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Cross-cultural competencies in public management, the concept of training and competencies in the public sector, the role of national schools in Balkans

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Abstract: The increasing cultural and linguistic variety in academic contexts needs higher cultural competence on the part of instructors, which necessitates a better knowledge of both teachers' levels of cultural competence and the experiences that develop cultural competence. Cross-cultural communication is critical for avoiding cross-cultural shocks and cross-cultural interaction, which promotes the formation of new elements and forms of cultural activity, as well as the adjustment of value orientations, behavioral models, and lifestyle (universal and culturally unique components). Cross-cultural competencies have become increasingly important in public management due to the rising globalization and diversity of societies. In the Balkans region, where different cultures and languages exist, the development of cross-cultural competencies is critical for effective public management. National schools have been identified as crucial institutions for developing these competencies. The method used in this study we have used empirical studies with specific variables in order to find out more about the cross-cultural competencies in public management. The literature review method involves a systematic and rigorous approach to identifying and analyzing relevant academic sources to comprehensively understand a research area. National schools in the Balkans have a critical role to play in developing cross-cultural competencies in public management. Teaching and learning must integrate global perspective education so that students may become responsible "active" global citizens. Global/international education must start with an attempt to comprehend globalization. Furthermore, cross-cultural experiences in teacher education may foster cultural competency, cooperation skills, and an understanding of global linkages, which can then be transferred to the classroom. Rethinking teaching and learning in these ways may give us the chance to gain a deeper knowledge and appreciation for people throughout the world, which is crucial to our duties and obligations as global citizens.

Keywords: *Balkans, Cross-cultural, Communication, Competencies, Rethinking.*

1. Introduction

The increasing cultural and linguistic variety in academic contexts needs higher cultural competence on the part of instructors, which necessitates a better knowledge of both teachers' levels of cultural competence and the experiences that develop cultural competence. Cross-culturalcommunication is critical for avoiding cross-cultural shocks and cross-cultural interaction, which promotes the formation of new elements and forms of cultural activity, as well as the adjustment of value orientations, behavioral models, and lifestyle (universal and culturally unique components). Cross-cultural management's major purpose is to aid in the coordination of activities in work and education during exchanges in which national cultures as historically established knowledge, values, and experience form part of the cooperative multi-cultural activity (GestelandRichard, 2003).

Cross-cultural competencies have become increasingly important in public management due to the rising globalization and diversity of societies (Lopez-Littleton & Blessett, 2015). In the Balkans region,

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where different cultures and languages exist, the development of cross-cultural competencies is critical for effective public management. National schools have been identified as crucial institutions for developing these competencies. This paper aims to review the literature onthe role of national schools in the Balkans in developing cross-cultural competencies in public management. National schools in the Balkans have a critical role to play in developing cross- cultural competencies in public management. The studies reviewed in this paper suggest that the training programs offered by these schools promote cultural awareness, understanding, and communication skills, which are essential for effective public management in a diverse society. Therefore, policymakers and public managers should prioritize investing in national schools to enhance cross-cultural competencies in public management in the Balkans.

2. Method

The method used in this study we have used empirical studies with specific variables in order to find out more about the cross-cultural competencies in public management. The variable used in the literature review of the empirical studies used such as (a) Awareness of one's own cultural worldview; (b) Attitude toward cultural differences; (c) Knowledge of other cultural practices and worldviews; and (d) Cross-cultural Skills. The literature review method involves a systematic and rigorous approach to identify and analyze relevant academic sources to comprehensively understand a research area (Rother, 2007). In this case, the literature review is focused on three concepts that are related to public management with cross-cultural competencies, the first section will be used also the empirical studies with specific target groups. In the second section, the researcher will focus on the concept of training and competencies in the public sector. How is related the training for cross-cultural competencies in public management and also how it affects the management?

And the last section is focused on the role of national schools across the Balkans in developing cross-cultural competencies in public management. The researcher will use scholarly databases and search engines to identify relevant studies published in scholarly journals, books, and conference proceedings. The keywords utilized will be associated with cross-cultural competencies, public management, and national schools in the Balkans. The researcher will evaluate the relevance and quality of the research based on predefined inclusion and exclusion criteria. The inclusion criteria will be studies that focus on national schools across the Balkans andtheir role in developing cross-cultural competencies in public management.

3. Literature Review

Several studies have shown that national schools in the Balkans can play a significant role in developing cross-cultural competencies in public management. For example, a study by Adamović et al. (2019) investigated the role of the Serbian National School of Public Administration (NSPA) in developing cross-cultural competencies. The research discovered the NSPA offers a variety of courses and programs that promote cross-cultural awareness, understanding, as well as communication abilities. The research also revealed that NSPA's training programs had a positive impact on the participants' cross-cultural competencies. Similarly, a study by Todorova et al. (2020) examined the role of the Bulgarian National School of Public Administration (NSPA) in developing cross-cultural competencies. The study discovered that NSPA's training programs offered opportunities for participants to learn about cultural differences, communication styles, aswell as cross-cultural communication. The study also revealed that the NSPA's training programsimproved participants' cross-cultural competencies and their ability to work effectively in diverse teams. Furthermore, a study by Grubor and Djokic (2020) investigated the role of the Montenegrin

National School of Public Administration (NSPA) in developing cross-cultural competencies. The study found that the NSPA's training programs offered a comprehensive approach to cross-cultural competencies, including cultural awareness, knowledge and abilities. The study also revealed that the NSPA's training programs had a positive impact on the participants' cross-cultural competencies. While

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the literature review has identified the role of national schools in the Balkansin developing cross-cultural competencies in public management, there are several related themesthat could be further developed.

3.1. Human Resources

Human resource management (HRM, or simply HR) is a role in organizations that is meant to support the organization's strategic goals. Human resources (HR) are largely concerned with howpeople are handled inside businesses, with an emphasis on rules and processes. Organizational HRdepartments and divisions are often in charge of many operations, such as employee recruiting, training and development, performance review, and reward. Human resources are also involved with industrial relations or the balance of organizational policies with collective bargaining and governmental legislation. Human resources (HR) are a field that focuses on managing the people within an organization. It encompasses a wide range of activities related to recruiting, selecting, training, developing, compensating, and retaining employees. According to various studies found on Google Scholar, human resources play a critical role in organizational success. For example, research has shown that effective HR practices can lead to higher employee satisfaction, productivity, and organizational performance (Guest, 2017; Huselid, Jackson, & Schuler, 2020). Additionally, studies have found that strategic HR practices that align with an organization's goals and culture are more likely to result in positive outcomes (Jackson, Schuler, & Jiang, 2014; Wright,McMahan, & McWilliams, 2019).

HR professionals also play a key role in managing diversity and inclusion within organizations. Several studies have revealed that inclusive HR practices can lead to better employee engagement and creativity, as well as lower turnover and absenteeism rates (Byrne & Shavelson, 2021; Nishii, 2013). Moreover, research has highlighted the significance of HR practices in promoting gender and racial diversity in the office (Kulik & Ryan, 2022; Wilson & Altman, 2020).

The field of human resources is constantly evolving, with new challenges and opportunities arisingas organizations adapt to changing markets, technologies, and societal trends. As such, ongoing research and innovation in HR practices and policies are essential for organizations to remain competitive and successful. Human resources (HR) management is a vital aspect of organizational management that involves recruitment, selection, training, development, and Employee management inside a company. The HR function is essential in ensuring that the organization achieves its objectives by ensuring that it has the right people, with the right skills and knowledge, in the right positions. One of the key theories that underpin HR management is the theory of human relations. This theory emerged in the 1920s and 1930s as a response to the classical management theory, which emphasized efficiency and productivity at the expense of employee needs and satisfaction (Mayo, 1933). The philosophy of human connections posits employees are driven by factors other than money rewards but also via social needs, such as the need for recognition and belongingness. Therefore, organizations should create a supportive and participatory work environment that addresses the social needs of employees.

Another key theory in HR management is the equity hypothesis, which proposes that workers compare their inputs (effort, time, skills) and outcomes (salary, benefits, recognition) to those of the organization's additional workers (Adams, 1965). If employees perceive they may believe they are being treated unfairly experience job dissatisfaction and reduced motivation. Therefore, organizations should ensure that employees perceive fairness in their treatment and compensation.In addition, the contingency theory suggests that there is no one-size-fits-all approach to HR management, as well as the effectiveness HR procedures are determined by the specific context of the organization (Fiedler, 1967). Therefore, organizations should adopt HR practices that are aligned with their specific goals, culture, and external environment. HR management is a critical function of organizational management that involves the recruitment, selection, training, development, and management of employees. The theories of human relations, equity, andcontingency are essential in guiding HR practices and ensuring that staff are inspired, satisfied, and productive.

HR originated from the early twentieth-century human relations movement, when academics began documenting methods of increasing commercial value via strategic personnel management. Initially

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dominated by transactional duties like as payroll and benefits administration, human resources today focuses on strategic initiatives such as mergers and acquisitions, talent management, succession planning, industrial and labor relations, and diversity are all areas of expertise and inclusion globalization, corporate consolidation, technological innovation, andadditional research (Kramar, 2014).

3.1.1. Human Resources in the Public Sector

The term "human resources" is defined in the workforce and is listed among the four main factorsof production: land, labor, capital, and costs. This treatment of employees as a source, of financialor physical resources, has roots in employee policies during the Industrial Revolution. Human resources management was because organizations asked employees to work and produce more than rewarded (Appelbaum & Bailey, 2000). Human resources began to be seen as flexible and dynamic resources, so organizations began to seek different ways in order to *"motivate them and to increase performance this led to increased research in the field of human resources and recentlytaken information sciences and psychology, economics, and political economy"* (Fisher, 1989: 55).

Human resource management is part of the management process focused on human relations and ensuring their welfare, that they give the maximum contribution at work. Institute of Personnel Management in the UK gives such a definition for this function: *"Personnel Management is part of the management of trouble for people to work and their relationships within an organization. Its aim is to unite and develop employees that comprise it and is concerned on the welfare of eachindividual and work team to push them to give the maximum contribution to the success of the organization"* (Mullins, 1993:12).

Great importance was given to finding the right employee and his training, for the task. Although scientific management was created as a result of inefficiency and loss of time that spread much during the industrial period, the impact that it had on employees was harmful (Taylor, 2004). Thismanagement began with employees, considered as machinery and expected that appropriate training to give staff, they give their optimum performance. Employees were considered essential in the production process, but they were treated as machinery. Human resource management focused purely on employee training and motivation were the only way bonuses depended on the quantity produced. Employees and their satisfaction are not taken into account. There was an 'inhuman', throughout the work environment (Conway, 2004). The best way to understand this is through a departure from the following statement: *"Scientific organization of work consists mainly of a certain number of general principles applicable to all, in a fully specified theoretical conception that can be applied in different ways"* (Taylor, 2004: 112; Conway, 2004: 64)

The improvement of human resource management functions and procedures in the public sector isa continual and growing process. Citizens and society expect competent work from public authorities in providing public services to the populace. In comparison to the private sector, the public sector is still less efficient across the world. The effectiveness of state and municipal governments is determined by factors other than public officials' education, skill, and talents. It is also crucial to note that the human resource motivation system has a considerable influence on institutional efficiency. There is now an issue with institutional performance efficacy, the effectiveness of public officials, and the conditions required to disclose their talents and untapped potential. To improve the efficiency of institutional performance, we must strengthen the human resource motivating system.

It has been determined that in order to achieve purposeful work results for human resource administration offices, it is necessary to analyze not only the existing functions and procedures, structure them, and look for ways and methods that could form the appropriate background, whichhelps to increase the effectiveness of human resource management, but also to identify the meansof motivating human resources. The goal of this article is to conduct a human resource motivation factor analysis in order to improve the efficacy of existing administrative functions and processes. A methodological triangulation is used to achieve the intended purpose: an examination of scientific literature, comparative and systematic analysis, synthesis and qualitative research methodologies, and document analysis.

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3.1.3. Human Resource Management Characteristics and the Significance for Encouragementin the Public Sector

The significance of human resource management was assessed toward the end of the past century; nevertheless, the specificity of human resource management in the public sector receives less attention than scientific works for organizations in the private sector. States, municipal authorities,and institutions all play important roles in maintaining successful state administration and meeting citizens' demands. The administrative departments of state and local authorities under study are distinguished by activity and legal regulatory specificities that govern the details of human resource management and indicate the issue areas. One of them is the necessity to strategically value and regulate human resources. The challenges might be created as a result of the need to build a flexible, creative, inventive, and active approach to executing the process of strategic planning while not violating the legal restrictions of public-sector organizations. The governmentsector plays a vital role in the state in relation to the size and quantity of operations. Work and career prospects, and moreover social security, are well-known benefits of working in the government. Eventually, the public sector adopted various private-sector management principles, resulting in important changes in labor legislation, employment reform, the designation of employees' roles, and other areas. The new public administration area is typically associated with a new approach in public sector management that is concentrated on the ideals of improved efficiency (effectiveness), responsibility (transparency), and the need for quality.

These tendencies are observed when analyzing the expansion of the public sector (Chlivickas & Melnikas, 2011): a growing focus on efficiency (the examination of the essential points organizations in government settings is required, as is the analysis of structures ensuring that existing goals are retained and new goals are realized), the alteration of leadership (education of leaders, support for employees, indicating the significance of leadership and its influence on the corporation; the education of individuals, and the perception of skills needed in their activities ensuring that the work of the effective team is more useful to the leaders and organizations). Payment system reform (making of a payment system in relation to the organization's goals, the state's strategy, and employee motivation); the requirement to conduct research on the efficiency of employee performance; and the promotion of collaboration between the public and private sectors.

The value of human resources may be judged by the qualities of these resources. However, the worth of human resources is frequently only nominally assessed, and little expenditures are made in proper procedures and systems that teach people's talents, experiences, and success. In order toachieve a goal, institutions develop an organizational structure; they create departments, decide their subordination, and get work equipment, office equipment, and other items. However, the institutions are essentially the individuals who work there, who endeavor to define a goal and complete the duties. The human resource potential and their degree of motivation determines how well state and local entities achieve their objectives. The finest initiatives may be unreached if public officials lack the necessary skills and credentials while also being under-motivated. One of the issues that may be solved is the competency of individuals working in institutions, the effectivecompatibility of personal characteristics and motivation, and their aiming at the accomplishment of strategic goals and plans (Chlivickas & Raudelinien, 2007). The human resources management system includes the following components: management strategy and structure, personnel policies,management techniques and tools, and employee motivation. It is critical to consider how these principles are implemented in a particular institution, in addition to the fact that all areas of human resource administration are interconnected and impact one another. Legislation and administrativelaw principles govern the formal human resource management component of state and local entities. However, management styles and methods used in institutions frequently vary and are dependent not only on the formal part of management or personnel management techniques, but also on the institution's culture and philosophy, the people who work there, and the employees' skills in the human resources department. Informal processes inside the institution, on the other hand, have an influence on the formal portion of administration and method of management of human resources (Njuiri, 2021).

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A unique individual resources policy and management idea is determined by employees' abilities, competency, leadership authority, and motivation. Management of human resources is a specialized field dynamic process that is influenced by exterior as well as internal elements. Its goal is to align the goals of institutions with the talents and interests of the people who work there, as well as to appropriately motivate and successfully pursue the objectives. The propensity to individualize human resource management is acknowledged in reviews produced by international organizations. It is most visible in selection procedures, setting the deadline for appointment to theservice, training, and so on. Recognizing that the demands of each public official varied, different management and incentive methods should be used for them, taking into account the institution's objectives and goals. It should be recognized, however, that the individualization of human resource administration may harm public officials' ethics. Another area in which a kind of humanresource administration change is implemented is the delegation of human resource management activities. Although the strength and volume of this tendency vary by country, there is a trend toward decentralization of human resource management, with some duties of central authority delegated to outside organizations. This trend is especially noticeable when the leadership role grows and the tasks of the central authority in charge of state council administration alter(Varmeeren, 2017).

3.2. Public Management

Public management structures fluctuate greatly from country to country, but also regionally and locally, in an international setting. One cause for these disparities might be cultural distinctions, which result in diverse perspectives on the state and its institutions. This may seem little, but it becomes critical when paradigms of public management reform are used presented, and moved from one nation to another, as was (and continues to be) the case with the new public administration. Scholars and practitioners in public administration should be mindful of the influence of culture on the potential and idea limitations transfers between jurisdictions. Having said that, a deeper knowledge of culture itself is a prerequisite for better treatment of cultural factors in public management changes. Cultural theory has received a lot of interest in the public management community. Other notions for the examination on the other hand, of cultural facts, may be of relevance to the topic as well.

A review of public administration literature demonstrates that the relevance and effect of culture in public management structures are often discussed and referenced - mainly using the phrase "culture" as a shorthand for "organizational culture". Treatises on public administration emphasize the influence of previous events and settings on the particular operation and creation of organizations, norms, and perceptions have a significant influence on the reception and operation of public management mechanisms (Schroter, 2000; Pollitt & Bouckaert, 2004). Otherwise, corporate culture - or, more correctly, its evolution - is attributed to public management initiatives. (Ridley, 2000; Schedler & Proeller, 2000). The interconnection between culture and governance exists, but is not methodically and clearly included by referring to the appropriate theory. Although cultural theory has received a lot of attention (Hood, 1998), there are still some additional approaches for analyzing facts about culture could be appealing to the topic. As the debate over public administration and management gains worldwide traction, experts in public management and globally active practitioners have become conscious of the effect of social culture on the rangeof alternatives a country has for the design of public administration. A greater understanding of culture is one prerequisite for better consideration of cultural factors in public management reforms.

3.2.1. The New and the Traditional Public Management

Although public administration has been practiced since the birth of human civilization, it is still in its infancy as an academic topic. It is the government apparatus and is responsible for implementing policies developed in response to public aspirations and demands. Government success is thus more dependent on how successfully and efficiently public administration meets the changing needs of society. The emergence of public administration as a field of scientific inquiry began with the seminal article of

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Woodrow Wilson titled, "the study of Administration". He argued that it is difficult to run modern complex governments without a thorough knowledge and strongly advocated the politics-administration dichotomy. Wilson was followed by scholars such as F.W. Taylor, Max Weber, Luther Gulick, Herbert Simon, Buchanan, Williamson, and others who shed light on different aspects of public management. The complete gamut ofmanagement theories might be placed on a continuum. On the one hand, there are philosophies, exemplified by bureaucracy, that encourage hierarchical organization and centralization, rigorous adherence to regulations and procedures, uniformity, and paternalism. On the other end of the spectrum are supporters of flexible structures and decentralization, outcome-based controls, and customization (Rosenbloom et al., 2022).

With the advent of globalization, budgetary limits, and increased social expectations, public administration is confronted with several quandaries. In addition to greater public demands for services, modern administration must cope with technological complexity, new technology, transient professionals who move in and out of public institutions with ease, public-private partnerships, and power meshing. The most significant of these changes is the overlapping of authorities. More particularly, the idea of separation of powers has increasingly degraded into a domain in which the borders of state institutions - the legislative, executive, and judiciary - appear to be blurred. This is especially true when it comes to issues like combatting terrorism and safeguarding the environment. To get a better knowledge of public administration, a new strategyis required that integrates the ideals of conventional public administration with those promoted by the New Public Management (NPM). Although the three techniques (managerial, legal, and political) that Rosenbloom has combined into one framework appear inadequate for tackling present problems to public administration. Using Rosebloom's theory (Rosenbloom, 1983) as a structure and ideas borrowed from NPM, future research may be devoted to establishing a new philosophy of public administration that reconciles competing values of probity, efficiency, effectiveness, equity, and innovation on the one hand and reconciles discrepancies in public policy and administration on the other. To put it another way, in addition to embracing a few examples of objectives of New Public Management, a synthesis of management, legal, and politicalapproaches to public administration is necessary (Osborne et al., 2013).

Petrescu et al. (2010) conducted an investigation into public administration, comparing the new and classic models. The study's conclusion is that, while the new public administration was implemented in developed countries as well as should be considered in emerging countries as a reform government administration, this new model has flaws that prevent it from always producingthe desired results. The evolution of public administration, like any "living organism," entails change and progress. Over the years, there has been an increase in growing awareness of the needto move away from the old paradigm of government administration, which has been characterized as bureaucratic and over-regulated, and toward one that is more in tune with the specifications of the beneficiaries. The use of human resource management ideas in the public sector has supplanted the old paradigm of personnel administration. HRM was said to have been implemented in the public sector as the sector transitioned from a 'rule-bound' culture to a 'performance-based' one (Shim, 2001). The application of HRM coincided with the significant managerial reorganization and reform program in the government. Managerial goals of increased efficiency are considered to be attained through efficient human resource practices provided by HRM principles (Kramar, 1986). Following New Public Management Implementation (NPM), managers may have had the opportunity to acquire or create advanced HRM practices. Thus, NPM principles enable a more adaptable and responsive strategy for public sector personnel Recruitment, selection, retention, training, and development are all aspects of the job. Over time, the public sector evolved a distinct approach to human resource management that included several innovations that provided considerable rights and benefits to employees. The public sector has been regarded as a *"model employer,"* with working conditions at the forefront of employment reform and innovation. The model employer notion encapsulated best practices and it was disputed to set an example to the private sector in terms of treating employees fairly and providing good working conditions, such as high levels of job security, superior leave entitlements, and generous pensions (Black & Upchurch, 1999). A bureaucratic

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employment strategy mirrored the functioning of Weberian methods and principles of rule-governed rational conduct in the conventional public sector paradigm. The administrative system was bureaucratized in order to guarantee that decisions and actions were uniform, codified, and methodically addressed activities via the application of pre- defined rules and processes. A rational-legal bureaucracy that cared about personnel, as well as their administration, emphasized established norms to prevent specialization through functional responsibility arbitrary dismissal, reliance on organizational position to confer authority, merit selection, and, in general, a career service orientation (Schroeder, 1992). The employment systemin this scenario was quite concentrated and administered by powerful central government agenciesin charge of every hiring decision, determining and establishing numbers, and developing regulations for employment, education, and advancement (Alford, 1993). Employment The notion of "career service" was created in the public sector which included tenure security and lifelong employment and was characterized by the functioning of an internal labor market. (Gardner & Palmer, 1997). Employees were hired for the public sector at the lowest levels of departments, and advancement to higher-level jobs was limited to internal public sector candidates unless the role was highly specialized. The public sector had service-wide wages and conditions, therefore there was no fluctuation based on performance; payment was based on the job or position. Job roles were restricted, task-based, and highly routinized, and administration was formed in accordance with Tayloristic work practices of isolating constituent pieces of labor in order to gain economies of scale. The promotion was based only on seniority or duration of service. This unitary structurewas put under strain by the financial crisis and a desire to contract with governments out of their services in the face of rising criticism of 'big government' (Shim, 2001). The language because ofthe requirement for increased responsiveness and efficiency underpinned the calls for a new style of management that permitted for greater flexibility when it comes to dealing with worker difficulties.

The focus in the public sector switched from management to administration under New Public Management, which was a component of a larger plan to promote efficiency, effectiveness, and service quality. There were changes in the public sector implemented as a result of a perceived requirement to cut government spending, offer more efficient services, and narrow the breadth anddepth of government-provided products and services provided by the government (Vermeeren & Van der Voet, 2017). NPM components included responsibility for outcomes, performanceassessment, corporate planning, the user pays principle, devolution of power, activity decentralization, and risk management. Managerialism under an NPM paradigm entailed the use of physical, financial, and human resources to achieve government goals. The new public management model is said to have a *"flexible, market-based form"* (Adaobi & Agbemelo-Tsomafo, 2021). The *'arts of private sector management'* were expanded into relating to the public sector language of New Public Management (Rosenberg Hansen & Ferlie, 2016). These new business techniques also included innovative approaches to personnel management in the public sector.

As a result, the administration of human resources was covered in the reform agenda for the public sector. New Public Management ideas and practices challenged traditional notions of career service, consistent and lifetime employment opportunities, as well as service-wide employment conditions.

3.2.2. The Public and Private Sector's Managerial Styles

The public and private sector managerial styles can differ in several ways. Here are a few key differences: a) Goals: The primary goal of a private sector manager is to maximize profits and shareholder value, while the primary goal of a public sector manager is to provide effective and efficient services to the public. b) Accountability: Managers in the private sector must answer to shareholders and owners, while public Sector executives must answer to the public, elected officials, and regulatory bodies. c) Decision-making: Private sector managers have more autonomyin decision-making since they are accountable to shareholders and owners. Managers in the public sector, on the other hand, must follow established procedures and regulations and often have less flexibility in decision-making. d) Incentives: Private sector managers are often incentivized through bonuses and stock options based on

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company performance, while public sector managers are typically incentivized through salary increases and promotions based on seniority and performance evaluations. e) Budgets: Public sector managers are often constrained by budgetary limitations and must make decisions within the framework of available funding. Private sector managers, on the other hand, may have more resources and flexibility to pursue growth opportunities. f) Risk-taking: Private sector managers are often encouraged to take risks and innovate in order to acquire a competitive edge, while public sector managers are often more risk-averse and prioritize stability and predictability.

3.3. The Impact of Cross-Cultural Competencies on Public Management Performance

Cross-cultural competencies have become increasingly important in public management due to the globalization of economies and the multicultural nature of societies. Public managers need to be able to work effectively with diverse groups of people to provide equitable and efficient services to citizens. Effective communication is crucial for public managers to build relationships with stakeholders and citizens from diverse backgrounds. A study by O'Toole and Montjoy (2004) found that public managers who have strong communication skills are better able to negotiate and manage conflicts. Ng and Sears (2012) found that intercultural communication competence positively affects cross-cultural service encounter outcomes. Empathy and understanding of cultural differences are essential for public managers to address the needs of diverse populations. Loughlin and Barner (2013) found that public service motivation and cultural competence can help public managers navigate cultural differences and improve public service delivery. Communication among representatives of different confessions is a difficult and conflicting process, whose multifarious form is dictated by the fact that communicants belong to distinct confessions. During contact, communicants evaluate their interlocutors' using signs that are typical of representatives of their own confession. The dissimilarity of several indications frequently leadsto communication breakdowns (Lipina et al., 2017).

Van de Vijver and Leung (1997) emphasize the importance of understanding cultural differences in research and data analysis. Public managers need to have strong problem-solving skills to address complex issues that affect diverse populations. Zampetakis, Moustakis, and Tsaousis (2010) found that innovation profiles positively affect task performance and entrepreneurial orientation. Lee and Lai (2010) highlight the importance of cross-cultural competence in public affairs education for developing problem-solving skills. Leadership is critical for public managersto effectively manage diverse teams and achieve organizational goals. Kim and Kim (2015) found that leader inclusiveness positively affects work outcomes through the mediation of psychological safety and innovation. Alexander (2004) developed a conceptual framework for leadership in public service that emphasizes the importance of strategic thinking, ethical leadership, andcommunication skills.

National schools in the Balkans can play an important role in developing cross-cultural competencies among public managers in the region. Agarwal and Selen (2009) emphasize the importance of dynamic capability building for service innovation, while Gallois and Ogay (2005) highlight the ongoing need for research on communication accommodation theory. By developing cross-cultural competencies, public managers can better serve diverse populations and improve public service delivery in the Balkans.

Scholars in the field have used the terms sociocultural adjustment, intercultural adjustment, cross-cultural adjustment, international adjustment, and cross-cultural adaptation interchangeably (Gumundsdóttir, 2015; Kim et al., 2008; Konanahalli et al., 2014; Moon et al., 2012; Ward & Fisher, 2008). The level of psychological distress felt by an expatriate in connection to various features of the host nation is characterized as cross-cultural adaptation. Traditionally, one of the most popular prominent subjects in the ex-pat community study has been an intercultural adjustment (Selmer & Lauring, 2016). Intercultural adjustment is commonly interpreted from a social learning viewpoint, in which adaptability to a different culture can be seen as a sense-makingprocess in which expatriates seek to make their reality more predictable (Caligiuri, 1997).

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3.3.1. Best Practices in Developing Cross-Cultural Competencies in National Schools in theBalkans

Integrate cross-cultural education into the curriculum: Integrating cross-cultural education into the curriculum can help students develop a better understanding of diverse cultures and perspectives. As noted by Lee and Lai (2010), cross-cultural competence can be developed through education and training. National schools in the Balkans should consider incorporating cross-cultural education into their curricula to help students develop these competencies.

Provide opportunities for cross-cultural interactions: Cross-cultural interactions can help students develop empathy and understanding of diverse perspectives. National schools in the Balkans should provide opportunities for students to engage with people from different cultures, either through exchange programs or other means. As noted by O'Toole and Montjoy (2004), effective communication and negotiation skills can be developed through interaction with diverse groups.

Offer language courses: Learning a new language can help students better communicate with people from diverse backgrounds. National schools in the Balkans should consider offering language courses to help students develop language proficiency in different languages. As noted by Ng and Sears (2012), intercultural communication competence is positively associated with cross-cultural service encounter outcomes.

Provide practical training opportunities: Practical training opportunities can help students develop problem-solving and leadership skills in a real-world setting. National schools in the Balkans should provide practical training opportunities, such as internships or service learning, to help students apply their cross-cultural competencies in a practical context. As noted by Zampetakis et al. (2010), innovation profiles positively affect task performance and entrepreneurial orientation.

Foster a culture of diversity and inclusion: National schools in the Balkans should foster a cultureof diversity and inclusion to support the development of cross-cultural competencies. This includes promoting awareness and respect for different cultures, providing support for students from diverse backgrounds, and creating an inclusive learning environment. As noted by Kim and Kim (2015), leader inclusiveness positively affects work outcomes through the mediation of psychological safety and innovation.

3.3.2. The Importance of Leadership in Promoting cross-cultural Competencies

Cross-cultural development opportunities should have one overall purpose in the context of developing a pipeline of future leaders: to establish global leadership abilities, which will be favorably associated with performance on global leadership duties. When leadership developmenttechniques may increase leadership performance, they are regarded as useful (American Management Association, 2010). The global economy is creating a competitive landscape that is growing increasingly complicated, dynamic, and ambiguous for cross-border enterprises. Globallycompetent business executives, not only those on overseas assignments, are crucial for a company'scapacity to compete and prosper on a global scale. In response to the increasing demand for globally competent business leaders capable of operating successfully in today's global environment and improving organizational performance across all geographic markets, 62% of firms worldwide report having some form of global leadership development program. (AmericanManagement Association, 2010). Caligiuri and Tarique (2012) conducted research that demonstrated a combined influence of work and non-work experiences; this study should assist add greater weight to international experiences earned outside of the usual corporate environment. This study also contributes to the corpus of literature by shining light on the significance of individual personality traits. We join the numerous experts who are pushing enterprises to employa combination of selection and well-designed developmental experiences to establish the pipelineof future global leaders that will be vital to organizations' future competitiveness.

For example, Chrobot-Mason and Aramovich (2013) argue that cultural awareness competenciesare a critical component for authentic global leaders and that leaders must develop cross-cultural competencies in order to be successful in today's globalized world. House et al. (2004) conducteda large-scale study of leadership across 62 societies and found that effective leadership is contingent upon

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cultural norms and values. Jonsen and Maznevski (2010) argue that world leadership requires the capacity to work across many cultures and that leaders must develop cross- cultural competencies in order to lead effectively on a global scale context. Kim and Kim (2015) found that leader inclusiveness positively affects work outcomes through the mediation ofpsychological safety and innovation. Finally, Maznevski and DiStefano (2000) argue that effective global leaders must possess a variety of competencies, including the capacity to work across cultures, as well as the capacity to adapt to diverse environments.

3.3.3. Cross-Cultural Competencies in the Context of Regional Integration

Cross-cultural competencies refer to the capacity to comprehend and effectively communicate with individuals from various cultural origins. These competencies are becoming increasingly important in the context of regional integration efforts, as countries seek to work together to promote economic growth, social development, and political stability (Smith, 2010). By promoting cross-cultural competencies, regional integration efforts can facilitate communication and cooperation between different countries and cultures, leading to greater understanding and collaboration. One way in which cross-cultural competencies can support regional integration efforts is by promoting cultural sensitivity and understanding. When people from different culturescome together, they bring with them a wealth of diverse experiences, beliefs, and values. By promoting cross-cultural competencies, regional integration efforts can help people to appreciate and respect these differences, rather than seeing them as barriers to communication and collaboration. This can lead to a greater sense of unity and shared purpose, as people come to recognize the similarities that unite them despite their cultural differences. Another way in which cross-cultural competencies can support regional integration efforts is by fostering effective communication. Effective communication is essential for building trust and fostering cooperation between different cultures and countries. By promoting cross-cultural competencies, regional integration efforts can help people to develop the skills needed to communicate effectively with people from different cultural backgrounds. This can include developing the ability to listen actively, ask questions, and communicate clearly and concisely. By improving communication, cross-cultural competencies can help to break down barriers and facilitate cooperation between different cultures and countries (Jones & Brown, 2015).

Cross-cultural competencies can support regional integration efforts by promoting flexibility and adaptability. When people from different cultures come together, they may encounter unfamiliar situations and challenges. By promoting cross-cultural competencies, regional integration efforts can help people to develop the ability to adapt to new situations and to be flexible in their thinking.This can help to facilitate cooperation between different cultures and countries, as people are better able to work together to address common challenges and achieve shared goals. Cross-cultural competencies are essential for supporting regional integration efforts and promoting cooperation between different countries and cultures. By promoting cultural sensitivity and understanding, fostering effective communication, and promoting flexibility and adaptability, cross-cultural competencies can help to break down barriers and facilitate collaboration between different cultures and countries. As such, they are an essential tool for building a more united andcollaborative world (Smith et al., 2015).

In the Balkans region, there are several ongoing regional integration initiatives, including the European Union (EU) accession process. The EU has been working to integrate Balkan countries into its economic and political structures, with the aim of promoting economic growth, stability, and democracy in the region. The EU accession process involves a series of negotiations and reforms that candidate countries must undertake in order to become EU members. This includes reforms in areas such as the rule of law, human rights, economic policy, and the environment. In exchange, candidate countries are granted access to the EU's single market, which is the world's largest trading bloc. In addition to the EU accession process, there are several other regional integration initiatives in the Balkans. For example, the Central European Free Trade Agreement (CEFTA) was established in 2006 to promote trade and economic cooperation between Balkan countries (Griessler, 2020). The Regional

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Cooperation Council (RCC) was also established in 2008 to promote cooperation in areas such as economic development, energy, and transport. Despite these regional integration initiatives, the Balkans region still faces several challenges. There are ongoing disputes over issues such as borders, minority rights, and war crimes, which have hindered progress toward integration. In addition, corruption and organized crime remain significant challenges in many Balkan countries, making it difficult to establish the rule of law andpromote democratic institutions (Uvalić, 2019).

While the Balkans region has several ongoing regional integration initiatives, there are still significant challenges that must be addressed in order to achieve greater cooperation and stabilityin the region.

3.3.4. The Impact of COVID-19 on Cross-Cultural Competencies in Public Management

The COVID-19 pandemic has had a significant impact on public management, particularly in the area of cross-cultural competencies. As governments around the world have worked to respond tothe pandemic, they have had to navigate a complex web of cultural, social, and economic factors that have required a high level of cross-cultural competency. One of the key challenges of the pandemic has been the need to balance public health concerns with economic considerations. In many countries, this has required governments to make difficult decisions that have had significantcultural and social implications, such as restrictions on religious gatherings, social events, and other cultural practices. To navigate these challenges, public managers have needed to develop a deep understanding of cultural norms and values, as well as the ability to communicate effectivelywith diverse stakeholders. Another challenge has been the need to coordinate responses across different levels of government and between different cultural groups (Bajaj et al., 2021). This hasrequired public managers to develop strong cross-cultural communication skills, as well as the ability to build trust and collaboration across cultural and organizational boundaries. For example, in some countries, public managers have worked with community leaders to develop culturally appropriate public health campaigns and messaging. At the same time, the pandemic has also created opportunities for cross-cultural learning and innovation. For example, many countries havelooked to other countries for best practices and innovative solutions to the pandemic, leading to increased cross-cultural collaboration and knowledge sharing. In addition, the pandemic has highlighted the importance of cultural competence in public management, leading to a renewed focus on cross-cultural training and development.

The COVID-19 pandemic has had a significant impact on cross-cultural competencies in public management. While it has presented significant challenges, it has also created opportunities for learning, innovation, and collaboration across cultures. Going forward, it will be important for public managers to continue to develop their cross-cultural competencies in order to effectively address the complex challenges facing societies around the world (Vecco et al., 2022).

3.5. Organizational Culture

Organizational culture is an element of the internal environment of organizations, which together with the structure and resources constitute the internal functional whole with which the organization performs and stays in interaction with the external environment. Among the businesscommunity in the 1980s, organizational culture emerged as the theme of central interest for researchers of organizations. No strong sharpness is required for it is understood that organizational culture is the name given to the cultural dimensions of individuals who operate within a structure known as an organization. Organizational culture is the system of values, norms,beliefs, attitudes, and assumptions that may not be articulated, but shape how people behave and the ways in which things are done in an organization (Armstrong, 2009). Schein (2010) identifiesthree levels of culture: artifacts, such as the visible structures and processes of sensitive, observedbehaviors; beliefs and values embraced, such as ideals, goals, values, aspirations, ideologies, and rationalizations; basic assumptions, such as beliefs and values of the unconscious, taken for granted. An alternative and graphic form of looking at organizational culture gives McShane with it the so-called cultural Iceberg. Artifacts are symbols or indicators of culture

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organizational. Artifacts of organizational culture: such as structure, language, rituals, and legends, represent physical artifacts, which can be seen, heard, and observed by accompanying those members of the organization. Likewise, artifacts are artifacts expressed, such as values and beliefs, which are not observed but are distinct from the way people explain them and e justify what they do. All of theseare at the level of awareness of the members of the organization. Yes, besides there, are some values so ingrained in a culture that members are no longer aware of them. These basic assumptions and beliefs represent the essence of culture and subconsciously guide their behavior and decisions.

Organizational culture is a concept that refers to the shared values, beliefs, assumptions, and practices that shape the behavior of individuals within an organization. The culture of an organization is shaped by its history, leadership style, and the attitudes and behaviors of its employees. The literature on organizational culture suggests that it can have a significant impact on employee behavior, motivation, and job satisfaction. Organizations with strong and positive cultures tend to have higher levels of employee engagement and better performance than those with weak or negative cultures. However, changing organizational culture can be difficult and requires a long-term commitment from leadership and employees.

Schein, (2019). The changing concept of organizational culture in managing organizationalchange. Organizational Dynamics, 48(1), 1-8. This article discusses how the concept of organizational culture has evolved over time and how it can be used to effectively manage organizational change. In the 1950s, social psychologist Edgar Schein joined MIT's Sloan School of Management, which had just begun its grand experiment of teaching management through formal disciplines such as mathematics, social psychology, economics, and history. That was a fundamental break from expounding "management practice" through examples presented by professors who had been managers for most of their lives. The new method produced intimate, unexpected partnerships as well as profound, inventive thinking on leadership, group cultures, andorganizational change, all of which were still in their infancy at the time. Ed and his colleagues started on what he calls "an exciting quarter century of model building" in this setting, which helped shape how people thought about and participated with companies. Decades later, in the digital age, Ed believes it is time for a new paradigm based on intimate professional connections, openness, and trust. He and his son and associate, Peter Schein, have been working on this approach for several years. Peter spent most of his career as a strategy executive at a variety of Silicon Valley businesses after getting a degree in anthropology and an MBA. In 2015, he chose to collaborate with Ed in evaluating and articulating the changes that are occurring as managerial responsibilities grow more complicated, interrelated, and dynamic. They discuss their viewpoints on organizational life, a brief history of ideas leading up to this point, and their predictions for thefuture.

Culture and socialization in organizations (O'Reilly & Chatman, 2021). This article provides an overview of the role of organizational culture in socializing new employees and shaping their behavior within the organization. Macenczak and his colleagues found in a study on leadership and power, *"Since those high in narcissism often seek high positions of power, this can be a dangerous combination if left unchecked."* (Macenczak, Campbell, Henley & Campbell, 2016: 119). Their findings corroborate this conclusion by demonstrating that narcissistic leaders are far more likely to favor and foster environments that weaken cooperation and honesty, both of whichare virtually always advantageous to firms. A previous study has neglected the potentially insidious influence of such leaders on persistent patterns of behavior among employees, who are more inclined to make decisions that are congruent with the organization's culture. In this sense, narcissistic leaders may leave a mark on businesses by enacting rules, establishing hiring and promotion criteria, and penalizing certain, but not all, actions that foster cultures lacking in teamwork and integrity. These cultures may outlive the term of a narcissistic leader, and as a result, narcissistic executives may leave a lasting, and bad, impact on the organizations they oversee (O'Reilly & Chatman, 2021).

Toward a theory of organizational culture and effectiveness. Two of the attributes, engagement, and adaptability, are indications of flexibility, openness, and responsiveness, and were found to be powerful predictors of growth. The findings also revealed that all four attributes were important indicators of

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subjectively-rated effectiveness criterion for the whole sample of enterprises, but only for bigger firms were they good predictors of objective metrics such as return-on-assets and sales growth. The article proposes a theoretical framework for understanding the link between corporate culture and organizational effectiveness (Denison, & Mishra, 2019).

Organizational culture and leadership. This book is a classic in the field of organizational culture and offers a comprehensive overview of the topic, including case studies as well as practical advice for managers (Schein, 2016).

Positive Organizational Scholarship and Agents of Change (Cameron & Quinn, 2019). This book provides a practical guide for managers and consultants on how to diagnose and change organizational culture using the competing values framework.

3.5.1. Explicit Application of Social Culture in Public Management Development

The idea of "culture" is an effort to explain variances in the conduct of distinct groups of actors in objectively similar conditions. These groups of actors must be constituted for this purpose, and characteristic aspects of behavior must be specified and described by non-rational factors. Thus, culture study is the quest for the shared subjective, which only materializes in a joint sense-makingprocess among the actors of this so-called cultural group. Culture has been described as one of the most difficult words to define since it is used to express fundamental concepts in multiple various academic fields as well as several unique and incompatible systems of thought (Williams, 1976). Its popularity appears to be inversely related to its accuracy and clarity. A 1970s survey found 160 different definitions of culture (Welte, 1967)

As previously said, culture has become a frequent concept in management studies in general, and is therefore widely represented in public management literature. However, the great majority of published material takes a functionalist approach to culture, which does not increase our knowledge of the interaction between society's culture and public administration structures. Others, such as Kelman (2005), focus their research on change in public administration without using the term "culture" Hood's (1998). The Art of the State and Pollitt and Bouckaert's (2011) Public Management Reform - A Comparative Analysis are two classics of the current public management debate that can be considered prominent and influential contributions that explicitly address the topic of culture and public management. Hood uses anthropologist Douglas' (1982) grid-group culture theory in public management research in The Art of the State, frequently citing Thompson, Ellis, and Wildavsky (1990). Using this basic technique and analytical framework, he discovers what he considers to be fundamental recurrent patterns that underlie the vast range of crazy-quilt recipes presently visible in government organizations and management literature. He develops four main worldviews ("ways of life"): hierarchy, individualism, egalitarianism, and fatalism. Hood believes that by distinguishing the primary rhetorical families, the cultural theory may serve to develop rhetorical analysis beyond conventional analysis, particularly in relation to themes of managerial modernization and global convergence.

Reflecting on the implementation of this theoretical framework, he contends that intellectual analysis and reasoning promote divergence and variety more than champions of modernity and globalization would have us think. The cultural theory method is viewed as useful as a framing strategy for thinking creatively about available kinds of organization and examining a range of what-to-do ideas surrounding public services and government (Hood, 1998), or in Hood's terms:

"The cultural theory explains why there is no universally accepted solution to the question of "whoshould manage whom and how" in government. Cultural theory may give a foundation for examining the various ways that control might operate in, over, and by public service organizations. It can also assist us in exploring the many types of rhetoric - persuasive stories and analogies associated with recipes - that are appropriate to public management by identifying thekind of stories and metaphors that fit with each organizational perspective" (p. 223).

As a result, Hood's definition of culture does not clearly focus on social or corporate culture. Hood appears to be following an implicit idea of organizational culture as he studies the "organizationalworld-view". However, in several sections of his book, he alludes to history and collective narrative in many

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nations, which have an influence on cultural bias in public administration. Sociocultural theories appear to have some importance for Hood's thinking, and it may be said thathe is following in the footsteps of historical and sociological institutionalism. As he states in his book:

"... a historical understanding of cultural and organizational diversity deserves a central place inthe analysis of public management" (p. 225).

Although Hood proposes a clever approach to look at culture via the lens of cultural analysis, it remains largely unclear how exactly the shift "down-grid/down-group" should occur, and what public managers may do to make this step with their companies. Hood's book did not go any further than his essay, which used cultural theory to illustrate the problems of NPM. (Dunleavy & Hood,1994). In Public Management Reform, Pollitt and Bouckaert (2004) establish explicit models and taxonomies that identify and explain particular patterns and trends. The writers emphasize the importance of cross-national variance in reform processes.

Reforms in various countries are discussed against the backdrop of a taxonomy of regime types, which includes a five-tiered classification for elements of politico-administrative regimes such asa form of state and government, majoritarian versus consensus type executive governments, relationships between ministers and top-level bureaucrats, administrative culture, and policy advice channels. Structures of political and administrative systems are described as enclosing and surrounding more specialized and dynamic reform processes. According to the authors, their theoretical approach is "probably closer to a mildly constructivist historical institutionalism than to either rational choice or the more strongly constructivist sociological institutionalism." (Pollitt & Bouckaert, 2011). Pollitt and Bouckaert's analysis is also well placed within historical institutionalism, according to Barzelay and Gallego (2006).

3.6. Training and Competencies in the Public Sector

In the public sector, training, and competencies are critical to ensuring that public servants have the knowledge and skills necessary to perform their jobs effectively. Training refers to the process of imparting knowledge and skills to employees, while competencies refer to the knowledge, skills, and abilities that employees must possess to be successful in their jobs. In the public sector, training, and competencies are particularly important because public servants are responsible for providing essential services to citizens and managing public resources. There are several reasons why training and competencies are important in the public sector (Brewis, 2022). First, they help to ensure that public servants have the knowledge and skills necessary to carry out their duties effectively. For example, public servants must be knowledgeable about the laws, regulations, andpolicies that govern their work. They must also possess skills such as communication, problem- solving, and decision-making, which are critical to their job performance. Second, training and competencies are essential for ensuring that public servants are able to adapt to changes in their environment. In the public sector, the needs and expectations of citizens and stakeholders are constantly evolving, and public servants must be able to respond to these changes. This requires ongoing training and development to ensure that public servants are equipped with the skills and knowledge necessary to adapt to changing circumstances. Public servants are responsible for managing public resources, and they must be held accountable for their actions. By ensuring that public servants possess the necessary competencies, governments can help to ensure that public resources are managed effectively and efficiently (Berman et al., 2021).

Because competency-based training concepts and methods have lately been applied to HRD programs in the commercial and public sectors, it is required to first define "competency-based." When looking for the origins of competency, academics frequently use McClelland's (1973) essay *"Testing for Competence Rather Than Intelligence,"* which was published in the American Psychologist (pp. 423-447). The competence movement and competency-based education have been propelled forward by McClelland's idea of competency. The term competence refers to the specification of knowledge and skills, as well as the application of that information and skill to theperformance standards expected in the workplace. In other words, "competency-based training" not only increases employees' knowledge,

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abilities, skills, and attitudes, but it also prepares them to meet the goals of their business and aligns training and methods with performance intervention. This paragraph defines both competency-based training and traditional training to help you understand the distinctions between the two. Training is distinct from education and employee development, which both prepare people for work and everyday life. Remedial/basic skills, orientation, qualification, second-chance, cross-training, retraining, and outplacement are all examples of training. Training can be either impromptu or planned. Unplanned training, according to Dubois and Rothwell (2004), is rarely beneficial since people cannot learn how others perform. When training is designed, it is most likely based on the instructional systems design model (ISD). The ISD model, a classic training technique, has some key characteristics of competency-based training.

ISD consists of nine steps: Step 1: Applying the ISD model to study the performance problem in order to discover the underlying reason; Step 2: Only involves problems that are the result of a lack of individual knowledge, abilities, or attitudes. Step 3 is to perform a thorough training requirements assessment; Step 4 is to write instructional objectives; Step 5 is to decide whether to create or buy training content to accomplish the instructional objectives; and Step 6 is to decide how to deliver the training. Step 7 is a formative assessment; Step 8 is training delivery, often known as the implementation phase; and Step 9 is a summative evaluation. The ISD conventional training paradigm *"has been shown to be effective in producing results in improved job performance. Unfortunately, learners and supervisors may lack ownership of the training provided."* (Dubois & Rothwell, 2004: 50).

Aside from these definitions, understanding the distinctions between competency-based training and traditional training is essential. According to Naquin and Holton (2003), competency-based training, which is founded on the core concepts of proving capacity, typically necessitates people demonstrating their competence to execute certain activities first. Competency-based training is centered on behaviorally articulated and quantifiable goals. Life experience, on-the-job training, and training and development programs are all methods to obtain competencies. According to Dubois and Rothwell (2004), competency-based training is an "attempt to make training a collaborative effort or to place greater responsibility on the learner for taking initiative." However, standard training focuses on job requirements rather than distinguishing between excellent and successful performance. These training methods are not mutually exclusive, although they do emphasize various aspects. Competency-based education takes a broader perspective. This means that competency-based training is about more than just imparting knowledge, developing skills, and changing attitudes. There are two emphases: (a) competency-based training to assist self- directed training and development, stressing an individual's obligation to assume more responsibility for his or her learning, and (b) competency-based training for work-team growth. (Dubois & Rothwell, 2004).

3.6.1. The Role of National Schools in the Balkans

National schools in the Balkans play an important role in training and developing public servants. These schools provide specialized training in areas such as public administration, finance, and management, and they are designed to ensure that public servants possess the knowledge and skills necessary to perform their jobs effectively. One of the key benefits of national schools is that theyprovide a standardized approach to training and development. By establishing a common curriculum and training approach, national schools ensure that public servants possess the same basic competencies regardless of their specific job roles. This helps to ensure consistency and fairness in the treatment of public servants, and it also helps to promote transparency and accountability.

Another benefit of national schools is that they provide a structured approach to career development. Public servants who attend national schools have the opportunity to develop their skills and knowledge over time, and they may also have access to career advancement opportunities. This helps to ensure that public servants are motivated and engaged, and it also helps to ensure that governments have a pool of qualified and capable leaders to draw upon. National schools play an important role in promoting professionalism and ethics in the public sector.

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By providing training on topics such as ethics, integrity, and accountability, national schools helpto ensure that public servants are committed to serving the public interest and upholding the highest standards of professionalism. This helps to build public trust and confidence in the public sector, which is essential for effective governance. Training and competencies are essential for ensuring effective and efficient public sector performance. National schools in the Balkans play animportant role in providing standardized training and development opportunities for publicservants, promoting career development, and ensuring professionalism and ethics in the public sector. As such, governments in the Balkans should continue to invest in these schools and ensurethat they have the resources and support necessary to fulfill their important role in public sector training and development.

3.6.2. Critical Competency-Based Training Success Factors

The conception and execution of competency-based training is only one aspect of guaranteeing the training program's success. However, according to Hyland (1994), competency-based training is a "theoretically and methodologically vacuous strategy." In addition, Collins (1983) contends in hiscritical critique of competency-based training as a system in adult education that it is unduly reductionistic in its attempt to explain complex phenomena through discrete standardized notions. (Kosbab, 2003). Despite differing opinions on the usefulness or otherwise of competency-based training, it is still employed as a learning strategy (Smith, 2000).

Competency-based training (CBT) is a methodology that focuses on the skills and knowledge required for job performance. In order to ensure the success of CBT, there are several critical factors that should be considered:

- Clearly defined competencies: The competencies required for job performance should be clearly defined and communicated to the learners. This includes both technical and soft skills.
- Learner-centered approach: The training should be designed with the learners in mind. It should be tailored to their needs, preferences, and learning styles.
- Appropriate content and materials: The content and materials used in the training should be relevant, up-to-date, and aligned with the competencies required for the job.
- Trained instructors: Instructors who deliver the training should have the necessary knowledge and skills to effectively facilitate learning.
- Assessment and feedback: Regular assessment of learner performance and feedback should be provided throughout the training. This helps learners understand their progress and identify areas for improvement.
- Application of learning: The training should include opportunities for learners to apply their learning in real-world situations. This helps them develop the necessary skills and confidence to perform their job duties.
- Continuous improvement: The training program should be regularly evaluated and updated to ensure it remains effective and relevant.

The success of CBT depends on the careful consideration of these critical factors, as well as a commitment to ongoing improvement and adaptation to changing job requirements and learner needs. Ignoring any of these elements can have a huge impact on product success or failure. A department must demonstrate the capacity to do activities and obligations to the normal expectation in employment in order to assess a person's competence. competence-based training focuses on the development of the necessary skills, knowledge, and attitudes to meet the competence requirement. The competency standard must be based on a high-performance systemand must fit with the organization's strategic goals and strategies. One of the key characteristics ofcompetence-based training is that each learner's success is measured to determine if they meet thecompetency level. Each learner is tested under the competency-based training method to determinethe gap between the abilities they require (as defined in the training package) and the skills they already possess. The distinction between the two is known

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as the competence gap. A training program is then created to assist the learner in acquiring the necessary skills and closing the gap.

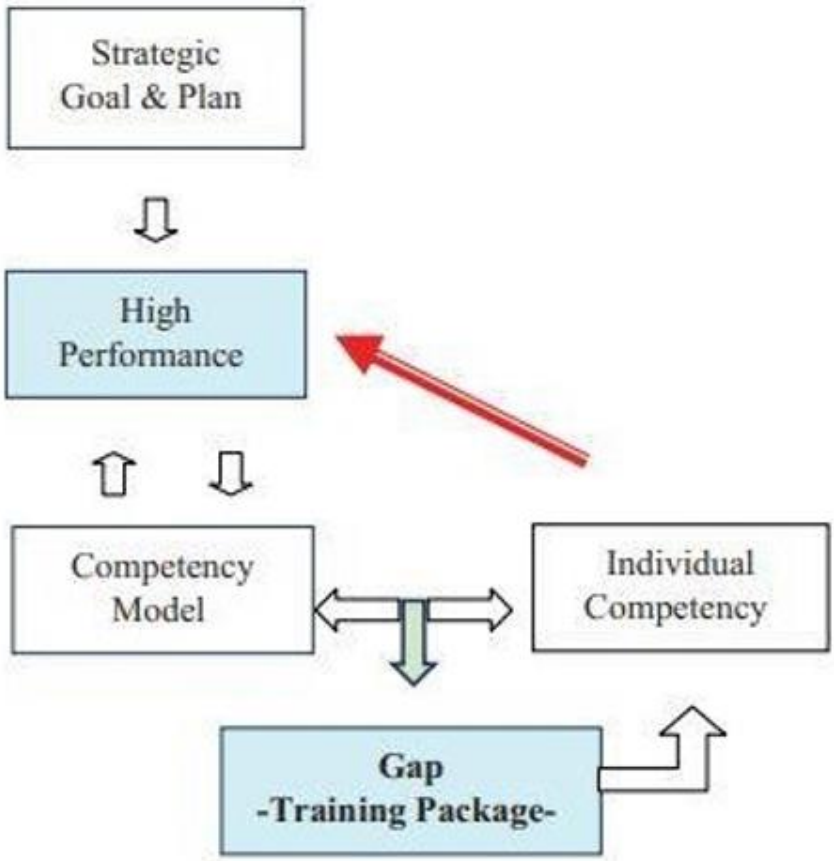

Figure 1.
In competency-based training, there are several critical success elements.
Source: https://doi.org/10.1177/0091026013487124

3.6.3. The Importance of Training in Public Administration Capacity Building

European economies and societies are undergoing ongoing dynamic changes, and as a result, public authorities must be adaptable enough to respond to these changes. In today's Europe, strengthening administrative capacity entails not only raising workers' skill levels and broadening their skill set, but also increasing their capacity for decision-making, independent thinking, accountability, leadership capability, and agility. Coaching is a development strategy that can aid in these areas. Training may be included in a capacity framework as a unique ability for managers and leaders, as well as employed as a key tool for building all of the framework's other skills. The quality of PA in each European country is heavily influenced by the country's human resource capabilities. And building human resource capability must be a long-term, deliberate effort (Karini,2017).

Training can improve performance and productivity, increase self-awareness and confidence, positively influence relationships with others, develop leadership skills and decision-making, improve flexibility and the ability to manage change and develop clear goals for both performance and professional development on an individual level. Coaching may promote happiness and productivity, teamwork, employee engagement, and retention at the organizational level. It may also aid in the development of a learning culture, as well as the improvement of feedback loops and performance management (Caplan, 2004). Training is not widely used in the Albanian civil service. It is quite difficult to find real-world

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instances of coaching in PA. Furthermore, there is a misunderstanding about the distinctions between mentoring, peer learning, and coaching. Even in the private sector, proper mentoring is not practiced. Training is very irregularly available in Bosnia and Herzegovina, and even then, there is some misunderstanding about what it is and how it differs from mentoring or training. Fortunately, there is widespread acceptance of coaching and its application. Training is nearly unheard of in Kosovo. Coaching is perceived and understood differently by different people, and it is frequently confused with advising and mentoring. Furthermore, there is a lack of understanding about the advantages of coaching. Also, training is not a frequent practice in the Macedonian civil service. There is no official or informal coaching at the central level, and it is only intermittently present at the local level, always as a one-time event. There is widespread misunderstanding about the differences between coaching and mentoring (Women, 2020).

The Montenegrin civil service does not utilize training. There is widespread agreement that coaching may be an effective technique; yet, there is some doubt regarding the viability of coaching practices, particularly in light of the current organizational, budgetary, legal, and cultural context in the Public Sector. Serbia is the only ReSPA country where training is employed systematically at one of its institutions. There is also a common knowledge of what coaching is, how it is used, and the distinction between coaching and mentoring. In the private sector, coachingis also widely used (Staronova, 2018).

3.7. The Hofstede's Model

Hofstede's model is the framework used to identify and classify cultures into different types (Hoftstede, 1980). The concepts and frameworks used to understand various cultural variances across various civilizations are called cultural dimensions (Aldawsari et al., 2019). Since various civilizations have diverse cultural practices, different countries have different cultures. The cultural elements of power, uncertainty, temporal orientation, and gender orientation are only a few. Using the examples above as a guide, the cultural dimension describes how various cultures behave and function within various contexts and frameworks. At the national level, a country's values and norms determine what kind of attitudes and behaviors are acceptable and appropriate. People of a particular culture socialize in these values as they grow and social norms and directivesdescribe how they should behave towards each other. The significant importance of cultural change constitutes the message it conveys to Geert Hofstede, the foremost scholar of the intercultural dimensions of human resources. One of Hofstede's conclusions has been that culturalvalues within a nation are substantially more similar to the values of individuals from different nations. Using a geocentric orientation, the eminent Dutch social scientist Geert Hofstede has developed the most widely accepted framework for understanding the organizational impact of differences cultural. Hofstede's work is characterized by three basic assumptions: the state in whicha person lives is the key determinant of his cultural orientation; the key problem in intercultural communication is that people from different countries have different value orientations, and thesevalue orientations can be measured and quantified. Ever since he made his study known with the book *"Culture's Consequences, international differences in Work-related Values"* (1980), Hofstede has implemented his work not only in the field of social psychology but also in management development (Hofstede, 1984).

Developed by Dutch sociologist Geert Hofstede, the model identifies six cultural dimensions thatare used to compare cultures: power distance, individualism as opposed to collectivism, uncertainty avoidance, masculine versus feminine, long-term against short-term focus, and indulgence versus constraint (Hofstede, 1980).

The power distance dimension refers to the extent to which people in a culture accept and expect an uneven distribution of authority and power. In high power distance cultures, there is a strong hierarchical structure, while in low power distance cultures, power is more evenly distributed. The individualism versus collectivism dimension refers to the extent to which people prioritize individual goals over collective goals. In individualistic cultures, people tend to value personal achievement and autonomy, while in collectivistic cultures, people prioritize the goals of their social groups. The

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uncertainty avoidance dimension refers to the extent to which people in a culture feel threatened by ambiguity and uncertainty. In high uncertainty-avoidance cultures, people tend to have strict rules and rituals, while in low uncertainty-avoidance cultures, people are more tolerant of ambiguity and change (Hofstede, 2001).

The masculinity versus femininity dimension describes the amount to which a culture values typical masculine features versus feminine traits (such as caring and nurturing). The long-term versus short-term orientation dimension refers to the extent to which a culture's people prioritize short-term versus long-term goals. In long-term-oriented cultures, people value perseverance and thrift, while in short-term-oriented civilizations, individuals emphasize rapid fulfillment. The indulgence versus restraint dimension refers to the extent to which people in a culture indulge in pleasure and gratification versus exercising self-discipline and restraint. However, critics have pointed out that the model oversimplifies cultural differences and can lead to stereotypes and generalizations. Therefore, it is important to use the model with caution and to recognize the complexity and diversity of cultures (Taras, Kirkman & Steel, 2010).

3.8. Public Administration in Balkan National Schools

Given the region's diversified population and historical backdrop, cross-cultural abilities are crucial for public administration in national schools in the Balkans. The Balkans have had several waves of migration and geopolitical upheavals, resulting in a diversified population with a variety of cultural origins, languages, and traditions. As a result, public managers at Balkan national schools must understand and respect distinct cultural norms and values in order to successfully communicate and interact with stakeholders and the community they serve. It is clear how dependent our society and job have become on data, particularly true and well-collected data. As this is becoming the new "power" to defend actions or provide meaningful feedback for corporate or non-profit objectives, it complicates the situation in the Balkan area. It is remarkable to see how the Balkan countries, Albania, Bosnia and Herzegovina, Croatia, Greece, Kosovo, Macedonia, Montenegro, and Serbia, are expanding their collaborations through international conventions andeducational goals, despite the stigma of nationalism that has harmed their image (Rodić & Horvat,2022).

By developing cultural awareness, communication skills, cultural competency training,collaboration, and inclusivity, public managers can effectively serve the diverse population in the region and help to build a more cohesive and inclusive community.

3.8.1. Balkan States' Management Reform Aspirations and Reality

Implementing European administrative standards is a challenging undertaking for Balkan nations that are struggling to align their own norms with external demands. Their administrative systems share similarities due to their shared pre-nineties background, such as a complex institutional framework, highly centralized public sector, weak horizontal coordination, lack of administrative expertise, political influence on institutions, and never fully implemented merit-based civil service with low status and pay (Arcadis, 2004). Given the inadequate development of the civil service system and the absence of a democratic state tradition in the Balkan area, public administration reform must establish a new role for civil employees in relation to society as well as the fundamental ideals of contemporary public service.

Building fundamental competencies based on EAS principles and values will aid in the internalization of new functions and standards. *'During our complex, rapidly changing times, all one can do, but what one must do, is strive for a learned, creative, adaptable yet intellectually secure Public Administration professional who is aware of the basic questions and thus able to address the day-to-day ones once they pose themselves, often in unforeseeable form,'* writes Drechsler (2000:267).

Civil officials cannot be regarded as simple employees since they play a constitutional responsibility in implementing laws and serving society. As a result, the state bears the obligation of establishing a civil service that is efficient, professional, impartial, and transparent. This goal may be met by

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comprehensive human resource management, which includes consistent staffing and career policies, as well as a fair and merit-based approach to selection, recruiting, and promotion. The best features of European civil service experiences may be leveraged to develop an appropriate human resource structure. However, policies and concepts must be tailored to the realities of the Balkan nations.

The Balkan region's public management reform is a long-term endeavor to redefine administrative concepts, aims, and institutions. The ideas of European Administrative Space, developed from Western European administrative systems and norms, are the result of decades of democratic progress. Changes in institutions, such as laws or constitutions, are more rapid than changes in attitudes and values. As a result, public administration, particularly civil employees, plays a criticalrole in achieving the role model of a democratic society. Given the inconsistencies in public administration and the lack of coordination in the Balkan administrative systems, a strategic visionis required to establish coherent standards that are aligned with local absorption capacity in order to achieve goal-oriented and well-functioning administration (Arcadis, 2004).

4. Conclusions

The aim of this paper was to conduct a literature study on the function of national schools in the Balkans in developing cross-cultural competencies in public management. National schools in theBalkans have a critical role in taking part in developing cross-cultural competencies in public administration.

Teaching and learning must integrate global perspective education so that students may become responsible "active" global citizens. Global/international education must start with a commitment to comprehend globalization. Furthermore, cross-cultural experiences in teacher education may foster cultural competency, cooperation skills, and an understanding of global linkages, which can then be transferred to the classroom.

Rethinking instructing and learning in these ways may give us the chance to gain a deeper knowledge and appreciation for people around the world, which is crucial to our duties and obligations as global citizens. It must contextualize intercultural education challenges and incorporate local and global links in appropriate training, study, and service.

The studies on managing cultural the variety of classrooms expose unseen parts of teaching and function as a great resource for instructors who wish to reflect on their teaching style. They will acquire essential feedback through this approach in the interest of coping more successfully with tough circumstances involving cultural diversity in their class.

Finally, training on intercultural concepts is critical for empowering educators in the moreeffective management of cultural diversity, so that they may harness rather than marginalize their immigrant students' cultural capital.

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