Original Research Article

The Role of a Leadership Competence in Improving the Quality of the 21st Century Civil Servants: A Phenomenological Approach of Governmental Institutions in Jakarta

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Abstract: This research is intended to answer the questions on the leadership quality of the civil servants in government agencies in Jakarta today and what efforts have been made by agencies to improve the quality of leadership of civil servants. This study employed a phenomenological approach of a qualitative research design since it can describe the meaning for several individuals of their lived experiences of a concept or a phenomenon. For this study, the researcher interviewed civil servants who hold positions as Head of Section or equivalent to the level of a manager with around 10-15 sub-ordinates to gain information about their perspectives on 21st century leadership and what their efforts to improve their leadership competences. Interviewed was also conducted with staff to gain information about how they perceived on their supervisors' leadership abilities. To get a more objective result, interviews with two officials from two different Human Resources Departments were conducted, to dig deeper the information related to the programs of the government to improve the leadership competency of the civil servants. The research proved that there are still civil servants in governmental organizations who have not had the leadership competencies. They even haven't understood the components should be possessed by a leader namely intellectual competencies, managerial competencies and emotional competencies. Therefore efforts such as training and development should be carried out in order to create quality civil servants. For future research, the researcher recommends to dig deeper the issues on the leadership training program to prepare the quality civil servants with different approaches to be adopted.

Keywords: Leadership Competence, 21st Century Civil Servants, Government Institutions.

INTRODUCTION

Managing an organization is not easy, so it requires many elements in its implementation. Among so many elements in the organization there is one element that can unite all aspects to work together to achieve one organizational goal, namely the element of leader. The leader has an important role in achieving the vision and mission set by the organization. The leader becomes the figure that determines the right people for the organization to help achieve the vision and mission. In addition, supported by leaders who can serve, continue to learn, correct mistakes made, evaluate the implementation of activities, and motivate employees.

The quality of leaders is often considered as the most important factor in the success or failure of an organization as well as the success or failure of an organization both business oriented and public, usually perceived as the success or failure of a leader. So important is the role of the leader that the issue of the leader becomes the focus that attracts the attention of researchers in organizational behavior. Leaders play a key role in formulating and implementing organizational strategies. This brings the consequence that every leader is obliged to pay serious attention to fostering, mobilizing, directing all the potentials of employees in his environment in order to realize volume and workload that is directed to the goal. Leaders need to make serious coaching of employees so that it can lead to organizational satisfaction and commitment so that in the end it can improve high performance.

Many people talk about the problem of leadership crisis. It is said that it is very difficult to find cadres of good leaders at various levels. People today tend to be selfish or less concerned about the interests of others and the interests of the work environment and affect the performance of an employee. Civil Servants is a State apparatus whose job is to be a public servant and

provide services for the community. Civil Servants are also role models or examples for every community in accordance with the 1945 Constitution of the Republic of Indonesia. To be able to carry out their duties properly, employee development must be directed to improve the quality of human resources, especially quality in leadership. This is done so that human resources have attitudes and behaviors that have core services, honesty, responsibility, discipline and authority so they can provide services according to the demands of community development.

The leadership competencies of the state civil servants are currently far from what is expected [1]. In addition to their lack of expertise, their motivation in serving the community is still very low. Of the total civil servants in Indonesia which is amounting to 4.286. 918 million, 64% of them only have administrative capabilities BKN, 2019. Meanwhile data from the Ministry of State Apparatus 2019 there were 1,643,535 people (37.70%) of the civil servants were general administration, 1,636,322 (37.60%) teachers, structural positions of 434,488 (9.99%), functional technical positions 372,740 (8.57%), and health 264,305 (6.07%). The status was divided into two, namely civil servants and government employees with work agreements. At present, many civil servants assume that they are leaders but in fact, civil servant is a servant of the people, they must have a spirit of hospitality, not a soul of a ruler.

Meanwhile, the development of employee competencies is the responsibility of the Personnel Division or the Human Resources Department in each agency because those who propose employees to take part in training are supported so that the Personnel Division has an important role in developing employee competencies. Related to the decentralization of employee competency development, in accordance with the mandate of the Act, the management of staffing is left entirely to the Employee Trustees. If the staff builder is not concerned with competency development, employees in the regions will eventually run out because employees do not develop in terms of knowledge and competence. So this must be a true concern for the stakeholders.

Until now, the government's efforts to improve the quality, capacity and competence of professional State Civil Apparatuses have been carried out by giving rights to every employee of the State Civil Apparatus to develop themselves through Education and Training. That was also stated in Law No. 5 of 2014 concerning the State Civil Apparatus which states that the state civil apparatus is entitled to obtain competence development of 80 hours of study or about 10 days for one year. However, there are still many employees who have not utilized the facilities provided by this country, so what happens is that they wait to be assigned to attend training.

For this reason, this research is intended to be able to answer the following 2 questions, namely how the quality of leadership of section heads or equivalent managers in government agencies in Jakarta today and what efforts are made by agencies to improve the quality of leadership of their managers.

LITERATURE REVIEW
21st Century Leadership

Most analysts would say that, on the whole, civil service reform has been relatively unsuccessful, especially as compared with public financial management. This shortcoming is measured both in terms of a weak record of meeting objectives and a lack of evidence that outcomes have improved [2]. Williams [3] defined leadership as the process of influencing others to achieve group or organizational goals. This simply means that leadership is about setting direction and aligning people to the desired direction. Leadership can take place between a leader and a follower, a leader and a group of individuals, a local community or a global society. For Kotter [4], being a leader is more than being in a position of authority; it encompasses accountability and responsibility. A leader is proactive in tackling issues; he or she does not wait for a problem toerupt. In addition, "good leaders recognize and reward success" [4].

In The Meaning of the 21st Century, James Martin [5] has described the 21st century as an era that has changed everything we do: the way we communicate and way we work. It is a period of technological revolution that centers on the computers, information, and communication as well as multimedia technologies. Leadership in the 21st century organizations is different from what is used to be in the 19th and 20th century. For Sandmann and Vandenberg [6], "Leadership development for the 21st century requires a change in personal practice, conceptual thinking, and organizational application"

The characteristics of the 21st Century organizations and their leadership framework are unique [6]. As it has been observed, the 21st century has its challenges as it has changed the foundations of today's societies and organizations [7]. The role of managers changed from directive to facilitative, and the focus shifted from inward looking vertically integrated organizations to outward looking laterally integrated organizations. In order to be adaptable and innovative in complex fast changing environments, flatter, more flexible structures are required for superior performance. Performance is no longer judged by how well a manager monitors standards, follows rules and regulations, or how well a manager manoeuvres to the top of an organization but rather on how well a manager is doing in terms of adding new or improved customer/user benefits [8]. For Stevenson and McGrath [9], the structure of the 21st Century organizations is more complex with distant boundaries, reliance on emerging information and communication technologies. This brought changes in the way people relate to one another, how they communicate as well as changes in career and life skills. To be successful in today's workplace, one has to possess the essential skills and knowledge, particularly "Information literacy; Media Literacy; and Information and communication technology (ICT) literacy" [10].

It is also worthy of mention that there are virtual organizations in the 21st century, and as such, social and organization boundaries are somewhat blurred [9]. It has, therefore, been observed that virtual organizations need leaders with the expertise and practical skills to manage them. Virtual leaders of the 21st century organizations are said to "be brighter than" their counterparts in the 20th century" because they must be "multi-task within a complex network of loosely knit organizational entities" [9, 11, 12].

As Drucker [13] has observed, the 21st century is a period of "information challenges" (p. 95) and increase in "productivity" for the "knowledge worker" [13]. Leadership in the 21st century organizations is different from what is used to be in the 19th and 20th century. For Sandmann and Vandenberg [6], "Leadership development for the 21st century requires a change in personal practice, conceptual thinking, and organizational application". Due to the dynamic nature of the 21st century organizations, everything is changing, including the role of human resources.

It has been frequently argued that many managers successful in domestic operations do not, for some reason, succeed in the international arena. The question is: why? What, then, are the competencies required in the global context? There are two basic approaches to this question. First, one may assume that global leaders have competencies different from those needed in the domestic context. The other assumption is that global leaders have just developed their (general) competencies into a higher (global) level [14].

Leadership Competency

Competencies have been defined with terms describing certain personal traits, behaviors, skills, values, and knowledge, and many existing frameworks are combinations of these. In existing research, different types of dimensions have often been mixed and treated as equals. A certain trait in one framework is replaced with corresponding behavior in another. Generally, selection of relevant competencies has generated much argument since the relevance of competencies is commonly seen to vary with the task and organization involved [15-17]. Competence is a quality or state of ability, effectiveness, sufficiency, or success [18]. However, a disagreement exists over the spellings of the term and two words, competency and competence, which are used with slightly different notion [19]. Competency is related to effective or superior performance in a job which is an underlying characteristic of an individual [20, 21]. Competencies are expressed as the behaviors that an individual needs to demonstrate to perform a job in different organization culture [21, 22]. Competency theory is a blend of all earlier theories as it encompasses emotional intelligence, behaviors and traits in terms of competencies [19, 23]. Therefore, leadership Competencies are the skill set, knowledge and behavior through which different organizations assess and develop the leader within the organization. David McClelland conceived the original use of competencies. He first used competencies as an alternative for the replacement of intelligence tests with criterion reference testing [24]. He argued that intelligence tests were not valid predictors of intelligence, and thus irrelevant to the workforce.

A leader in the 21st century must be able to ensure that the subordinate is being treated as member of the organization, not a mere worker that is ordered and instructed around. In this sense, a leader must be able to create a sustain climate of trust and a sense of community within the organization. Parallel to this perspective, leaders not to understand that strategic communication plays a key part for leaders in ensuring that their people to do the right thing instead of only doing things in the right way by carefully managing the internal and external relationship in supporting organizational growth [25]. Kouzes and Posner [26] outlined six highest characteristics namely honesty, forward looking, inspiring, competent, fair minded, supportive of admired leader. These are especially important in the superior-subordinate relationship because such traits allow people to close ranks regardless the status quo.

Today's leaders and managers, therefore, must behave differently as they need to acquire the essential practical skills and knowledge to thrive in the knowledge-driven 21st century global economy. For instance, they need to become better listeners and skilled change agents who can provoke persuasive reasons to get the followers to support their agenda. In addition, leaders and managers have to become great team players and relationship builders [6] as well as create motivating work environment to enhance workers' productivity.

The development of global competencies should be based on the global business strategy which determines what kind of global presence is desirable, how many and what types of international or global jobs, projects, task forces, and other types of interactions exist [27]. Competency development process should start from an analysis of the dynamics of the global business environment and the core competencies, continuing to identifying the profiles of necessary human resources and ending with identification of necessary competencies for specific jobs/functions. Once the specific leader competencies have been identified, the next step is to build bench strength effectively [28, 29].

Schroder's High Performance Leadership Competencies [30] were customized by the organization where the research was conducted and the following competencies were included in the Leadership Competency Model of the organization:

Table-1: High Performance Leadership Competencies

High Performance Leadership Competencies		
	a.	Information Capacity
	b.	Conceptual Ability
	c.	Visionary Thinking
	d.	People Development
	e.	Diversity Learning
	f.	Cross Functional Teamwork
	g.	Purpose Building
	h.	Empowerment
	i.	Performance Achievement

Source: Schroder's (1989) [30]

Leadership Competencies classification

Leadership competencies in project management literature have been classified into three main categories including intellectual competencies (IQ), managerial competencies and emotional competencies by different researchers [31-35].

Intellectual competencies (IQ)

The intellectual competencies refer to intelligence, ability of understanding the work, performing problem solving and cognitive activities such as connecting and applying relevant concepts, systematic thinking and recognizing patterns [33, 31]. Accordingly, three types of intellectual competencies identified in the literature [31, 36], are presented in Figure-1.
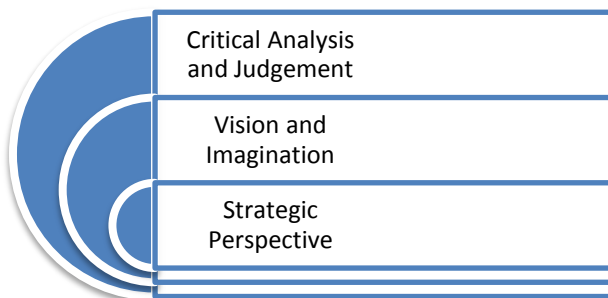

Fig-1: Intellectual Competencies
Source: Dulewicz V, Higgs M [37]; Müller R, Geraldi J, Turner JR [35]; Müller R, Turner RJ [38]; Androniceanu A, Ristea B, Uda MM [23]

Managerial Competencies

Managerial competencies of a project manager play a crucial role in projects and these require a project leader to be able to provide consistent motivation to his or her team, encouraging them to attain excellence and quality in their performance, looking for ways to improve production and standards. The managerial competencies have dimensions which are presented in Figure-2.
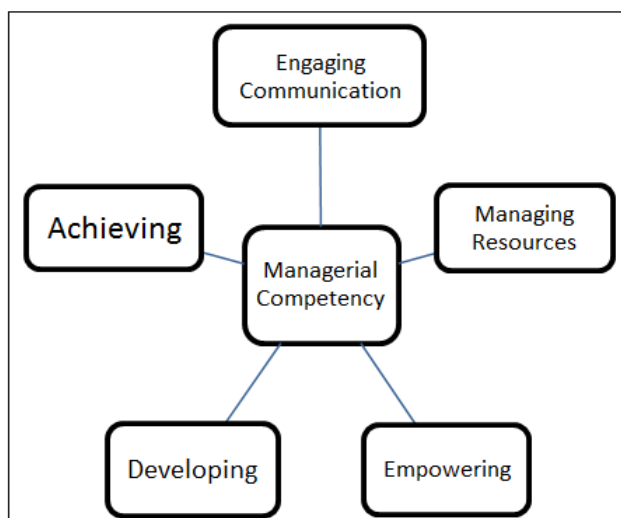

Fig-2: Managerial Competencies
Source: Dulewicz V, Higgs M [37]

Emotional Competencies

The components of Emotional Intelligence based on Dulewics and Higgs [39] are Self Awareness, Emotional Resilience, Motivation, Sensitivity, and Influence. The person's ability to perceive, identify and manage his or her emotions as well as understanding and regulating those of others are the basis for the emotional competencies. A certain level of emotional intelligence is compulsory to learn these competencies. According to Trivellas and Drimoussis [34], successful project managers have higher levels of emotional intelligence as compared to their counterparts. Emotional competencies have four dimensions which are presented in Figure-3 below.
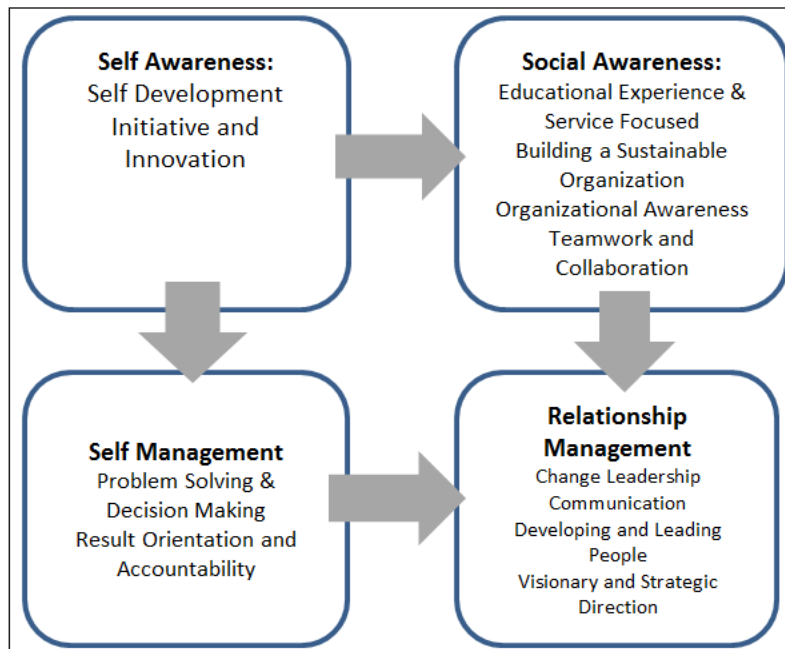

Fig-3: Emotional Intelligence components
Source: The University of Winnipeg Leadership Competencies (2014)

RESEARCH METHODS

Patton [40] as quoted in Crabtree & Miller [41] the purpose of a qualitative research method is not formulating general statements but exploring specific social contexts to achieve better understanding of specified social settings. That is why the qualitative sample is selected purposefully and case study approach was adopted in this research. The researcher employed a phenomenological approach as stated by Creswell [42] that a phenomenological study "describes the meaning for several individuals of their lived experiences of a concept or a phenomenon" (p. 57). The purpose of the phenomenological method is to "reduce individual experiences with a phenomenon to a description of the universal essence". To achieve this goal, a researcher will usually identify a phenomenon for study [42].

In this study, data collection takes place through in-depth interviews and multiple interviews [42]. Other forms of data, collected through observation or reviews of journals and art, can be included as well [42]. Each interview lasted for 45 minutes to 1 hour for every participant and I used semi structured interview since it can direct the interview more closely, to have a pre-determined set of questions while simultaneously allowing the interviewees sufficient flexibility to shape the flow of information given as stated by Wilkinson and Birmingham [43].

For this study, I interviewed the total of 10 participants, consist of 5 Civil Servants of at least had a position as Head of Section with around 10-15 sub-ordinates to gain information about their experiences on 21st century leadership and what their efforts are to improve their leadership competencies. I also interviewed 3 staff to gain information about how they perceived on the way their supervisors led the divisions or sections. I also interviewed 2 officials from two different Human Resources Departments to dig deeper the information related to the training and evaluation programs conducted in order to improve the quality of the civil servants.

RESEARCH FINDINGS AND DISCUSSION

From the interviews with 3 Heads of Sections, the researcher has got data that for now the section head is required to have more complex tasks than before. This is consistent with the statements of Stevenson & McGrath [9], Pauleen [11], and Bell & Kozlowski [12] which invalidate that virtual leaders of the 21st century organizations are said to "be brighter than" their counterparts in the 20th century" because they must be "multi-task within a complex network of loosely knit organizational entities"

Even though the chief position is usually only intended for those with an undergraduate degree, there is currently a provision that a minimum requirement of the incumbent must be Master's Degree so that he has more intellectual competency, able to think strategically forward, more critical and able to design program concepts better. Therefore, there are currently many section heads who must take a lecture while working.

However, the current leadership is not only enough to rely on academic competence. There are still many factors that must be improved, for example managerial ability. "In our institution there is often training for Head of Section, but the training is not held in collaboration with the training institutions. More training is held by the head office so that the instructors are also taken from the staff and not the professionals so that the development after the training is not too significant.

One of the 3 section heads interviewed said that his office often organizes training to improve the quality of human resources, but after the training there was no follow-up in the form of evaluation or performance appraisal so that the improvement in employee performance was also not well monitored. In this case, leaders should treat the subordinates as members of the institution, not just to be given instruction or order [25].

From interviews conducted with 3 staff in government offices in Jakarta, data obtained that not all leaders carry out their duties and functions in accordance with their job description as a leader. The three staff from different agencies even said that they did not feel comfortable being led by a section head who was less well organized. Lack of communication skills is also one of the causes so that coordination becomes less directed. Leaders in our place like only carry out tasks so that the program and implementation can go according to plan, without having the target that each program must also have quality so it must be well prepared. So in this case, the leader is still prioritizing the results rather than the process. Good leaders as far as I know, not only leaders who are smart and have a strategic vision going forward, but also leaders must be skilled and have strong managerial skills so that he will be able to manage his team effectively.

> "The leader in my place of work has lack of leadership abilities. In assigning tasks, he only determines deadline for completing tasks without wanting to understand the difficulties faced by his team in the field. The leader never gives guidance or motivation to his subordinates. Communication is so ineffective that the working atmosphere becomes rigid."

Leaders also lack good emotional competency. He has never maintained a good relationship with his team. Never give direction if subordinates experience difficulties at work but rather to give pressure to finish work and find solutions themselves. This is not in line with what is stated in the Emotional Intelligence components of The University of Winnipeg [4]. Leadership Competencies, that leaders must maintain relationships with all staff, and make the team solid, so that all team members feel comfortable. This is in accordance with the statement of Trivellas and Drimoussis [34], that successful project managers have higher levels of emotional intelligence as compared to their counterparts.

Two of the 3 staff interviewed said that the level of education of the section head in his place of work was only graduates of S1 so they lacked visionary abilities. The leader only carries out the task and there is no time to think about strategic plans going forward, including how the development of subordinate careers. If you have a leader like this, the employee feels very uncomfortable and at the same time insecure, because they feel unnoticed and not guided. Leaders like this have never empowered their staff to advance and develop but rather assume that subordinates are people who are tasked with helping him complete the work Dulewicz V, Higgs M [37].

Two HRD managers were interviewed, both of whom said that there was currently a shift in the duty of a manager from directive to facilitative. So the manager not only gives instructions to his subordinates but the manager must also facilitate and get involved in activities with his team. discuss the difficulties encountered in the field and provide motivation for better staff performance. Managers are also required to be able to adapt and be more innovative given the rapidly changing environment. This is in accordance with the opinion [8]. Two of the 3 staff interviewed said that:

> "The level of education of the section head in his place of work was only graduates of bachelor degree so they lacked visionary abilities. The leader only carries out the task and there is no time to think about strategic plans going forward, including how the development of subordinate careers. If you have a leader like this, the employee feels very uncomfortable and at the same time insecure, because they feel unnoticed and not guided. Such leaders have never empowered their staff to advance and develop but rather assume that subordinates are people who are assigned and mandatory to complete the work."

In addition, the leadership role has shifted to no longer directive but facilitative. This means that leaders not only give instructions to subordinates, but also must go directly to and facilitate their subordinates so that leaders understand what the difficulties faced by their subordinates. To be a leader in the current digital era, a person must have at least 3 competencies, namely Intellectual competencies, Managerial competencies dan Emotional Competencies [39]. Leaders whose educational background is quite high, such as Master's or Doctorate graduates tend to have better intellectual competencies compared to those with lower education, but when it comes to emotional competencies, senior leaders are far more capable of good emotional competencies, even

though lower educational background. Therefore, training is needed to improve the competencies of leaders because their educational background alone does not guarantee that someone has these three competencies.

In addition, the demands in the digital era today are all leaders must at least understand technology because government institutions have also begun to switch to E-Government. If our leaders are familiar with technology, then they can directly involve in monitoring the work of their subordinates. To be successful in today's workplace, one has to have the essential skills and knowledge, particularly "Information literacy; Media Literacy; and Information and communication technology (ICT) literacy" [10].

CONCLUSION

From the findings described above, it is seen that there are still civil servants in governmental organizations who have not had the leadership competencies. They even haven't understood the components should be possessed by a leader namely intellectual competencies, managerial competencies and emotional competencies. Therefore training is required to improve the leadership competencies of the civil servants. Therefore, efforts should be made. For future research, the researcher recommends to dig deeper the issues on the leadership training program to prepare the civil servants to face the Industrial Revolution 4.0 with different approaches to be adopted.

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