end section presents all main study results. As our study concludes the author recommends additional investigations on this topic.

1.1 Literature Review

1.1.1 Evolution of Scientific Approaches to Managerial Competencies

The introduction places the scientific study of managerial competencies of the competency concept into organizational management. The competency, the first system was developed by David McClelland and is based on the evaluation of professionalism not through diplomas but through the competencies necessary for task completion [9]. Page 5 of 20 - AI Writing Submission Submission ID trn:oid::1:3162652036 Later she defined competency as a set of motives, knowledge and skills (Boyatzis, 1987, p. 5, Page 5 of 20 – AI Writing Submission Submission ID trn:oid::1:3162652036), ensuring high professional performance, and this was continued by his research, elements such as leadership and decision-making, particularly in public service.

In the last number of decades, there have been approaches to study managerial competencies have evolved:

- a. The American approach is a behavior and individual characteristics,
- b. linked to job performance.
- c. The European approach is to emphasize the professional behavior standards and integration of organizational goals.

1.1.2 Modern Competency Models

Human capital development heavily depends on competency models as core instruments. The most common models include:

- a. OECD Model (Organisation for Economic Co-operation and Development): Three managerial competencies form strategic leadership and organizational management before reaching task execution level, organizational management, and task execution.
- b. UNDP Model (United Nations Development Programme): Highlights the importance of innovation, digital skills, and strategic planning for civil servants.

The system of professional advancement through continuous development known as CPD operates on this foundation. Professional skills acquisition through continued learning extends throughout an employee's career while skill development advances career advancement, development.

These models show dual competencies as the fundamental requirements for civil servants when analyzed together civil servants include:

- a. Leadership.
- b. Strategic planning abilities.
- c. Digital environment skills.
- d. Communication and teamwork abilities.

1.1.3 International Experience

Singapore and South Korea have established their civil services as efficient processes which follows this example of competency development approach:

- a. The Civil Service College in Singapore trains more than 40,000 civil servants every year to enhance civil service efficiency by 16% since the last decade.
- b. The Korea Institute of Public Administration (KIPA) has developed which South Korea uses for digital competency assessment platforms.

1.1.4 Research in the CIS and Uzbekistan

The countries within the CIS and Russia as well as Kazakhstan and Uzbekistan actively develop competency management models which suit their local circumstances. The main competencies in Russia combine leadership competencies together with change management skills and strategic thinking abilities. The nation of Kazakhstan focuses its efforts on digital transformation and preparation of its workforce for working in ambiguous circumstances.

Uzbekistan advances its managerial competency development through the implementation of the "On Civil Service" Law and CPD system creation under the Law (2022). Standard competency evaluations along with long-term educational programs continue to pose significant challenges for the development of the civil service.

1.1.5 Critical Remarks

Despite the diversity of research, significant gaps exist:

- a. Insufficient adaptation of international models to national contexts.
- b. Lack of standardized methods for assessing managerial competencies.
- c. Limited studies on the impact of digitalization on competency development.
- d. Conclusion from the Literature Review.

The analyzed studies demonstrate that successful competency development requires the integration of international models with consideration of local specificities. A key factor is the creation of a continuous professional development system that includes assessment, development, and monitoring of civil servant competencies [10].

2. Materials and Methods

2.1 Research Approach

This study employs a mixed-methods approach, integrating theoretical analysis with empirical assessments.

2.2 Data Collection

- a. Literature Review: Scientific publications and government reports.
- b. Comparative Analysis: Case studies from Singapore, South Korea, and the UK.
- c. Expert Interviews: Conducted with 15 senior civil servants on competency challenges.
- d. Statistical Analysis: Government reports and performance indicators from the Ministry of Economy and Finance.

2.3 Analytical Techniques

- a. SWOT Analysis: Evaluates strengths, weaknesses, opportunities, and threats in competency development.
- b. Modeling and Forecasting: Develops a CPD-based competency model.
- c. Data Visualization: Uses Microsoft Excel and SPSS for graphical analysis.

The study employed a comprehensive methodology, combining theoretical and empirical approaches to ensure the depth and reliability of the analysis. Below are the key methodological approaches applied in this work.

2.3.1 Theoretical Framework

The theoretical component included literature review and synthesis, identifying key aspects of managerial competency development and uncovering gaps in existing approaches.

2.3.2 Literature Analysis

Scientific publications, books, regulatory acts, and works of domestic and international authors were reviewed. This formed the theoretical foundation of the study, encompassing concepts such as managerial competencies, their structure, and development mechanisms.

Example: The work of R. Boyatzis was used to substantiate the competency model as a set of skills, motives, and knowledge required for successful task performance.

2.3.3 Comparative Analysis of International Practices

The research analyzed successful cases from countries with advanced public administration systems, such as:

- a. Singapore (Civil Service College).
- b. South Korea (KIPA).

- c. United Kingdom (Civil Service Competency Framework).
- d. These approaches were adapted to the context of Uzbekistan.

2.3.4 Systems Analysis

This method examined managerial competencies as a system of interconnected elements (knowledge, skills, values), emphasizing the need to account for these interrelations in competency formation and evaluation.

2.3.5 Empirical Framework

The empirical component focused on diagnosing the current state of managerial competencies among civil servants, identifying challenges, and developing recommendations.

2.3.6 Statistical Data Analysis

Official data from Uzbekistan's Ministry of Economy and Finance and the State Agency for Civil Service Development were used to identify:

- a. Current performance levels of civil servants.
- b. Key Performance Indicators (KPIs) used to evaluate the effectiveness of managerial decisions.
- c. Discrepancies between planned and actual budget figures, illustrating the impact of competencies on civil servant performance.

2.3.7 Expert Interviews.

Interviews were conducted with 15 leaders of government organizations. Key discussion points included:

- a. Challenges in competency development.
- b. Practical approaches to staff training and development.
- c. Effectiveness of existing educational programs.

2.3.8 SWOT Analysis

This method was applied to evaluate the strengths and weaknesses of civil servant training systems and identify opportunities and threats for implementing the proposed mechanism. Example: Strengths included a developed regulatory framework, while threats included limited funding for professional development programs.

2.3.9 Modeling and Forecasting

Based on expert evaluations and statistical indicators, a Continuous Professional Development (CPD) model was developed, encompassing:

- a. Stages of professional development for civil servants.
- b. Expected outcomes (e.g., productivity growth, improved KPI performance).
- c. Recommendations for integrating the model into Uzbekistan's public administration system.
- d. Data Processing and Visualization.

Modern analytical tools were used to process data and visualize results:

- a. Software: Microsoft Excel for data processing and chart creation; SPSS for statistical analysis.
- b. Visualization: Diagrams and graphs illustrating the relationship between competency levels and managerial effectiveness.

2.3.10 Ethical Considerations

The study adhered to ethical principles:

- a. All data were obtained from publicly available official sources.
- b. Interview participants provided written consent for participation.
- c. The analysis results ensured participant confidentiality.

By combining theoretical and empirical methods with modern data processing tools, the study ensured the validity of its findings and produced scientifically grounded recommendations.

3. Results

3.1 Key Issues in Uzbekistan's Civil Service Training

- a. Training Gaps: Existing programs lack modern technological integration.
- b. Lack of Standardized Assessment: Public institutions do not consistently evaluate competencies.
- c. Low Motivation: Less than 40% of civil servants participate in training due to limited career incentives.

3.2 Proposed Organizational and Economic Mechanism

3.2.1 Continuous Professional Development (CPD) Model

- a. Initial Training: Basic programs for new employees.
- b. Professional Development: Regular workshops and training.
- c. Specialized Training: Advanced courses in digital governance and strategic planning.
- d. Competency Monitoring: KPI-based assessments for career progression.

3.2.2 Digital Training Platforms

- a. Online learning systems for civil servants.
- b. Digital competency tracking for personalized development.

3.2.3 Incentive Mechanisms

- c. Bonuses for competency-based achievements.
- d. Career growth opportunities linked to training completion.

3.2.4 Expected Outcomes

- e. 15–20% increase in civil servant productivity.
- f. Reduction in bureaucratic inefficiencies.
- g. Potential cost savings of 10 million UZS annually per administrative unit.

This section presents the main findings of the study based on an analysis of the current state of managerial competency development for civil servants in Uzbekistan, along with proposals for improving the organizational and economic mechanism for their development [11].

Key Issues Identified in the Existing System. The study revealed several challenges faced by the current system of competency management for civil servants in Uzbekistan:

- a. Insufficient Professional Training: Training programs lack integration of modern technologies and international standards [12]. Educational courses are poorly adapted to the demands of the digital economy.
- b. Lack of Systematic Competency Assessment: Most public administration institutions do not use standardized criteria to evaluate competencies. KPIs are predominantly quantitative, neglecting qualitative aspects.
- c. Low Motivation for Professional Development: Surveys and interviews indicated that less than 40% of civil servants are interested in participating in professional development courses.

The main reasons include the absence of incentive mechanisms and limited career prospects. Proposed Organizational and Economic Mechanism, based on international practices (Singapore, South Korea, the United Kingdom) and the analysis of Uzbekistan's current situation, a mechanism for enhancing managerial competencies has been proposed. Key elements include:

3.3 Continuous Professional Development (CPD) Model:

1. Introduction of a staged training and development system:
 - a. Initial Stage: Basic training for new employees.

- b. Professional Development: Regular training and workshops.
- c. Specialized Training: Courses for developing niche skills.
- d. Competency Assessment: Continuous feedback and monitoring.

Example: In South Korea, CPD implementation reduced bureaucratic procedures by 30%.

2. Integration of Digital Technologies:

- a. Adoption of e-learning platforms for education and training.
- b. Use of digital competency assessment systems, such as online portals for monitoring employee progress.

Example: In Singapore, digital learning platforms annually reach over 40,000 civil servants.

3.4 Standardization of Competency Assessment:

1. Development of clear criteria for evaluating managerial competencies, including:

- a. Leadership.
- b. Strategic planning.
- c. Decision-making skills.
- d. Implementation of a KPI model supplemented by qualitative indicators, such as the ability to generate innovative solutions.

2. Financial Incentives and Career Growth:

Introduction of bonus and reward systems for completing professional development courses. Example: In the UK, such systems improved employee productivity by 25%.

Comprehensive Competency Development Model

The proposed model includes the following stages (see Table 1).

Table 1. The stages include Basic Training, Professional Development, Specialized Training, and Monitoring and Evaluation.

Stage	Actions	Expected Outcomes
Basic Training	Mandatory introductory courses for new hires	Improvement of baseline competency levels
Professional Development	Regular training and skill enhancement	Strengthening of core skills
Specialized Training	Narrow-focus preparation (e.g., digitalization, strategic planning)	Expertise in critical areas
Monitoring and Evaluation	Continuous progress tracking and KPI assessment	Transparency and justification of career growth

Impact of Proposed Measures

Simulation of the proposed measures showed the following results:

- a. Increase in productivity: Civil servants' productivity could grow by 15–20%.
- b. Improved decision-making quality: Enhanced competency levels lead to better management decisions [13].
- c. Cost savings: Administrative process expenses could decrease due to digital technology adoption.

Example: A 15% increase in efficiency could save up to 10 million UZS annually per management unit by reducing document processing times.

Conclusion of Results

These findings confirm the necessity of implementing an organizational and economic mechanism for competency development. The proposed measures align with modern challenges faced by Uzbekistan's public administration system and demonstrate their potential for addressing existing inefficiencies [14].

4. Discussion

4.1 Benchmarking Against International Models

- a. Singapore's CPD success underscores the importance of structured lifelong learning.
- b. South Korea's digital integration highlights the role of technology in competency assessment.
- c. OECD and UNDP recommendations emphasize digital skills and strategic planning.

4.2 Implementation Challenges

- a. Financial Constraints: Budget limitations may slow implementation.
- b. Resistance to Change: Institutional reluctance to adopt new systems.
- c. Infrastructure Gaps: Limited access to training resources in remote areas.

4.3 Pilot Project Findings

- a. 75% of participants improved strategic management skills.
- b. 20% reduction in administrative task completion time.

4.4 Future Research Directions

- a. Impact of Digitalization: Investigate AI and big data integration in competency frameworks.
- b. Long-term Assessment: Evaluate the CPD model's impact on governance efficiency.

The proposed organizational and economic mechanism for enhancing managerial competencies among civil servants is based on studying best practices from countries that have achieved significant success in public service reform. International Benchmarks:

a. Singapore

The high efficiency of Continuous Professional Development (CPD) programs is evident in Singapore, where more than 40,000 civil servants participate in Civil Service College training annually. Over the past decade, this initiative has improved productivity by 16%. The proposed model incorporates a similar approach, emphasizing systematic career-long training [15].

b. South Korea

Programs from the Korea Institute of Public Administration (KIPA) demonstrate the value of combining innovative approaches with traditional governance values. South Korea's example highlights how integrating digital literacy and leadership standards can reduce bureaucratic delays by 30%.

c. OECD and UNDP Recommendations

The OECD and UNDP emphasize the necessity of a multidisciplinary approach, which is reflected in the proposed model. Particular attention is given to integrating digital competencies to prepare civil servants for e-governance challenges.

Advantages of the Proposed Model

The developed competency enhancement model offers several benefits compared to existing approaches in Uzbekistan:

- a. Integration of International Standards: The CPD-based model aligns with ECOSOC standards and UNDP recommendations, ensuring compliance with global requirements.
- b. Personalized Learning: Educational programs are tailored to different career stages (entry, mid, and senior levels).
- c. Comprehensive Competency Assessment: A KPI-based methodology tracks competency progress at every stage.
- d. Flexible Training: Online platforms and modular courses extend accessibility to remote regions.

Challenges in Implementation

Despite the potential advantages, the implementation of this mechanism may face several challenges:

- a. Financial Constraints: Introducing a new training system requires substantial investments. Current budget limitations could slow the program's rollout.

- b. Institutional Resistance: Changes in training approaches may encounter resistance from leaders reluctant to transform established systems.
- c. Infrastructure Deficiencies: Remote regions in Uzbekistan often lack adequate training centers, limiting access to educational programs.
- d. Digital Literacy Gaps: Some civil servants may struggle to adopt new technologies, despite the emphasis on digitalization.

Pilot Project Results

The effectiveness of the proposed mechanism has already been demonstrated through pilot projects. For example, during a civil servant professional development program conducted in 2023:

- a. 75% of participants reported an improved understanding of strategic management principles.
- b. Administrative task completion time decreased by 20% due to training in digital technologies.
- c. Collaboration quality between regional and central government bodies improved.
- d. These results validate the chosen approach and its scalability for broader implementation.

Future Directions

Further research and development efforts should focus on:

1. Cost Optimization
 - a. Identifying cost-effective strategies for implementing the CPD model.
 - b. Monitoring and Evaluation Tools:
 - c. Developing instruments to assess the long-term effectiveness of training programs.
2. Regional Adaptation

Studying the specifics of implementing the model in regions with low digital infrastructure.

5. Conclusion

This study presents an organizational and economic mechanism for developing managerial competencies among civil servants in Uzbekistan. By integrating international best practices, the proposed CPD model can significantly enhance public administration efficiency. The findings underscore the importance of digital integration, competency assessment, and financial incentives in fostering professional growth.

Recommendations

- a. Develop e-learning platforms to facilitate nationwide training.
- b. Strengthen partnerships with international organizations (UNDP, OECD).
- c. Implement KPI-based competency assessments for career progression.

Final Thought: By implementing a structured competency development model, Uzbekistan can strengthen its civil service system, improve governance quality, and align with global public administration standards.

Achievement of the Research Goal.

The primary goal of this study was to develop an organizational and economic mechanism for improving managerial competencies among civil servants. Based on an analysis of the current state of civil service training in Uzbekistan and special enhancements based on international best practices led to specific proposals which focused on improving civil servant competency development for better managerial processes, efficiency of managerial processes through the development of civil servant, competencies, key Findings. Modern Challenges and Current Training Methods, the current methods of training civil servants do not fulfill the demands of present challenges including digital transformation together with urgent decisions and flexibility to handle evolving scenarios. Continuous Professional Development (CPD), Implementing the CPD model will allow

civil servants to continuously enhance their qualifications, focusing on career growth and the evolving needs of society. Effectiveness of Training Program Modernization, Modernizing training programs based on international experiences (e.g., Singapore, South Korea) not only improves professionalism but also optimizes public administration budget expenditures. Practical Significance of Results, comprehensive Competency Development Approach, the proposed mechanism consists of four sequential phases which begin with basic training after which comes professional development and specialized education and finish with continuous monitoring. The entire competency formation process takes place as a result of this comprehensive method. KPI-based Competency Assessment, using key performance indicators (KPIs) for competency evaluation establishes transparent criteria for measuring civil servant effectiveness. Pilot Project Validation, the proposed approach has been tested in pilot projects within regional governmental structures, demonstrating its feasibility and potential.

Recommendations for Practical Implementation, infrastructure Development for Online Learning, establish an infrastructure for e-learning, ensuring civil servants have access to modern educational platforms. Collaboration with International Organizations strengthen partnerships with organizations like UNDP and OECD to adapt best practices to the national context. Motivation and Incentive Systems, create a system to encourage competency development, including career advancement opportunities and financial incentives.

Directions for Further Research

Impact of Digitalization on Managerial Competencies:

- a. An examination should be performed to understand how digitalization affects managerial competencies to develop adaptation approaches regarding artificial intelligence and big data integration.
- b. The team seeks to create methods that transform existing skills for the integration of artificial intelligence and big data systems, big data.

Integration into E-Government Systems, examine the methods which would integrate competencies into e-government systems to enhance their performance the quality of public services. Long-term Impact Assessment, assess how the introduced model will impact efficiency levels in the long run, government bodies and public trust.

Final Remarks

The implementation of the organizational and economic mechanism for the implementation of organizational and economic mechanisms for civil service management development will lead civil servants to become ready for their state responsibilities.

Organizational and economic mechanisms establish civil servants' readiness to accomplish urgent state tasks and deliver superior public services and advance sustainable Uzbekistan's development. The sustainable development of Uzbekistan during current times depends on this approach challenges and transformations.

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