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Determination of the Human Resource Competency Development Goals of Indonesia in the Era of Industrial 4.0



Abstract: - The primary objective of this research is to ascertain the various factors that impact the acquisition of human resource competencies. Specifically, the study focuses on the role of communication, collaboration, creativity, and innovation in fostering experimental competencies that can effectively address diverse challenges and opportunities while upholding the principles of integrity and equitable conduct. This research aims to ascertain the determinants that impact the formation of human resource skills. This study employs a descriptive qualitative analysis methodology to adhere to the standards of scholarly inquiry. The transition from a rudimentary version of artificial intelligence to a more advanced iteration is a notable feature of the era known as Industry 4.0. This move presents both challenges and prospects for the advancement of human resources. Given the current breakthroughs in artificial intelligence (AI) technology, the findings of this study emphasize the significance of reevaluating the approach by which the development of human resources (HR) competencies is conceptualized. This suggests that there is a need to modify the necessary skills and abilities towards novel and exploratory approaches to management to attain elevated levels of communication, collaboration, creativity, and innovation.

Keywords: communication, collaboration, creativity, innovation, and artificial intelligence

Introduction

In the contemporary period, marked by significant levels of transformation and rapid disruptions, the presence of a highly skilled and adaptable workforce is of paramount importance. Such a workforce possesses the necessary competencies, flexibility, and agility to effectively navigate and acclimate to various change forms (Sutarna, 2021). The prevalence of significant transformations and rapid disruptions characterizes the modern period. According to Utami (2021), it is anticipated that there will be a rise in employment opportunities. However, specific work sectors may become outdated due to technological improvements and government policies. Acquiring new skills is vital to effectively adapting to the swift pace of change. However, adapting existing abilities to meet the demands and expectations of newly acquired competencies is equally essential. According to IKADIM (2021),

According to Christie and Alkin (2023), enhancing HR competence within organizations involves implementing changes to the design of HR management to promote HR competence. This is achieved through carefully formulated quasi-experimental interventions wherein different management designs are tested randomly. According to Fahrizal (2021), this initiative enhances expertise within human resources. The present study employs a quasi-experimental design that is a modified version of randomized trials, and it is applicable for investigating many phenomena in the field of applied social sciences. Nevertheless, it is important to note that random experiments may not consistently meet the necessary practical and ethical standards in real-world scenarios. Alternatively, they may be conducted by assigning subjects to different conditions within a randomized controlled experiment. Regardless of the scenario, it is crucial to remember that the criteria for conducting randomized experiments are not always fulfilled. Mashudi (2023) illustrates a quasi-experimental design by presenting a case of a competency enhancement plan. This type of design frequently integrates multiple discrete interventions or treatments, enabling subsequent evaluation of the outcomes achieved through randomized studies (Ismail, 2021).

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Similarly, the treatment supplied or randomized in an experiment that uses a new design technique, such as offering essential components of the experiment, ultimately results in a design in the form of the distinguishing qualities of the experiment (Faisal & Yulianto, 2023). The influential characteristics of the ideas presented in Campbell and Stanley's 1966 paper have been recognized for their impact on advancing new ideas about research designs for HR competency development. These characteristics are the foundation for nearly all applied social science research methods in HR competency development (Andriyanty et al., 2023). The seminal work authored by Campbell and Stanley in 1966 is widely acknowledged for its significant impact on the advancement of novel concepts about research designs in HR competency development. The quasi-experimental study yielded a positive response to the intervention or treatment regarding HR competency improvement. This response contributed to developing a competency climate that is more receptive to alternative perspectives on research within applied social sciences (Christie & Alkin, 2023). The reaction from the intervention or therapy delivered in this quasi-experimental study was consistent with the observed outcomes.

According to Johannessen (2021), four discrete categories of HR talents exist. Maintaining the currency of these HR competencies is imperative to ensure the retention of pertinent skills and expertise required for HR design in all economic innovations. In light of the swift and ongoing economic transition, those aspiring to succeed in the recently developed roles would be required to possess distinct abilities (Sutarna, 2021). The essential talents necessary to effectively perform the role within the context of the new work design encompass the 4C competencies: Communication, Creativity, Collaboration, and Change. These competencies will be necessary to meet the demands of the newly designed work effectively. The requisite skills and credentials essential for the execution of the responsibilities linked to the position are as follows.

Furthermore, it is essential to possess specific proficiencies in science, technology, engineering, and mathematics, usually referred to as STEM, to effectively engage in transdisciplinary pursuits within these fields (Johannessen, 2021). Furthermore, the necessary human resources (HR) skills will be situated within a competency framework referred to as the Skills, Experience, Leadership, and Competencies (SELC) model (Fahrizal, 2021). The abbreviation SELC means social, emotional, leadership, and cultural competencies. This encompasses a range of abilities, focusing on social, emotional, leadership, and cultural competencies. The HR field will require developing a crucial skill called REVE (reflection, ethics, values, and environment). This competency encompasses engaging in introspection regarding achievements, upholding ethical standards, comprehending the values associated with fulfilling responsibilities, and fostering a favourable working environment. The acquisition of all these qualities will be necessary. According to Johannessen (2021), the competency known as REVE has been identified as a valuable skill that can enhance the execution of several other competency-related activities.

Furthermore, Johannessen (2021) argues that changes in the structure of HR capabilities and their influence on economic innovation result in adjustments to organizational HR policies and employee attrition. This phenomenon arises when individuals with advanced economic capabilities replace their predecessors (Sutarna, 2021), who possessed a relatively fixed skill set and stayed unaltered until the emergence of economic innovation (Johannessen, 2021).

Literature Review

Employee turnover is when an employee voluntarily chooses to terminate their employment inside an organization. In instances of such occurrences, the firm is obligated to seek a substitute employee with commensurate levels of competence and capability (Johannessen, 2021). Nevertheless, the rapid progress of industrial developments in the innovation-driven economy during the early stages of the Fourth Industrial Revolution resulted in exponential growth in the pace of industrial transformation (Blinder, 2022). This occurrence transpired as a direct result of the rapid growth in the rate of industrial development that occurred. Johannessen's (2021) research posits that alterations in presently stable competencies will afterwards lead to modifications in future competency requirements. Christie and Alkin (2023) suggest that the transition above will lead to a heightened emphasis on the competencies and degrees of proficiency exhibited by organizational leadership and personnel.

Consequently, it is incumbent upon both the company's management and its employees to exert diligent efforts in establishing a work environment that aligns with the requisite human resource skills (Johannessen, 2021). It is

imperative for companies to proactively strive towards establishing a work environment that aligns with the necessary human resources competencies rather than relying on other entities to furnish a framework for their workplace. Instead of waiting for another individual to furnish a framework design, this action is undertaken. Arasaratnam-Smith and Deardoff (2023) claim that notable advancements, including the emergence of significant novel technologies, artificial intelligence, and intelligent robotics, will distinguish the Fourth Industrial Revolution. These advancements will function as two defining features of the Fourth Industrial Revolution. In light of this, employees and executives within organizations must acclimate themselves to the requisite competencies necessitated by technological advancements (Johannessen, 2021). The labour force in the era of the Fourth Industrial Revolution necessitated a range of skills, including but not limited to creativity, collaboration, effective communication, and innovation.

The talents above are among those that will be necessary. According to Zhang (2023), these factors would be crucial for success in the forthcoming era. It is imperative for employees, particularly corporate executives, to effectively oversee their business operations and all interconnected aspects of the organization's activities by employing a cross-functional approach facilitated by a cross-functional competency team (Petersen, 2023). Cross-functional competency teams consist of individuals selected from several areas within the organization. This task is vital to ensure the fulfilment of the specific demands of each business unit. The attainment of a higher level of business fulfilment within an organization is achievable, and it acts as an essential requirement for fostering the development of communication, collaboration, creativity, and innovation.

Furthermore, the utilization of communication, collaboration, creativity, and innovation is employed not only as a vision for the future but also as a means of preparedness for forthcoming shifts in competence and knowledge (Fujimura, 2022). Hence, forming a cross-functional team comprising several teams within the company's organizational structure will effectively address the forthcoming requirements for knowledge dissemination and evaluation (Petersen, 2023). This particular classification of the team comprises groups that comprehensively explore several viable alternatives for implementing necessary alterations. Furthermore, to facilitate the overall organizational adaptation to ongoing developments, leaders and staff must acquire the requisite competencies to effectively navigate and respond to these changes (Johannessen, 2021). Meeting expectations is crucial to fulfilling competencies, both in social and psychological domains, within the context of anticipated organizational changes. This is necessary to adjust to and derive importance from the above changes effectively. This pertains to both the social and psychological dimensions of the occupation. This phenomenon can be attributed to the necessity of effectively adjusting to significant transformations.

The purpose of the explanation above in the context of managing competency changes in corporate organizations is to illustrate that future HR management practices will prioritize processes aligned with organizational needs instead of those focused solely on functional activities within the organization (Christie & Alkin, 2023). When an organization implements a change to align its processes with its needs, the primary emphasis is placed on the competency and expertise of its human resources. This is done to meet consumers' expectations (Johannessen, 2021). The administration of a commercial enterprise that emphasizes functional activities channels the skills and knowledge of its workforce towards the achievement of specified objectives or the execution of diverse roles within the organizational framework. According to Somerset (2023), if staff turnover results in a change in competency, function-oriented organizational change management would aim to replenish the lost competencies and skills by acquiring individuals with similar abilities and skills. Consequently, regarding employee turnover, the challenge lies in replacing departed HR competencies and skills with comparable ones and adjusting to the evolving requirements that arise while recruiting fresh personnel. In contrast to process-oriented organizational change management, it is essential to note that the abilities and knowledge required by organizations from their human resources are subject to constant change (Johannessen, 2021).

Somerset (2023) states that organizational change management encompasses several vital factors. These factors include considering the goals and objectives of the organization, adopting a specific attitude towards change and risk, implementing strategies to safeguard the interests of stakeholders, establishing effective systems and controls for governing organizational activities, fostering a strong organizational culture, and examining the role and actions of leaders within the organization. Corporate policymakers face the challenge of determining the appropriate approach for implementing, nurturing, and guiding changes in corporate organizational management,

considering the potential impact that may arise (Somerset, 2023). Furthermore, it is incumbent upon them to effectively address the consequences that will ensue as a direct outcome of these transformations. The consequences above will manifest in the approach that will be adopted and in the interactions that will be upheld among them.

To address the requirements for competency design, participants must engage in research that facilitates bidirectional translation between real-world scenarios and mathematical representations. Additionally, they are expected to employ a mathematical model to define competence, as outlined by Somerset (2023) and supported by Wess, Klock, Siller, and Greefrath (2021). This finding is to the research conducted by Wess et al. Furthermore, it is expected that the individuals involved will actively participate in the development of a mathematical framework for assessing competency, as suggested by Wess, Klock, Siller, and Greefrath (2021). According to Wess, Klock, Siller, and Greefrath (2021), the translation of mathematical models encompasses the capacity to identify pertinent inquiries, organize variables, establish correlations between variables, and formulate assumptions that are crucial for these proficiencies in practical contexts and specific timeframes.

Furthermore, it is necessary to express the statement above in mathematical terms. Subsequently, the mathematical representation of the statement is analyzed and interpreted, confirming the successful attainment of the desired outcomes as the mathematical framework prescribes. The mathematical model can be constructed by incorporating the capacity to analyze and compare the provided model through an examination of the underlying assumptions, evaluation of the comprehensiveness of the given definition, and identification of the constraints inherent in the model's representation of the specific situation (Del Prette & Del Prette, 2021). This objective can be achieved by incorporating the capacity to examine the multitude of assumptions previously posited, assess the comprehensiveness of the provided definition, and appraise the constraints of the model (Wess et al., 2021).

The primary objective of incorporating competency requirements through modelling in educational institutions is to enhance students' problem-solving skills, enabling them to effectively apply their knowledge to real-world situations (Somerset, 2023). Additionally, this approach aims to equip students to utilize mathematical modelling techniques (Wess et al., 2023). The elucidation above of the mathematical model delineates the concept commonly referred to as global modelling competency. Utilizing incomplete forms in specific processes, referred to as atomistic viewpoints (Wess et al., 2021), is feasible. Based on this perspective, modelling competency is acknowledged as a skill that enables individuals to construct, employ, or modify mathematical models by effectively executing the requisite steps tailored to address competency-related challenges.

Additionally, it involves examining and comparing the resultant models generated through the modelling process (Ten Have, Vernooij, & Stuijt, 2023). The development of this knowledge was attributed to Ten Have, Vernooij, and Stuijt. The competence of the mathematical model is not a unidimensional construct; instead, it can be regarded as a combination of various distinct sub-competencies (Wess et al., 2021).

Del Prette and Del Prette (2021) emphasize the importance of considering the translation of mathematical models. They argue that while socially competent actions do not necessarily need to be extraordinary, they should effectively yield the desired outcomes in line with competency criteria at the personal and social levels. This holds irrespective of the atypicality of the conducted actions (Shinohara & Kenichi, 2022). Like many interpersonal obligations, it is not always the case that all the requirements for personal or social competency are consistently fulfilled (Wess et al., 2021). The evaluation of activities in terms of their performance in developing the required personal or social competence depends on the number of inputs and the range of criteria that need to be fulfilled (Aweya, 2023). Del Prette and Del Prette (2021) suggest that the relative character of skill completion gives rise to several inquiries that necessitate resolution.

In order to ascertain the individual or societal competence of a given activity, it is imperative to identify the prerequisites that must be fulfilled for its successful execution. Can an individual be seen as personally or socially competent despite their inability to achieve their objectives when engaging in tasks that require interpersonal competence? If such circumstances are present, it raises the question of why an individual who exhibits behaviours perceived as competent on an individual or societal level fails to attain the objectives they have set for themselves in alignment with the established criteria.

Olsen (2023) provides several recommendations to ensure the successful implementation of the strategic plan. Assume responsibility for overseeing the management process to ensure the necessary competencies are fulfilled in the routine operational activities (Blinder, 2022). Arasaratnam-Smith and Deardoff (2023) assert that the initial phase of averting the failure of a strategy plan is establishing competency designs during its development. This initial step represents the primary stage in the process. According to Del Prette and Del Prette (2021), when an individual is responsible for implementing a competency design, it is natural for them to perceive it as burdensome. However, once the implementation is completed, it can be perceived as a gratifying accomplishment. According to Olsen (2023), the integration of strategic management into daily operations as a fundamental component of competency design and the subsequent completion of tasks in alignment with strategic objectives results in a more organic incorporation of competency design within the framework of fulfilling human resource development needs, rather than as an additional undertaking. Strategic management plays a crucial role in the development of competency design.

Furthermore, as Olsen (2023) argued, individuals must perceive the organizational competency design as their own personal competency design. This phenomenon can be attributed to the established design implemented by the organization. In order to facilitate the development of competencies (Aweya, 2023), it is imperative that all staff members actively participate in the process from its inception. According to Olsen (2023), implementing the competency design is likely to fail, particularly when considering the management team's capabilities. Del Prette and Del Prette (2021) assert that the competence level of employees across various hierarchical positions is a valuable source of information and plays a crucial role in implementing the organization's competency framework. Christie and Alkin (2023) posit that to implement competency design successfully, the stakeholders must perceive their contribution to the process, even if they are not physically present during the planning phase of competency design.

Furthermore, Olsen (2023) suggests that one approach to mitigating the risk of authoritative competence design failure in an organizational competency design strategy plan is to incorporate it into an extensive document consisting of numerous pages while diligently addressing and rectifying any minor flaws that may arise. Implementing measures to mitigate the risk of failure in an organizational competency design strategy plan can be undertaken. The elimination of the planning page containing the design flaw in competency has significantly improved the readability and comprehensibility of the strategic plan (Del Prette & Del Prette, 2021). The non-essential text should be removed to reduce page clutter (Colwill, 2022). Olsen (2023) recommends putting a high premium on how crucial it is to figure out the heart of the expected competency design. It is imperative to ensure that the amount of complexity in the design plan for competencies is accurately aligned with the corresponding ability to execute it. It would help if you prioritized this matter.

The strategic approach should not be conflated with a corporate plan. Ten Have, Vernooij, and Stuijt (2023) claim that a strategic plan for competency design functions as a comprehensive framework that provides direction and guidance and outlines the necessary steps to transition from one's current condition to the desired future state. Arasaratnam-Smith and Deardoff (2023) argue that accurately delineating evolving circumstances necessitates actively involving all constituent elements in formulating skills. In contrast to business plans, competency designs do not offer external parties an explanation of the organization (Olsen, 2023). The plan's intended audience includes the entire team, staff, and supplementary personnel (Petersen, 2023). The proposed strategy does not encompass selling components but focuses on a specific operational activity. A competency design is a written document elucidates the ongoing progress towards achieving the intended state (Olsen, 2023).

The role of the leadership strategy is cited as its ownership of the business process throughout the development of the competency design (Blinder, 2022). Developing a competency framework within strategic competency planning exhibits notable parallels with building an organization's business strategy (Belal et al., 2023). The development of a business strategy for a corporation is undertaken by a group of three to five individuals designated as drafting teams, who guide other teams in the strategic management process. There is no discernible disparity between the two methodologies of interest—selecting a staff member responsible for developing the competency design. The individual in question will be accountable for overseeing the completion of the subsequent responsibilities: firstly, monitoring the advancements made by utilizing progress scorecards; secondly, gathering updates from managers and staff members regarding competency goals, objectives, and plans; thirdly,

organizing and guiding the evaluation of monthly and quarterly strategies for competency suitability, as well as updating periodic competency designs. Additionally, it is crucial to ensure the ongoing relevance of the strategy by making necessary modifications that consider the various developments that have transpired over the years (Olsen, 2023).

According to Olsen (2023), while developing a Strategic Plan, it is possible to summarize the complete plan onto a single page within a book, allowing for a concise structure that facilitates further examination (Aweya, 2023). This will enable you to preserve it within a structure that can be revisited. Unless one already has a filing cabinet with considerable-sized shelves, acquiring this particular equipment becomes imperative. This document functions as supplementary documentation, serving as a point of reference and documenting critical elements of the strategic plan on a single page conveniently available on the internal website and social media (Olsen, 2023). The inclusion of a citation is required to support the claim made. This document serves as a repository for documenting critical elements of the strategic strategy. Furthermore, the document above serves as a repository for documenting noteworthy elements of the strategic plan (Ten Have, Vernooij, & Stuijt, 2023).

Recognizing achievement through the execution of a well-defined course of action is a systematic approach that assures carrying out essential duties (Ten et al., 2023). According to Olsen (2023), the act of awarding achievement as a means of recognizing and praising the effective implementation of a strategy plan is a practice that individuals widely appreciate. In implementing activities that establish a connection between performance and rewards, individuals generally derive satisfaction from receiving compensation for effectively accomplished tasks (Kaluza, 2022). The provision of incentives can manifest in diverse formats and encompass a broad spectrum of values. Incentives can be provided through diverse, innovative mechanisms; nonetheless, monetary incentives are often perceived as the most advantageous. According to Olsen (2023), it is feasible to develop factors that can serve as sources of motivation. Somerset (2023) underscores the importance of strategic planning and attaining defined goals and parameters. Additionally, the author highlights the implementation of incentives to reward accomplished performance and achievement.

In order to effectively execute a strategic plan, all stakeholders must recognize the potential influence of competing strategic plans from prominent industry players, such as Keep it Simple, Stupid (KISS). These players employ media campaigns that aim to undermine the efficacy of corporate planning (Olsen, 2023). The proper execution of the plan necessitates this action. As stated by Christie and Alkin (2023), those above must be implemented in order to ensure the proper execution of the strategy. The significance of this matter lies in the ease with which opponents might perceive a sophisticated strategic plan despite the implementation of many defensive measures. Notwithstanding these endeavours, it remains very effortless for rivals to perceive it. Despite implementing comprehensive preventive measures, Olsen (2023) asserts that adversaries can still quickly access the system above.

Christie and Alkin (2023) propose that regular monthly strategy review meetings should be conducted by businesses to maintain the currency of their strategic plans. Despite any concerns other departments express about non-routine meetings that deviate from regularly scheduled staff meetings, the actions above must be carried out irrespective of any objections. Multiple strategies can be employed to enhance the participation rate in a given activity (Olsen, 2023). One potential approach involves convening a conference to deliberate on strategies to enhance the participants' engagement and enjoyment during the activity. The meeting's agenda included a deliberation on the operational procedures of the strategic plan, alongside a report on the company's progress in achieving the strategic plan's objectives. It would be tremendously beneficial if you could provide a checklist enumerating the steps that have been accomplished. During this dialogue, the participants will also examine the possible measures that can be taken to improve the situation in the event of an undesirable outcome (Blinder, 2022). (Christie & Alkin, 2023) conducted a study on the subject matter. Other adjustments may be introduced throughout this meeting if they are considered essential.

To mitigate the potential for the meeting focused on the development of the strategic plan to become monotonous and to ensure its continuity, it is imperative to prioritize the ability of the meeting to proceed even within a limited timeframe (Olsen, 2023). Thus, one of the primary objectives should be to guarantee the meeting's seamless progression despite its brevity. The initial step involves soliciting each worker to provide a report on one or two

successes that have been successfully attained (Christie & Alkin, 2023). This will enable you to facilitate discussions and enhance their productivity. It is recommended to impose a time constraint of one minute for each individual's report, with the provision of a designated individual responsible for monitoring the duration (Colwill, 2022). According to Olsen (2023), one approach to addressing issues faced by workers needing help is to allow them to pose questions regarding their problems on a designated meeting board. It is possible to inquire about issues about workers not presently encountering difficulties. Focus groups are recommended for facilitating talks, wherein a designated time frame of ten to fifteen minutes is allocated to each group, with the specific objective of identifying a resolution to the present issue (Kosieradzka & Rostek, 2021). Conversations should be employed as a means of facilitating discussions. The topics under discussion should be pertinent to the overarching strategic plan that governs the entire organisation's operations. If these obstacles cannot be surmounted, it is advisable to defer their discussion later. It is not obligatory to make problem-solving the sole objective of the meeting; nevertheless, it is recommended to verify that all participants are appropriately situated within the designated timeframe (Olsen, 2023).

The conversations that occurred may elicit surprise among individuals due to the notable intensity and efficacy of the sessions in addressing strategic objectives, as exemplified in this specific case (Houtman et al., 2021). Olsen (2023) asserts that individuals possess a pervasive inclination towards exploring the subject of strategic planning and its impact on the coherence of their professional endeavours. In order to effectively implement problem-solving strategies aligned with their primary aims, individuals need to engage in exciting and engaging talks (Kosieradzka & Rostek, 2021).

According to Olsen's (2023) findings, it is imperative to consistently uphold open channels of communication to ensure the effective execution of the strategic plan. The undertaking above may seem daunting, requiring meticulous deliberation and carrying the risk of probable failure (Colwill, 2022). Therefore, constant availability of communication must be established (Petersen, 2023) to uphold the optimal functionality of the strategy plan. In order to mitigate the perception of incompetence, staff employees must possess a comprehensive understanding of the ongoing activities (Colwill, 2022). Consequently, the latter will aid in mitigating undesired outcomes throughout the implementation of the strategic strategy. According to Olsen (2023), it is inappropriate for employees to use individuals' lack of comprehension for personal amusement.

According to Olsen (2023), one strategy for maintaining control over staff members and ensuring their work is consistent with criteria is utilising a scorecard to foster connectivity among team members. The purpose of the scorecard is to provide a succinct summary of the ongoing implementation plan and facilitate the monitoring of progress towards achieving each objective through utilising these controls—the primary aim of the strategy in its most advanced iteration (Somerset, 2023). According to Colwill (2022), implementing plans in an ideal situation results in establishing quantifiable objectives for the plan. According to Olsen (2023), it is recommended that these objectives should include monthly or quarterly benchmarks that can be utilized to monitor the tangible outcomes of the implemented strategies.

The scorecard generated functions as a comprehensive progress report, comprising a single document that summarizes the results of each plan target integrated into the strategic plan. Scorecards might be employed in charts and graphs to present succinct illustrations demonstrating the advancements in implementing the plan (Olsen, 2023). Furthermore, it is possible to convey the information in a manner that is aesthetically appealing to the viewer (Ten Have, Vernooij, & Stuijt, 2023). Del Prette and Del Prette (2021) assert that the scorecard can support personnel in fulfilling their respective obligations to implement the strategic plan.

When individuals seek assistance from others, it is beneficial to have access to a role model who can effectively demonstrate desirable behaviours, facilitating observational learning (Colwill, 2022). According to Olsen (2023), it is recognized that effectively aligning the implementation of a strategy with the intended objectives is the optimal course of action. This phenomenon can be attributed to the inherent satisfaction derived from assuming a leadership role in the successful execution of a strategic initiative (Blinder, 2022). Enhancing the probability of successful outcomes in one's plans can be facilitated by demonstrating effective leadership (Colwill, 2022), wholehearted commitment to the endeavour, and prioritizing attaining the organization's objectives as the foremost determinant (Jain, 2019). The following strategies are considered optimal for ensuring the successful realization

of one's plans. By adopting this plan, they will enjoy increased flexibility in managing the personnel, even if it necessitates revisiting specific actions already implemented. According to Olsen (2023), engaging in discussions with employees regarding the ongoing implementation of the strategy serves as a vital element in fostering effective communication with consumers, clients, and members of the company's board of directors. A recommended course of action is to engage in discussions with staff members to gather insights on the implementation outcomes of the strategic plans. The primary objective of these inquiries should be to assess the extent to which progress has aligned with the planned trajectory (Belal et al., 2023). Olsen (2023) suggests estimating the time required for budget calculation and conducting a thorough review to verify its alignment with the drafted plans.

According to Olsen (2023), excessive emphasis on implementing future work plans can lead individuals to overlook the present moment of accomplishment. Therefore, it is advisable to derive satisfaction from success, irrespective of its magnitude, while actively pursuing the execution of a plan to achieve success. The commencement of celebrating success does not need the completion of documenting all achievements (Somerset, 2023). To properly implement the approach, taking the necessary actions, including acknowledging and commemorating accomplishments throughout the process, is crucial. Can this achievement be considered a significant milestone in your personal or professional trajectory? To demonstrate a sincere display of caring, one may consider organizing a pizza party or extending an invitation to join a group lunch.

Nevertheless, a more straightforward approach entails striking the bell that aligns with the established criteria, eliciting a sense of achievement and serving as a notification of our successful endeavour (Olsen, 2023). Christie and Alkin (2023) suggest that this approach fosters a perception among individuals that they have actively contributed to attaining the objective. Christie and Alkin (2023) claim that commemorating triumphs fosters a sense of significance among all team members, offering them further growth and motivation. This phenomenon persists regardless of whether the consequences have had a substantial or negligible influence (Olsen, 2023).

Research Method

This research methodology employs the steps delineated in the Scientific Research Method, wherein the researcher actively substantiates the hypothesis. Jain (2019) posits that research methodologies' primary aim of demonstrating phenomena is to ascertain the inherent connection between many observed events. This can be accomplished by examining the correlation between the two variables. This realization serves as the foundation for elucidating the nature of the relationship between the two entities involved and serves as the underlying premise for the subsequent explanation. In the present study, the researcher collected data to address the survey by conducting interviews with individual or group users. The interviews were performed either through face-to-face interactions or via telephonic communication. Throughout these interviews, the researcher posed inquiries and proposed topics for discussion to the research participants. Subsequently, we made a formal request to the participants, urging them to furnish answers to the study inquiries while ensuring compliance with any supplementary guidelines that were subsequently issued.

Furthermore, data was collected by observing and documenting events and behaviours about the researcher's chosen research topic while closely watching individuals or groups of respondents. This procedure was conducted during the researchers' observation of the reactions exhibited by individuals or groups. This was achieved by observing both individual participants and groups of participants. One approach to conducting research observations entails engaging in experimental research or establishing controlled settings within one's research endeavours. Engaging in naturalistic observation of events and their corresponding environments represents an alternative methodological approach. Depending on the nature of the observation being undertaken, the researcher may or may not engage in the actions that constitute the primary focus of the observation. The determination is made during this stage.

Furthermore, as a component of this qualitative investigation, the examination of documents or archival materials located within libraries is also conducted. This type of inquiry includes examining several sources such as papers, media, historical and current records. The term "document" encompasses diverse written or visual materials, including narratives, diaries, notebooks, and other similar resources.

Discussion

As stated by Kaluza (2022), a widely accepted understanding exists that an individual's proficiency in task performance is intricately linked to their response to stress-inducing circumstances. According to Kaluza (2022), individuals may have challenges in effectively demonstrating their competence due to the perception of their actions as an acknowledgement of wrongdoing by others inside the organization. Consequently, this perception might evoke feelings of inadequacy, failure, and self-blame. This presents challenges for specific individuals in effectively demonstrating their proficiency. Individually.

Nevertheless, the interpretation of this confession is deemed inappropriate. The primary factor responsible for the situation under discussion is stress rather than specific errors or failures, which are not directly relevant (Ismail, 2021). Fahrizal (2021) posits that individuals achieve liberation from their one-sided dependency on external events by developing an awareness of their sources of stress. According to Sutarna (2021), individuals proficient in several activities may be subjected to disproportionate external events, leading to an imbalanced dependence on external stressors and subsequent feelings of powerlessness. According to Kaluza (2022), it has been observed that their behaviour primarily consists of reacting rather than demonstrating actions that align with their inherent capabilities. The experience of encountering stress, which intensifies attitudes and behaviours, provides individuals with an opportunity to recognize the available avenues for potential resolutions, opportunities for decision-making, and the extent of agency in preserving their own physical and mental well-being in the face of external pressures (Asrarudin & Dewi, 2021). The inclusion of a citation is necessary to support the information provided. (Asrarudin & Dewi, 2021) Upon comprehending the elucidation above, reinstating proficiency and fostering self-empowerment to recognize and alleviate tension becomes analogous to the simplicity of administering a rudimentary pharmaceutical remedy and adhering to concise directives. Both of these factors will aid individuals in managing the repercussions of stress in these circumstances. The influence of stress on performance can be categorized into three distinct dimensions: stress triggers, stress reactions, and personal stress boosters (Kaluza, 2022). Ismail (2021) posits that stress is subjectively experienced by individuals in a manner distinct to each person.

The modern network landscape has undergone significant changes due to advancements in electronic and optical technology, the rise of electronic business (eBusiness), social networking, and broadband mobile communications, among other factors (Aweya, 2023). As a result, individuals must adapt their competency level accordingly (IKADIM, 2021). The research conducted by Aweya was published in the year 2023. The implementation of high-speed transportation networks, widespread availability of mobile networks, and adoption of e-business practices have collectively resulted in significant paradigm shifts in the operational dynamics of enterprises. Gultom, Setyawan, and Laksono (2023) assert a gradual shift from traditional company methods and systems towards internetwork business solutions inside electronic commerce, commonly called e-business.

Furthermore, these systems effectively leverage the functionalities provided by private enterprise networks and internet service providers, in addition to the ubiquitous public Internet (Fahrizal, 2021). As a result of this phenomenon, companies can achieve their objectives more efficiently. Organizations frequently assess the prospective influence that the increasing presence of electronic firms may exert on their market standing, afterwards adapting their strategies to these discoveries (Afiat, 2021). In the contemporary business landscape characterized by intense competition, Aweya (2023) asserts that the network capacity of an organization plays a crucial role in defining its potential for success. This capacity serves as the fundamental underpinning for the organization's e-business strategy. There is an increasing recognition among companies that their network holds strategic value within the current competitive business environment (Apriyanti & Romli, 2022). This network determines the firm's overall performance (Aweya, 2023). The network infrastructure is crucial in determining the organisation's overall success.

As stated by Aweya (203), a crucial skill in e-business involves the capacity to establish a network of sales packets that originate from a host or router. These packets are transmitted through a router system and related networks until they reach a router connected to the same network as the intended destination host (Zaman & Andriyani, 2022). Aweya's observation was documented in his scholarly paper (Aweya, 203). Subsequently, the final router will transmit the packet to the designated local host within its respective network (Fahrizal, 2021). As stated by

Aweya (2023), individual routers maintain their respective databases that store details regarding the subsequent routing path. This functionality facilitates the transportation of data packets across the network and ensures their successful delivery to the designated destination. If a router lacks a direct connection to the ultimate destination of a packet, it will consult its routing table to determine the appropriate routing path for the packet. Subsequently, the router will transmit the packet to another, commonly called a next-hop router, closer to the final destination than the initial router. This process is repeated once at each router, called a hop until the data packet reaches its final destination (Laksono et al., 2020). Hops are also referred to as "hops" in shorter form.

According to Fujimura (Fujimura, 2022), cultural competence depends on the efforts made to continue enhancing cultural competence within the context of new understanding, skills, expertise, and curiosity. Previous studies have indicated that styles of thinking that stimulate one's curiosity favourably influence one's personal growth, interpersonal connections, and professionalism (Sutarna, 2021). According to the conclusions of the study carried out in 2004 by Kashdan and colleagues, curiosity is about the possibilities for one's progress. Curiosity is "a motivating mechanism associated with positive sensations related to recognition, pursuit of information, and placing oneself in intriguing, unexpected, and difficult situations." It is believed that curiosity is a motivational system associated with favourable emotions related to recognition, the pursuit of information, and immersing oneself in experiences that are intriguing, unusual, and difficult. There should be room for curiosity at the heart of competency development, and the ultimate objective of attaining cross-cultural competence should be accomplished by pushing beyond one's comfort zone and taking the necessary risks (Ismail, 2021). Increasing one's skills requires intentionally removing oneself from one's typical environment and positioning oneself in a new one. This is done in order to support growth. In the meantime, certain professions may have the time and the means to cultivate their curiosity by performing studies to gather information, which may entail travelling to different nations (Utami, 2021). In order to create cross-cultural competence, it is not essential to travel very far to various nations overseas, different states, different cities, or even just to your workplace because this may be done simultaneously. Going to Chinatown or eating in an ethnic restaurant is a step in the right way, but if you do not acquire cross-cultural competency, these experiences will not be sufficient for you (Fujimura, 2022). This development takes place within the context of a different culture, and it is consciously and deliberately focused on increasing capabilities, self-examination, and growing competence as the key (Faisal & Yulianto, 2023).

Maliszewska (2023) asserts that the advancements made towards realising Industry 4.0 technology have permeated all facets of the organizational structure. Managers within the organization must possess the necessary expertise to identify the trajectory of technological advancements in data management, information proficiency, and other forms of knowledge. Additionally, they should be capable of effectively overseeing the collaboration between human resources and machines within the organizational framework (Rony, 2021). The notion of Industry 4.0 subsequently facilitates the integration of collaborative efforts, which are then structured into a competency model. This model encompasses the collaboration between humans and machines and the allocation of duties and responsibilities aligned with clients' requirements. Industry 4.0 is also commonly referred to as the fourth industrial revolution. According to Ismail (2021),

Guvta (2023) posits that start-ups are crucial in implementing diverse competency models of processes that foster collaboration between humans and technology. The partnership technique is commonly employed in start-ups to enhance collaboration between humans and machines (Rony, 2021). This technique encompasses establishing partnership relationships and their subsequent development through a series of steps, including identifying potential partners, determining the most suitable level of partnership arrangement modes, preparing partnership contracts, executing the contracts, and ultimately enhancing the success of partnerships based on outcomes. The assessment of achievements based on quantifiable benchmarks has been discussed by Fahrizal (2021). Furthermore, the text above delineates the aims pursued by the organization, encompassing the augmentation of market presence, identifying deficiencies in competencies, and guiding future actions from all indispensable constituents of the collaborative endeavour (Guvta, 2023). In a similar vein, ascertain the suitable degree of collaboration within the collaborative innovation setting mode as it pertains to the 2D working relationship framework. The detection occurs during the initial phase of each commencement procedure, specifically when the configuration mode is set to this (Pratikno, 2021). Before formulating the terms and conditions of the partnership, it is necessary to ascertain the terms and conditions of the relationship (Fahrizal, 2021). It is imperative to ensure that the collaboration is effectively implemented and advanced.

Blinder (2022) and other scholarly sources indicate that prominent corporations have integrated competence models into their operations. These models facilitate collaboration between machines and humans and establish frameworks for recruitment systems, performance evaluation, learning management, and career development path designs. This phenomenon persists despite the initial intention of developing these models to enhance cooperation between robots and humans. According to Sutarna (2021), significant financial resources were allocated to developing and adapting this model for practical implementation. These investments aimed to ensure its applicability as a measurement tool in performance evaluation and company performance management processes and its integration into learning management systems.

Additionally, the model was intended to serve as a competency model for various other human resource functions and systems. The material in question is widely known and generally accepted. In 1978, Tomas F. Gilbert and in 2019, Marilyn Gilbert both expounded on the concept of competence as an active process that yields a significant outcome. The concept of "competence" encompasses the accomplishment or outcome of one's efforts. Sukemi (2021) asserts that the effectiveness of the assistance provided is directly correlated to the extent to which the organisation's or society's goals are realized. The term "competence" has been employed by professionals in the domains of human resources and vocational training for numerous years (Pratikno, 2021). The author Sutarna (2021) analyses performance management and learning management systems, including comprehensive explanations of the desired performance standards. Competence encompasses three distinct categories: skill competencies, knowledge competencies, and attribute competencies, which are attributed to the individual in question (Fahrizal, 2021). These several sorts of competencies are commonly employed for assessment.

Troisi (2023) asserts that the impact refers to a pre-existing network encompassing diverse subjects and having a wide-ranging scope within a technological development approach. This network collaboratively generates technologies based on knowledge networks, shares expertise among its members, enhances their respective competencies, and improves knowledge competency through the dissemination of information among participants. The network is subsequently reinforced through a social framework, encompassing the dissemination of an entrepreneurial culture that facilitates the implementation of measures to address risks inherent in business operations, thereby enabling the extraction of concealed advantages from the transfer of knowledge embedded within these activities (Andriyanty et al., 2023). Promoting an entrepreneurial culture facilitates the implementation of measures required to address the risks connected with commercial operations, which can derive concealed advantages from disseminating knowledge inherent in these activities. This potential risk emerges due to the prevalence of people involved in commercial endeavours who originate from the public sector (Rony, 2021). Within the purview of the stakeholders engaged in commercial endeavours, these individuals have distinct responsibilities regarding restricted administrative and geographic functions (Utami, 2021). According to Sutarna (2021), ecosystem management's administrative and geographical methods do not overlap in their respective boundaries. This phenomenon occurs due to the absence of overlap between administrative and geographical methodologies. This encompasses the limitations of methodologies such as geographic clusters, distinguished by the concentration of economic activities intricately linked to the specialized knowledge held by each member inside the entity. This also encompasses the limitations of methodologies, such as delineating geographical clusters.

Houtman et al. (2021) assert that the existing body of research lacks substantial evidence regarding the correlation between work and mental health, specifically about work competencies, as observed in the Netherlands and Belgium. This dearth of evidence extends to the broader European context, as evidenced by the European Working Conditions Survey (EWCS). Notably, the sixth follow-up survey of the EWCS incorporated a work fatigue scale as one of the items used to measure work competencies. The present study was conducted in the Netherlands and Belgium. Although the focus of this study pertains to only one of the three widely acknowledged dimensions of burnout assessment, the objective of this investigation is to illustrate that the items above signify positive behaviours when considering the prediction of burnout among European employees, in conjunction with other relevant concepts (Fahrizal, 2021). Hence, it is essential to present the prevalence of post-workday exhaustion nationally, as assessed by the European Working Conditions Survey (EWCS) in 2015.

Additionally, this discussion will include relevant methodological aspects of the EWCS and specific fatigue-related items. This is because there is significant interest in determining the prevalence of fatigue experienced

after the workday on a national scale, as assessed by the EWCS-2015 survey. The observed relationship between the duration of labour and the proportion of individuals in a given nation who express fatigue at the end of their work shift can be attributed to this phenomenon (Rony, 2021). The academic community's widely accepted consensus attributes the prevailing definition of burnout to the scholarly contributions of Maslach, Jackson, and Leiter. According to the provided definition, burnout is when employees experience exhaustion due to their labour. This leads to cynicism towards the outcomes achieved due to their work and a lack of trust in the work accomplished. According to Samihardjo (2021), the capacity best aligned with accomplishing established objectives is considered the most suitable. In a more precise context, the term "mental health weariness" pertains to a state of profound and enduring fatigue about forthcoming tasks, consistently accompanied by sensations of tiredness and emotional depletion (Sutarna, 2021). The experience of mental exhaustion is a fundamental aspect of the central factor of burnout, known as mental health fatigue. Cynicism emerges as the second influential component in developing mental health burnout, commonly manifesting during the latter portion of the workday (Sutarna, 2021). The manifestation of cynicism is evident through a decline in enthusiasm and passion towards one's professional endeavours, accompanied by uncertainties surrounding the significance and purpose of the completed job. Cynicism may manifest as scepticism about the worth and importance of the work that has been achieved. The third component of burnout theory posits that an individual's mental well-being at the culmination of their workday is associated with decreased professional effectiveness (Fahrizal, 2021). Subsequently, it is posited that there exists a perception that the individual's professional competence has diminished, rendering them incapable of performing their duties effectively and resulting in a diminished sense of personal accomplishment within the work environment (Ismail, 2021). In essence, the notion of burnout as a mental health measure encompasses multiple dimensions, namely the manifestation of a stress reaction resulting in mental weariness, a negative response in terms of mental well-being characterized by cynicism, and a decline in self-esteem leading to a loss of professional efficiency. All of these variables can be attributed to a decline in professional efficacy..

In the 21st century, companies have gained significant insights into the significance of operations in forecasting occurrences that are very probable, even when these events have adverse consequences (Kosieradzka & Rostek, 2021). This phenomenon is evident in how organizations have come to recognize the significance of operations in forecasting highly probable situations. Consequently, these activities can be accompanied by appropriate safeguards to mitigate the risk of adverse consequences (Sutarna, 2021). The Business Continuity Maturity Model (BCMM) has gained significant recognition and widespread adoption as a prominent framework for safeguarding operations and managing risks to ensure long-term viability. The Virtual Corporation undertook the development of the technology. The model above is employed in the context of risk mitigation and preparedness. In the year 2020, a model was developed. This operational safeguard entails evaluating the progression of operations using a maturity point scale of level 6. The assessment criteria encompass eleven competency categories and their sustainability, necessitating evaluation. In a more particular manner, the evaluation process encompasses assessing seven distinct competency categories and four distinct areas of sustainability criteria.

Furthermore, a supplementary operational protection model is implemented to address potential threats using risk management and sustainability practices proactively (Rony, 2021). The development of this model was undertaken to mitigate potential risks. The model under discussion is called the Enterprise Risk Management Maturity Model, abbreviated as the ERM model. It encompasses eight evaluation categories, assessed using a maturity scale of level 5. This scale was initially devised by Ciorciani and Blattner in the year 2008. In 2008, Ciorciani and Blattner introduced their scale through publication. The Risk and Insurance Management Society-Maturity Model (RIMS-RMM) is a widely recognized maturity model in competitive risk and sustainability. It has garnered significant attention within the industry. The study utilizes a 5-point scale and a survey to examine the durability of 7 competency characteristics across 25 competency units. The Risk and Insurance Management Society formulated the concept in question. The combination of 68 fundamental elements determines the characterization of an organization's potential for predictive operations.

Additionally, the model's advantages are further enhanced by the continual viability of the model (IKADIM, 2021). The many regulations and standards that might be utilized in risk management also contribute to its complexity. A proposed operational model has been put out to address the challenges of competency and sustainability in the public sector during times of crisis. This model focuses on risk management in public crisis management to protect and sustain competencies. It aims to mitigate the impact of the ongoing crisis on the public

sector. This concept is called Risk Management in Public Crisis Management, alternatively known as RMPCM or an operational model for safeguarding competency and sustainability through Risk Management in Public Crisis Management.

Ten Have et al. (2023) propose several justifications for adopting a novel visualization or modelling approach to elucidate the notion of competency. The reasons above were offered to demonstrate the rationale behind adopting this novel strategy. One of the factors contributing to enhanced comprehension of the material is the ease with which it can be grasped (Sutarna, 2021). Rony (2021) posits that the foundational framework and operational mechanisms of visualizing or modelling were initially formulated to be implemented and evaluated in many specialized fields within the realm of change management. The activity above was implemented to augment the change management process (Utami, 2021). When discussing "particular change objectives," it is essential to consider the necessary alterations and strategies to enhance competency to accomplish these changes. This change management competency model provides guidance in addressing critical inquiries about change proficiency, with the ultimate goal of delivering a resolution (Sutarna, 2021). The initial element of the change pertains to the trajectory that ought to be pursued, the notion that should be actualized, or the overarching vision of the change itself. The subsequent element of the change pertains to the requisite competencies for implementation, the viability, or the existing capacities for effectuating the change (Fahrizal, 2021). Ten Have, Vernooij, and Stuijt (2023) argue that the representation of the transformative vision can be depicted in two ways: a vertical axis or a lemniscate. The axis or lemniscate can thus be categorized as variables that influence change or significant factors contributing to change for each argument regarding the observed facts and the resulting consequences of the change (Sutarna, 2021). Ismail (2021) depicts the ability to enhance abilities necessary for competency transformation as a horizontal axis. The axis depicted in the graph symbolizes the specific form of focus and vitality linked to proficient execution.

In the present study, the integration of two models (Rony, 2021) reveals that a social psychological model, which posits that social motives influence competence, and a c, which identifies critical factors in facilitating subsequent change, exhibit similarities in terms of schematic representation, visualization, and conceptual alignment. Moreover, both models offer valuable insights into the dynamics of change and the acquisition of additional knowledge. Social motives determine the influence of competence in the social psychological model, whereas the change competency model also plays a role. Sutarna (2021) posits that the influence of the social psychological model on competency is manifested through its emphasis on social motives. The change competency model is based on several significant requirements. When elaborating on the concepts of change and further learning, it is advantageous to use the 29 primary competency development categories organized and situated inside a framework called the Fiske Model (Ten et al., 2023). The Fiske Model encompasses a range of categories and jobs. Subsequently, the Fiske and the change competency models are employed as theoretical frameworks to delineate crucial and noteworthy competencies required to enhance competence in change management (Ismail, 2021).

According to Colwill's research (Colwill, 2022), the utilization of power in the exercise of authority can be facilitated by applying a power-sharing model, which can foster the creation of diverse entrepreneurial innovations. The statement above is articulated within the. The combination of power ownership and its associated implications fosters opportunities for broader societal engagement through education. Simultaneously, this approach facilitates power sharing, mitigating the potential for abuse of authority and instances of corruption (Apriyanti & Romli, 2022). According to Apriyanti and Romli (2022), the hierarchical structure of power-sharing models may vary. However, implementing innovation can still yield significant benefits by diminishing power within an organization by reducing the structural distance from top leadership. One way to achieve this objective is by enhancing the degree of structural separation between the lower echelons of an organization and its uppermost leadership. This objective can be accomplished by establishing greater distance between an individual and the uppermost echelons of leadership within the organization (Sutarna, 2021). Rony (2021) posited that the diminishment of structural power within an organization can enhance its adaptability and foster the cultivation of competencies, facilitating learning within these abilities. In instances where individuals within an organization are habituated to receiving guidance and making choices based on the directives of their superiors, the initiation and sustenance of novel ideas and the implementation of egalitarian power-sharing practices can prove challenging. This difficulty arises mainly when the organizational culture is characterized by a hierarchical power

structure that maintains a significant separation between those who hold power and those who directly execute tasks (Ismail, 2021), as well as when there is a considerable distance between individuals who possess high levels of power (Fahrizal, 2021). Individuals may experience reduced access to learning opportunities, limited capacity for adapting to change through innovation, and decreased ability to ask questions in situations characterized by high power distance. This is due to the limited avenues for discussing innovative ideas and expressing diverse opinions (Sutarna, 2021). This phenomenon arises due to limited opportunities for challenging novel advancements (Colwill, 2022). The act of questioning may be subject to misinterpretation or seen as a kind of criticism towards those in positions of authority, hence placing accountability on these individuals. Consequently, there may be limitations imposed on the act of questioning (Sutarna, 2021).

Zanoni et al. (2021) assert that the study focus of all doctoral students is centred on diversity, with a collaborative approach. Simultaneously, researchers prioritize the examination of the theses produced by undergraduate and master's degree students, which explore subjects relevant to their investigations on diversity. This collaborative approach aims to enhance the research capabilities of both parties, as highlighted by Rony (2021). Sutarna (2021) posits that assuming the role of one's thesis supervisor can have several advantageous outcomes. According to Sutarna (2021), individuals can gain practical knowledge by aiding others in constructing arguments and conducting research. Simultaneously, this involvement allows master's students to collect more data essential for their research endeavours. Nevertheless, assuming the supervisor position for a master's degree program presents considerable challenges as it necessitates a comprehensive comprehension of the optimal provision of support to master's students. This entails a nuanced understanding of the interplay between competency frameworks, motivations, and the program's anticipated outcomes (Fahrizal, 2021). This role is a challenge due to the necessity of comprehending the optimal approach to providing support for master's students, which entails a nuanced integration of the program's offerings and the specific needs of these students. Within this particular framework, ethical concerns necessitate establishing a harmonious equilibrium between the considerable emphasis placed on studying data, which in turn fosters superior outcomes, and the reasonable expectations derived from accurate assessments of individuals' capabilities. Setting unrealistic expectations may undermine individuals' motivation (Samihardjo, 2021). The establishment of this equilibrium is crucial as the presence of high expectations might lead to substandard output. It is crucial to consider the extensive remarks made by Marjan and Patricia regarding the ethical obligations they bear in conducting their studies to complete this thesis and their collaborative efforts (Zanoni et al., 2021).

According to Shinohara and Kenichi (2022), the authors assert that it is necessary to strengthen the provisions about seniority rights ownership to address union concerns. Shinohara and Kenichi suggest that this course of action will effectively meet the demands of the labour unions. According to Shinohara and Kenichi (2022), Although it can be anticipated that the inclusion of these rights in seniority will generate debates regarding their assessment of workers' capabilities in seeking resolution for their disputes through subsequent arbitration cases (Fahrizal, 2021), Shinohara and Kenichi assert that this will effectively address the concerns of labour unions. The newly established criteria outlined in published judgements for arbitration disputes, including the specific instance at Chevrolet Gear & Axle on December 30, 1941, further clarified the standards of competence by which individuals were evaluated. The aforementioned published judgements were derived from arbitration disputes, including the one that transpired on December 30, 1941. Utilizing these recently formulated norms was a common practice in arbitration procedures. The complaint regarding competency was submitted on August 15, 1941, subsequently resulting in the issuance of the ruling. Despite the comparable levels of skill exhibited by both candidates, the employee identified by the letter T was chosen for the position within the company due to his demonstrated aptitude in effectively managing complaints. The individual identified by the initials M was not selected for the post above. While M and T possess equal competence in fulfilling the responsibilities associated with complaint resolution, T has more excellent expertise in this domain due to their lengthier tenure in handling such matters. M has been responsible for managing complaints for a relatively short duration. In this case, the arbiter determined that assessing the subjective element of ability posed challenges for several reasons (Sutarna, 2021):

1. Accurately evaluating the relative abilities of individual workers is deemed impossible.
2. Personal considerations inevitably accompany the assessment conducted by field supervisors.

3. Seniority is a factor that impacts productivity.
4. The selection of several workers for seniority assessment is done randomly.

The arbitral judge reached the judgement in this particular instance due to the inherent impossibility of the circumstance.

According to Tryma (2021), during the early phases of the pandemic, the Ministry of Education and Science has shown a deficiency in addressing the thorough planning and execution of guidelines on the operational elements of educational institutions. The Ministry of Education and Science underlined the need for coordinated, proactive actions among universities to address exceptional circumstances during a pandemic. The Ministries of Education and Science in several countries rely on the autonomy and experience of university management teams to develop and execute regulatory frameworks that handle the problems presented by the pandemic. This encompasses the efficient management of remote education and protecting the welfare of students dwelling in dorms, participating in extracurricular activities, or engaging in voluntary work. These strategies are of utmost importance in effectively tackling the epidemic and promoting efficient communication at all levels of the education system.

The COVID-19 pandemic has significantly influenced the administration of campus operations, resulting in significant alterations in educational and scientific pursuits that now prioritize the requirements of pandemic containment (Tryma, 2021). The primary objectives of higher education as an institutional entity encompass the dissemination of information and the provision of vocational training to equip students for prospective employment opportunities. Moreover, it fulfils several societal roles. Effectively tackling the issues presented by management standards in higher education is of paramount significance. In addition to their core role as educational institutions, modern tertiary establishments also assume supplementary obligations tangentially associated with students' professional advancement (Sutarna, 2021). According to Rony (2021), the institution of higher education is regarded as a social actor as it engages in actions that contribute to the progress of social existence. Higher education institutions play a vital role in facilitating the spread of scholarly knowledge and the pragmatic progress of universities, thereby contributing to achieving this objective (Utami, 2021).

Moreover, these establishments endeavour to foster a collective that c. Due to the COVID-19 pandemic, the public sector, which traditionally assumes several social and cultural responsibilities, has been entrusted with supplementary duties. Higher education has become a crucial and intrinsic component within the public sector. As a result of the COVID-19 pandemic, higher education institutions were compelled to rapidly adjust their organizational performance to accommodate new and unprecedented situations influenced by the enduring effects of the epidemic.

Conclusion

The advent of Industry 4.0 introduces a multitude of difficulties and opportunities in the realm of human resource development. The problems above pertain to the necessity of adapting competencies in order to stay abreast of breakthroughs in artificial intelligence. In order to tackle this issue, a range of quasi-experimental studies are currently being undertaken to determine a resilient degree of proficiency that can adeptly respond to the advancement of artificial intelligence, hence facilitating its transition from a rudimentary state to a highly advanced form. The findings derived from altering the methodology for evaluating the progression of HR proficiency in terms of communication, collaboration, creativity, and invention indicate that previous observations of competence changes are likely to manifest in new quasi-experimental forms. Therefore, it is crucial to adopt a proactive approach to adequately plan for and anticipate these changes to manage the rising levels of demand properly.

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