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The Effect of Employees' Behavioral Competency Units on Organizational Effectiveness: The Case of Selected Public Service Institutions of Ethiopia

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Abstract

Organizational effectiveness, a common measure of entities, is noted for being a vital metrics. It is this vital attribute of organizations' employees' behavioral competency units that was under close scrutiny here based on data methodologically collected from 394 employees. A cross-sectional survey design and a corresponding set of sound analytic techniques along with a SEM model was employed using version 24 AMOS-supported SPSS. The analysis witnessed a strong interconnectivity among the various dimensions of the competency units on organizational effectiveness as regards the various independent variables. However, the findings of the investigation proved that staffs' perceived-people-oriented competencies registered only a very low effect on organizational effectiveness nevertheless. This might be attributable to the task-orientated organizational culture that may need further investigation. The qualitative data collected from both individual informants via a focus group discussion brought both positive and negative responses. Consequently, the researcher put forward viable recommeddations to deal with the issue investigated.

Key words: Staffs, Behavioral Competency ,Public Service

1. Introduction

Well-developed human capital a is vital tool for multifaceted development of a country (Skorková, 2016). Competency and human resource management have been reported to have interchangeable usage. Osei and Ackah (2015), Salman and Ganie (2020) and Maina and Mang'ana (2022) noted that the balanced set of knowledge, skills and attitude along with what it takes anyone working elsewhere can have both positive and significant effects on performance and hence organizational effectiveness. This would be truer when we come to the public sector because of its special nature. It is ubiquitous that public service differs from almost all other service categories in the private domain. In a nut shell, public service has a special demand of being delivered by well-trained men and women of the utmost integrity of which to be competent are inherently embedded.

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On the other hand, it has been found a tough struggle for the Ethiopian bureaucracy over the last close to a century journey to a meritocracy (Civil Service Commission - CSC, 2022). While reasons for this tough journey could be many, worth mentioning among others can be absence of sustenance of the periodic reforms which in turn might have resulted from the absence of smooth government changes.

Thus, the Ethiopian civil bureaucracy, to say the least, has always been requiring undergoing continuous reform without producing the result wanted. Consequently, both performance assessment and resultant effective performance appraisals were little achieved. Hence, the sector continued calling for more chances and this in history for the development of what is called competency assessment. It is this quest for competency assessment that gave way to the present issue under investigation which is competency framework (Competency Framework Development Task Force - CFDTF, 2020).

Neither competency frameworks nor the related assessment were sufficiently and properly investigated in context of Ethiopia throughout the last several decades. Even those few eye-opener attempts were found to have been limited to be ones that have the gut for objectivity claims. The few endeavors of investigating the issue were far from objective scientific research reports limiting themselves to kind of lip-services in the form of reports which little reflected the fact on the ground. Consequently, the present investigators found the situation to be one inviting an objective inquiry despite the research paradigm. This means competency researches like all other worthwhile research outlets need cross-validation based on triangulation endeavors of every criterion including triangulations of approaches which will be discussed in depth later (Kotari, 2009; Creswell, 2011; Ebel, 1999; Desalegn & Fisseha, 2023).

Hence, this study of the effectiveness of staffs' competency units as measured against organizational effectiveness is sought. The study on the FDRE public service hypothesized staff's respective: people, task and result orientations' and their related behavioral competency units for their fit for purpose by testing their immediate effect on organizational effectiveness.
The findings of this study are supposed to be of some importance to the future of performance management in the federal public service of Ethiopia. More specifically, the findings are believed to provide proper guidance in the endeavor toward identifying talented employees.
Therefore, this study is assumed to be of great support to all related endeavors of the Ethiopian public service competency assessment initiatives by releasing important findings.

2. Literature Review

A number of writers have attempted to define competency and related affairs in their own ways. The following could be only the tip of the iceberg as far as the general literature is considered (Boyatzis, 1982; McClelland, 1973; Schoonover, et al., 2000 as cited in Dubois & Rothwel, 2004). The definitions in most of the cases revolve around what is called the KAS Model of defining knowledge domains. For example, a forerunner in research in the area, Boyatzis (2014), defines competence as an underlying characteristic of an employee. He elaborates these characteristics as motives, traits, skills,; and a few more issues of an

individual's psychological attributes that he/she may require in order to carry out a certain job effectively and efficiently, such as aspects of one's self-image, social role, personal behavior, inspiration or a body of knowledge), which results in effective and/or superior performance in a job.

Of course, the authors may vary in their inclination to skills and/or knowledge versus behavior. For example, Taylor (2007) calls it capabilities, highlighting on the former's focus to be on "behaviors" rather than technicalities of the individual's knowledge or skills.

2.1 Types of Competence

According to Mikias (2019), while old definitions of competence imply competency a person's internal or implicit knowledge, skills and mindsets, and behaviors that give him/her the potential to become efficient and effective in performance; more recent definitions of the post 2005 attempt to define the concept as one that has got to do with both implicit and explicit knowledge, skill, experience, capability and behavior.

Scholars have found the following competencies that would ensure organizational effectiveness and efficiency. Stuart (1997) and Lindsay (1997), for example; classified competency as generic and job-specific competencies. Carol and Makrakin (1988), on the other hand, categorized competency into three classes (a) basic/core competence; (b) leadership or administrative competence; and (c) functional competence. Further, Katz and Kahn (1986) noted (a) Technical Competency, (b) Managerial, (c) Human Competency and (d) Conceptual Competency.

Accordingly, several nations set into the development and implementation of basic, behavioral competencies inter alia. In Ethiopia, the CBE was noted for having developed and implemented competency-framework.

While different countries may come up with competency frameworks of various kinds, the FDRE (2012) human resource competency certification project proposal depicted competency-framework that has two major categories called basic and technical.

Here, while Basic competency involves competencies of behavioral by nature; technical competency normally involves attention to detail, commitment to safety, etc. The former relates to the values and strategic focuses and orientations of the organizations, such as team building, communicating, problem-solving, and inspiring, being far-sighted and emotionally intelligent, etc.

Competencies that are behavioral, core, functional, managerial, and organizational are also among the major forms we commonly read about. Instrumental, intrapersonal, and interpersonal competencies are also famous.

Competencies for managers commonly result from research and focus group discussions. Achievement, motivation and) complex thinking, are a few examples (Tyson, 2006).

2.2 Underpinning Theories of Competency and Performance

Underlying performance management are theories such as Goal, Control, and Social Cognition. The first, by Latham and Locke (1979), highlights four mechanisms that connect goals to performance outcomes and capitalizes on a quest for management by objectives. This theory appears to have a robust foundation for competency unit identification. Goal achievement-related competency units are supposed to make a considerable part of the whole competency framework. The second emphasizes on feedback as a means of shaping behavior. Competency unit identifications, thus, need appraise the amenability of their units for training. The third, Bandura's (1986), self-efficacy theory stipulates that once people believe that they can do something then they can do , or vice versa. Thus, units of competency frameworks may need to encompass self-confidence related issues.

In conclusion, while the first two theories underscore management implications to people orientation; the next one also stress on human element (Mikias, 2019; CFDTF, 2020; Desalegn & Fisseha, 2023).

A Human Resource Management Application of Systems Theory is a robust theory and managers see it as a process that attempts to resolve problems of the organizations (Bradley, 2014). Hence, competency unit frameworks may need to involve critical success factors of the whole human resource management (Thy & Hong, 2019; FDRE-CSC, 2012).

2.3 Organizational Effectiveness (OE)

OE can be conceptualized as a function of several interrelated concepts of organizational performance, such as decision quality, participation, commitment/engagement, efficiency, productivity, turnover, absenteeism, product service quality, communication, influence, responsibility and accountability, and goal achievement among others (Abston & Scout, 2006). Szumal (2012) with an OEI (Organizational Effectiveness Inventory) model name attempted to quantify employees' behavioral indicators, such as teamwork, motivation and satisfaction; human resource management practices, leadership, and job design.

2.4 Empirical Studies on Effect of Staff Competency on Organizational Effectiveness

Staff competencies effectiveness studies like one by Osei and Ackah (2015), reported that employees' competency influence (i.e. R2= 87 %) organizational performance. Similarly, Salman and Ganie (2020) reported that employees' competence significantly and positively affect performance.

Maina and Mang'ana (2022) reported that a single increase in organizational competencies yielded in a significant increase in organizational performance (i.e. 79.9% of the variation in the performance).

2.5 Conceptual Framework of the Study

The following constructs have been identified from conceptual frameworks by Taylor (2007), Szumal (2012), CSLCF (2015) and CSC (2020). Staffs' behavioral competencies involve competency units like people, task and result orientation. Organizational effectiveness is the dependent variable and it consisted of dimensions like individual level effectiveness among others.

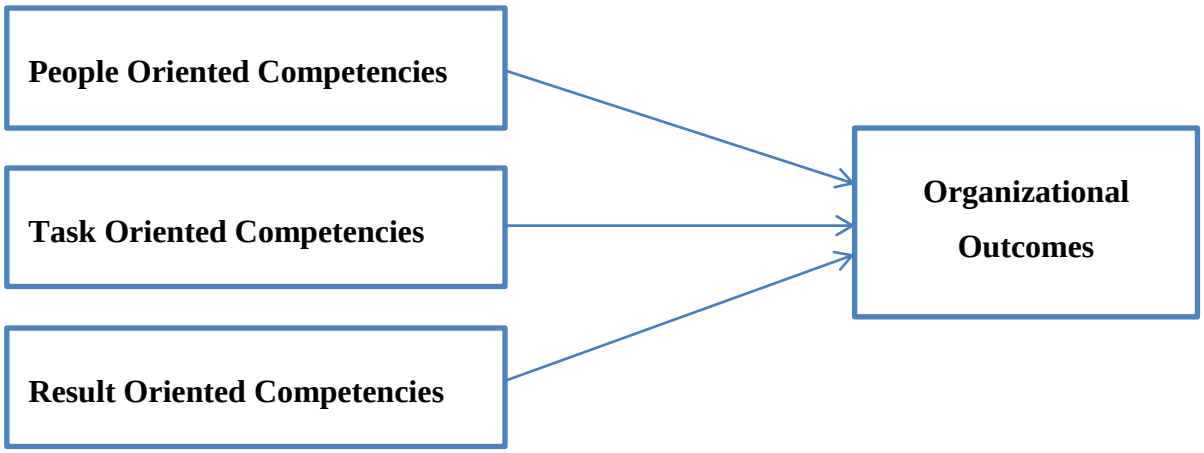

Figure 2.1 Conceptual Framework of the Study
Source: *Researcher based on Desalegn & Fisseha, 2023;* CSC, 2022; Mikias, 2019; *Maxwell 2014 and Szumal, 2012*

3. Research Methodology

A pragmatism philosophical perspective and hence a positivist - interpretivist approach that aimed at both quantification and measurement and the zeal for depth of meaning was found appropriate for this study (Creswell, 2009; Kothari, 2004).

3.1 Research Design

The choice of the concurrent-mixed-design was made for reasons of economy and efficiency (Dawadi, 2021).

3.2 Sampling Techniques

The population about 138, 000 staff in about 70 public service entities were available during the preliminary visit by the present researcher (CSC, 2022). About 5765 administrative staff members were sampled. Thus, Foreign Affairs and Justice ministries; Civil Service Commission, Arsi and Ethiopian Civil Service universities were involved.

Accordingly, this sample frame of 5765 formed the basis of sample size determination next. Yamen's (1967) was used for the computation.

"n =N/ 1+N (e2)

Where,
n=size of sample;
N= Size of total population.
e= Acceptable error or level of precision
n≈382

This **382** actual sample size was drawn randomly from the respective aforementioned entities.

3.3 Data Gathering Tools

A primary data via an FGD and questionnaire items accompanied the secondary data from document analyses. Thus, the study managed to effectively triangulate data sources.

3.4 Method of Data Analysis

Qualitative and quantitative descriptive and inferential data analyses were employed. A narrative qualitative data analyses accompanied the quantitative descriptive and inferential analyses. Inferences were made on the causal relationship between the overall competency orientations and the organizational effectiveness. The multiple linear regressions facilitated the CFA using the formula next.

$$Y = \beta_0 + \beta_1 1 X_1 1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Then CFA was applied using AMOS capacitated-SPSS version 24 to test the factor loadings of the independent variables.

The inferential analyses further employed multiple linear regression analyses having met all the required criteria.

4. Results and Discussion

About 394 respondents filled questionnaires. This number is well over the 382 original sample size determined and hence believed to be better representative. About 319 (i.e. 88.6 %) of these respondents had first degree and above qualification which was a very good profile for the success of study - 319 (i.e. 83.5%) together. The researcher then set to check for the validity and reliability of the five – point Likert scale using internal consistency checks of Chronbach's alpha, etc. and all were found good.

Conceptual variables are linked to measured variables, which is the equivalent of a factor analysis. The factor loadings for the exogenous variables next show how well each item represents the underlying variable. In this particular measurement model, most factor loadings were well over.75 and it's commonly suggested as per scientific research tradition to accept factor loadings (Vinzi, Chin, Henseler, & Wang, 2010).

The above 0.70 Average Variance Extracted (AVEs) was found above the Maximum Shared Variance (MSV) and hence the measurement model has successfully discriminated among the variables.

Besides, only a few items with weaker loadings were rejected and the model was made fit for checking the structural model. The variables were found appropriately interlinked and hence a workable structural mode tested.

Criteria for an amenable model fit were met. For a good model fit Chi 2 /df should be less than 3.0; and the GFI should be close to 0.90 the normed fit index (NFI) should be more than 0.9; and the comparative fit index (CFI) and TLI should be more than 0.9; and the root mean square error of approximation (RMSEA) should be less than 0.07 (Bagozzi & Yi, 2012; Chinda & Mohamed, 2008).

According to Hair, et al. (2006), the recommended values for fit-model included: (i) Absolute Fit Index (AFI) which assesses whether a specific model leaves appreciable unexplained variance (Alkhaldi & AL-Faoury, 2007). It indicates such indices as Chi-square (X2) accompanied by the model's degree of freedom and its probability, goodness of fit index (GFI), and the root mean square error of approximation (RMSEA) are usually utilized here.

The test for model fitness thus depicted RMESA < 0.05; and the G, CF, TL, and NF I's are all greater than 0.90. It further depicted encouraging Parsimonious Fit Index (PFI) and CMIN/df < 3, SMC (R^2) >0.00, Indices.

Thus, with a 0 df and NF, and CF Is =1.00; and RMSEA = 0.615 many of the conditions were met, the model fit indices have been verified.

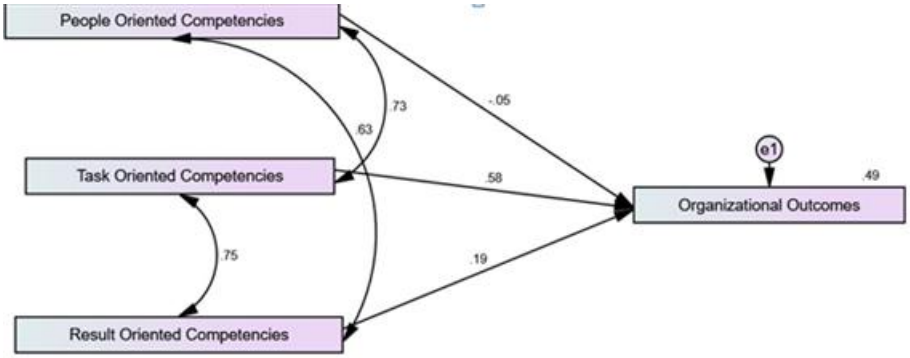

Figure 4.1: Structural model for the study Source: *AMOS capacitated SPSS Generated*
The diagram depicted that the model is pretty well recursive.

The study employed a five-point Likert scale with 1= Not at all (NA); 2= Small extent (SE); 3= Moderate extent (ME); 4= Large extent (LE); and 5= Very Large extent (VLE). A modern approach to determine the result of Likert-type scale mean goes as follows. To determine the minimum and maximum length of the 5-point Likert-type scale, the range is calculated by (5-1=4). Dividing this distance of 4 units by 5 (i.e. the maximum point of the scale), we get (4/5= 0.80). Then, by starting from the minimum of 1.00 scale point 0.80; it is possible to logically determine the scale value in ranges as next.

Table 4.7 Frame based on common statistics

Cell	Surveyed	Interpretation
1.00-1.80	Not at all (NA)	Strongly disagree
1.81-2.60	Small extent (SE)	Do not Agree
2.61-3.40	Moderate extent (ME)	True to some extent
3.41-4.20	Large extent (LE)	Agree
4.21-5.00	Very Large extent (VLE)	Strongly Agree

Source: Prepared based on (Hesse & Ofusu 2017, Mukherejee, Sinha & Chattopadhyay, 2018 cited in Desalegn & Fisseha, 2023).

4.1 Data Analyses

The following is an objective-by objective display and discussion of the aforementioned data on the effect of the effect of staff's behavioral competency units on organizational effectiveness in the Ethiopian federal public service.

Objective 1

The first specific objective of this study was to determine the extent to which staff people-oriented competencies (inter and intra-personal communication and collaboration or teaming up) units affect the organizational effectiveness of the Ethiopian public sector at the federal level.

Table 4.8 Staff people-oriented behavioral competency unit measures

Measures	N	Min	Max	Mean
Stability	382	1.00	5.00	4.1806
Self-esteem.	382	1.00	5.00	4.3351
Build R	382	1.00	5.00	4.4058
Listen	382	1.00	5.00	4.3508
Empath com	382	1.00	5.00	4.4162
Enjoy with	382	1.00	5.00	4.4136
Support workers	382	1.00	5.00	4.4529
Learn from	382	1.00	5.00	4.4188
Mean				**4.37**

Source: SPSS output (2025)

Based on the framework highlighted in Table 4.7, the 4.37 mean rating of the respondents in the preceding Table 4.8 was obviously, a very strong agreement that the staff has regarding its perceived people orientation competencies.

This first objective of the study was also accompanied by a related hypothesis H1 next.
H1. Staff people-oriented competencies (inter and intra-personal communication and collaboration or teaming up) units have significant effect on organizational effectiveness of the Ethiopian public sector at the federal level.

Accordingly, the model summary in Table 4.9 depicted that staff Organizational Effectiveness was affected by 24%; and from table 4.10 it can be noted that the effect is statistically significant. However, the overall structural model highlighted by Figure 4.1 depicted a -.05 indice which is an indication that the variable was showing little or no significant correlation. This goes in line with the qualitative data that respondents resonate highlighting that the human element is less addressed by their organizations. While the FGD participants unanimously come up with the conclusion that they have little produced and/or provided satisfactory service, leaders and individual employees are of the view that there are staff members who make far-reaching attempts with the great majority showing up either indifferent or least responsible.

Table 4.9 Model Summary

Model	**R**	**R^2**	**Adj. R**	**SD of the Estimate**
1	.495[a]	.245	.243	6.16189
a. Predictors: (Constant), People Oriented Competencies				

Source: SPSS output (2025)

Table 4.10 ANOVAa

Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Reg.	4677.	1	4677.	123.	.000[b]
	Res.	14428.	380	37.		
	Total	19105.	381			
a. Dependent Variable: Organizational Effectiveness						
b. Predictors: (Constant), People Oriented Competencies						

Source: SPSS output (2025)

Objective 2

The second specific objective of this study was to determine the extent to which staff task-orientation competencies (strategic and systems thinking, and problem-solving and creativity and innovation) competency units affect organizational effectiveness.

Table 4.11 Staff task-oriented behavioral competency unit measures

Measure	N	Minimum	Maximum	Mean
Align with Strategy	382	1.00	5.00	3.8927
Plan job	382	1.00	5.00	3.9764
Quality Decision	382	1.00	5.00	4.0366
Holistic and long-term	382	1.00	5.00	3.9424
Understand	382	1.00	5.00	3.9058
Considerbest	382	1.00	5.00	4.0000
Evade unintended consequence of plan	382	1.00	5.00	3.9162
Successful in solving problems	382	1.00	5.00	4.0314
Enjoy solving job-related problems	382	1.00	5.00	4.2749
Pass quality decision	382	1.00	5.00	4.0366
I've ability to create	382	1.00	5.00	3.7880
Accepting change	382	1.00	5.00	4.0524
Persevere to achieve	382	1.00	5.00	4.1335
I've ability to solve problems	382	1.00	5.00	4.0340
Mean				4.00

Source: SPSS output (2025)

Based on the framework highlighted in Table 4.7, the 4.00 point mean ratings of the respondents in the preceding Table 4.11 is obviously an agreement that the staff has regarding its perceived task orientation competencies. This second specific objective of the study was also accompanied by a related hypothesis H2 next.

H2: Staff task-oriented competencies (inter and intra-personal communication and collaboration or teaming up) units have significant effect on organizational effectiveness of the Ethiopian public sector at the federal level.

Accordingly, the model summary in Table 4.12 depicts that staff Organizational Effectiveness was affected by 47%; and from Table 4.13 next, it can be noted that the effect is statistically significant. Besides, the overall structural model highlighted by Figure 4.1 depicted a 0.58 indices which was an indication that the variable had a moderately high correlation. This finding coincides with the qualitative data that respondents resonate highlighting that their organizations had by and large task-oriented leader-member relationships.

Table 4.12 Model Summary

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.687a	.472	.471	5.15166
a. Predictors: (Constant), Task Oriented Competencies				

SPSS output (2025)

Table 4.13 ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9020.878	1	9020.878	339.902	.000[b]
	Residual	10085.062	380	26.540		
	Total	19105.940	381			
a. Dependent Variable: Organizational Effectiveness						
b. Predictors: (Constant), Task Oriented Competencies						

Source: SPSS output (2025)

Objective 3

The third specific objective of this study was to determine the extent to which staff result-orientation (productivity, IT utilization and occupational) competency units affect organizational effectiveness.

Table 4.14 Staff result-oriented behavioral competency unit measures

Measures	N	Minimum	Maximum	Mean	Std. Deviation
I've sufficient kn. of work	382	1.00	5.00	4.17	0.78
I'm hard-working	382	1.00	5.00	4.23	0.78
I've goal/result orientation	382	1.00	5.00	4.10	0.84
I've career satisfaction	382	1.00	5.00	3.71	1.17
I'm committed for work	382	1.00	56.00	4.36	2.78
I'm happy to use IT	382	1.00	5.00	4.25	0.80
I'm able to use IT	382	1.00	5.00	4.00	0.87
I enhance perf. using IT	382	1.00	5.00	3.77	0.97
I've high sense of response.	382	1.00	5.00	4.26	0.81
I've high sense of account.	382	1.00	5.00	4.25	0.84
I'm honest and trustworthy	382	1.00	5.00	4.28	0.85
Serve with impartiality	382	1.00	5.00	4.46	0.78
Mean				**4.16**	

Source: SPSS output (2025)

Based on the framework highlighted in Table 4.7, the 4.16 mean rating of the respondents in the preceding Table 4.14 is obviously, an agreement that the staff has regarding its perceived result orientation competencies. This third specific objective of the study was also accompanied by a related hypothesis H3 next.

H3 Staff result-orientation (productivity, IT utilization and occupational) competency units have significant effect on organizational effectiveness of the Ethiopian public sector at the Federal level.

Accordingly, the model summary in Table 4.15 depicted that the staffs' Organizational Effectiveness was affected by 35%; and from Table 4.16 next, it can be noted that the effect is statistically significant. Besides, the overall structural model highlighted by Figure 4.1 depicted a 0.19 indice which is an indication that the variable had low, but still a positive correlation. This was in harmony with the qualitative data that respondents resonate highlighting that their organizations are performing not to the expected level.

Table 4.15 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.594a	.353	.351	5.70381
a. Dependent Variable: Organizational Effectiveness b. Predictors: (Constant), Result Oriented Competencies				

Source: SPSS output (2025)

Table 4.16 ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6743.240	1	6743.240	207.271	.000[b]
	Residual	12362.700	380	32.533		
	Total	19105.940	381			
a. Dependent Variable: Organizational Effectiveness						
b. Predictors: (Constant), Result Oriented Competencies						

Source: SPSS output (2025)

Objective 4

The fourth specific objective of this study was to determine the effect of the overall staff behavioral competence on the overall organizational effectiveness of the Ethiopian public sector at the federal level.

While a summary of the preceding Table 4.8, 4.11, and 4.14 depicted that the staffs' overall perceived competencies average 4.14 point-which of course is sufficiently high/large; table 4.17 next exhibited perceived overall organizational effectiveness amounted 3.65 points, which based on the framework highlighted by table 4.1 is only close to the lower limit of the range for agreement (3.41-4.20). Hence, the 3.65 mean overall organizational effectiveness rating can be said a little above moderate.

Table 4.17 Organizational effectiveness measures

Measures	N	Minimum	Maximum	Mean	Std. Deviation
Role clarity	382	1.00	5.00	3.91	0.99
Inspired to behave consist	382	1.00	5.00	3.97	0.94
I am satisfied with job	382	1.00	5.00	3.64	1.21
Intend to stay	382	1.00	5.00	3.40	1.30
Teamwork	382	1.00	5.00	3.89	0.94
Inter-Unit Coordination	382	1.00	6.00	3.58	1.04
Dep't.Qual.made me effe.	382	1.00	5.00	3.67	1.07
Org. provi.Quality ser/prod.	382	1.00	5.00	3.35	1.08
Org. recog. To change	382	1.00	5.00	3.42	1.06
Mean				**3.65**	

Source: SPSS output (2024)

This fourth specific objective of the study was also accompanied by a related hypothesis H4 next.

H4: Staff perceived overall behavioral competency (i.e. people, task and result-orientation) has significant effect on the overall organizational effectiveness of the Ethiopian public sector at the federal level.

Accordingly, the model summary in Table 4.18 depicted that perceived staff organizational effectiveness was affected by 46%; and from Table 4.19 next, it can be noted that the effect is statistically significant. The structural model depicted by Figure 4.2 next, displayed a respective 25% and 68% standardized and unstandardized estimate of the interaction. Thus, the 46% staff perceived organizational effectiveness score is very likely.

Table 4.18 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.676a	.457	.456	5.22
a. Predictors: (Constant), Overall Competencies				

Source: SPSS output (2025)

Table 4.19 ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8736.104	1	8736.104	320.132	.000b
	Residual	10369.836	380	27.289		
	Total	19105.940	381			
a. Dependent Variable: Organizational Outcomes						

b. Predictors: (Constant), Overall Competencies

Source: SPSS output (2024)

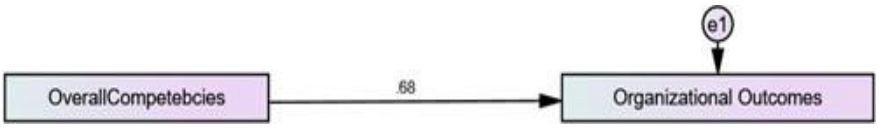

Figure 4.2 A Structural model for overall competencies and Organizational Effectiveness
Source: AMOS capacitated SPSS output (2025)

5. Conclusion and Recommendations

5.1 Conclusion

This study investigated the effect of the major staff behavioral competence units on organizational effectiveness in the Ethiopian federal public service. Quantitative and qualitative descriptive and inferential statistics were used to show the causality relationship between the independent and the dependent variables. A Confirmatory Factor Analyses was conducted and the model was found fairly amenable. The following are objective-by-objective summary of the findings.

The first specific objective of this study was to determine the extent to which staff's people-oriented competencies units affect organizational effectiveness of the Ethiopian public sector at federal level. The study found a very high/strong perceived staff's people orientation behavioral competencies of the Ethiopian public sector at the federal level. The staffs' people-oriented competencies units had significant effect on organizational effectiveness of the Ethiopian public sector at the federal level.

The overall structural model pointed out that the staff's people-orientation behavioral competencies to be at a very low level within the Ethiopian public sector at federal level. This finding has a strong support from the information gathered via the FGD and from the individual employees' and leaders.

The second specific objective of this study was to determine the extent to which staff's task-orientation competency units affect organizational effectiveness. It was found that the staff has strong task orientation competencies. Staffs' task-oriented (inter and intra-personal communication and collaboration or teaming up) behavioral competencies had significant effect on organizational effectiveness of the Ethiopian public sector at federal level. It was also found that the staffs' perceived leader-follower relationships o'f their organization to be more tilted toward task-orientation behavior. This finding has strong support from the information gathered via the FGD as well.

The third specific objective of this study was to determine the extent to which the staff's result-orientation behavioral competency units affect organizational effectiveness. It was found that the staff take their perceived result-orientation competencies to be above average.

The staff's perceived result-orientation competencies significantly affect their organizational effectiveness. Though significant, the staff's perceived result-orientation competencies were found to be low, verifying the respondents' assertion that their organizations are performing not to the expected level. Here it may be important to look if there were other factors than the staffs' result-orientation that can potentially affect organizational effectiveness.

The fourth specific objective of this study was to determine the effect of the staff's overall perceived behavioral competence on the overall organizational effectiveness of the sector at the federal level. It was found that the staff's overall perceived behavioral competencies were rated sufficiently high. The perceived overall organizational effectiveness was found to be a little above moderate (i.e. only 3.65 on 5 point scale). It was also found that the perceived overall staff's competence significantly affected the perceived overall organizational effectiveness.
There is a strong cause-and-effect relationship between the staff's perceived task-orientation; result- orientation competency units; and overall perceived competencies, and its perceived organizational effectiveness. On the other hand, though significant, the staffs people-oriented competencies registered only very low cause-and-effect relationship with the staff's perceived organizational effectiveness, perhaps due to the task-orientation leader-member- relationship culture. Overall, it appears that both organizational effectiveness and staff overall competence need improvement.

5.2 Recommendations

The following are recommendations to the respective FDRE Civil Service Commission, Competency Assessment Unit of the Commission, researchers in the area of human resource management,

- The commission should sustain its good job of working for the staff's task- orientation (strategic thinking, systems thinking, problem-solving and creativity and innovation) behavioral competencies within the Ethiopian public sector at the federal level.
- The competency assessment unit of the commission shou'ld emphasize its endeavor towards people-oriented competencies (inter and intra-personal communication and collaboration or teaming-up) in its competency assessment attempts.
- The competency assessment unit of the commission should further its endeavors of working for result-orientation (productivity, IT-utilization and occupational-competency units) among others.
- Future researchers should further investigate competency assessment-and-enhancement mechanisms for effective public service in general and in Ethiopia in particular. One way they may do this can be by way of focusing on the pros-and-cons of people-oriented competencies (inter-and-intra-personal communication and collaboration or teaming-up) inter alia.

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