

University of Latvia



OLGA STARINĒCA

**HOLISTIC APPROACH TO HUMAN RESOURCE
RECRUITMENT AND SELECTION FOR PUBLIC
ADMINISTRATION ORGANISATIONS OF LATVIA**

DOCTORAL THESIS

Submitted for the degree of Doctor of Management Sciences

Subfield: Public Administration

Riga, 2017

University of Latvia
Faculty of Business, Management and Economics

Olga Stariņeca

HOLISTIC APPROACH TO HUMAN RESOURCE RECRUITMENT AND SELECTION
FOR PUBLIC ADMINISTRATION ORGANISATIONS OF LATVIA

Doctoral Thesis

Submitted for the degree of Doctor of Management Sciences

Subfield: Public Administration

Riga, 2017

LIST OF CONTENTS

LIST OF DENOTATIONS	7
LIST OF TABLES	8
LIST OF FIGURES	9
INTRODUCTION	10
1. THEORETICAL ANALYSIS	26
1.1. The concept of holism and holistic approach	26
1.2. Human resource recruitment and selection and other human resource management activities interacted	31
1.3. Organisation's stakeholders and human resource recruitment and selection	47
1.4. Human resource recruitment and selection in interaction with organisation's external factors	53
1.5. Human resource recruitment and selection in interaction with organisation's internal factors	57
2. EMPIRICAL AND SITUATION STUDY	63
2.1. Public administration organisations in Latvia	63
2.2. Human resource recruitment and selection and other activities interacted: case of public organisations of Latvia.....	66
2.3. Stakeholders of public administration organisations within human resource recruitment and selection: case of Latvia, Lithuania and Spain	82
2.4. Organisation's external factors interacted with human resource recruitment and selection: case of Latvia.....	93
2.5. Organisation's internal factors interacted with human resource recruitment and selection: case of Latvia.....	100
3. IMPLEMENTATION OF HOLISTIC APPROACH TO THE HUMAN RESOURCE RECRUITMENT AND SELECTION FOR THE SITUATION IMPROVEMENT	108
3.1. Holistic approach to the human resource recruitment and selection	108
3.2. Improvements of some holistic human resource recruitment and selection activities and some other human resource management activities interacted with them	109
3.3. Improvement of relationship with stakeholders towards holistic human resource recruitment and selection	126

3.4. Improvements influencing public administrative organisation's external factors towards holistic human resource recruitment and selection activities.....	128
3.5. Improvements influencing public administrative organisation's internal factors towards holistic human resource recruitment and selection activities.....	131
CONCLUSIONS AND RECOMMENDATIONS.....	133
REFERENCES	139
Appendixes:	
Appendix 1 Conceptual description of the dissertation.....	165
Appendix 2 Description and components of Human Resource Recruitment and Selection ..	166
Appendix 3 Human Resource Recruitment and Selection process componentsHuman Resource Recruitment and Selection process componentsvv	167
Appendix 4 A model of Human Resource Recruitment and Selection structure and process	168
Appendix 5 Human resource recruitment and selection process scenario	169
Appendix 6 Candidate's Application Status during Recruitment and Selection Process.....	171
Appendix 7 Candidate Status during Recruitment and Selection Process	172
Appendix 8 Characteristics of Employer Brand.....	173
Appendix 9 Definitions of Knowledge Management.....	174
Appendix 10 Typology of Organizational Stakeholders	175
Appendix 11 Definitions and characteristics of generation Y representatives.....	176
Appendix 12 The four pillars of the knowledge economy	177
Appendix 13 Social responsibility seven core subjects.....	178
Appendix 14 Social responsibility seven core subjects' issues.....	179
Appendix 15 Steps of the rating creation by the sustainability index: participating organisation perspective.....	180
Appendix 16 List of analysed occupations according to ISCO OS in Latvia and UK Standard Occupational Classification	181
Appendix 17 Layout of the questionnaire for the ministries of Latvia survey in Latvian	182
Appendix 18 Questionnaire questions and their ground for the research.....	189
Appendix 19 Direct public administration employees' competences assessed by the position groups in Latvia.....	190
Appendix 20 A list of list of 28 competences grouped	191
Appendix 21 Competences importance working for the ministries of the Republic of Latvia having at least bachelor degree	192

Appendix 22 Competences importance working for the ministries of the Republic of Latvia having at least master's degree	193
Appendix 23 Layout of the questionnaire for the phone interview in Latvian.....	194
Appendix 24 Questions for the experts' interview in Latvian.....	196
Appendix 25 A list of organisations from the phone interview population in Latvian.....	197
Appendix 26 A list of organisation from the phone interview sample in Latvian	198
Appendix 27 Summary of the respondents of the phone interviews and the interviews with experts	199
Appendix 28 Summary of three surveys (conducted by the author) results.....	200
Appendix 29 Socially responsible public sector organisations employer brand's creation and development elements	204
Appendix 30 Layout of the questionnaires for survey for the students of Latvia (in Latvian) from the sample.....	205
Appendix 31 The research population's age framework.....	215
Appendix 32 Public Administration and relevant study programs in Latvia, Lithuania and Spain	216
Appendix 33 Summary on survey respondents	219
Appendix 34 T-test results.....	221
Appendix 35 Respondents' importance evaluation of seven core principles of socially responsible behaviour of a future employer.....	223
Appendix 36 Respondents' importance evaluation of a future employer's activity in the areas assessed calculating Sustainability Index in Latvia	225
Appendix 37 Respondents' importance evaluation of a future employer's employer brand elements.....	226
Appendix 38 Respondents' importance evaluation of a future employer's status	231
Appendix 39 Likeliness of respondents' choice to work in the certain areas	232
Appendix 40 Job advertisement sections' importance for the respondents considering an application for an offered position	237
Appendix 41 Job advertisement's offers section's kinds of information importance for the respondents considering an application for an offered position, mean values by country	240
Appendix 42 Popularity of a job search sources for the survey respondents	245
Appendix 43 Number of registered vacancies by working area in Latvia from 2009 to October 2014.....	246

Appendix 44 Number of supplied vacancies in Latvia by working area in 2009 and for 10 first months of 2014.....	247
Appendix 45 Vacancies presented at the job advertisements analysed.....	248
Appendix 46 Structure of job advertisements analysed	249
Appendix 47 List of Public Administration / Management programmes	250
Appendix 48 List of courses provided within Public Administration / Management programmes	251
Appendix 49 Courses matched the requirements	252
Appendix 50 Mass Open Online Courses provided by Coursera and Professional Education further training and examination centre's programmes connected to the public disciplines	253
Appendix 51 A list of socially responsible organisations from the Sustainability Index rating 2014 chosen for the analysis	254
Appendix 52 Socially responsible organisations from Sustainability Index rating activities by Sustainability Index assessment areas – Strategy and Market relations	255
Appendix 53 Socially responsible organisations from Sustainability Index rating activities by Sustainability Index assessment areas – Society, Work environment and Environment	256
Appendix 54 Proportion of Organizations According to External Expression of some Employer Brand Components, %	258
Appendix 55 Values popularity by number of organisations included into the Sustainability Index rating in 2013	259
Appendix 56 Representation of the implementation of holistic approach to human resource recruitment and selection	260
Appendix 57 Summary of weaknesses and treats of public administration organisation of Latvia based on data from chapter 2 of the present dissertation	261
Appendix 58 Project team members' selection process model	263
Appendix 59 Learning styles and knowledge types towards tacit and explicit knowledge ...	266
Appendix 60 Proposed list of topics for socially responsible public administration organisations' employees training program(s) on employer branding	267
Appendix 61 Employer and stakeholders	268
Appendix 62 Possible actions that might influence society, environment and economic implementing human resource recruitment and selection on each stage of the process	269
Appendix 63 A CD with the surveys related data and calculations	270

LIST OF DENOTATIONS

AHP - Analytic Hierarchy Process
CSBL - the Central Statistical Bureau of Latvia
CSR - Corporate Social Responsibility
EB – Employer Brand/Branding
HR – Human Resource(s)
HRM – Human Resource Management
HRRS - Human Resource Recruitment and Selection
ISCO - International Standard classification of Occupation
ISO -- International Organization for Standardization
JSC - Joint Stock Company
KM – Knowledge Management
Ltd. - Limited Liability Company
MOOC - Massive Open Online Course
OS - Occupational Standards
PA - Public Administration
PS – Public Sector
SEA - State Employment Agency
SI – Sustainability Index
SR – Social Responsibility
SR organisation – socially responsible organisation
UK – the United Kingdom
UN – the United Nations
e.g. – for example
etc. - et cetera, ‘and other things’ or ‘and so on’
i.e. - that is

LIST OF TABLES

Table 1.1 Differences and commonalities between different levels of holistic approach in management	27
Table 1.2 Employer branding definitions and/or descriptions	40
Table 2.1 Structure of the public sector: example of Latvia	64
Table 2.2 Requirements to candidates' education mentioned in the advertisements from the research sample	69
Table 2.3 Description of the quantitative survey sample	86
Table 2.4 Description of the survey respondents	88
Table 3.1 Evaluation of some Latvian labour market development tools	130

LIST OF FIGURES

Figure 1.1 Holistic Human Resource Management process model.....	28
Figure 1.2 Conceptual scheme of the dissertation research.....	30
Figure 1.3 Link between quality of employees and quality of product/service	39
Figure 1.4 Diagnostic Typology of Organizational Stakeholders by its Power and Interest ...	50
Figure 2.1 Working in the public organisations respondents' consideration of changing their work in next three years	90
Figure 2.2 Working in the public organisations respondents' satisfaction with their current working places	90
Figure 2.3 Proportion of organisations included into the Sustainability Index rating in 2013 by sector of economy	106
Figure 3.1 Representation of the implementation of holistic approach to human resource recruitment and selection	108
Figure 3.2 Hierarchy for a three-level multi-criteria decision-making problem.....	112
Figure 3.3 Hierarchy for a three-level multi-criteria decision-making problem for competence- based selection	113
Figure 3.4 Training development framework for organisation	122

INTRODUCTION

Actuality of the dissertation

Many social issues are directly connected to the human resources recruitment and selection process of organisations. The author of this dissertation poses the statement that public administration (PA) organisations need to consider the retention and refreshment of their human resources (HR). The injection of ‘a more innovative, entrepreneurial mind-set’ (Newsom and Dickey, 2013, pp. xxi-xxii) into these organisations need to happen. They need to look at some risks that can be caused by young specialists’ reluctance to choose public administration organisations as their working places.

In 2016, a number of vacant working places in public administration and security, compulsory social insurance sector registered by the State Employment Agency of Latvia has reached a maximum since 2008 (a year, when economic crises started in Latvia). A total number of the registered vacancies also is about five times larger than it was each year since 2008; and it is the third larger number between all sectors of economy in Latvia. (Nodarbinātības valsts aģentūra, 2016)

In 2013, the State Chancellery of Latvia developed and published *Public Administration Human Resources Development Concept*. One of the planned state civil service reforms that is covered in the document is open competitions for any position. There is also mentioned the major role of the private sector experience in career development and salary formation systems. Besides working environment cohesion that is highlighted in the document, the planned reform presumes a new performance assessment system that is focused on work results measurement (Valsts Kanceleja, 2013). Besides, a plan for actions was elaborated that is called “Public Administration as the Best Employer 2025” (Baltic Institute of..., 2015). The planned reforms are probably based on identified disadvantages of the field and strategic overview. The goals are defined as well as the steps of the process; the tools are not specified.

Scientists as well as practitioners usually prefer to look at the challenges dealing with each its side separately to find out a solution i.e. to solve human resource recruitment and selection challenge all efforts are focused on this particular activity examination sometimes totally ignoring this activity place in the organisational process. They rarely look at the situation more globally and with strategic perspectives. If it happens, they usually describe the conceptual application of an approach proposed and do not provide information on tools that could be used to implement such approach. This is a core **scientific problem** that exists now in field of human resource management and particularly in human resource recruitment and selection. The author of the present dissertation would like to show the connection of some

different factors from the organisation's external and internal environment perspectives to such an HRM activity as Human Resource Recruitment and Selection (HRRS). Holistic overview on the strategic and sustainable organisational activity perspective is essential even implementing such small activities as HRRS that are actually more complex and crucial as any other core organisation's function execution.

The essence of holistic approach to HRRS is a strategic element of human resources management (HRM) and HR perception in general that comes out of the microeconomics and manufacturing and production consumption approaches. For example, it is possible to select even young specialists without any work experience that do not suit all requirements of the organisation and position, and educate them afterwards, grow new specialists. However, taking into account new young specialists' peculiarities, employers do not want to effort resources and time to do so. Young specialists might not have loyalty to the organisations, they might tend to change their work place frequently and employers most probably are not satisfied with this fact, besides there is a lack of knowledge on youth as job seekers and public administration employees. Employers do not want to invest in this kind of human resources that can afterwards go to other employer (maybe even competitor) with all their intellectual capital. However, employers need to develop and educate their employees. Young specialists are interested in applying for the positions, if they are offered to be educated or developed professionally afterwards. This is something that attracts young specialists.

A holistic model of HRM is based on socially responsible management principles and stakeholder theory. An organisation, which works on the principle of social responsibility (SR), develops relations with all its stakeholders, especially concentrates on their employees, because they are the organisation's human resources (labour, personnel) as well as people – a part of society with their own interests and needs. According to the transformation management organisation's role is crucial as it connects such its internal and external stakeholders as society and the employees. Employees are the part of both the organisation they are working for and the society they are living in. A holistic approach in transformation management is a way of so called the Eastern 'functional transformation' that leads to HR evolution into conscious evolution. HR is an economic resource, 'from a holistic perspective, the 're-sourcing' of the human involves a developmental approach to enhancing the levels of consciousness of not only individuals but also of organizations and whole societies' (Lessem and Schieffer, 2012, pp. 38-39). Thus, selecting HR at socially responsible organisation, the interaction of holistic human resource management model's elements should be taken into account.

Employees or human resource recruitment and selection is one of the important HRM activities affecting both macroeconomic and microeconomic issues. There are several

approaches of the selection of the right people for the organization and the specific position. *International City/Country Management* also are worried about next generation professionals and identify what matters them turning to the approaches of retention of the top performers and recruitment practices adapting them to the new generation of leaders in local and state governments (ICMA, 2015, Hilvert et al, 2015). Each organization and human resources / personnel recruitment and select specialist chooses the appropriate method or set of methods for the case, skills and needs. Nowadays, the job search is actual for both experienced professional and young specialists. The organization increasingly focuses on its potential employees' upbringing now. Organizations are trying to think more broadly and focus on socially responsible (Bowen, 1953, p. 6; Carroll, 2008, pp. 24-25) activities principles, make the potential recruitment path easier.

Social responsibility and sustainability trends are activating at smaller countries of the world, such as the Baltic States. For the Latvian sustainable business development maintenance, the sustainability assessment initiative was established. It is possible to evaluate the Latvian organizations' sustainability by the number of criteria using the *Sustainability Index* (SI). Sustainability Index methodology is based on the global indexes such as the *Dow Jones Sustainability Index* and *Business in the Community CR Index*, as well as taking into account the corporate responsibility standard *ISO 26000* and *the Global Reporting Initiative* (GRI) G3 guidelines. Since 2010 more than 300 organizations have participated in Sustainability Index. A number of organizations fall into one of four groups of SI increases each year. Participants of the SI are small and medium limited liability companies (Ltd.), larger private and municipal Ltd., Joint Stock Company (JSC) and state JSCs. In 2013, 51 out of 72 organisations were included into the Sustainability Index (Sustainability Index 2010-2014). At the year 2015 the organizations' performance on average was 63.5 % (private sector organisations have the highest score that public sector organisations). However, it should be noted that one of the lowest performance is in the work environment area - 61.8 % (InCSR, 2016).

Except Sustainability Index initiative since 2001 the United Nations (UN) initiative - the Global Compact has been active in Latvia. Since 2005 the Employer Confederation of Latvia officially has coordinated the UN initiative. ECL and the Free Trade Union Confederation of Latvia are also involved in the *Sustainability Index* initiative.

Principles of social responsibility are topical for modern organizations. Organizations try to take a more comprehensive look at each of their business processes and create shared value for both themselves and society. Therefore, organizations review their existing, potential and former employees/HR not only as an organization's resource, but also as a stakeholder.

Public administration organisations are socially responsible a priori, however, there are doubts on these organisations management activities implementation according social responsibility principles. Most probably there are still some socially responsible activities that public administration organisations could learn from private sector organisations or other socially responsible public sector organisations, which participate in competition for inclusion in sustainability index rating in Latvia.

Consequently, a comprehensive or holistic approach to human resources management activities aid organizations in building and maintaining their competitive advantage. A holistic approach at human resource recruitment and selection is needed for those organizations that are united by a common goal to be competitive, create a sustainable environment, act based on the principles of social responsibility management in a number of dimensions (economic, social, environmental, legal).

Latvian philosopher Andris Rubenis (1999, p. 18) outlined at his book 'Ethics at the 20th Century' („*Ētika XX gadsimtā*”) that 'our tense situation more important and popular are those theories that focus on assess of effects (consequences) of moral conduct, because the main problem is not the opinions themselves, but their effects.' Martens (2006) notes that decisions have long-term consequences and, therefore, the author of the dissertation pays particular attention on the direct recruitment and selection of human resources, because the labour force is one of the major factors of production and HR are one of the most important organizational resources.

The author of the current dissertation uses a number of terms that have a certain meaning considered within this dissertation. Here is a list of the main terms:

- Human resource recruitment and selection – a process that includes both candidates' recruitment and selection activities starting from the definition of a need to have a certain new employee (when a new position opens or an existed position becomes vacant) and finishing with the induction activities of the selected candidate, who accepted the job offer.

- Public administration organisations – the state direct administration institutions i.e. in case of Latvia, they are the ministries and the state chancellery and their subordinate institutions; museums, police and non-administrative military institutions, education institutions and libraries are excluded from the list of the subordinate organisation within the studies by the author of this dissertation.

- Public organisation – the same as public sector organisation i.e. organisation that is not a private nor voluntary (non-governmental) sector organisation e.g. a local government agency, a ministry, public hospital or school, a state joint-stock company etc.

• Socially responsible organisation – is any organisation that implements socially responsible activities according to the social responsibility principles (ISO 26000, 2010) or is included into the rating list by the Sustainability Index (in Latvia).

The research **object** is a human resource recruitment and selection process in public administration organisations. The **subject** of the dissertation research is holistic approach to human resource recruitment and selection. The **bases** of the research are public administration and socially responsible organisations in Latvia as well as a number of students from the certain Latvian, Lithuanian and Spanish tertiary education institutions.

Objective of the dissertation is exploration of holistic approach, human resource recruitment and selection concept as well as some public administration organisations of Latvia to develop a set of tools that will improve human resource recruitment and selection process in public administration organisations.

The author focuses on some relevant factors to analyse holistic approach essence within this dissertation as an example. The holistic approach is complex, therefore the author selected just some topical challenges from each path of the human resource recruitment and selection to explore. To reach the objectives of the dissertation the author of the dissertation has set several **tasks**:

1. Explore the essence of holism and holistic approach
2. Explore human resource recruitment and selection and other interacted with them human resource management activities (knowledge management, human resource professional development, employer branding (EB) based on the primary empirical data collected and scientific literature analysis)
3. Explore the features and actuality of the stakeholder theory in human resource management (particularly focusing on generation Y representatives – people born from 1980 to 2000 as job seekers)
4. Explore human resource recruitment and selection in interaction with some organisation's external and internal factors (focusing on knowledge-based economy, social responsibility and socially responsible organisations values)
5. Identify peculiarities of public administration organisations of Latvia implementing human resource recruitment and selection as well as other interacted with them human resource management activities through the empirical studies including analysis of job advertisements by public administration organisations of Latvia
6. Develop some tools that could help implementing a holistic approach to human resource recruitment and selection for public administration organizations

7. Develop proposals/recommendations for public administration organization's human resource recruitment and selection process implementation.

Hypothesis of the research: there are peculiarities of human resource recruitment and selection in public administration organisations of Latvia and their potential employees (job seekers) that influence HRRS process. To identify these peculiarities responses of public administration organisations' potential employees participated in a survey were used. Human resource recruitment and selection peculiarities of public administration organisations are identified through the surveys i.e. questionnaire and phone interview for these organisations personnel department representatives as well as interview with public administration experts from the organisations. The peculiarities' possible influence on human resource recruitment and selection is discussed in chapter 1.

Theses of the author are:

1. There are advantages for public administration organisations in Latvia to implement a holistic approach to the human resource recruitment and selection.
2. Public administration organisations of Latvia need to improve their employer brand to seek successful human resource recruitment and selection process.

The theses are supported in chapter 2 and chapter 3.

Substantiation of the content

The paper presents past situations examination, current situation definition, possible future situation drawing, probable risks definition as well as outlines, what kind of aspects can be taken into consideration, what kind of tools can be used to avoid the risks become a reality.

Structure of the paper reflects the tasks fulfilment process. The dissertation consists of introduction, three chapters, conclusions and recommendations, bibliography and appendixes. The conceptual description of the present dissertation is reflected in Appendix 1.

The first chapter is devoted to the theoretical analysis. Firstly, the concept of holism and holistic approach is discussed in this chapter. This chapter provides a summary and discussion of human resource recruitment and selection and other HRM activities interacted with them human resource management activities, focusing on various authors' explanation of the human resource recruitment and selection concept and approaches, importance of employer branding and organisational values for HRRS implementation and knowledge management (including learning) concept. The author summarizes findings on the stakeholder theory, characterized by its specificity and application relevance in the context of human resource management activities including HR or personnel recruitment and selection. The author reflects exploration of the human resource recruitment and selection in interaction with external factors of an organisation focusing on knowledge-based economy and public administration organisations as employers'

issues. Finally, the author compares and critically assess socially responsible and sustainability approaches at private and public sector in Latvian and abroad (as ‘one nation can and should learn from others’ (Marx, 1990, p.7) and their impact on human resource recruitment and selection. This topic is covered in frames of human resource recruitment and selection in interaction with internal factors of an organisation.

The second chapter of the dissertation is devoted to the current situation analysis towards empirical (primary data) and statistical (secondary) interpretation. The focus of this chapter is on the hypothesis and a thesis testing. At the beginning, analysis of human resource recruitment and selection and other related to them HRM activities overviewed and evaluated. The main topics are labour needs and requirements to the applicants/candidates, human resource selection approaches of public administration organisations of Latvia, professional development for public administration employees and employer branding development of Latvian socially responsible organisations. The population of the surveys carried out and discussed in these sections is Latvian Republic ministries and their subordinate organisations, the respondents are the representatives of the organisations responsible for HR activities. These surveys help to find out the main steps and principles of human resource recruitment and selection in the organisations as well as identify needed organisations employees training areas and competences. Then, interpretation of survey data from three cases is provided to have an overview on generation Y representatives as one of the public administrative organisations’ stakeholders. The author set a focus on young job seekers and employees’ observation as they are those, who potentially will be the major part of public administration employees at the next 10-20 years. The study population is 18-24 years old students of Public Administration and/or relevant programs (e.g. Public Management) from Daugavpils University, Riga Stradiņš University and the University of Latvia (Latvia), Kaunas University of Technology, Klaipėda University, Mykolas Romeris University and Vytautas Magnus University (Lithuania) as well as Autonomous University of Barcelona, Pompeu Fabra University and University of Barcelona; Complutense University of Madrid and the University of the Basque Country (Spain). The countries for the survey were selected based on a number of criteria, namely youth unemployment rate, cultural aspects based on the Lewis model (Lewis, 2006, p.42), age requirements to entrance of tertiary education institutions and requirements to entrance a job in a PA organisation, attainability. As Latvia was the main country to explore, other countries were also selected based on geographical distribution i.e. close to Latvia country from the European Union (EU) and a one that is located far away from Latvia. Three countries were selected finally – Latvia, Lithuania and Spain. The survey helps to identify habits and priorities as job seekers of the generation Y representatives from three EU countries, where the youth

unemployment issue is under the attention. The author continues the chapter with overview of organisation's external factors interacted with HRRS in case of Latvia pointing out an issue on the lack of applicants with required profile. Observing internal factors of organisation interacted with human resource recruitment and selection in case of Latvia, the author summaries and discusses information on the peculiarities of public sector and socially responsible organisations in Latvia as well as socially responsible organisations values. The hypothesis is tested and a thesis is supported within this chapter.

The third chapter of the dissertation provides a number of tools proposed by the author to improve relationships with stakeholders, collaboration with education institutions, work with EB, training developing and selection process, development of job advertisements and selection of the best candidate (including for project teams) towards holistic human resource recruitment and selection.

Finally, the dissertation, proposals on carrying out a human resource recruitment and selection for public administration organisations are provided.

Research methods

There was used a number of research methods, namely:

- Theoretical research method - literature review (monographic research method)
- Empirical research methods:
 - Quantitative research methods - survey (questionnaires)
 - Qualitative research method - structured phone interviews and semi-structured in-depth expert interviews
- Data processing methods:
 - Empirical data analysis – descriptive statistics application for numerical variables analysis (using values of mean, mode, standard error, standard deviation etc.); sorting categorical variables etc.
 - Comparison (including t criterion usage comparing two independent samples comparison)
 - Graphical methods etc.

Limitations of the study

There are various limitations of the study. The range of the issues and factors observed within the topic is large, therefore, the author of the present dissertation was forced to choose just some of them for more detailed analysis and evaluation. The more urgent aspects for the holistic human resource recruitment and selection analysis were selected based on the scientific discussions results on the scientific conferences the author of the present dissertation participated in before and during the development of the dissertation. Such aspects are employer

branding, knowledge management, knowledge-based economy, social responsibility approach, stakeholders approach, generation Y representatives as job seekers and employees.

There are also the limitations due to a deficiency of necessary data. Several organizations do not disseminate information on all their selection process activities and characteristics. Another obstacle occurs when studying a foreign organization reports and other written information. The author faced with cases where information is provided for the national language/s, which complicates the subsequent use and study of this information.

Looking at the situation retrospectively, it should be noted that a number of European countries have or have had an economic crisis, recession or recovery/boom period in recent years, so there are several social changes within the public sphere. Data obtained during this period is peculiar and statistics is not necessarily with a high validity, which makes it comprehensive to use for the research.

Another limitation is connected to the population of the study defined. Studying the potential public administration employees, the author focused on students of public administration or relevant programs particularly on generation Y representatives. Only few tertiary education institutions from only three EU countries (Latvia, Lithuania and Spain) agreed for the survey conduction. The criteria of the countries selection of the study were discussed before. Generation Y representatives were selected for the study as younger generations of public administration employees is also a focus of the state chancellery of Latvia (Baltic Institute of..., 2015). The respondents rate is low as the sample of the survey is convenient. Analysing socially responsible organisation, the author selected only those organisations that are included into the sustainability index rating as it is one of the approach to select socially responsible organisations in Latvia by the rational criteria.

The author also takes into consideration that ‘errors of prediction are inevitable because the world is unpredictable’ and ‘high subjective confidence is not to be trusted as an indicator of accuracy (low confidence could be more informative).’ (Kahneman, 2013, p. 221) All data collected is generalized or coded to guarantee the confidentiality of respondents of the surveys.

Literature and source characterization

Developing the dissertation the scientific literature in Latvian, English and Russian languages were used, i.e., textbooks, scientific articles from periodicals, scientific conferences’ proceedings and abstracts and digests as well as expert reports, organization reports, surveys and observation results of the statistical data of organizations, Latvian and European Union laws, regulations and documents that are related to employment, published and submitted for publication scientific papers by the author of the dissertation, information on organizations that are available online and on informational booklets.

The research is essential, because it could be possible to adapt human resource recruitment and selection strategies to peculiarities of youth being acquainted with them to seek more effective selection process. This is important for both the target organisations and economy.

The author's **scientific contribution**

As the result of the work following research **novelty** have been developed:

1. Guidelines on human resource recruitment and selection for public administration organizations based on human resource recruitment and selection process and status model and human resource recruitment and selection scenario developed as well as models of candidate's application and candidate status during human resource recruitment and selection process and stakeholders' framework for public organisations towards holistic human resource recruitment and selection (relationships model)
2. Proposition for the analytic hierarchy process approach application for job advertisements development and candidates' selection
3. Project team members' selection process model (with integrated mathematical model for optimisation tasks solving)
4. Framework for internal training development including a list of topics for training program/programs on employer brand for public administration organisations and rational approach to the training selection for human resources (linear programming model)
5. A list of possible actions that might influence society, environment and economic implementing human resource recruitment and selection on each stage of the process.

The research results were included in a number of **articles** and published in the relevant **international peer-reviewed journals and international conferences' proceedings**:

1. O. Stariņeca, (2016). Competence-Based Approach Implementation Tool for Project Team Members Selection, Scientific Conference on Economics and Entrepreneurship" (SCEE'2016) devoted to the 50th Anniversary of the Faculty of Engineering Economics and Management. Riga, Latvia, September 29-30, 2016. Theses proceedings. *ISSN 2256-0866*, pp. 73-74.
2. O. Starineca, (2016). Human Resources Recruitment Defining Peculiarities of Students as Job Seekers, *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 10(7), pp. 2149 – 2156. **International Science Index**
3. O. Stariņeca and I. Voronchuk, (2016). Public Administration Study Programs Development Based on Employers Competences Requirements: Matrix System of Occupations and Competences, Proceedings of the 24nd NISPAcee Annual Conference: Zagreb, Croatia, May 19-21, 2016, NISPAcee PRESS, pp. 1-13. ISBN 978-80-89013-77-7.

4. O. Stariņeca, (2016). Profile of Current and Potential employees of Public Administration in Latvia and Lithuania: Empirical Study, International Scientific Conference “New Challenges of Economic and Business Development – 2016”: Riga, Latvia, May 12-14, 2016. Conference Proceedings. Riga: University of Latvia, 2016, pp. 764-774. **Web of Science**
5. O. Stariņeca, (2016). Human Resource Selection Approaches and Socially Responsible Strategy, *Economics and Business*. Volume 28 (1). pp. 106–114, DOI: 10.1515/eb-2016-0015, April 2016. **EBSCO**
6. O. Starineca and I. Voronchuk, (2015). Competence-Based Human Resources Selection and Training: Making Decisions, *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering* Vol:9, No:10, pp. 3555 – 3560 (paper version); pp. 1948-1953 (online version), **International Science Index**
7. O. Stariņeca and I. Voronchuk, (2015). Methodological Management Approach to Knowledge Assessment and its Possibility of Implementation. Proceedings of the 19th World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2015). United States of America, Orlando: International Institute of Informatics and Systemics, 2015, pp. 376-381. **Scopus**
8. O. Starineca and I. Voronchuk, (2015). Peculiarities of Young Specialists on Labour Market: Case of Latvia, *Entrepreneurship and Sustainability Issues*, 2(4): 198-208. June 2015. DOI: [http://dx.doi.org/10.9770/jesi.2015.2.4\(3\)](http://dx.doi.org/10.9770/jesi.2015.2.4(3)). **Web of Science**
9. I. Voronchuk and O. Stariņeca, (2015). Training Outsourcing for Public Administration Employees: Case of Latvia, Proceedings of the 23rd NISPAcee Annual Conference: Tbilisi, Georgia, May 21-23, 2015, NISPAcee PRESS, ISBN 978-80-89013-77-7.
10. O. Starineca and I. Voronchuk, (2015). Supply, Demand, Forecast of Latvian Labour Market and Tools for its Development. *European Integration Studies*, No. 9/2015, pp. 170-183, DOI 10.5755/j01.eis.0.9.12805. **Web of Science, EBSCO**
11. O. Starineca, (2015). The Role of Human Resource Recruitment and Selection in the Development of Sustainable Economy. Proceedings of the XVI Turība University Conference: Towards Smart, Sustainable and Inclusive Europe: Challenges for Future Development, May 29, 2015, SIA “Biznesa Augstskola Turība”, pp. 283-292. DOI: 10.13140/RG.2.1.3358.3843. **EBSCO**
12. O. Stariņeca and I. Voronchuk, (2015). Human Development under Knowledge Economy Circumstances: Case of the Baltic States’ Rural Areas, *Economic Science for Rural Development*, No. 40. 2015. pp. 186-195. **EBSCO, Web of Science**
13. O. Stariņeca and I. Voronchuk, (2015). Competence-Based Selection of Project Team Members – General Approach, Fourth International Scientific Conference on Project

Management in the Baltic Countries. *Project Management Development – Practice and Perspectives*. Riga. 16-17.04. 2015. University of Latvia, Professional Association of Project Managers. pp. 363-374. **EBSCO**

14. O. Starineca, (2015). Cohesion Funds and Youth Employment in Latvia, Theses proceedings of the Second EU Cohesion Policy Conference “Challenges for the New Cohesion Policy in 2014-2020: An Academic and Policy Debate”, Riga, February 5, 2015.

15. O. Starineca, (2014). Youth Employment in the Public Sector: Case of the Baltic States, Sustainable Recovery? Rebalancing, Growth, and the Space Economy. Regional Studies Association Winter Conference 2014. Theses proceedings, London, November 27-28.

16. I. Voronchuk and O. Starineca, (2014). Social Responsibility Initiative Implementation in Public Sector in Latvia, *Socialiniai tyrimai / Social Research*. 2014. Nr. 3 (36). 67–77. **EBSCO, Index Copernicus**

17. O. Starineca, (2015). Employer Brand Role in HR Recruitment and Selection, *Economics and Business*. Volume 27, Issue 1, Pages 58–63, DOI: 10.1515/eb-2015-0009. **EBSCO**

18. O. Starineca and I. Voronchuk, (2014). Employer Branding Training Development for Public Organisations, *Regional Formation and Development Studies*, 2014, No. 3 (14), 207-219, ISSN 2029-9370 **EBSCO**

19. I. Voronchuk and O. Starineca, (2014). Knowledge Management and Possibilities of Professional Development in Public Sector, *European Integration Studies*, 2014, No. 8, 168-179. **EBSCO**

20. I. Voronchuk and O. Starineca, (2014). Socially Responsible Organisations' Training on Employer Brand Creation, Proceedings of the 22nd NISPAcee Annual Conference: Budapest, Hungary, May 22-24, 2014

21. I. Voronchuk and O. Starineca, (2014). Human Resource Recruitment and Selection Approaches in Public Sector: Case of Latvia, International Scientific Conference “New Challenges of Economic and Business Development – 2014”: Riga, Latvia, May 8-10, 2014. Conference Proceedings. Riga: University of Latvia, 2014, 417-430 p. **Web of Science**

22. I. Lapiņa, G. Maurāne and O. Starineca, (2014). Human Resource Management Models: Aspects of Knowledge Management and Corporate Social Responsibility, *Procedia - Social and Behavioral Sciences*, Volume 110, 24 January 2014, Pages 577-586. **ScienceDirect**

23. I. Lapiņa, G. Maurāne and O. Starineca, (2013). Stakeholders and Human Resource Management: Socially Responsible Strategy. *Economics and Business*. Vol.24, 2013, pp.46-56. **EBSCO**

24. I. Lapiņa, G. Maurāne and O. Stariņeca, (2013). Holistic Human Resource Management Model towards Sustainable and Sophisticated Business, Proceedings of the 17th World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2013). Vol.II, United States of America, Orlando, 9-12 July, 2013. Orlando: International Institute of Informatics and Systemics, 2013, pp.31-36. *Scopus*

The research results were also **presented, tested and discussed** on various **international conferences**:

1. O. Stariņeca. Competence-Based Approach Implementation Tool for Project Team Members Selection, Scientific Conference on Economics and Entrepreneurship” (SCEE’2016) devoted to the 50th Anniversary of the Faculty of Engineering Economics and Management. Riga, Latvia, September 29-30, 2016. *Theses proceedings. ISSN 2256-0866, pp. 73-74.*

2. O. Starineca. Human Resources Recruitment Defining Peculiarities of Students as Job Seekers, The 18th International Conference on Human Resources Development and Management, World Academy of Science, Engineering and Technology. Zurich, Switzerland, July 21-22, 2016.

3. O. Stariņeca. Public Administration Human Resource Recruitment and Selection towards Exploration of the Potential Employees. International Scientific Conference for Young Researchers. Social Transformations in Contemporary Society 2016 (STICS 2016), Vilnius-Net, Lithuania, June 3. *Abstract book. 2-3 June, 2016, Vilnius-Net, ISSN 2424-5631 (online), pp. 59-60.*

4. O. Stariņeca and I. Voronchuk. Public Administration Study Programs Development Based on Employers Competences Requirements: Matrix System of Occupations and Competences, Proceedings of the 24nd NISPACEE Annual Conference “Spreading Standards, Building Capacities: European Administrative Space in Progress”, Zagreb, Croatia, May 19-21, 2016.

5. O. Stariņeca. Profile of Current and Potential employees of Public Administration in Latvia and Lithuania: Empirical Study, International Scientific Conference “New Challenges of Economic and Business Development – 2016”: Riga, Latvia, May 12-14, 2016.

6. O. Starineca and I. Voronchuk. Competence-Based Human Resources Selection and Training: Making Decisions, The 17th International Conference on Business, Economics and Marketing Management, World Academy of Science, Engineering and Technology, Barcelona Spain Oct. 26-27, 2015.

7. O. Starīņeca and I. Voronchuk. Methodological Management Approach to Knowledge Assessment and its Possibility of Implementation, The 19th World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2015). United States of America, Orlando: International Institute of Informatics and Systemics, 2015
8. O. Starīņeca. Values and habits of young job seekers: case of Mykolas Romeris University's students and recent graduates. International Scientific Conference for Young Researchers. Social Transformations in Contemporary Society 2015 (STICS 2015), Vilnius-Net, Lithuania, June 5. *Abstract book. 4-5 June, 2015, Vilnius-Net, ISBN 978-9955-19-666-2 (online), pp. 50-52.*
9. O. Starīņeca. The Role of Human Resource Recruitment and Selection in the Development of Sustainable Economy. International Scientific Network. XVI Turība University Conference: Towards Smart, Sustainable and Inclusive Europe: Challenges for Future Development, Riga, Latvia, May 29, 2015.
10. I. Voronchuk and O. Starīņeca. Training Outsourcing for Public Administration Employees: Case of Latvia. The 23rd NISPACEE Annual Conference "Insourcing and/or outsourcing: How do they contribute to the public administration reform?" Tbilisi, Georgia, May 21-23, 2015.
11. O. Starīņeca and I. Voronchuk. Human Development under Knowledge Economy Circumstances: Case of the Baltic States' Rural Areas, 16th International Conference "Economic Science for Rural Development", Jelgava, Latvia, April 23-24, 2015.
12. O. Starīņeca and I. Voronchuk. Competence-Based Selection of Project Team Members – General Approach, Fourth International Scientific Conference on Project Management in the Baltic Countries. Project Management Development – Practice and Perspectives. Riga, Latvia. April, 16-17.2015.
13. O. Starīņeca and I. Voronchuk. Supply, Demand, Forecast of Latvian Labour Market and Tools for its Development. 13th International Conference on European Processes. Initiatives towards Political, Economic and Social Development of Europe, Kaunas, Lithuania, March 27, 2015.
14. O. Starīņeca. Cohesion Funds and Youth Employment in Latvia, Second EU Cohesion Policy Conference "Challenges for the New Cohesion Policy in 2014-2020: An Academic and Policy Debate", Riga, Latvia, February 5, 2015.
15. O. Starīņeca. Youth Employment in the Public Sector: Case of the Baltic States, Sustainable Recovery? Rebalancing, Growth, and the Space Economy. Regional Studies Association Winter Conference 2014, London, UK, November 27-28.

16. O. Starineca and I. Voronchuk. Peculiarities of Young Specialists on Labour Market: Case of Latvia, International Scientific Conference “Contemporary Issues in Business, Management and Education’2014”, Vilnius, Lithuania, November 13, 2014.

17. I. Voronchuk and O. Stariņeca. Social Responsibility Initiative Implementation in Public Sector in Latvia, 3rd International Scientific-Practical Conference Good Governance At Local Self-Government: Involvement, Collaboration And Empowerment For Regional Development, Šiauliai, Lithuania, October 17, 2014.

18. O. Stariņeca. Employer Brand Role in HR Recruitment and Selection, Riga Technical University 55th International Scientific Conference Scientific Conference on Economics and Entrepreneurship (SCEE’2014), Riga, Latvia, October 15, 2014.

19. O. Stariņeca and I. Voronchuk. Employer Branding Training Development for Public Organisations, The 10th International Scientific Conference Social Sciences for Regional Development: Influence and Perspectives, Klaipeda, Lithuania, September 25, 2014.

20. O. Stariņeca. Employer Brand of Latvian Socially Responsible Organisations, Social Transformations in Contemporary Society 2014 (STICS 2014), International Scientific Conference for Young Researchers, Vilnius, Lithuania, 5-6 June, 2014. *Abstract book. 5-6 June, 2014, Vilnius-Net, ISBN 978-9955-19-666-2 (online), p. 9-10.*

21. I. Voronchuk and O. Starineca. Socially Responsible Organisations’ Training on Employer Brand Creation, The 22nd NISPACEe Annual Conference: Budapest, Hungary, May 22-24, 2014.

22. I. Voronchuk and O. Starineca. Human Resource Recruitment and Selection Approaches in Public Sector: Case of Latvia, International Scientific Conference “New Challenges of Economic and Business Development – 2014”: Riga, Latvia, May 8-10, 2014.

23. I. Voronchuk and O. Starineca. Knowledge Management and Possibilities of Professional Development in Public Sector, 12th International Scientific Conference Political and Economic Challenges Stimulating Strategic Choices towards Europe of Knowledge, Kaunas, Lithuania, April 25, 2014.

24. O. Stariņeca. Human Resources Selection Approaches and Socially Responsible Strategy, Riga Technical University 54th International Scientific Conference „Scientific Conference on Economics and Entrepreneurship" (SCEE’2013) Riga, Latvia, October 15, 2013. The research results were also **presented, tested and discussed** on the **local conferences**:

1. O. Stariņeca. Characteristics of Current and Potential Employees of Public Administration in Latvia: Empirical Study, The 74th conference of the University of Latvia, *Online abstract book*, Riga, Latvia. February 1st, 2016.

2. O. Stariņeca. Holistic Approach to Human Resource Management Activities for Latvian Public Administrative Organisations, The 73rd conference of the University of Latvia, *Abstract book*, Riga, Latvia. February 12th, 2015.

3. O. Stariņeca and I. Vorončuka. Lifelong Education Integration in Human Resource Professional Development Strategy of Latvian Public Administrative Organisations, The 73rd conference of the University of Latvia, *Abstract book*, Riga, Latvia. February 5th, 2015.

4. O. Stariņeca and M. Bileišis. Youth Policy in Latvia and Lithuania: Concepts, Legal Frameworks, and Administrative Mechanisms, Scientific – practical conference ‘Youth in Global Society: Challenges and Changes’. *Theses proceedings*, Kaunas, Lithuania, November 26, 2014.

5. I. Vorončuka and O. Stariņeca. Professional Development and Education for Public Sector Employees in Latvia, The 72nd conference of the University of Latvia, *Abstract book*, Riga, Latvia. February 3rd, 2014.

6. O. Stariņeca. Generation Y Potential Employees – A Public Sector Stakeholder, The 72nd conference of the University of Latvia, *Abstract book*, Riga, Latvia, February 3rd, 2014.

The author **presented and discussed the dissertation** for three times during:

1. The seminar for doctoral students organized by Pompeu Fabra University, December 4, 2015, Barcelona, Spain

2. The seminar by the University of Latvia Doctoral School “Valsts tautsaimniecības starptautiskās konkurētspējas nodrošināšana”, September 24, 2015, Riga, Latvia

3. The seminar for doctoral students organized by the University of Latvia, Faculty of Economics and Management, February 27-28, 2015, Ratnieki, Latvia.

1. THEORETICAL ANALYSIS

1.1. The concept of holism and holistic approach

Holism (Greek ὅλος *holos* – whole), whole-making or holistic tendency as a term has for the first time noticed in South African Statesman's Smuts (1926) book 'Holism and evolution'. He explains that 'holism in all its endless forms is the principle which works up the raw materials or unorganized energy units (...), utilises, assimilates and organises them, endows them with specific structure and character and individuality, and finally (...) creates beauty and truth and value from them' (Smuts, 1926, p. 108). The core goal of the holism is to create the certain structure that will help from the raw materials create the value. Smuts (1926, p. 99) also highlighted that 'holism is the inner driving force behind that progress'. To find the best way to reach a goal, it is important to see the whole picture of the situation or process.

Holism as a concept has different applications nowadays, however, it still reflects the natural tendency to create a whole that will be more meaningful than its parts alone (Smuts, 1926; Lee, 2007, pp. 98-100). Organised whole creation from the pieces is a concept that can be applied in various areas such as team creation (because the team can be more powerful and knowledgeable than each of its members separately) or globalisation (because some countries do not have something that others have or cannot do, what others can, but together they can supplement each other in production e.g. division of labour etc.) etc.

The author of the present dissertation observed different application of holistic approach in several fields mainly focusing on management and particularly on HRM. The author's objective within this section is to identify pros and cons of the holistic approach and highlight the essence of the holism in HRM in general as well as in its activities particularly.

'Holistic approach is tightly connected to the system approach, where interrelated set of elements are functionally forming a whole' (Kepes and Delery, 2007; Starineca, 2014). Even organisation development solutions most probably will be primary systemic and will be based on the knowledge sharing between different management activities (Dāvidsone, 2008). System is a set of interacted elements that functionally create a whole (Lapiņa et al., 2013a). For example, a concept of holistic approach "made basis for modern risk management" (Mehmood and Zhang, 2010). Various fields' scientists have described and discussed these holistic systems:

- Holistic approach in agriculture – a system, where each element involved into biological function has relevance only in whole, as it 'is concerned in obtaining a correct grouping in farming systems which are in themselves sustainable' (Widdowson, 2013, p.1); 'holistic

agriculture accepts unreservedly the vital relationship between soil, plant, animal and man' (Widdowson, 2013, p.7)

- Holistic approach in medicine – help to realise a certain phenomenon referring on the whole picture (Williams, 1998); ‘the treatment of the whole patient, including physical, mental, and social symptoms of a disease’ (Pesch, 2014, p.355)

- Holistic approach in marketing – a merging mechanism that merges organisations internally and externally bringing together an organisation with its product consumers that leads to the both sides targets, goals (Kotler, 2006)

- Holistic approach in management – can be overviewed as a treatment of the resources and carrying out the activities inside and outside the management object on several levels such as society and environment, organisation, HRM considering all interested elements (Lapiņa et al., 2013a).

Table 1.1

Differences and commonalities between different levels of holistic approach in management

Levels of holistic approach in management	Differences	Commonalities
Society and environment (Lapiņa et al., 2013a)	<ul style="list-style-type: none"> • Interaction with external and internal factors in collaboration with society and environment 	<ul style="list-style-type: none"> • Management perception as one system • Long-term orientation • Striving for sustainability • Strategic, integrated and coherent approach • All elements interaction (organisation internal and external factors, stakeholders)
Organisation (Dāvidsone, 2008)	<ul style="list-style-type: none"> • Coordination, administration and management of internal resources for objectives achievements 	
Human Resource Management (Armstrong and Baron, 2002)	<ul style="list-style-type: none"> • Orientation on human employment, development and well-being • Human resources identification as an asset of organisation 	

Holistic approach is applicable to different separate processes implementation e.g. to cloud service provisioning (Ferrer et al., 2012), governance (Leat, 2002), teacher education (Korthagen, 2004), defining competitiveness (Feurer and Chaharbaghi, 1994), fish stock identification (Begg and Waldman, 1999), behaviour (Csikszentmihalyi, 2014), auto-

parallelization (Tournavitis et al., 2009) etc. The essence of the holistic approach, besides the field it is applied in, is a consideration of all elements and/or parties involved into the process (medical, agricultural, marketing or managerial). The relationship between all elements is important to explore and to execute the holistic approach. However, management activities can be implemented using the holistic approach on three different levels and relationships of the elements on each of these levels will be different (Table 1.1). Few of the common ideas for each level of management is still assumption of all elements interaction and perception of management as one system.

The holistic essence is common in all three cases. The different are the stresses on some peculiarities of the level. Generally, HR is a core element of each levels activity as well as organisations' collaboration with stakeholders taking into account all interacted elements that can be directly manageable within organisation and that could be outside the organisation and can be only influenced. Holistic approach also leads to the long term orientation that's meaning was highlighted by Hofstede (De Mooij and Hofstede, 2010) as it enhances the additional future value. Long-term oriented society for instance is grown up based on pragmatic values that are focused on gains, stability, savings and the ability to adapt (De Mooij and Hofstede, 2010, p.87).

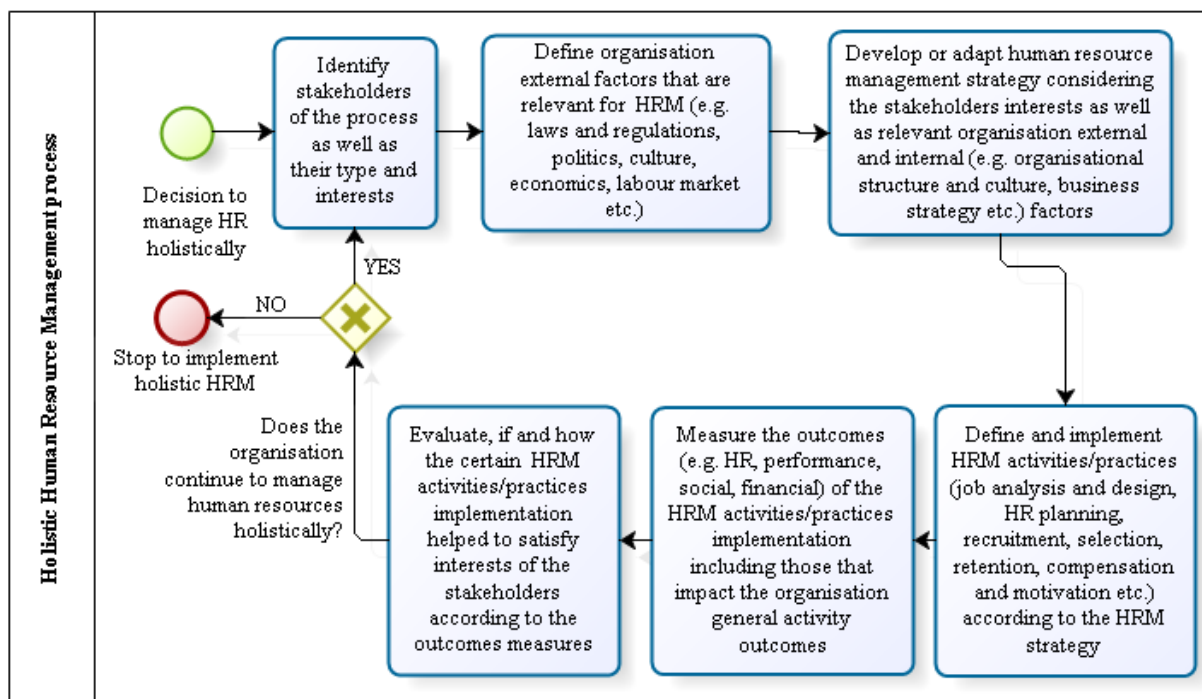


Figure 1.1 Holistic Human Resource Management process model (Created by the author using Bizagi Modeler based on Starineca, 2016c, p. 112; Lapiņa et al, 2013a, p. 35)

The holistic approach in many cases can be focused on problems solving therefore it is applied to have the wider, strategic view on HR (Beer et al., 1984) e.g. Swedish scientists developed a holistic management system model of maintenance management (Söderholm, 2007, p.21) that's is oriented on stakeholders satisfaction rising, Klett (2010, p.282) describe the holistic approach to the HR performance management that take into account competence

management, training management, appraisal and quality, practitioners (Enterprise Talent Management, 2012) apply holistic approach to talent management including all stages of employees professional development and relevant to each stage organisational activities.

Considering a fact that science is striving for the generalisation (Aristotelis, 1985, p.216) framework, system, there are no doubts that even small management activities should be generalized, systemised and overviewed towards a holistic approach. The author focuses the research on application of the holistic approach to human resource recruitment and selection as there is a gap in literature on this topic. As recruitment and selection is one of the HRM activity, it is essential to explore the holistic approach in HRM (Figure 1.1). ‘Holistic HRM model (Lapiņa et al., 2013a) presents the interaction between external and internal environment stakeholders and organisation internal factors, HRM strategy, relevant to the strategy activities implementation as well as presumes a feedback – implementation of outcomes’ assessment and accordant reflection on the objectives’ (Starineca, 2014). The outcomes could differ, e.g. Lapiņa et al. (2013a, pp. 33-35) propose to split the outcomes to four main groups, namely human resource outcomes (such as HR skills and motivation, engagement level etc.), performance outcomes (employee productivity, customer satisfaction, quality of goods and services etc.) and depended on them social (social wellbeing, social responsibility, ethical principles, legal compliance etc.) and financial outcomes (profit, return on investment etc.).

In the holistic HRM mode proposed by Lapiņa et al. (2013a, p. 35) HR selection is separated with HR recruitment and HR recruitment is merged with retention. However, they are HRM activities (practices) that depend on stakeholders’ interests (stakeholders are both external stakeholders and manageable internal stakeholders e.g. HR), organisation external and internal factors (including e.g. social responsibility implementation) and relevantly defined HRM strategy. It is important to notice that the model is based on SR management principles that leads to the sustainability of the organisation. So, holistic approach ensures sustainability (Starineca, 2013). The author of the present dissertation developed a holistic human resource management process model to emphasize the sequence of the certain steps managing human resources holistically in an organisation (Figure 1.1). It presumes consideration of stakeholders interests and organisation factors both internal and external to develop or adapt HRM strategy to implement HRM activities/practices accordingly. Afterwards, it is necessary to measure the outcomes of these activities/practices implementation to decide, if organisation continues to implement a holistic approach to HRM or not. If the organisation continues to manage HR holistically, it is necessary to check stakeholders’ interests and relevant internal and external organisation factors to adapt HRM strategy and continue to accordingly implement HRM activities/practices.

Evaluating the holistic approach in general and to the HRM particularly, the author can conclude that this approach has a number of **advantages** from organisation's point of view:

- It helps in finding a solution as it overviews all possible areas of action and influence as well as stakeholders
- It makes to pay attention to all elements of a process or activity
- It is based on SR principles i.e. ensure organisations striving for sustainability
- It requires an assessment and feedback for further processes improvements i.e. oriented to the long-term perspectives
- It presumes both business and social outcomes.

Holistic approach is useful in many cases, however, it also has a number of **disadvantages** such as:

- It is too complex and requires tight collaboration of all organisation departments
- It can be time consuming and expensive in application (e.g. requires the certain software for modelling and calculations)
- It requires complete information about each stage of the process, its stakeholders that sometimes can be not attainable.

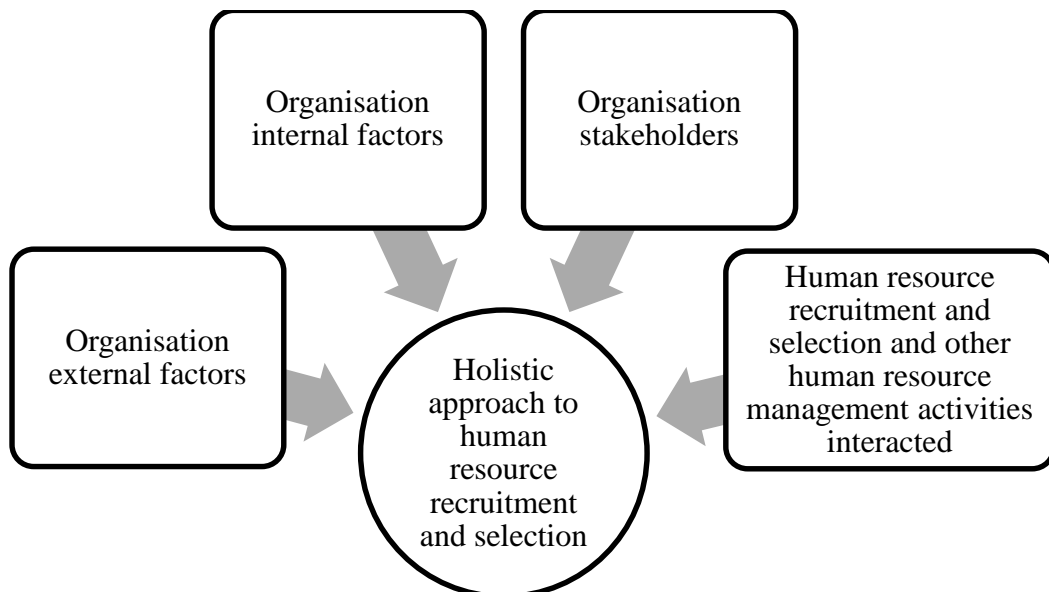


Figure 1.2 Conceptual scheme of the dissertation research (Created by the author)

Holistic approach is applicable in various areas and is suitable for HRM too. The presented by Latvian scientists holistic HRM model is relevant especially for socially responsible (SR) organisations (organisations that apply social responsibility principles), it also presumes HR policy integration to the organisation strategy that can help to strengthen organisational culture, HR realisation as a value of the organisation, HR ability to perform according to the changing environment circumstances and implement mutually consistent policy striving for the excellence (Legge, 1989). This reflects the philosophy of HRM.

Focusing on HRRS, it is necessary to explore all major elements that is covered in the holistic HRM model to explore some components of each of it in case of HRRS considering the HRRS as an activity of human resource management. These elements are (Figure 1.2) external environment factors, internal environment factors, stakeholders, and HRRS as well as other HRM activities that interact with HRRS (this is a proof that holistic approach creates a system that shows the connection between HRM activities that leads to the positive synergic effects and organisation's results (Kepes and Delery, 2007), as some authors have doubts about it (Boselie et al., 2005, p.72). The author overviews only some of these elements' components selected based on the issues connected to the topic of the dissertation and contemporaneity (mentioned in the introduction part) during the research period.

1.2. Human resource recruitment and selection and other human resource management activities interacted

The theoretical part of the study is based on monographic research method, when the historical theoretical bases of human resources recruitment and selection approaches are identified and described; all observed approaches are compared. First of all, the author of the present dissertation explores the HRRS process itself towards the concept development. The clarification on the term's 'HR' usage concerning recruitment and selection is needed.

Personnel is not simply an organisation's human resource that guides the organisation in the right direction, it is a stakeholder, the interests and needs of which, should be satisfied. The author has participated in the research that's outcome was the statements that Latvian and foreigner scientists and scientific literature authors use 'personnel' and 'Human Resources' concepts as substitutes with the same meaning – employees or employed by the organization people (Lapiņa et al., 2012). The author uses the HRM concept instead of the 'personnel management concept' popular in Latvian scientific literature. This chose is explained by the HR concept's holistic essence (Armstrong and Baron, 2002). S. Werner et al. (2012, p. 13) identified HR as 'all of the people who currently contribute to doing the work of the organization, as well as those people who potentially could contribute in the future, and those who have contributed in the recent past'. I. Lapiņa et al. (2012, p. 47) outlines that 'In 1980s in the USA the HRM concept was developed. It was not a formal change of the name [the personnel management was used before], it resulted from the change of attitude to the employed people in the organization'. Employees are both a resource to reach the organizational targets and a stakeholder of the organization, whose interests the organizations are trying to satisfy.

Human resource recruitment and selection used to be an HRM activity at the beginning. Afterwards, it was developed as a separate meaningful activity in science and practice. After 1920, the number of companies that developed their own 'guidelines to effectively organize HRRS process and efficiency' increased in the USA (Boitmane, 2008). In 1989, V. F. Cascio (1989) noted that the aim of assessment and selection program is to 'identify a candidate for a job based on score high on selection measures that purport to assess knowledge, skills, abilities, or other characteristics that are critical for job performance' (Snell and Bohlander, 2011).

Boitmane (2008, p. 12) notes that 'a necessity of [HR] selection process's management in Latvia become actual in 1990 connecting to the increase in business development intensity'. In 1999, D. Guest developed a list of good case practices of HRM that will lead to the excellent organizational performance. The first point in the list was HR 'selection and the careful use of selection tests to identify those with potential to contribute' (Guest, 1999, p. 6). Selected person will be responsible for the reputation of organization and stakeholders' needs satisfaction in future.

Various authors that write about HR selection mention selection together with recruitment. Across the authors' descriptions of human search, selection, and choice, it was found that the selection is an intermediate step of HRRS process between the potential employees' recruitment and acceptance for the job. Firstly, the job requirements according to the job description and organizational principles should be defined (Armstrong and Baron, 2002). The next step usually is development of job advertisement. This step is essential, because precise job advertisement is a tool for both HR selection specialist and the exact professional level specialists' attraction. Then of planning potential employees' attraction and recruitment activities happen, afterwards necessary human resources searching and recruitment implementation follows. There can be various sources and approaches used, e.g. it is possible to review and evaluate some alternative sources of applicants from both internal and external organisational environment (advertising, recruitment agencies, consultants' services, e-recruiting etc.). The final stages are a process of candidates' selection, notification of a job offer to the exact candidate, decision-making on acceptance of the selected candidate as well as the selected candidate decision-making on the job offer acceptance. (Werner et al., 2012; Armstrong and Baron, 2002)

There are several human resource recruitment and selection process definitions by the 21st century scientists (Appendix 2). After the descriptions analysis, it is possible to conclude that before HRRS organizations should know organizational principals, terms and conditions, culture of organization, operating principals and strategy as well as competences (selection criteria) that corresponding to a job.

According to the observed definitions, human resource recruitment and selection is the candidates' applications sorting and ordering based on examining, tests, and interviews results according to the set criteria. Important activities of the HR selection process are mainly assessment and decision making selection the best candidate. The most important part of HRSS, however, could be preparation. (Starineca, 2016c, p. 108) Preparation includes equipment of actual employment principles, conditions, acts and regulations, realization of culture and strategy of the organisation, preparation of a job description and identification of the competences and criteria of the candidates' assessment considering a job description (Voronchuk and Starineca, 2014, p.419).

Appendix 3 is developed to examine what kind of human resource recruitment and selection components are specially outlined by different authors throughout the historical development of the HR recruitment and selection. human resource recruitment and selection process activities are listed in the logical sequence as they can be implemented.

By the frequency of each activity outlining by these authors from 2001 till 2012, the rating of the most essential HR recruitment and selection can be made. This list includes applications/ documents review, selection tests/ testing, selection interviews and decision-making on offering job position to the exact candidate. However, to receive applications some other processes should be done before, namely job advertisement creation. Even detailed job description development is specifically outlined as HR recruitment and selection process element only by one author (Boitmane I., 2008), this is one of the important part of preparation for job advertisement creation.

Special attention should be paid on moral and legislative framework of the process. Farnham (2010, p.16) outlines that 'yet almost every HR decision and issue poses ethical questions, since they deal with people issues covering recruitment and selection'.

An HR specialist or responsible for the HRSS person should be aware of job specifics and design, company culture, objectives and requirements to employees, as well as certain legislation, norms and ethical principles. First, organisation's needs and job requirements should be defined. Afterwards, selection criteria, additional tools and required candidate competencies, could be chosen.

For example, selection criteria examination as anthropological, body and health parameters, and medical examination mentioned by O. Lundy and A. Cowling (2003). There are authors, who note also Drug Tests as one of the determining selection test (Graham & Bennett, 1998; French, 2007). The drug testing is essential selecting candidates for positions connecting to physically demanding and safety issues (sports, passenger and cargo transport, etc.).

Besides various types of testing, it is possible to check and examine abilities and skills of the candidates by interviews (individual or one-on-one, group, panel, stress interviews, work sample, structural and non-structural), references reception and checking, graphology and even astrology (Lundy and Cowling, 2003; Cooper et al., 2003; Raphael, 2009).

Employee can be chosen from the current company's employees or from the candidates in the external environment local or foreign labour market. There are a lot of HR selection methods and approaches. The main scheme of selection has not been changed since the beginning of this century – application sorting, reference collection and check, selection interviews, different kind of testing, evaluation of candidates and decision making on the most suitable candidate and a job offer proposal. The information technologies inventions do not stop; therefore, HR selection specialists can choose the suitable selection method using different kind of tools (special software, social networks, Internet applications and tools, etc.).

Even candidates' physical presence on selection interview or negotiation meeting is not strictly necessary nowadays. For audio and video interviews, organizations often use telephones (Boitmane, 2008), Google Hangout application, Skype calls. Candidates can record their Video Résumé (Cascio, 1989) and answers on the questions applying taketheinterview.com service or post and share information on professional background and references on the LinkedIn profile. For knowledge and skills examination, on-line testing can be used (Dessler, 2010). For competence or exact criteria based selection special databased with logged assess for HR selection specialists can be used (Ešenvalde, 2008).

Candidates can be given to make group or individual tasks. One of the basic approach to the HR selection is competence-based selection. Knowing competences needed for the exact job position the selection specialist can choose the appropriate examination method (Armstrong and Baron, 2002). Before setting the competences goes the job analysis.

A. Vīksna (1999) summarized competences by the criteria groups; their importance depends on peculiarities of the job:

- Physical criteria (vision, physical parameters, immunity, etc.)
- Psychological criteria (ability to make decisions, stress resistance, reaction, monotonous sensitivity, etc.)
- Socio-psychological criteria (ability to cooperate with other people, management abilities, etc.)
- Special or professional criteria.

I. Boitmane (2008) writes that HR selection is tightly connected to psychology. Necessity to assess the candidates from the psychological point of view appeared because of selection specialists, who noticed that the working processes in organizations require employees'

interaction to each other and communication. (Boitmane, 2008) Socio-psychological criteria has a special meaning, if job is connected to HR interaction (e.g., team or working group activities).

Competence-based selection presumes that the central candidates' selection criteria are professional competences. Forming a project team or choosing a new employee in the department, the colleagues' cooperation sometimes is necessary. Colleagues' collaboration could be more productive and lead to the best performance, if a team members have a set of the certain personal and professional characteristics that makes a team create a comfortable emotional/psychological and professional working atmosphere. There are several approaches that could be taken into account in this case and selecting the project team members. Some of them are summarized below split to the conditional groups of approaches:

- Psychological approach (temperament types (Childs, 1995; Williams, 1996; Steiner R., 2008), personality dimensions (Eysenck, 1997; McCrae and Costa, 2004), DISC personality types (DISC profile, 2014), people's 'world' perception (Fleming, 2001), personal preferences (Hermann, 1996; Kjærgaard et al., n. d., pp. 8-9)

- Role approach - Team roles typology (Belbin's team roles (Belbin, 2012), Personality Types (Riso and Hudson, 2000)

- Competence approach (Spenser and Spenser, 1993).

These groups overlap with competences by the criteria groups demonstrated by Viksna (1999).

A team can be created based on psychological characteristics of potential team members - relations between temperament types (Childs, 1995). This approach ignores some professional characteristics, i.e. that it is focused on the 'soft' skills rather than 'hard' skills (Ešenalde I., 2004) of the candidates. It makes selection process complicated as requires preselection by professional criteria or psychological criteria and final selection by respectively psychological or professional criteria.

Role approach has psychological element. It is mostly based on team members' functional role and type of behaviour, and besides this, it takes into account some people personal characteristics. This approach is more likely to be applied selecting teams. The think that is not constant here is a role. One person can play several roles, or have different roles depending on the team members and type of project, i.e., the same person can be an 'Implementer' in one project team, though, working with another project team he/she can take a role of 'Coordinator'. (Belbin, 2012) Hence, it is complicated to use this framework complicating a project team.

Competence approach besides personal characteristics and personal values takes into consideration abilities and knowledge of people (Spenser and Spenser, 1993). This approach is

more complex and suitable for the project team members' selection, because the competence is more complex criteria for selection than a team role or other simple psychological aspect. Selecting the project team members by competence, the person responsible for selection process need to know defined for each role competences and their importance for a certain position in the team implementing a certain project. Competences for each position should be adapted according to the professional and other essential requirements. (Stariņeca and Voronchuk, 2015, pp. 364-365) Therefore it is possible to conclude that the competence-based HRRS is one of more complex, holistic.

Competence is 'a range of questions, where a person has extensive knowledge, experience' (Grēviņa, 2000) and 'the ability to do something successfully or efficiently' (Oxford University Press, 2015). Competence is also defined as 'a person's basic characteristics, which have a causal relationship with effective and outstanding performance based on the certain criteria' (Spenser and Spenser, 1993, p. 15). 'F. Delamare Le Deist and J. Winterton (2005) publishes a more detailed summary of competences definitions answering on the question 'What is competence?' They also mentioned G. Cheetham's and G. Chivers's (1996; 1998) holistic model of professional competence' (Stariņeca and Voronchuk, 2015). Their competence framework includes five dimensions (Delamare Le Deist and Winterton, 2005; Cheetham and Chivers, 1996; 1998; Stariņeca and Voronchuk, 2015):

1. Cognitive competence - knowledge (know-that), underpinned by understanding (know-why), is distinguished from competence
2. Functional competences - skills or know-how, things that 'a person who works in a given occupational area should be able to do... [and] able to demonstrate'
3. Personal competency (behavioural competencies) - 'know how to behave', a 'relatively enduring characteristic of a person causally related to effective or superior performance in a job'
4. Ethical competencies - 'the possession of appropriate personal and professional values and the ability to make sound judgements based upon these in work-related situations'
5. Meta-competencies -concerned with the ability to cope with uncertainty, as well as with learning and reflection.

Set of competences that is important for the certain position working with the certain organization differs. It should be adapted to the peculiarities of the working field. Project management practitioners in Latvia (LNPVA, 2012) usually use the International Project Management Association Competence Baseline's (ICB) framework that 'offers access to the technical, behavioural, and contextual competence elements of project management' – 'the eye of competence' (International Project Management..., 2006, p. 1). They might use a project

manager's competences defined in the local occupational standard selecting a project manager (Labklājības ministrija, 2010). (Starineca and Voronchuk, 2015, pp. 366-367)

Examining and assessing the candidates' competencies, experience, qualification, education, and personal human peculiarities as well as preparing for the HR selection process in general the importance of the HRRS in the organizational culture and goals reaching should be under the attention. In 1985, M.E. Porter outlined that HR strategies have a connection with competitive strategies, i.e., to maintain the competitive advantage from the quality perspective, organizations need to 'use sophisticated selection procedures to recruit people who are likely to deliver quality and high levels of customer service' (Porter, 1985).

Ethical consideration should be taken into account for internal as well as external human resource recruitment and selection. Ethical behaviour with candidates is one of the actual considerations of modern organizations' HRRS process. According to Armstrong and Baron (2002), ethical behaviour during HRRS process includes deliberate and timely responses to the candidates, informing them about application acceptance and selection stages' results, responding to candidates' requests to explain, why they did not pass to the next phase of the selection. Ethical behaviour during human resource recruitment and selection depends on HR selection implementers' professional values and the ethical standards of the organisation they are representing (Armstrong and Baron, 2002). A. Milts noted that 'nowadays successful management and governance cannot be imagined without respect of fundamental ethical principles and values that usually already are highlighted in the professional codes of ethics of the certain activity sectors' (Ilmete and Roišs, 1998). (Starineca, 2016c, pp. 108-109)

Candidates for the certain vacant position in an organization, who are participating in the selection process, are potential human resources of the organization that will help to reach organizational goals, as well as its external stakeholder. Implementing HRRS organizations need to take care of relationship establishment with its potential employees. Stakeholders' theory that is a basic part of *social responsibility helps* to understand essence and importance of the relationships creation implementing HRRS activities on each its stage. (Starineca, 2016c, p. 109)

Within the human resource recruitment and selection process interaction is conducted with two main entities: candidate's application and candidate him/herself. Interaction initiation with the second entity is dependent on the first entity's status. Based on the discussed concept the author of the present dissertation developed the HRRS process model (Appendix 4) and the process scenario (Starineca, 2015). The process underlying (initiative/starting) event is a new employee is needed (a vacant position appears; events are highlighted in italic). The process end event is a new employee starts to work (vacant position is filled). The steps of the process

are listed in Appendix 5, while the models integrated into the process scenarios are in Appendix 6 and Appendix 7.

Human resource recruitment and selection is one of the human resource management activities that do not have the constant nature. It is connected to the HR retention and HR planning on the operative level, when sometimes is not realized as the important element of the HR strategic management as well as one of the core activities in organisation's future successful existence. (Voronchuk and Starineca, 2014, p. 420) In addition, employers need admit that this is period of time when employer brand can affect the outcome of the process as well as this process itself can affect the employer brand. HRRS is based on internal and external communication, evaluation technics and decision making, relations creation and maintenance with organisation potential employees. (Voronchuk and Starineca, 2014, p. 421)

Human resource recruitment and selection interacts with other HRM and related activities such as (Durai, 2010; Scarbrough and Carter, 2000; Price, 2011; Lacka-Badura, 2015):

- Career planning and development (HRM activity)
- Employees training (HRM activity connected to knowledge management)
- Employer branding (might be an HR department activity connected to HRM)
- HR information system maintenance (HRM activity)
- HR planning (HRM activity, usually is relevant before human resource recruitment and selection process beginning)
- HR retention (HRM activity connected to employer branding)
- Job analysis and design (HRM activity, usually is relevant before human resource recruitment and selection process beginning)
- Knowledge management (might be an HR department activity connected to HRM) etc.

In line with limitations of the study, just few activities (employer branding and knowledge management) will be discussed in depth. Further on the author of the dissertation overviews the concept of employer branding in details to outline its tight connection with human resource recruitment and selection.

‘In a society where all products assume the form of commodities, these commodities must be sold after they have been produced; it is only after their sale that they can serve in satisfying the requirements of their producer’ (Marx, 1990, p. 118). The same happens on the labour market. Only selected candidates can become employees, who will consume the service of their employers, however, before this, the organisation needs to have attractive service enough to have any applicants for the vacant position. In the commercialized environment also job seekers might be choosing the employer by brand. Therefore, it is crucial for the organisation to have a good one, so job seekers have an impetus to apply for the vacant positions. Current section is

devoted to the Employer Brand and organisation values examination in frames of the interconnection with human resource recruitment and selection.

The concept of employer branding came from marketing as one of the concept developers (Tim Ambler) is a scientist in marketing. The concept is quite new and already popular among practitioners. Ambler and Barrow ‘suggest that there is considerable synergy between the processes of nurturing brands on the one hand and human resources on the other’ (Ambler and Barrow, 1996, p. 1) explaining EB. They explain that employer brand helps to improve motivation and consequently performance of the employees, generally they call EB as an ‘internal marketing’ (Ambler and Barrow, 1996, p. 1). EB should ensure the information flow from the organisation to attract the best applicants for the vacant positions and select the best ones, who will be loyal and motivated to perform as good as they can (Figure 1.3).

Employer brand as a term was created in 1990s (Ambler and Barrow, 1996). Minchington and Thorne (2007) outlined that ‘every organisation has an employer brand. Whether you own it or not, your organisation is influencing its employer brand 365 days a year’. Pahor and Franca (2012) describe their developed in 2007 the conceptual model of the EB pyramid. It consists of three parts. Recognition of the employer lays at the basis of the pyramid. Consideration is the middle part of the pyramid. The higher point of employer brand meaning is the idea that employer become an ‘employer of choice’.

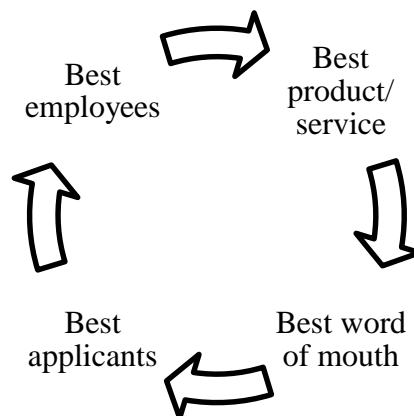


Figure 1.3 Link between quality of employees and quality of product/service (Adapted from Ambler and Barrow, 1996, p. 2)

Table 1.2 reflects the most frequently used employer brand definitions found in different literature sources. Definitions are sorted in the chronological order. According to the quantitative analysis the most frequently used words in the definitions analysed are ‘employment’ (at 3% of cases), ‘employer’, ‘identity’, ‘directed’, ‘external’ and ‘employees’ (by 2% each word). Summing them up and reflecting the content of the sorted definitions it is possible to consider that generally employer brand is an *identity of employer that is directed to the external and internal stakeholders and speaks about employment image by several criteria provided by this employer* (Voronchuk and Stariņeca, 2014, pp. 3-4).

Creation and development of employer brand is sometimes called ‘Employer Branding’ as it reflects the process. Employer branding is one of the HRM activities (Backhaus and Tikoo, 2004). Backhaus and Tikoo (2004, p. 502, 506) define it as ‘the process of developing and communicating organizational information that is specific and enduring for a firm as an employer and differentiates it from its competitors’. According to Edwards (2010, p. 5) employer branding, ‘in its full scope, cuts across many traditional HR specialisms and becomes an umbrella programme that provides structure to previously separate policies and practices’. Aggerholm et al. (2011, p. 113) made the more specific definition that states that employer branding is ‘a strategic branding process which creates, negotiates and enacts sustainable relationships between an organisation and its potential and existing employees under the influence of the varying corporate contexts with the purpose of co-creating sustainable values for the individual, the organisation and society as a whole’. Some authors see the EB creation and development through HRM and marketing (Ambler and Barrow, 1996; Lievens, et al., 2007; Bondarouk et al., 2012), however, author of this paper assume that Employer Branding is mostly concentrated on Public Relations activities, i.e., relationship establishment and maintenance with the organisations’ stakeholders – ‘external stakeholder groups’ and ‘internal stakeholder groups’ (Bondarouk et al., 2012, p. 17). Supporting this, Aggerholm et al. (2011, p. 106) state that ‘there is a need to apply more stakeholder and relationship thinking to employer branding in support of the paradigmatic understanding of the concept within a social constructivist tradition’.

Table 1.2

Employer branding definitions and/or descriptions (Voronchuk and Stariņeca, 2014, p. 3)

Authors (year)	Definition and/or description of EB
Ambler and Barrow (1996)	‘the package of functional, economic and psychological benefits provided by employment and identified with the employing company’
Backhaus and Tikoo (2004)	‘a concept of the firm that differentiates it from its competitors’
Tüzüner and Yüksel (2009)	‘One, the employer brand is employment specific, characterizing the firm’s identity as an employer. Two, it is directed at both internal and external audiences.’
Martin et al. (2011)	‘a generalized recognition for being known among key stakeholders for providing a high-quality employment experience, and a distinctive organizational identity which employees value, engage with and feel confident and happy to promote to others’
Jonze and Öster (2013)	‘strategy to recruit and retain suitable employees and to communicate a consistent image, both internally and externally’

So, it could be considered that employer brand creation and development or 'Employer Branding' is a process of relationships creation with stakeholders (current and past and potential employees) through some specific HRM activities.

There are some organisational benefits working on EB creation and development. Jain and Pal (2012) identified these benefits as (Voronchuk and Stariņeca, 2014, p. 4):

- Increase in productivity and profitability
- Increase in employee retention
- Increase in employer attractiveness
- Decrease in recruitment costs
- Minimize of loss of talented employees
- Employees committed to organizational goals
- Improvement in employee relations
- Decrease of time from hire to productivity.

Employer brand's creation and development affects several outcomes groups that could be defined as (Lapiņa et al., 2013a): HR, performance, financial and social outcomes. Further the author summarizes few different approaches that describe EB creation and development process by steps, components, elements, dimensions and disciplines. This overview helps to understand the content of the employer branding activities and process itself.

Employer brand's creation and development framework (Backhaus and Tikoo, 2004) has the same elements. It consists of two main tracks. The first track idea is the following: employer branding affects EB associations that creates employer image and its attraction. The second track reflects the employer branding interaction with organisational culture. EB creation and development outcome is organisational identity. Organisational identity and organisational culture affect employer brand's loyalty that's outcome is employee productivity (Backhaus and Tikoo, 2004).

Employer branding is a mix of disciplines, i.e., interaction of organisational culture, marketing, the psychological contract and employer branding (Barrow and Mosley, 2005; Edwards, 2010; Aggerholm et al., 2011). Kudret (2014) describes the EB mix that consists of three main dimensions (Appendix 8) that supports Backhaus's and Tikoo's (2004) framework and a mix of disciplines of employer branding.

By components employer brand creation and development has been split by Jain and Pal (2012, pp. 70-72):

- Employment Package – 'a bundle of benefits which is offered to the employees to join the organization':

- Financial Compensation – all monetary benefits, fair and competitive compensation
- Job Roles and Responsibilities – clear job description is required
- Work Environment – employees’ needs should be taken into account to create comfortable environment for the work (equipped workplace and emotional atmosphere)
- Career Development Plan – performance assessment, training and education programmes
- Culture and Environment – ‘work practices, value system, behaviour and attitude of the people working in the organization’ (‘culture plays a major role in creating the right employer image in the market’)
- Integrity - an ability of the organization to deliver what it promises. the existing employees are actually the ‘brand ambassadors’ of the organization, ‘if they are happy, they would spread good words about the organization and this would in turn improve the image of the organization’
- Employment Experience - tangibles (salary and benefits) and intangibles (company’s culture and values, opportunities for learning and career progression, reward and recognition and management style).

Bondarouk et al. (2012) propose to split employer brand creation and development in five main elements (Appendix 8). Backhaus and Tikoo (2004, p. 503) state that ‘employer branding is based on the assumption that human capital brings value to the organization’. Lievens (2007, pp. 51-52) split EB creation and development on three leg process:

1. The value proposition of an employer brand development
2. The employer brand external marketing
3. The employer brand internal marketing and employer brand transition to the organizational culture.

These processes are the same as already mentioned by other authors in their EB creation and development process description. Quite the same employment branding main characteristics are provided by Pahor and Franca (2012). They define some practices that reflect opinion about employer that are reputation of company and its products and/or services, possibilities for personal development, good leadership and job-life balance and finally, security of employment.

Employer brand creation and development also reflects such areas as employer knowledge, employer consideration, employer of choice (Pahor and Franca, 2012). Organisation is striving for having such an employer brand that helps to maintain and establish relationships with current and future employees as well as other stakeholders easier.

Appendix 8 reflects the summary of all employer brand characteristics mentioned before that helps to compare them. The author of the present dissertation split all components or elements of EB to three main pillars, namely connected to organisation's cultural aspects, external reputation of the organisation as employer and internal environment for employees.

Organizational culture aspect is emphasised in each observed approach to the employer brand description. One of the organisational cultures elements are organisational values. Values are the basis of the long-term orientation that presumes investment in the future. Organisations need to have defined values that should be connected to perseverance, relationships sorting by status, frugality and existence of humiliation (De Mooij and Hofstede, 2010, p.90). Organisations values are actively involved in both external and internal employer brand developments. Values are a strategic element and a philosophic attitude of the organisation/ employer to the everyday action and behaviour as a guideline to the responsibility of the organisation. For the future and potential organisation's employees, values will reflect the employer principles and give the first impression about the employer's nature. For the current employees, values are conceptual rules for action. Current employees are those, who are responsible for organisation's values reflection and presentation i.e. for the employer brand creation and development.

Employer brand creation and development has quite the same principles as usual corporate/ organisation's branding, e.g., there are three laws of branding - Neuroscientific foundations of effective brand building (Walvis, 2008):

- The higher the distinctive relevance of branding efforts, the more likely the brand will be chosen
- The higher the coherence of branding efforts across time and space, the more likely the brand will be chosen
- The more engaging the branding environment that is created, the more likely the brand will be chosen.

When the action plan and rules for EB creation and development is set it should be reflected on the whole organisation management cultural and strategic principles. If employer brand's creation and development activities are new for the organisation, employees, i.e., managers, need to be educated on this topic to provide better/ qualitative implementations.

Under various authors' consideration the main areas to pay attention on building or developing EB are culture and environment of the organisation, job content, features and benefits that employees can get working for the employer (benefits, professional development opportunities etc.). Culture and environment of the organisation in external and internal organisation environment also influences employer image, therefore the author of the present

dissertation proposes to pay attention on such activities implementing employer branding as employer branding management, measurement/ evaluation and work on employer branding in internal and external environment.

The main words connected to the employer brand creation and development practices or disciplines that are mentioned more frequently by several authors in mentioned above descriptions are: culture, employer, employees, job, employment, organisation/ organisational, marketing, environment, benefits, opportunities. They characterize the core meaning of the term, i.e., Employer Branding could be described as an activity that supposes employer interaction with their employees through marketing and some employment circumstances (organisational environment and culture of the organisation, job opportunities, benefits, etc.). Employees here are mostly current employees. However, as it was defined before, within employer brand's creation and developing activities, employer force their activities on past, current and potential employees (i.e., current and future potential employees, where future potential employees are those, who are not labour market participants under some circumstances, e.g. people who are under the economically active age or underqualified yet – students, or people who have age of economically active people, but are not searching for the job now, etc.) (Voronchuk and Stariņeca, 2014, pp.4-5).

Employer brand is a crucial element that can help or harm human resource recruitment and selection. Organisations might have an EB, however, not all of them have a structural approach to its development, and sometimes organisations might even not to realize that they have any EB. Employer brand is about communication with the relevant stakeholders, primary those, who also have an interest or are involved into in the organisations human resource recruitment and selection process. Having weak employer brand, organisation might have difficulties with the appropriate HR attraction and/or selection. However, this challenge is manageable. Organisation might attract wanted specialists for the work, if it provides professional development opportunities or work on the employees' professional competences development. These organisations most probably realize the connection between HRRS and knowledge management, however, many organisations might not see the link. Therefore, the knowledge management and its connection to the human resource recruitment and selection should be discussed.

One of the important aspect of HRM is knowledge management (KM) and professional development of employees of each organisation. There are no doubts that it is vital for general organisations development and sustainability. Professional development of employees is necessary in terms of developing environment (Voronchuk and Starineca, 2014, p.168). HRRS presumes staff changes that is connected to new employees' induction to the organisational and

working process, position as well as attraction of job seekers by the professional development opportunities. KM presumes knowledge refreshment and keeping, employees' professional development planning and other activities.

In country and organisational level 'knowledge' has not the direct connection with something 'intellectual' (Drucker, 1992) rather with 'capital' that can be managed. 'The most important step toward the 'knowledge economy' was, however, scientific management – that is, the systematic application of analysis and study to manual work, first pioneered by Frederick W. Taylor (1856-1915) in the last decade of the nineteenth century' (Drucker, 1992, p. 254). The term 'knowledge management' appeared about one hundred years later. The author of the present dissertation summarised some definitions in the chronological sequence as they appeared in publications (Appendix 9). 'The definitions and activities involved depend largely on which they are intended for, and every firm has different approach to their knowledge management practices. In the literature, knowledge management is concerned with capturing a firm's stock of expertise through creation, collection, storage and application' (Bollinger and Smith, 2001; Ishak et al., 2010; Voronchuk and Starineca, 2014, pp.169-170).

At the end of 20th century defining knowledge management, authors make focus on the result. Reach the best possible organisation performance is the goal of usage of employees' knowledge. Definitions of the 21st century seek the same goal; however, such words as 'innovation', 'strategy', 'tool', and 'collective wisdom' appear. Knowledge should be improved, employee need to know, why they are the part of the organisation, what kind of value they bring by their knowledge. Now it is clear that the most important is not having a good performance, it is important to develop, innovate, and be different and knowledgeable. People responsible for KM in the organization will identify, who and how can help to reach the targeted performance, what should be done to maintain the same level of performance of the organisation.

According to Truneček, J. (2004, p. 5) 'Knowledge management is the process of managing knowledge (both explicit knowledge and tacit knowledge) in the organization. The objective is to improve storing, creation, sharing and use of knowledge in the organization and so improve performance of individual workers and the organization as a whole. Knowledge Management is concerned with the state of knowledge and with the flow of knowledge' (Šikýř, M., 2008, p. 3).

Benjamins (2001) sorted knowledge management definitions into three groups according to the focus of management activities namely process-oriented, results-oriented, and technology oriented, as it was discussed before. Some KM definitions are describing the plan of activities that should be done in order to realize knowledge management (e.g., Hedlund's, Alavi's and

Leidner's definitions); some knowledge management definitions are oriented on result: 'best decision' (Petrash, 1996) and 'organizational performance' (O'dell and Grayson, 1998); others are focusing on technology, 'conscious strategy of putting both tacit and explicit knowledge into action by creating context, infrastructure, and learning cycles that enable people to find and use the collective knowledge of the enterprise' (Hubert, 2000).

Analysing definitions, author have used the tool from the Web site www.wordcounter.net to enquire the keyword density of all summarised definitions. As the result the rating of the common words from the definitions was set: knowledge, people, decision, process, leveraging, organization, performance, improve, activities, and transfer. The most popular word, which was used 15 times (9% of the text), is of course 'knowledge'. Other words reflect the core meaning of the term. For example, it is possible to consider that 'knowledge management' is a process of making decisions connected to the activities for leveraging knowledge of people in the organisation, to improve their performance. This can be a *new definition* of the term based on quantitative approach for definition analysis.

Knowledge management is a set of management activities that objective is to organize knowledge creation, development, sharing, evaluation and sustainability within organisation. Knowledge management concept could be explained based on knowledge concept. 'Knowledge is a much broader concept than information, which is generally know-what and know-why components of knowledge. [...] Other types of knowledge – particularly know-how and know-who – are more tacit knowledge and are more difficult to codify and measure' (Lundvall and Johnson, 1994 as cited in OECD, 1996, p. 12).

Organisations need to be sure that their employees will fulfil their job tasks efficiently. Based on this assumption it is possible to consider that the job descriptions are made based on such a motive as well as job standards (Voronchuk and Starineca, 2014, pp.170-171). There could be a need to organize a training for newly employed people, the possibility to have this kind of induction training should be also available for the job seekers and candidates for a vacant position, therefore, KM is tightly connected to employer branding.

The first part of knowledge management process is connected to some activities. Different authors outline different activities. Mostly all of them have the beginning part of generating, storing, sharing knowledge and the end part, when used, irrelevant, outdated knowledge are utilized (Wiig, 1993; Marquardt, 1996; DiBella and Nevis, 1998; Davenport and Prusak, 2000).

The process should be systematic. At the end of the process the evaluation of objectives accomplishment need to be fulfilled. If the needed goal is not reached, a new set of activities can be designed. In case to identify the best set of the exact activities these possible actions with knowledge should be discussed (Voronchuk and Starineca, 2014, pp.171-172).

‘In terms of employees’ education it is essential to discuss a role of education or knowledge management as a part of HRM in the organisation’ (Voronchuk and Stariņeca, 2014, p.9). Under the external and then internal factors the knowledge management and human resource management activities are interacting that leads to the certain outcome and stakeholders’ satisfaction (Lapiņa et al., 2014, p.584) the same as it was in case of holistic HRM model (Lapiņa et al., 2013). This proves knowledge management and HRRS interconnection. It was discussed before that HRRS interrelates with EB. Employer brand also is connected to knowledge management. ‘Organisation should create or find the appropriate employees to create and develop the desired employer brand. This could be fulfilled through giving employees the appropriate education on the relevant topic’ (Voronchuk and Stariņeca, 2014, p.12). Therefore, it is possible to conclude that all these activities are connected and are vital for fulfilment of each of them. Knowledge management and employer branding are those practices that are connected to the human resource recruitment and selection activities, however, there are some other aspects that are directly effecting HRRS process. The next sections are devoted to some of them that can be assumed as the core ones.

1.3. Organisation’s stakeholders and human resource recruitment and selection

It is important to see potential and current employees as stakeholders during human resource selection process. ‘It should be emphasized that potential employees are a distinctive stakeholder of organization. Thinking about sustainability matters, it would be important for the organization to identify its bases for future, i.e. new specialists at the labour market. At the moment they are Y generation people, who have a distinctive character and special requirements to the employer’ (Stariņeca, 2014a). The author is discussing the main characteristics of these part of job seekers and employees further on in this dissertation, however, firstly, defining the stakeholders as a concept and examining possible stakeholders by types.

For the first time, the *stakeholders’* concept was applied by Stanford Research Institute in 1963. Stakeholders were defined as ‘groups without whose support the organization would cease to exist’ there. R. E. Freeman’s *Stakeholders Theory* was formulated in 1980 (Mitchell et al., 1997, p. 858). R. E. Freeman (1984, p. 46) also developed one of the most popular definition of stakeholders, defining stakeholders as ‘any group or individual, who can affect or is affected by the achievement of the organizations objectives’. In 1989 A. F. Alkhafaji proposed to use the term regarding only to those groups that the organisation is responsible for (Mitchell et al., 1997; Lapiņa et al., 2013b). For instance, SR organization creates relationships with its

stakeholders to sustainable business maintenance (Stariņeca, 2016c, p. 110). The core idea of the concept is its application for the strategic organisation's management i.e. an organisation that applies stakeholders' concept develops and implements a strategy that ensures organisation's stakeholders interests (Savage et al., 1991). 'Such a strategy would ensure the organization's long-term success' (Lapiņa et al., 2012, p. 6) and lead to the sustainable outcomes (Lapiņa et al., 2013b).

Stakeholders can be 'persons, groups, neighbourhoods, organizations, institutions, societies, etc.' (Mitchell et al. 1997, 855 pp.). Definition of the stakeholders' groups is individual for each organisation. There are various approaches to split stakeholders on different levels. The approaches differ based on the assumption how much attention the certain stakeholder requires or deserves (Lapiņa et al., 2013b). According to M. B. E. Clarkson (1995) stakeholders are groups that have or had ownership, rights or interest in the organisation or its activities, or these groups are claiming to these rights. The stakeholders with same interests or rights might be put in a same group. Clarkson (1995) also notes that the rights or interest can appear as a result of organisations activity or/and its collaboration with the stakeholders. The interest could be legislative or moral, individual or collective. Quite the same explanation of stakeholders' nature gave Jackson et al. (2009) defining stakeholders (Lapiņa et al., 2013b). All stakeholders could be split into two main categories (Clarkson 1995, pp. 105-106; Freeman et al. 2007, pp. 6-8):

1. Primary that consists of stakeholders without whom in the current case the policy could not exist and have the tight connection

2. Secondary that consists of stakeholders who do not play that important role as primary, but interact somehow (is affected or affect, influence on the policy).

Sometimes stakeholders that exist in the organisational environment are primary stakeholders, when those, who are in the organisation's external environment are secondary ones. However, the author should admit that is not always true.

The author of the present dissertation pays attention on those stakeholders, who can be mainly involved into the human resource recruitment and selection process (also labour process) from organisational point of view. Examining a number of definitions of stakeholders and various authors stakeholders list, it is possible to conclude that all of them agree that the main organisation's stakeholders (primary stakeholders) are their employees (Freeman, 1984; Clarkson, 1995; Donaldson and Preston; 1995; Freeman et al., 2007; Jackson et al., 2009; Latvijas Biznesa Konsultantu..., 2010). Employees and future employees (from the society i.e. organisation's external environment) are expecting to receive fair salary quality and safe working conditions, long-term employment, etc. from their employers or future employers

(Lapiņa et al., 2013b, p. 49). All authors also mention community or society as primary stakeholders of organisation. In terms of HRRS community and society is also an important stakeholder as organisation is involved into the employability process of some people from the certain community or society implementing HRRS. All of them also mention such an important for human resource recruitment and selection process organisation's stakeholder as *special interest groups* (Freeman, 1984) meaning trade and professional unions/associations. All of them, except Clarkson (1995) assume that this stakeholder group needs to be primary rather than secondary one (Freeman, 1984; Donaldson and Preston; 1995; Freeman et al., 2007; Jackson et al., 2009; Latvijas Biznesa Konsultantu..., 2010; Lapiņa et al., 2013b, p. 49).

Within HRRS process there could be also some other relevant stakeholders, who's interest should be taken into consideration. One of them could be even government (Freeman, 1984; Clarkson, 1995; Donaldson and Preston; 1995; Freeman et al., 2007; Latvijas Biznesa Konsultantu..., 2010), media (Freeman, 1984; Clarkson, 1995; Freeman et al., 2007; Latvijas Biznesa Konsultantu..., 2010), and environment (Freeman, 1984). Organisations need to be aware of some special employability regulations and consider governments' labour market policies that is why government could be one of the important stakeholders implementing HRRS. Implementing HRRS, organisations might actively use mass media services and resources e.g. spreading out job advertisements. Human resource recruitment and selection as any other process could be implemented in terms of environmental responsibility e.g. minimizing printing materials usage. Summing up, there is could be a list of stakeholders that are relevant to consider implementing HRRS process, for example, current and former employees, relevant study programs students, educational institutions, other organisations (employers that might employ specialists with the same profile as the organisation needs), previous job applicants, recruitment agencies and consultants, labour market, HRM activities, socio-economic environment researchers, mass media and social networks representatives and customers, trade unions, local (state) employment agency, etc. (Kleynhans, 2006, pp. 86-87; Aswathappa, 2005). Stakeholders' peculiarities (also based on a type of the stakeholder) influence human resource recruitment and selection process. The author of the present dissertation examines different approaches to identify stakeholders by type and criteria of the stakeholders' influence on HRRS to support the discussion relevant for the dissertation **hypothesis** testing.

Identifying the stakeholders, it is necessary to define their priorities that will help to develop the certain strategy of organisations behaviour with the relevant stakeholders. As it was mentioned before, there are various approach to it. It is possible to use proposed by Savage et al. (1991) criteria to split stakeholders. These criteria are stakeholders claim and ability to

influence, such features as legitimacy and power of the stakeholders need to be evaluated using this approach. Savage et al. (1991) split stakeholders to four main groups: supportive, non-supportive, marginal, and mixed blessing according to their potential for treat to organisation or cooperate with it. According to the type of the stakeholder, relevant relationship strategy could be selected. If stakeholder is mixed blessing (type 4), organisation should collaborate with it; it can lead to the stakeholder switch to supportive one (type 1 - the stakeholder's potential for cooperation with organisation is high and for treat to organisation – low; then the organisation's strategy would be 'to involve') or non-supportive type (type 3 - the stakeholder's potential for cooperation with organisation is low and for treat to organisation – high; and the organisation's strategy would be 'to defend'). Marginal stakeholder (type 2) with low both potential for cooperation with organisation and potential for treat to organisation should be simply monitored (Savage et al., 1991, p. 65).

Another option could be split of stakeholders according to their power and interest (Figure 1.4). I. Kukule (2012) proposes to have closer relationships with stakeholders with high power (influence on organisation) and interest in organisation or its activity, while only monitor those stakeholders, who has low power and interest. In case of HRRS job seekers most probably could be those with high interest and low power, therefore it is necessary to inform them about employment opportunity also working on organisation's EB. Kukule's (2012) approach is a little bit similar to Savage et al. (1991) approach (diagnostic typology of organizational stakeholders), whereas Mitchell et al. (1997) propose another typology that is based on three criteria namely legitimacy, power, and urgency (Appendix 10).

		POWER	
		HIGH	LOW
INTEREST	HIGH	Strategy: MANAGE CLOSELY	Strategy: INFORM
	LOW	Strategy: SATISFY	Strategy: MONITOR

Figure 1.4 Diagnostic Typology of Organizational Stakeholders by its Power and Interest (Lapiņa et al., 2013b, p. 50 adapted from Kukule, 2012)

Mitchell et al. (1997) propose to split stakeholders into seven basic groups depending on the number and type of criteria they have. There is also the eighth type of stakeholder in the model that is *nonstakeholder*, in case when the potential stakeholder actually does not have any legitimacy and/or urgency and/or power on the organisation. The major importance and attention to the interest satisfaction should be devoted to definitive stakeholders that have all

three positive criteria, whereas other stakeholders have already less importance for the organisation.

Discussing holistic marketing, Kotler (Kotler, 2006) noted that the product should be created for consumer for their needs and wishes not vice versa, the analogical situation as on goods and services market is on the labour market. The job should be created for potential employees; employers need to create relationships with potential future employees to grown them up for the future potential vacant positions. As Marx (1990) mentioned that manufacturing produces not only an object for the subject, but also a subject for the object. In this case not only job place is created for the job seeker, but also this job seeker can be created for the job place. This task can be done through the PR (public relations) activities creating relationships with concrete target stakeholders of the employer – potential and future potential employers. The author of the present dissertation would like to emphasise the importance of stakeholders' examination and finding out their peculiarities.

The author focuses on job seekers as they are organisations potential employees. Particularly, generation Y representatives are explored as job seekers as they are current and nearest future core potential employees of organisations (Baltic Institute of..., 2015). '(...) organizations as employers should develop good relationships with their potential employees. (...) They are those people who could be (...) organisations key staff in the coming years. It is necessary to carefully assess the characteristics of Y generation specialists as a potential employees attracting and selecting new employees (...)' (Stariņeca, 2014a). Especially psychologists and then management research (Chester, 2002; Egeler, 2003; Martin and Tulgan, 2001) started to explore generation Y shortly before 2000, however, since millennium this topic has started to pick up their popularity. It is explainable by the fact that generation Y representatives are people born from 1980 till 2000 (time of transition from the information society to the knowledge society) (Ārste-Avotiņa and Lieģis, 2013), so they are about 16-36 years old and the oldest representatives are active and mature citizens as well as labour market players now (Killip, 2016). However, there is still lack of scientific research that focus on generation Y as employers or job seekers.

The author of the present dissertation identifies generation Y trying to focus on some characteristics that might be relevant for employers. The questions the author try to answer are 'What are the areas organisations as employers should focus on to attract young job seekers?' and 'What kind of job seekers and employees are young people – generation Y representatives?' The focus of the exploration lays on the youth unemployment issue (Goldin et al., 2015; OECD, 2016).

The managerial literature has a lack of explorations on how the peculiarities of generations influence the choice of certain human resource recruitment and selection activities' application methods and approaches. The literature focuses on some specific groups splitting employees and job seekers on experienced and not experienced, on highly and poorly motivated/ performed employees, etc. (Billsberry, 2007; Gulati et al., 2016; Aamodt, 2015; Gatewood et al., 2015). Appendix 11 represents various characteristics of generation Y representatives that were given in publications from 2001 to 2011. It is clear that these people have certain peculiarities that differ them from other generations. Besides various personal characteristics some authors highlight generation Y peculiarities as employees and job seekers. Mainly Matthewman (2011) focuses on *Millennials* exploration and characterisation as a unique and new generation of employees that requires employers' need to have 'cool values' around the environment and society. He wrote, 'Organisations need to change because *Gen Y* has different values as it is the only sure-fire recipe for disaster as *Gen Y* will be tomorrow's engine room of the organisations' (Matthewman, 2011, p.19).

Generation Y representatives are special job seekers and employees, therefore, the organisations need to find the certain approach to address them, to earn their attention and interest. Generation Y representatives are rather attracted by socially responsible organisations (Matthewman, 2011). Nowadays employers need to adapt their human resource recruitment mechanisms to potential employees. Employers that recruit young specialists need to take into account typical characteristics of generation Y as job seekers and employees into consideration. They are (Martin, 2001; Sheahan, 2006; Matthewman, 2011; Ārste-Avotiņa and Lieģis, 2013): technology users, curious about the current situation on the spot, educated and fast learners, practical, enterprising, manipulative, not loyal to employers, etc. (Stariņeca, 2014).

Some research findings prove that there are peculiarities of unemployed people and some organisations activities have greater impact on them than some external factors e.g. 'work-role centrality, coping resources (personal, social, financial, and time structure), cognitive appraisals, and coping strategies displayed stronger relationships with mental health than did human capital or demographic variables' (McKee-Ryan et al, 2005, p. 53).

From one hand, the End of History Illusion proves that people change their opinions, minds, habits and preferences while growing and developing. Young people in their twenties most probably will have different priorities and preferences in their thirties that they have now even they are thinking that they will not change them aging (Quoidbach et al., 2013). Therefore, the effect is not long lasting. Adapting to the young generation job seekers and employees now employers need to realize that they cannot treat them in the same way during their early aging period. In addition, earliest youth employment studies showed that 'early employment

experience has virtually no effect on later employment after controlling for persistent characteristics of individuals, such as education' (Freeman and Wise, 1982, p. 15). From another hand, longitudinal studies show that 'a person's unemployment experience when young is correlated with their later adult employment patterns' and it does not depend on the young people background' (Gregg, 2001, p. F627) i.e. it is crucial to explore the causes of unemployment to seek economy sustainability and mentally healthy population. It requires also a right action from the employers' side; therefore, the author of the present dissertation aims to provide some valuable information for practitioners to stimulate their relevant/adequate action within the second and third part of the dissertation.

Branding is important for *Millennials*. Organisations, recognizing all peculiarities of generation Y representatives, should focus on employer brand creation and development actively using modern technologies and communication resources to attract young job seekers. Generation Y representatives are active, educated, practical and idealistic as personalities and as job seekers and employees. Organisations task is to consider all these and a list of other generation Y peculiarities as well as define them as separate stakeholder group to choose the most relevant relationships creation and development strategy. Generation Y as job seekers and employees will be defined as different type of stakeholders for each organisation.

Application of stakeholder approach as well as exploration of generation Y representatives as job seekers is organisation's work mainly with external organisational environment. Besides these activities, the author of the present dissertation highlights some other external factors relevant for the research object considering research limitations.

1.4. Human resource recruitment and selection in interaction with organisation's external factors

Human resource recruitment and selection is one of human resource management activity that is affected by both external and internal organisational environments. Organisation external environment factors that might influence human resource recruitment and selection process are (Lussier, 2015; Caruth and Handlogten, 1997, p. 12, pp.135-136; Geet et al., 2009, pp. 3.25-3.26):

- Composition of the workforce
- Culture (cultural particularities/ diversity)
- Economy and economic conditions (including shift in economic power)
- Education level of population, education attainability
- Environmental and climate conditions

- Globalisation
- History
- Information Technology and Communication, Technological changes
- Legislation/ governmental regulations/ policy
- Migration of population and changes in the total workforce
- Political situation/ conditions
- Population change/ demographic conditions
- Societal attitudes toward particular careers, industries and institutions
- Work force/ labour market (demand and supply).

One of the external factors, which should be considered during HRRS processes, is economy. This section is devoted to such a type of economy as knowledge-based economy (Lengnick-Hall and Lengnick-Hall, 2002) as one of the organisation external environment factor that influence HRRS and have connection with its interacted activity – knowledge management. As it was defined by Becker (1975) one of the Nobel Prize laureates and co-former of the ‘human capital theory’ ‘human capital’ is the stock of competencies, knowledge, social and personality attributes, including creativity, cognitive abilities, embodied in the ability to perform labour so as to produce economic value. One of the tools that can be applied by organisations to impact knowledge economy’s development is knowledge management. ‘(...) knowledge management should be performed as good as possible to regulate the gross of the economy at many other aspects and areas’ (Voronchuk and Starineca, 2014a, p. 169).

The development of terms ‘knowledge economy’ (KE) and ‘knowledge management’ shows the importance of some HRM activities for organisation. ‘The 20th century was defined as a century of the industrial society, the end of the 20th century as a century of the information society, and the early 21st century has become a century of the knowledge society, where knowledge is a significant resource of manufacturing and an essential factor of individual well-being. One of the components of the knowledge society is the knowledge economy’ (Lapiņa et al., 2013, p. 577).

Drucker (1969) apparently was the founder of the term ‘the knowledge economy’ writing about it in his book *The Age of Discontinuity*. Later on Drucker wrote for the November edition of *The Economist* (2001) that ‘the next society will be a knowledge society. Knowledge will be its key resource, and knowledge workers will be the dominant group in its workforce’ (Lingenfelter, 2012, p. 9). Most probably Drucker would like to outline that there will be more working place for so called ‘white collars’ as the biggest part of work will be directly connected to the intellectual (intangible) service delivery. ‘Knowledge economy encompasses all jobs, companies, and industries in which the knowledge and capabilities of people, rather than the

capabilities of machines or technologies, determines competitive advantage’ (Lengnick-Hall and Lengnick-Hall, 2002). Consequently, more employers require for the highly educated employees, also demand of higher education increase, as potential employees realize that it is important to be competitive on the labour market. ‘Employment in the knowledge-based economy is characterised by increasing demand for more highly-skilled workers’ (OECD, 1996, p. 7). More employers require for the highly educated employees; more people get the higher education to be competitive on the labour market. As Powell and Snellman (2004, p.201) define ‘knowledge economy as production and services based on knowledge-intensive activities that contribute to an accelerated pace of technological and scientific advance as well as equally rapid obsolescence’. The production of services is growing in some countries. There is a transition to the ‘knowledge-based economies – economies which are directly based on the production, distribution and use of knowledge and information’ (OECD, 1996, p. 7) happening. According to White et al. (2012, p. 504) knowledge-based economy is based on open innovation, education, knowledge management and creativity that are set on information and communications technology infrastructure (Voronchuk and Starineca, 2014a, pp. 168-169). All these components are set on information and communications technology infrastructure. The World Bank presents the framework of KE that consists of four pillars (Appendix 12) that ‘help countries articulate strategies for their transition to a knowledge economy’ (The World Bank, 2011):

- An economic and institutional regime
- An educated and skilled population
- An efficient innovation system of firms, research centres, universities, think tanks, consultants, and other organizations
- Information and Communication Technologies (ICT).

Appropriate institutions, policies, investments will help people to have the possibility to reach tools that provide knowledge; skilled and educated people use gather knowledge using ICT in the way that stimulate efficient innovation system for further country development.

‘The term ‘knowledge-based economy’ results from a fuller recognition of the role of knowledge and technology in economic growth. Knowledge, as embodied in human beings (as ‘human capital’) and in technology, has always been central to economic development’ (OECD, 1996, p. 9). To proceed with development and take it into consideration also on organisations processes level e.g. HRRS, knowledge (as well as skills abilities, competences etc.) should be measured. HR knowledge, skills abilities and competences measurement approach is one of the difficult, but crucial part of the human resource recruitment and selection process. Therefore, it

is important to define the measurement system suitable for the certain case as it will influence further HRRS process steps.

Another external factors mentioned in the list are composition of the workforce, labour market and policy. Coming back to the stakeholder the author of the present dissertation is focusing on, it is important to emphasize youth policy role on labour market. A part of generation Y representatives are still youth (in many cases youth is assumed to be characterized as people in age from 15-24 (Grinevica and Rivza, 2015) even they are quite mature labour market players. Organisations need to consider that youth policy on national, regional and local (cities/towns) levels could be one of the factor that can influence HRRS activities i.e. help or make boundaries for them, especially, if one of the organisations important stakeholder is generation Y representatives as job seekers, future employees, part of the community/society etc.

Youth studies and studies on youth policies rarely focus on the direct issues that can appear when organisations would like to employ youth and youth is searching for a job (Stariņeca and Bileišis, 2014). Some youth policies on topic of employability are project based i.e. based on youth unemployment issues. It is a problem for both practitioners and scientists.

Another issue is the 'standard published statistics' that 'may not adequately measure the dimensions of youth' employment/unemployment (Freeman and Wise, 1982, p. 1). Youth unemployment definitions and analysis methods still are 'inadequate for analysing and understanding the problem of youth unemployment' (Singell and Lillydahl, 1989, p. 457; Fougère et al., 2009, p. 909-912). This idea is also supported by today economists e.g. by Oļegs Krasnopjorovs from Latvia (2015). In addition, still 'more effort should be devoted to developing, analysing, and applying alternative concepts of satisfactory or unsatisfactory status for young people' (Singell and Lillydahl, 1989, p. 457). The author of the present dissertation observes a lack of research that focus on the outlined issues. It is curious that there is research devoted to youth unemployment and crime correlation (Fougère et al., 2009; Britt, 1994).

From one hand, 'demographic, economic, political and social problems substantially affect youth future possibilities' (Grinevica and Rivza, 2015, p. 57). From another hand, 'it is largely acknowledged that graduates' entry into the labour market is a critical mechanism through which public investment in higher education generates its returns (e.g. Pavitt, 1991; Salter and Martin, 2001)' (Iammarino and Marinelli, 2015, p. 867). So, tertiary education institutions as well as vocational schools and collages play a vital role in the youth employment activities i.e. higher education institutions need to collaborate with future graduates' employers in frame of youth policy to stimulate success in youth employment. Therefore, youth policy is a factor that connects several organisations stakeholders that are focusing on HRRS considering

peculiarities of youth as job seekers. Currently organisations need to pay attention on generation Y representatives.

There are many external organisational factors that can influence HRRS activities on each stage of the process. Implementing holistic human resource recruitment and selection, organisation needs to consider all relevant factors. The author of the present dissertation outlined just some of them that are more relevant and urgent in frames of the study. Labour market issues focused on youth in terms of knowledge-economy circumstances are those that organisations need to consider implementing HRRS. Besides, mentioned broader level factors, organisations need to consider also some internal ones. The author, outlines approach to the organisation's management, which leads to sustainability and sustainable development (as youth capability could be a precondition for sustainable development (Biteet al., 2015, p. 85) both organisations and countries, as one of the important factor that interacts with HRRS and have the certain impact.

1.5. Human resource recruitment and selection in interaction with organisation's internal factors

Human resource recruitment and selection should be connected to the organisations general action and behaviour principles that are the internal factors of organisation. The internal factors could be (Aswathappa, 2005; Geet et al., 2009, p. 3.25; Kleynhans et al., 2006):

- Budget constraints
- Employees separations
- Geographical spread of organisational operations
- Organisation policy (business policy, HR policy etc. e.g. social responsibility)
- Organisation strategy (business strategy, HRM strategy, etc.)
- Organisational culture
- Organisational structure
- Products and services nature (type of organisation activity)
- Size of organisation etc.

The author of the present dissertation highlights the main positions of such organisational internal factor as socially responsible approach application to show its lines of connection to HRRS process. Social responsibility is a policy of the organisation that dictates how the organisation fulfil tasks, deliver services, treat employees and other stakeholders etc.

According to the International Organization for Standardization (ISO) 26000 (2010) standard SR is ‘a responsibility of an *organization* for the *impacts* of its decisions and activities on society and the *environment*, through transparent and *ethical behaviour* that:

- Contributes to *sustainable development*, including health and the welfare of society
- Takes into account the expectations of *stakeholders*
- Is in compliance with applicable law and consistent with *international norms of behaviour*, and
- Is integrated throughout the organization and practised in its relationships.’

Impact in this case is defined as ‘positive or negative change to society, economy or the environment, wholly or partially resulting from an organization's past and present decisions and activities’; organisation - ‘entity or group of people and facilities with an arrangement of responsibilities, authorities and relationships and identifiable objectives’; ethical behaviour – ‘behaviour that is in accordance with accepted principles of right or good conduct in the context of a particular situation and is consistent with international norms of behaviour’; international norms of behaviour – ‘expectations of socially responsible organizational behaviour derived from customary international law, generally accepted principles of international law, or intergovernmental agreements that are universally or nearly universally recognized’; stakeholder – ‘individual or group that has an interest in any decision or activity of an organization’; and sustainable development – ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’ (ISO 26000, 2010).

The concept of social responsibility is clearly explained in the ISO 26000 standard. It explains the core subject and core principles of SR. Authors, who mention this concept, do not clearly define SR as they mainly are focusing on the private sector organisations and turn to the corporate social responsibility (CSR) term explanation and implementation. Searching for any information about SR in scientific literature in English it is possible to find a lot of articles (Socias Salvà and Horrach Rosselló, 2012; Šarotar Žižek and Mulej, 2013; Pejic Bach et al., 2014; Baden and Wilkinson, 2014; etc.) and books (Prašnikar, 2006; Crowther and Aras, 2010; Derickson and Henley, 2007; etc.) that cover the concept of corporate social responsibility that focuses only on corporate organisations rather than SR itself. For example, Shastri and Banerjee (2010, p. 2) devote only few sentences to SR defining SR as ‘the combined effort by mankind to make this world a safer, more nurturing, and caring place’. This definition is too general. Therefore, the main source that explains the concept of SR is ISO 26000 (Voronchuk and Stariņeca, 2014a, p. 69).

It is clear especially according to the ISO 26000 standard that the objective of SR is a contribution into the sustainable development that is the outcome of some SR activities according to the holistic view on some issues of the SR seven core subjects (ISO 26000, 2010).

SR seven core subjects should be under the organisational governance. SR seven core subjects all together are the reflection of the holistic approach (Appendix 13). All subjects interdepend. In terms of EB creation and development it is important to highlight the main subjects and according issues to consider the most (Appendix 14). They are all issues that are connected to the human rights and labour practices, and some issues on the environment, fair operating practices and community involvement and development. Already mentioned in the previous chapter ‘employment creation and skills development’ issue is especially important for the generation Y representatives’ attraction.

SR principles are quite the same as values or principles of some European public sector institutions. They are (ISO 26000, 2010; Voronchuk and Stariņeca, 2014a, p. 69):

- Accountability
- Transparency
- Ethical behaviour - ‘behaviour that is in accordance with accepted principles of right or good conduct in the context of a particular situation and is consistent with international norms of behaviour’
 - Respect for stakeholder (‘individual or group that has an interest in any decision or activity of an organization’) interests
 - Respect for the rule of law
 - Respect for international norms of behaviour - ‘expectations of socially responsible organizational behaviour derived from customary international law, generally accepted principles of international law, or intergovernmental agreements that are universally or nearly universally recognized’
 - Respect for human rights.

All mentioned principles are directly connected to the positive employer brand creation and development principles. For example, transparency essence: stakeholders as the direct or indirect collaborators or integrators with the organization may know about the main ideas and objectives of the directors, executives and managers. This will help to avoid the organisational anarchy and give an opportunity to control the impartiality, fairness and avoid corruption of the top managers. Transparency gives the feeling of trust, truth and responsibility, which is vital in order to the sustainable organisation establishment.

Socially responsible organisation is an organisation that implements SR as a tool for the contribution to sustainable development of the organisation.

Responsibility in each action of the executives, board members and directors can also influence relationships maintenance with internal as well as external stakeholders. The decision makers are responsible for the future of the organisation, its development and existence as well as *image*.

People should understand that their action has the results. Nowadays especially large organisations should recognize that right action can bring more benefits than that one which is spontaneous, emotional, selfish and sometimes immoral or illegal.

To assess, how good the socially responsible organisation has been contributed to the sustainable development, some specific tools were developed. For example, based on mentioned ISO 26000 standard, Global Reporting Initiative guidelines, Dow Jones Sustainability Index and other the Sustainability Index in Latvia was developed. Since 2010 more and more organisations in Latvia participate in the competition competing on SR best practices to be included in the list of organisations with the higher score in contribution to the sustainable development. 'The index has been adapted to the local audience evaluating the local performance of enterprises as regards to economic, social and environmental issues'. The areas that are assessed in each organisation are (Sustainability Index, 2010-2014; Voronchuk and Stariņeca, 2014, p. 9; Voronchuk and Stariņeca, 2014a, p. 70):

- Strategy (15% of the total score weight) corresponds to Fair operating practices
- Society (15%) - Community involvement and development
- Work environment (25%) - Human rights and Labour practices
- Market relations (20%) - Fair operating practices and Consumer issues
- Environment (25%) - Environment.

Each areas assessment is influenced by (Sustainability Index, 2010-2014; Voronchuk and Stariņeca, 2014a, pp. 70-71):

- Management (policy, documents, principles, goals, etc.) – on 30%
- Integration (decision-making, stakeholders' participation, reporting, responsible people training) – 25%
- Actual performance and impact assessment – 40%
- Appreciation, certificates, etc. – 5%.

To be included into the SI lowest (Bronze) group the organisation's SI should be equal to at least 40%. Comparing to the three main dimensions of Dow Jones SI – economic ($\approx 33\%$ of the total score weight), environmental ($\approx 33\%$) and social ($\approx 33\%$) (Sustainability Indexes, 2014), SI basic evaluation areas are more specific. Of course, all SR and SI has been developed focusing on private sector organisations, however, there are some public organisation in Latvia that take part in SI initiative and also are included into the SI (Sustainability Index, 2010-2014).

The procedure of participation is rational and simple in use for participants. There is special period of time for application one time per year. During this period each registered in Latvia enterprise can take part in the competition. It is important to highlight that the procedure presume non-financial performance evaluation of the organisations applied. The organisation needs to register on the SI Web site. The next steps are described listed in Appendix 15.

Dimensions and areas of assessment of the SI organisations contribution to the sustainable development corresponds to the SR core subjects (Human rights and Labour practices – Work environment; The environment – Environment; Fair operating practices – Strategy and Market relations; Consumer issues – Market relations; Community involvement and development – Society). (Voronchuk and Stariņeca, 2014, pp. 6-9)

There are a lot of terms, principles and practices connected to the SR organisational governance. Tools that can be implemented require particular knowledge and skills. Taking into consideration a fact that SR organisational governance influence employer brand creation and development it should be assumed that organisation managers as well as employees should be educated on this, they need to realize the essence of the strategy, organisation culture, values and goals. (Voronchuk and Stariņeca, 2014)

Voronchuk and Stariņeca (2014, p. 6) highlight ‘when organisation has a status of socially responsible organisation, it becomes more attractive for job seekers and current employees’. It is important aspect, because it brings an additional meaning to the organisation, it speaks about organisation possible positive image and comfortable working environment, special, interesting and trendy culture (when employees have an opportunity to do sport during working day or proposed to eat ecological and healthy food in the organisation’s restaurant, etc.).

The main focus of socially responsible organisation managers should be directed at relationship creation and maintenance, especially during human resource recruitment and selection process. Social responsible and sustainably oriented organisations with positive employer brand are the target for many job seekers nowadays. Modern human resource recruitment and selection approaches within usual selection procedures are meaningful and helpful. Nowadays it is easier to hire people, who are abroad or find the most suitable person amongst a big pool of applicants. Special software and Internet applications make HRRS faster and easier for a competence-based selection.

However, it is important to remember about ethical and legislative parts of human resource selection process. HRRS is not just an activity, which helps finding employees according to organisation culture, objectives and strategy; it is a link between the company and its stakeholders.

Human resources become one of the most important company assets or elements, which need to be focused on a sustainable future. Since social responsibility as an important aspect of the organisations' competitive advantage and sustainability means respecting all stakeholders' interests, holistic HRM envisages achieving diverse objectives – both financial and social. High labour productivity can raise the organization's profit thus meeting the owners'/investors' interests. However, efficient organization may also mean saving resources (raw materials, energy) and caring about environment, which corresponds to the interests of the whole society (Lapiņa et al, 2013, pp. 35-36).

The literature mainly focuses on private sector organisations. The literature that provides information concerning public organisations administration does not focus on the global perspective on the administrative activities i.e. it does not connect administrative activities influence on public administration issues, it does not emphasise connection of organisational level activity effect on the external organisation environment stakeholders.

Attraction of job seekers and retention of employees depends on employer brand. Employer branding consist of certain actions that are connected to job advertisement design, choice of communication sources with the job seekers, information and job advertisement distribution channels, HRRS approaches and methods, organisational culture and reputation, etc.

2. EMPIRICAL AND SITUATION STUDY

2.1. Public administration organisations in Latvia

The dissertation covers various research which research bases are public sector (PS) organisation of Latvia. Some research reflects studies of public administration organisations, another public sector socially responsible organisations. Therefore, focusing on organisation internal and external factors interacted with HRSS in case of Latvia using the same research base, it is necessary to define and describe public sector organisations in Latvia particularly defining the structure of the sector. First of all, the author of the present dissertation defines the main terms that will be used further on.

There are two main economic sectors by ownership (Barlow et al., 2010; Borzaga and Defourny, 2001):

1. Public (the military, police, public transit and care of public roads, public education, along with healthcare and those working for the government itself, such as elected officials)
2. Private (business – for profit; voluntary – not for profit).

Sometimes voluntary sector is supposed to be called the ‘third sector’ (Borzaga and Defourny, 2001).

The CSBL defines public sector as ‘central and local government institutions and their commercial companies, commercial companies with central or local government capital participation 50% and over, foundations, associations, funds and their commercial companies’ (Central Statistical Bureau..., 2015). Public sector in mixed economy is a part of the economy that includes the public authorities and enterprises (Eiropas Savienības terminu..., 2004). According to the economy structure of Latvia, business or private sector is bigger than public and voluntary (non-governmental organizations -NGO) sectors together. However, the organisations themselves can be larger or smaller by the number of employees in all three sectors. ‘The more he spends and the more people he hires, the larger his organization becomes. In the government, a large organization is a respected organization’ (Kiyosaki, 2011, p. 80).

PS itself also has several subsectors. They can be defined as (Wickens, 2008, p. 11):

- The nonmonetary public sector—the general government sector, nonfinancial public corporations, and nonmonetary financial public corporations
- The monetary public sector—the general government sector, nonfinancial public corporations, and monetary public corporations.

It is possible to outline one more sector - the nonfinancial that consists of the general government sector and nonfinancial public corporations (Wickens, 2008, p. 11). General government usually consists of three levels (Wickens, 2008, p. 12; Lewin, 1988, p. 24):

1. Central (for unitary state like Latvia) /Federal (for federations like Russia) Government
2. State Government (for federations)
3. Local Government(s) – municipalities.

Table 2.1

Structure of the public sector: example of Latvia (Adapted from Voronchuk and Stariņeca, 2014a, p. 68)

1. Public sector					
1.1. General Government		1.2. Public Corporations			
1.1.2. State (national) level:	1.1.3. Local (municipal) level:	1.2.1. Nonfinancial public corporations (SOE or municipal enterprises):	1.2.2. Financial public corporations		
-Ministries of Latvia -The Ministries subordinate organisation -State-owned enterprises (SOE) etc.	-Administration of the municipalities -Municipal enterprises etc.	-airBaltic -Latvenergo -Latvijas Gāze -Rīgas Satiksme -Public healthcare institutions (clinics, polyclinics, and hospitals) etc.	1.2.2.1. Nonmonetary financial public corporations:	1.2.2.2. Monetary financial public corporations	
			-Latvian development financial institution ALTUM, etc.	1.2.2.2.1. The central bank:	1.2.2.2.2. Monetary public corporations other than the central bank
1.1.a. Nonfinancial public sector			1.2.a. Financial public sector		

Table 2.1 summarizes some examples of Latvian public organisations according to the structure of the PS of Latvia. Some organisations mentioned as examples could be put to few groups such as SOE that could be classified as both general government representatives and public corporations. In 2016, there are 13 ministries and the state chancellery in the central government in Latvia (the higher state direct administration institutions i.e. direct administration) and 155 their subordinate institution i.e. subordinate institutions under the authority and control of higher level institutions and oversight authorities (RIX Technologies and Valsts kanceleja, 2016) like national agencies, offices, centres, inspections, policy, councils, administrations, services, boards, registries, secretariats, commissions, a museum, treasury, ward, library and educational institutions (The Latvian School..., 2014). All of them

are from the general government (1.1.) - Nonfinancial PS (1.1.a). A big part of these organisations/institutions provides administrative work places.

On average, on administrative occupations such as:

- Administrative and support service activities
 - Rental and leasing activities
 - Employment activities
 - Travel agency, tour operator reservation service and related activities
 - Security and investigation activities
 - Services to buildings and landscape activities
 - Office administrative, office support and other business support activities
- Public administration and defence; compulsory social security
 - Public administration and defence; compulsory social security,

worked about 10.74% employees from the total amount of employed people in Latvia in 2013. 69% of them are employed in PS, specifically by the PS structure - 67.76% worked in general Government (1.1.) and 13.84% of them are employed by local government organisations (1.1.3.) (Central Statistical Bureau..., 2014). (Voronchuk and Stariņeca, 2014a, pp. 67-69)

Public sector employees' categories are also different. Considering PA, it is necessary to describe such terms as officials, officers and civil servants. Officer (official) is a public sector employee, who is found ('elected') to be capable of (is certified) to perform a certain job (Grēviņa, 2000). All officers are officials. Civil servant is a person, who performs specific work for another person's payment; employee, in particular a person employed by the public sector (Eiropas Savienības terminu..., 2004). Official (functionary) is a person, who is empowered to take or prepare administrative decisions in general or in a certain case. Administration official is a civil servant or an employee of the PA organisation that is appointed or get employed based on professional criteria (Saeima, 2002a). Not all officials are officers. In Latvia, public officials are the President, Members of the Parliament (Saeima), the Prime Minister, Deputy Prime Ministers, Ministers, Ministers for Special Assignments, and Parliamentary Secretaries (who are not officers according to the Law of Civil Service of the Republic of Latvia (Saeima, 2000), the Governor of the Bank of Latvia, his or her deputy and members of the Council of the Bank of Latvia, Heads of State or local government institutions and their deputies, Civil servants of the general or specialised State Civil Service etc. (Saeima, 2002).

The present dissertation is focused mainly on administration officials, who are officials that are civil servants or a public organisations' (institutions') employees that are appointing or hired based on professional criteria (Saeima, 2002a), and other PA employees. HRRS process is influenced by the certain law when there is a vacant civil servant position, there is a set of

defined by law criteria for the applicants etc. One of the core research base within this dissertation is public administration organisation in Latvia i.e. public administration organisations – the state direct administration institutions (the ministries and the state chancellery and their subordinate institutions; museums, police and non-administrative military institutions, education institutions and libraries are excluded from the list of the subordinate organisation within the studies by the author of this dissertation).

The age structure of public administration employees reflects potential trends of the organisations. The major part of the employed in PA is 30-39 years old (Baltic Institute of..., 2015, pp. 71-73). Therefore, it is necessary to devote attention to future main part of employed i.e. young specialists, who will be in this age soon.

The next section is devoted to human resource recruitment and selection and other activities interacted focusing on knowledge management in context of employees training in case of public administration organisations in Latvia and employer branding based on public socially responsible organisations experience.

2.2. Human resource recruitment and selection and other activities interacted: case of public organisations of Latvia

One of the recent studies of The Boston Consulting Group (Strack et al., 2012) 'Realizing the Value of People Management from Capability to Profitability' states that the most important human resources activity in terms of return on investment is recruiting. Recruitment, however is just one step of human resource recruitment and selection process. It requires many other human resource management activities implementation. HR recruitment presumes HR planning outcomes usage to have them as a source of information on organisations labour needs. HRSS also assumes exact requirements definition to the applicants to the certain vacant position.

The author of the dissertation focuses on public sector organisations as employees selecting mainly public administration organisations for the analysis. PA organisations are not that focused on return on investment recruiting and selecting human resources as private organisations usually do. However, it is necessary to have appropriate employees for the certain position for both types of organisations to be able to fulfil all necessary tasks.

Human resource development policy for Public Administration of Latvia presents new HR recruitment and selection principles (Valsts kanceleja, 2014):

- Uniform criteria for selection of the heads of institutions - 'the selection of the heads of public institutions is centralized and implemented through uniform selection principles and

professional personnel selection methods based on the **competency** approach, as well as by involving the representatives of non-governmental sector in the selection process'

- Open and accessible public administration – reorganization of the employee selection process in PA, having 'open competitions not only for civil servants' positions, but also for any post in the public administration institutions, thus ensuring that the best professionals are selected while reducing the risks of corruption and promoting mobility'.

There are some occupations' or professional standards that include qualification education skills and ability requirements for the exact profession. There are international standards as well as standards that are adapted for some countries' legislation. The author of the dissertation analysed few standards to identify what kind of education and skills are important for public administration employees. International Standard classification of Occupation (ISCO) Occupational Standards (OS) in Latvia and United Kingdom (UK) Standard Occupational Classification (SOC) were used as resources by convenience sample as they include needed for the analysis information and are available on English or Latvian language. They were also chosen to have broader view at the general occupational standardisation local (Latvian) and other European country case. The occupations analysed (see Appendix 16) can be grouped into major groups:

- Communications (customer service specialist)
- Economics and Finance (accountant economist financial analyst)
- Law (lawyer legal assistant legal counsel)
- Management (organisation manager/ managing director project manager).

All of them are essential for public servants especially on the public administration field. The occupations representatives were demanded on public sector labour market in December 2013.

Analysing the standards, it was clear that OS in Latvia was created based on ISCO as they have common occupations codes. ISCO document includes the description and tasks of the occupational groups as well as examples of the occupations classified in ISCO or elsewhere. UK Standard Occupational Classification document also has general information on each group of occupations additionally providing typical entry routes and associated qualifications. Latvian OS document is more detailed as it also includes the list of necessary skills abilities and knowledge to fulfil exact tasks and to be qualified representative of occupation according to the standard.

Using the Web sites www.writewords.org.uk and www.wordcounter.net author identify what phrases and words are the mostly used in descriptions of requirements for the chosen occupations. This analysis helps to identify what kind of common requirements in knowledge and education are essential for representatives of the chosen occupations. In general, the main

stress according to the analysed occupational standards is made for such fields as communication, country language and foreign languages, finance, labour relations, law, legislation, occupational health and safety, professional terms, professional ethics, project management, record keeping.

Results show that for administrative employees of public sector the most important field of knowledge are connected to the humanities and social sciences as well as some practical and linguistic skills. The author of the present dissertation needs to note that conclusions are based on inductive analysis and small range of sample.

Job descriptions are usually developed based on these requirements and standards. Employers are expecting to have defined proficiency at exact fields because exact skills set and knowledge will help to fulfil daily job tasks. If person is not able to do his/her work, there are two certain and contrast decisions could be made: find new person for the positions or assess the gaps in knowledge and select the most suitable option for further employee education and professional development. (Voronchuk and Starineca, 2014a, pp. 174-175)

Job advertisement development is important part of human resource recruitment and selection process. Job advertisement usually should be developed based on job description. Job advertisements analysis can give an overview on public sector organisations' labour needs and requirements to their applicants. The created rating of the most required qualification shows the necessity of employees' skills, education and abilities to be able to find job in public sector. Additionally, statistical data is overviewed to describe the current situation on labour market in Latvia. 78.08% of the analysed job advertisements have a requirements part (Voronchuk and Starineca, 2014, pp. 424). Usually requirements part includes information on:

- Education field and level
- Work experience
- Computer skills and competences
- Languages knowledge
- Other skills, abilities and competences
- Driving license necessity
- References.

However, there are examples of job advertisements (47.95%) that have references to the law that include some occupational requirements (31 times – State Civil Service Law; 2 – Judiciary Law; 1 – Public Procurement Law; 1 – State Revenue Service Law). So, there are some requirements that are not listed directly at the job advertisements requirements part.

Analysing requirements to the education level and field it was defined that the most popular is higher education in law sciences (Table 2.2). The second popular required education

is higher education in economics, finances or accounting. So, at the research period the most required professionals for the public sector vacant positions were alumni of the law, economics, finances and accounting programmes. Besides the majority of specialists required to be with higher education, however, there are two positions that require only secondary education. Work experience in public sector is also required or is an advantage of the applicants. The length of work experience varies from 1 to 5 years.

Table 2.2

Requirements to candidates' education mentioned in the advertisements from the research sample (Voronchuk and Starineca, 2014, p. 425)

Requirements to candidates' education mentioned in the advertisements	Number of the advertisements that has a certain requirement
Higher education in Law	31
Higher education in Economics/Finances/ Accounting	22
Higher education in Social Sciences	9
Higher education in Engineering	4
Higher education in Management	4
Higher education	3
Higher education in Entrepreneurship Management/Business Administration	3
Higher education in Natural Sciences	3
Higher education/ Master of PhD degree in agriculture	3
Higher education in occupational health and safety	2
Higher education in IT	2
Higher education in pedagogy or psychology	2
Higher education in Real Estate Administration/Management	1
Master degree in construction/building	1
Secondary education	1
Secondary professional education in Economics/Accounting	1

There are not too specific requirements in computer skills and competences. The majority of the offered in the job advertisements analysed positions require people with good skills in MS Office programmes and regular Internet usage skills.

Offered positions require languages knowledge:

- Good English language knowledge (oral and written) required in 26.03% of advertisements
- Excellent Latvian language knowledge (oral and writing) - 19.18%
- Foreign language(s) knowledge (level and exact languages are not defined) - 16.44%
- Good Russian language knowledge - 12.33%
- English language knowledge (for communication) - 6.85%.

This part of requirements showed that job advertisements creators actually are not too specific in defining required language knowledge level. This fact can be explained by the lack of understanding what kind of language and its level is needed fulfilling job tasks of the exact occupation, if it is not regulated by law or other normative acts. Also it can be caused by unprofessional task fulfilment of HR selection specialists that do not plan how exact requirements will be checked or evaluated therefore do not mention exact data. However, there is a variant that job advertisement creators wanted to have the biggest pool of applicants as languages knowledge has smaller importance for the exact occupation than other qualifications and competences. Other skills that are mentioned in more than in 10% of the analysed job advertisement are (Voronchuk and Starineca, 2014, pp. 421-425):

- Good communication and collaboration skills (in 32.88% of job advertisements)
- Sense of responsibility / high level of responsibility (24.66%)
- Analytical skills (19.18%)
- Accuracy (16.44%)
- Ability to plan/organize own activity independently (13.70%)
- Ability to form arguments (oral and written) - 10.96%
- Ability to work independently (10.96%)
- Ability to take initiative (10.96%).

Mentioned skills and abilities are hard to be tested at the first step of selection, e.g., screening applications and documents. However, it is possible to enquire if there are needed people on labour market by education level. Author checked the availability of job seekers with higher education by the 3rd quarter of 2013 – there are about 22 200 this kind of people. Population: Latvian permanent residents, private households that on the reporting period are 15-74 years old. Sample range is 24 128 households from 2007. Data was collected applying International Labour Organization's developed methodology. Confidence interval is from 77.97 till 102.03, and level of confidence $\alpha = 0.05$. Standard error is 6.14 (LR Centrālā statistikas..., 2014). Therefore, the criteria, that are important to select the most suitable candidate, should be defined clear. People need to be filtered and selected accurately, however, job seekers need to pay attention on the created job advertisements before, because in many cases job advertisements are not properly developed by structure and content. (Voronchuk and Starineca, 2014, pp. 424-426)

Employer's requirements to the potential employees are mainly reflected in two documents, namely, job description and job advertisements. These two documents should reflect both employer's real needs to the employer on the certain position and requirements to the candidates applying to this position. In case of some of Latvian PA organisations, there is a

certain negligence to these documents development that can be a cause of several macroeconomic level challenges e.g. artificially rise mismatch on labour market that can cause long-term unemployment and unemployed – economically active population emigration from certain regions or even country.

Human resource recruitment and selection is organisational activity that could have the certain impact on various external and internal organisational factors. HR selection approaches application and implementation overview is the next step to HRRS process analysis focusing on the research base. The author of the present dissertation analysed documents and conducted three types of surveys to test the hypothesis and analyse human resource recruitment and selection approach of PA organisations in Latvia.

The first type of the survey conducted is a questionnaire. The survey's objective was information collection about the object of the research to answer on the list of questions that will help to create human resource recruitment and selection guidelines for the Latvian public administrative organisations (the ministries and their subordinate organisations in particularly). The survey's population is defined as 13 employees of personnel/HR departments or employees, who deal with HR affairs, in each of 13 ministries of Latvian. The whole survey population was chosen as a sample i.e. the sample represents 100.00% of the population, thus it is possible to admit collected data as representative. The response rate is 92.30% i.e. only one ministry refused to participate in the survey. The survey was active from January 29, 2016 up to March 14, 2016.

The questionnaire (Appendix 17) was developed in Latvian language, as all respondents are Latvian local inhabitants. Each question corresponds to the certain objective of the survey (Appendix 18). The first question should be answered using the rating 10-point scale, where 1 is 'not important at all', and 10 is 'enormously important'. The special scale for the second closed question's answer is developed. The third question is an open question to clarify a reason of the answer selected on the second question. The questions from no. 3 - 14 are open questions, here some detailed and precise information needed to be collected, however it can vary too much, therefore it is impossible to propose any exact answers on the questions. All questions except question no. 2.1, 3, 10, and 12 are required for answer. Exceptional questions are optional, because there is a consideration that the observed organisations might not to have systematic information to response.

The questionnaire for the ministries survey were adapted from the questionnaire used for the survey in PA before by the authors of the present paper (Voronchuk and Starineca, 2015). The survey consisted of two parts. The first part of the questions aims to explorer popularity of the competences needed to the ministries employees depending on their level of education (e.g.

if the ministry provides positions mainly for the bachelor study programs graduates as the minimum criteria by education, they analyse the competences that are related to these positions). Twenty-eight competences proposed for the evaluation were defined within Tuning – PA project (2014) that is supported by the European Association for Public Administration Accreditation (EAPAA), the Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee), and the European Group for Public Administration (EGPA). The list of the competences was spread during NISPAcee annual conference in May 2014 (Voronchuk and Starineca, 2015).

The second part of the questions aims to collect information on the ministries (e.g. number of employees - all vs young employees, average age of the employees, etc.) and identify topics of the training that the organisation is interested in, if any.

Before the survey data collected presentation, the author of the present paper summarizes information on public administration competences. In case of Latvia, the document that summarizes the information on the public administration organisations employees' assessment (Ministru kabinets, 2012) was chosen as a resource of information on the PA employees' competences. First, the competences and the groups were summarized. There are six groups, namely (Ministru kabinets, 2012):

- Communication and collaboration competences
- Thinking and problem solving competences
- Personal contribution competences
- Task and process management competences
- Heads competence [other managerial competences]
- Authority's values understanding.

The groups are too detailed that requires the certain approach to integrate these competences into the evaluation system.

The direct public administration i.e. the Republic of Latvia as the initial public person authorities (Saeima, 2002a) employees' competences were split by positions groups in case of Latvia (Appendix 19). The number of competences that could be assessed according to each position groups is proposed, additionally there is a remark on the minimums number of the competences from the list (Appendix 19) that needs to be assessed for each group.

The list of positional groups is also long in case of Latvia. Managerial positions are splitter to three levels (Appendix 19). The weak point of the document analysed (Ministru kabinets, 2012) is a lack of explanations on the positions that are included into each group. However, another document (Saeima, 2009) have a list of 57 areas, where support function performers act. The another document that have a list of the areas split by the position groups

is the Competences Dictionary (Vintiša, 2011) that includes guidelines to the competence model development.

The assessment results are summarized by spitting to five levels i.e. from the highest level to the lowest one (Ministru kabinets, 2012):

- Excellent – higher than required
- Very good – partly higher than required
- Good – meets requirements
- Needs to be improved/developed – partly meets the requirements
- Unsatisfactory – does not meet the requirements.

Developing the study program is important to focus on those competences that does not meet the requirements (unsatisfactory) or/are partly meets the requirements (needs to be improved/developed).

The survey conducted proposed to the personnel specialists from the ministries of the Republic of Latvia to evaluate competences that were defined within Tuning – PA project (2014) that is supported by the EAPAA, the NISPAcee, and the EGPA. The list of these 28 competences were confusing for a number of the respondent from the ministries, they highlighted that these competences mainly are not relevant in their cases as they have their competence models and a list of the competences that are more specific than general. The author of the present dissertation grouped the list of 28 competences (Appendix 20) using the grouping approach presented in the document analysed (Tuning-PA project, 2014; Ministru kabinets, 2012).

The majority of the competences is included into group 2 i.e. thinking and problem solving competences. Just two competences out of 28 are included into each of the groups 3, 5 and 6. All the competences also could be determined to each PA positions groups as in Appendix 19.

Some survey participants gave their proposed competences evaluation considering them to positions that are provided for the majority of the ministries employees by the minimal required level of education i.e. undergraduate (here – bachelor) and postgraduate (here master's). The data were analysed considering both median and mode meanings.

It should be noted that in general quite all ministries highlighted that the minimum educational requirement is a higher degree that is relevant for the position. Six out of 11 ministries marked that the positions provided in the ministries are mainly for people with at least bachelor degree. The highly evaluated competences by these group of the respondents are (Appendix 21):

- Make use of the theoretical knowledge of the PA-related disciplines to analyse and solve problems in the public domain (group 2 – see the list above)
- Understand the disciplines dealing with public administration (group 2)
- Cooperating in multidisciplinary teams (group 1)
- Select and apply appropriate methods, techniques and tools to analyse and solve a problem (group 2)
- Use the results of research for decision-making or policy proposals (group 3);
- Use methods and techniques of socio-scientific research, including statistics (group 2)
- Formulation advice to important stakeholders (group 1)
- Conduct applied research with regards to a given problem (group 2)
- Consideration of problems from different disciplinary perspectives (group 2)
- Incorporate public service ethics and public values (group 6)
- Communication with politicians, experts, citizens, and representatives of civil organisations (group 1)
- Analyse and to solve problems from the perspective of third parties, particularly politicians, professionals, citizens and representatives of civil organisations (group 2).

The top of the competences was defined by two criteria i.e. the mode should be 8, 9 or 10 and median meaning should be at least equal to 7.0 at the same time. In the case the thinking and problem solving competences are the most important working in the six ministries participated in the evaluation.

Using the same criteria, the list of top competences based on the survey data were created in case of ministries that mainly provide positions for master's study programs graduates. There are only three out of 11 these kind of ministries. The top is (Appendix 22):

- Make use of the theoretical knowledge of the PA-related disciplines to analyse and solve problems in the public domain (group 2)
- Cooperating in multidisciplinary teams (group 1).

Group 1 and 2 competences were the most important in both examined cases. It could be concluded that the most important competences for the ministries employees are both from the communication and collaboration competences group and thinking and problem solving competences group. (Starineca and Voronchuk, 2016)

Some ministries have defined values or principles (from Code of Ethics), however among such values as accountability, competence, continuity, cooperation, dignity, discipline, efficiency, fairness and honesty, impartiality and independence, initiative, justice, loyalty, openness, purposefulness, responsibility, quality; etc., the employees were not defined as a

value. The ministries could work more on their EB development and focus on their employees' treatment as the valuable organisational resource.

The ministries characteristics that could be defined based on the replies on the questionnaire second part of the questions is presented further. On average, the ministries have 279 employees with about 3350 employees in total. The average age of the ministries employees is from 34 to 50 years. From 18 up to 83% of the ministry employees are young ones (up to 36 years old). It depends on the area of the ministry activity and its popularity among younger and older specialists in Latvia. For example, if the area of the ministry activity is related to the social sciences than it has the younger employees, because social sciences are more popular among students, there are many social sciences study programs graduates each last year (Starineca and Voronchuk, 2015b; Starineca and Voronchuk, 2016).

The ministries employees' turnover is not that high as only from three to 30 positions are vacant in each of the ministries per year. These positions attract also young specialists (up to 36 years old) in some cases the proportion of younger and older applicants is equal, in some cases it is up to 85%. This also could be explained by the field of the ministry activity and employer brand of the ministry.

The ministries representatives described also the HRRS process activities. All of them mentioned different steps of the process. Some were concentrated on the process before the selection activities implementation, some of them were focused only on selection activities or methods applied. The logical full HRRS process (see section 1.2) could be reflected only summing up all activities that were mentioned by all respondents. The summary is based on the respondents' answers:

1. HR planning
2. HRRS commission creation
3. Job specification identification
4. Selection criteria development
5. Internal or external recruitment (publication of job advertisement)
6. Preselection
7. Applications analysis
8. Pre-selected candidates' competences examination
 - 8.1. Tests, assignment
 - 8.2. Selection interview (structured)
9. Interview results summary
10. Decision-making based on the interview results

11. Starting of working relations with the successful candidates or conclusion of the process without any [positive] result.

The respondents, who are HR departments heads or employees from the ministries, perceive the ministries' (they are working for) HRRS process differently, emphasizing different steps of the process. If they filled in the questionnaire responsibly, the HRRS process description given could mean their weak proficiency or competence in the field or superficial approach to human resource recruitment and selection process in the ministries.

To test a part of the research hypothesis, the author continued the empirical study conducting a structured phone interviews (the questionnaire layout is in Appendix 23) questioning personal specialists of the direct public administration institutions of Latvia and semi-structured in-depth interviews with public administration experts from Latvia (the list of questions is in Appendix 24).

The organisations for the phone interviews were selected randomly from the list of the direct public administration institutions i.e. the ministries and the state chancellery subordinate institutions excluding museums, police and non-administrative military institutions, education institutions and libraries. The list was retrieved from the direct administration institutions online database (Valsts kanceleja, 2016) on August 2, 2016. Out of 155 subordinate institutions were selected 80 valid (Appendix 25) for the study by the mentioned criteria – this is a population of the study. The sample type is random. With 99.00% confidence level, the sample size was defined as 50, margin of error is 11.20%. Using MS Excel random tool, 50 institutions (Appendix 26) were selected for the study sample, 25 of them are oversight authorities and 25 of them are subordinate institutions under the authority and control of higher level institutions (the ministries and the State Chancellery of Latvia). On average, the organisations replied have 241 employees with about 8703 employees in total.

The experts were selected based on few criteria namely, more than 3 years of experience in public administration, currently or recently working in a public administration organisation in Latvia, an alumnus/alumna of the Public Administration or relevant study program from any of the university of Latvia (Appendix 27).

The author compared answers collected through all three surveys conducted to highlight peculiarities of the HRRS process in public sector in Latvia as well as outline the possible process improvements directions identified by the experts (Appendix 28).

The most popular the vacant positions appearance reason mentioned by both representatives of the ministries and other public organisations from the sample is *law/non-competitive salary* comparing with salaries offered by some private sector organisations.

While a majority of the ministries and other public organisations from the sample admits that there is no any preference for the job candidates with education in public administration comparing to the candidates with education in business administration, the experts give some arguments supporting the idea that such a preference could take place. People working in public administration need to have a general understanding and knowledge about public administration etc.

In the list of the requirement to the candidates independently from a position i.e. equal to all employees the representatives of ministries and other public administration organisations from the sample as well as experts mentioned few common competences such as *teamwork, communication, analytical thinking* and other requirements e.g. *ability working with office computer software, language skills, higher education*. However, in some cases, the requirements mentioned were too specific i.e. relevant only for the certain organisation's employees. Requirements mentioned for the officials in the State Civil Service Law (Saeima, 2000) e.g. be a citizen of the Republic of Latvia, be able to use Latvian language, have a higher (tertiary) education, be under the retirement age according to the law (the public sector organisations job advertisements often have mention only this requirement in the requirements section (Voronchuk and Starineca, 2014) etc. could be confusing for many job seekers as it requires additional work namely to find the document and read the list of the requirement (Ridziņa, 2006) that could be a factor, why young impatient job seekers could refuse to consider such a job offer as they might get used to be served i.e. get necessary information just right away).

Majority of both ministries and other public administration organisations from the sample has competences models (own or proposed by the state chancellery). Based on the results of all three surveys, it is undoubtable that competence model is successfully implemented by the organisation for *performance appraisal* and *HR selection*, however, the experts highlighted also other processes for effective competence model application e.g. *HR planning, employees' development and promotion* etc. The experts also gave comments on the current implementation of the competence model in public administration organisations. The competences evaluation system (*NEVIS*) is evaluated quite positive as a useful try to apply a rational tool for such a process, however, some risks were outlined. For example, some experts mentioned that the system could be improved as it is quite complicated for usage and might arise formal attitude to its compulsory application using its potential just partly. From 2017, all public organisations of Latvia will use a new job description form that presumes application of competences describing each position.

The public administration organisations representatives responsible for HR affairs highlighted some issues of the human resource recruitment and selection process. One of them is connected to the applicants' disrespect of the organisations as employers as they might accept invitation to the job interview, but do not show up without any notice. Sometimes, the applicants are not qualified for the position, but still apply for it, or the candidates are not enough professional for the certain position, so the vacant positions are active for a long time as it is difficult to find and select the appropriate specialists.

All ministries representatives (twelve) and 86.1% of the public administration organisations from the sample participated in the survey confirmed that the induction training is provided for the newly hired employees. In addition, all ministries and other public administration organisations [from the sample participated in the survey] representatives marked that they provide various kinds of training for their employees, namely external and internal seminars, workshops, training. Only few ministries and PA organisations cover (mainly partly according to the law) bachelor or master's studies fees for their employees. Assuming that professional development activities are defined based on the personnel assessment results using competence model, the list of the training topics mentioned is a subject of the PA study programs developers' attention. The list of the actual training and other professional development activities topics for the ministries is:

- Accounting - applied professional competence
- Foreign languages (mostly English and French; in few cases Italian, Spain according to the necessity and Estonian, German and Russian in case of other public administration organisations from the sample) - communication and collaboration competence
- HRM - heads competence
- Public speaking – communication and collaboration competence
- Taxes - applied professional competence
- Technique of laws and regulations development- task and process management etc.

Other PA organisations from the sample mentioned as the most popular topics *HRM, accounting and taxes* (Appendix 28), also mentioned *communication, IT, project management, safety of workplace, work administration, human right and other legislation topics, presentation skills, prevention of corruption, work with clients* etc.

The field of the ministries and other public administration organisations competence various a lot, therefore, the majority of their employees needs to have many different specific competences rather than focus on general ones that can be likely developed during the formal public administration studies at the tertiary education institutions. However, *communication and collaboration competences* as well as *analytical thinking and problem solving competences*

are those general competences that are important fulfilling jobs in the ministries and other public administration organisations of the Republic of Latvia and can be developed during the studies. Focusing on the certain competences from those two groups, the suggestion could be to propose the public administration study programs for the PA organisations' employees. In case of Latvia, there are only master's PA or related study programs accredited. In the beginning of 2016, only two universities in Riga had students (24 in total), who are studying on the regular bases and one with students, who are studying online. Only one university that propose the PA related study program is located outside Riga in Daugavpils (Starīneca, 2016). On average, the experts evaluated usefulness of the PA study programs for public administration quite positive giving 7.29 points (using 10-point scale, where 1 means 'completely meaningless' and 10 means 'extremely useful'). However, they mentioned that the programs should be developed and actualized i.e. subjects should be updated and completed by today actual content (methods, approaches e.g. of budget management). Majority of the experts also noted that undergraduate public administration study program might be useful in Latvia as it would give fundamental knowledge of public administration (structure and processes) and will help to create a new generation of professional public administration. However, there is a risk that undergraduate students will not be confident in their study program choice, therefore, it will be more beneficial for them to choose any other program that will help them to adapt to the labour market later.

As the PA popularity of the study programs is quite low because of number of reasons (the observed organisations for instance are not active supporting their employees' formal studies and rather provide different kind of training or seminars; degree in PA in the most observed cases will not bring additional value to the ministries vacant positions candidates during the selection process), the content of the study programs needs to be adapted to the potential students' to be attractive for them. (Starineca and Voronchuk, 2016)

Organisations have a choice: try to recruit and select an employer that will maximally correspond to the requirements of the organisation or select the best of the less suitable candidates on the vacant position. In the last case, organisations might consider to invest into the new employed person's professional development. Even the selected candidate quite perfectly suits to the position and organisation, most probably it was easy to get one, because of the certain developed skills of the current employees that are directly or indirectly involved into the human resource recruitment and selection process.

A term 'corporate brand' is clear enough for organisation managers and executives, however, such a term as *employer brand* has appeared not so long time ago among practitioners in Latvia. Private sector, especially middle and large international companies on Latvian market implement the employer brand creation and development practices, however, in terms of

retention and new employees' attraction EB creation and development is an important strategic activity. (Voronchuk and Stariņeca, 2014, p. 3; Stariņeca and Voronchuk, 2014) New state service law presumes creation of public administration as a single employer (State Chancellery, 2014), however, it is rather focused on new legal framework than on employer brand context.

Based on previous author' research (Stariņeca, 2014), the author can conclude that there is a problem of attracting young specialist for administrative work in the public sector organisations. Unemployment itself including unemployment among young people is an issue in many EU countries. Therefore, attraction and recruitment of new employees for the public sector organisations should be conscious. Young specialists that are mainly generation Y representatives have their own requirement to the potential employers. One of the criteria important making decisions on choosing the potential employer is offer of further development and educative programmes provided for the employees. (Stariņeca, 2014) The popularity on labour market in case of Latvia and some other countries has so called socially responsible organisations. In the private sector implementation of CSR is a sign of a good reputation and a positive EB for the potential employees. There are also some public sector organisations that assumed to be called as SR organisations in Latvia.

There are several rating of employers by different criteria (CV-Online, 2016, CV Market, 2016) in Latvia, one of them are popular for last 6 years (quit from the date of establishment) – sustainability index. It sets objective criteria for the community as well as public and non-governmental organisations. Another purpose of the initiative is to 'praise and support the enterprises contributing to the long-term sustainability of Latvian economy, environment, and society' (Sustainability Index, 2010-2014). Public organisations are assumed to be *a priori socially responsible* by nature of activity, however, within this dissertation, the author is focusing on SR as on organisation's internal factor that might influence human resource recruitment and selection and is a managerial policy.

There are EB creation activities examined in seven socially responsible organisations from public sector in Latvia. SR organisations were chosen based on SI results for the year 2013. This overview helps to understand what kind of extra activities socially responsible public sector organisations in Latvia implement creating their EBs, i.e., what them differ from the classical models that are proposed by theoreticians.

Further seven organisations from public sector included into the sustainability index rating in 2013 are examined by some elements (see section 1.2) of EB creation and development (Appendix 29). Organisations Web pages and all provided documents there are used as a source of information (date of information collection is March 15, 2014); therefore, some internal factors could not be evaluated as the information on them is not published on the Web pages.

Appendix 29 gives information on each examined organisation by some seven selected EB creation and development elements (characteristics groups) that are implemented by these organisations, however, the author should admit that some elements are not fully explored as organisations do not publish information on them on their Web pages.

Characterising current employees, almost all organisations mention only managers or executives' profiles, however they do not offer a description of their employees. Totally there is a weak public expression of EB creation and development activities on the SR public sector organisations in Latvia. Even they have high value of SI they do not express the results of their activities publicly much enough. Examined organisations mostly focus on their products description and their Web pages are mostly a communication tool for their clients and partners not employees or potential employees. They write about their employer reputation (90.5%) and organisational characteristic (66.7%) rather than on remuneration and advancement for employees (9.5%) or culture of the organisation (17%). Most probably they have not any challenges with new employees' attraction or they have a high employee retention rate, as well they might have internal communication tools to spread information among their current employees, some organisations are city level small organisations (e.g. Daugavpils siltumtīkli (2013) employs only 20 people), therefore they do not use external environment to positioning them as employees.

Social responsibility itself as well as employer brand's creation in the public sector organisations are quite new initiatives in Latvia and some other European countries, public sector employees, managers, executives should be educated on these topics (Voronchuk and Stariņeca, 2014, pp. 1-2; Stariņeca and Voronchuk, 2014). Totally there is a weak public expression of EB creation and development activities on the SR public organisation in Latvia. Even they have high value of SI they do not express the results of their activities publicly enough. Examined organisations mostly focus on their products description and their Web pages are mostly a tool for communication with their clients and partners not current or potential employees. Besides some organisations are small city level organisations. (Voronchuk and Stariņeca, 2014, p. 14)

Employer brand is an important tool to establish and maintain relationships with potential employees (e.g. job seekers). One big group of them currently are generation Y representatives, who has their own peculiarities. It is important to get acquainted with this stakeholders' group to understand, what kind information could be used and how to improve employer brand and consequently young job seekers attraction to the vacant positions in public administration organisations.

This section helped to support a part of the dissertation hypothesis i.e. there are peculiarities of human resource recruitment and selection in public administration organisations of Latvia that influence human resource recruitment and selection process, as well as support a thesis of the dissertation: public administration organisations of Latvia need to improve their employer brand to seek successful human resource recruitment and selection process. The next section will provide summary of one more survey that helped to test the second part of the dissertation hypothesis.

2.3. Stakeholders of public administration organisations within human resource recruitment and selection: case of Latvia, Lithuania and Spain

One of PA organisations' stakeholder within human resource recruitment and selection could be generation Y representatives as job seekers and the organisations employees. Potentially, public administration organisations job seekers are those young people (generation Y representatives), who have already been studying or have earned a degree in Public Administration/Management. Therefore, the author of the present dissertation collected data on accredited Public Administration/Management and other related study programs in some EU countries. The countries for the survey were selected based on a number of criteria, namely youth unemployment rate, cultural aspects based on the Lewis model (Lewis, 2006, p.42), age requirements to entrance of tertiary education institutions and requirements to entrance a job in a PA organisation, attainability. As Latvia was the main country to explore, other countries were also selected based on geographical distribution i.e. close to Latvia country from the EU and a one that is located far away from Latvia. Three countries were selected finally – Latvia, Lithuania and Spain.

Reflection of the selected countries cases is based on the specially developed survey. The questionnaires (Appendix 30, Appendix 63) were adapted to each country's respondents. Population definition is based on the knowledge economy aspects, defined object of the study and international statistical norms as well as Latvian laws. The population of the research is defined as higher (tertiary) education institutions' students (1st and 2nd level professional higher education, bachelor, and master's i.e. graduate and postgraduate students) from the programs of Public Administration/Management or other related study programs in age from 18 until 24 years. Knowledge economy concept influenced a choice of young people in the population. Knowledge economy presumes the tendency of society to the knowledge including formal education. In Latvia at the beginning of the academic year 2013/2014 there were 89 671 students that is 4.43% of all Latvian inhabitants (LR Centrālās statistikas pārvalde, 2014b).

62.93% (56 430) of that students were young people in age from 18 till 24 years (LR Centrālās statistikas pārvalde, 2014a). From 1998 till 2013 344 236 students got qualification or degree. Despite of demographic and economic issues since 2002 the number of higher education institutions' graduates is about 20 thousand each year (LR Centrālās statistikas pārvalde, 2014d). It was important to include into the research population students and people with higher education assuming that some of them can be both students and higher education institutions' graduates i.e., who are earning their second or higher level degree.

The age framework of the population was defined according to some considerations (Appendix 31). According to the education system in Latvia young people can enter higher educational institution from the age 18 not 19 as the Cabinet of Ministers (Ministru kabinets, 2013) defines it, if a children went to school at age of six not seven as it is assumed. It is possible to enter school at age of six.

According to the education system in Latvia young people can enter higher educational institution from the age 18 not 19 as the Cabinet of Ministers (Ministru kabinets, 2013) defines it, if a children went to school at age of six not seven as it is assumed. It is possible to enter school at age of six. International methodology of statistics presumes that young people are at the age from 15 until 24 years (Viņķele, 2013). The author highlights that this defined group do not represent the relevant and real situation, when presenting data about the youth employment. In addition, the Central Statistical Bureau of Latvia -CSBL (LR Centrālās statistikas pārvalde, 2014a) presents at their informative overview that young people under 18 are unemployed, because they are studying, that proves the Latvian society transition to the knowledge economy. Therefore, it is pointless to include youth younger than 18 years as they are not the fully engaged into the labour market processes. The objective of the study also supports this consideration as the author focuses on students of higher education institutions and their graduates only. The youngest higher education institutions' students at each educational level in Latvia can be at the age from 19 until 25.

The most realistic approach to reach higher educational institutions' students is to approach them directly during the studies. Online questionnaire approach was also used spreading questionnaires among the universities. The program directors were contacting and the face-to-face meeting with students were organised or a link to the questionnaires to the certain study programs students was sent. Majority of the education institutions prefer to spread the link to the online questionnaire to the students as 'youth from the defined population represent the most technically savvy generation ever, millennials are already transforming the workplace through their extensive use of the Internet and social media for communication

(Ferri-Reed, 2013)' (Starineca and Voronchuk, 2015a) besides the respondents did not have a limited time pressure and could return to the questionnaire filling saving the draft results online.

The questions that the author formulates depend on the author's survey objectives i.e. check the students from the population attitude to the main aspects of employer branding, social responsibility, sustainability index as well as structure and content of the job advertisements (that were defined and analysed within section 1 and 2 of the present dissertation. Further, the author of the dissertation explains a role of each question from the questionnaire developed. The author mainly would like to check the background of the respondents from the population to find out what kind of specialists are on the labour market. It will help to understand the risk of some industries that need to 'refresh' their staffs. The questionnaire begins the introduction that includes information on the reason to participate into the survey and the survey purpose, survey results further usage plans and terms, as well as clear instruction on the questionnaire filling in.

The first block of questions is about the respondents' habits on searching for a job. This section helps to collect data that characterises youth from the set population as job seekers, inquiring some there as job seekers peculiarities. One of the first questions is about the aspects that are important for young job seekers with higher education choosing an employer from the three main aspects that have been already studied by the author: Employer Brand, Social Responsibility, and Employers' Ratings (Voronchuk and Starineca, 2014, 2014a; Voronchuk and Starineca, 2014a; Starineca and Voronchuk, 2014). All these three issues are interconnected. The respondent needs to assess each aspect using 10-point scale, where 1 is not absolutely important and 10 is important very much. 10-point scale is used along the entire questionnaire, where the respondent needs to evaluate something by the importance.

The next question is on the regular (usual) sources that the respondents use searching for a job. The author uses check boxes to let the respondents select one or more options.

The author also asks the respondents additionally to point out, what kind of job search engines they use, if they checked that they use any, answering on the previous question. The next question is based on the previous the author's studies results that highlight some aspects that usually are lacking in the Latvian public administrative organisations' job advertisements (Starineca, 2014a; Voronchuk and Starineca, 2014). The respondents need to assess; how different kind of information is important for them to consider applying for an offered position using 10-point scale. The answers on this question will help the author to identify disadvantages of administrative public organisations' job advertisements, if they lack of any information that is highly important for the respondents. The last question in this section inquires, do the Latvian youth from the set population like to work for a private sector organisation or rather for one

from the public sector. This is a multiple-choice question. This question's answers will reflect the Latvian youth orientation to the employers from the one particular sector currently.

The block of the personal information on the gender, age, place of living, occupation, and education background finish the questionnaire. The author also clarifies the field of study of the students from the sample and field of work of the employed students and graduates. This is a multiple-choice question. The answer's options are collected according the author's previous research and or are based on the researchers and study results of other researchers or organisations mentioned before in this article. There are few questions for the currently employed respondents splitting them into two groups – who work on the position according to their professional background and who are working in the other sphere. One question requires answering, if the respondent would like to change his/her current working place. The scale proposed for the answering on this question is from undoubtable no, rather no, I have never thought about it before until rather yes, and undoubtable yes. It will help to check the Latvian Generation Y employees' characteristics. It states in the scientific and popular-scientific literature that generation Y representatives are not loyal to their employees and easily change working places, if they are not satisfied with the current one. Therefore, the next question clarifies how the respondents are satisfied with the current employer. Answering on the question the respondents may use the assessment scale from undoubtable unsatisfied until satisfied very much.

There is also an additional question for those, who are working with a public organisation. Here the author inquires the motivation of the public sector organisations young employees to work for their employers (it is an open question that asks to mention at least two impetuses or reasons of the choice). The author also checks, if the respondents know about professional development and learning activities proposed by their employers and what kind of them are proposed, if any (e.g., external or internal seminars, workshops, training, etc.). It is a checkbox question. The author also clarifies, if this group of respondents have specific education on Public administration or any other. The questionnaire consists of fourteen sets of questions. The questionnaire is quite detailed and long for those, who are either some students, employees, and work for public organisation. Not all respondents need to answer all questions.

The author could not check what kind of requirements Latvian young people from the defined population have to their potential employers; evaluate their motivation to work for public organisations in Latvia; and inquire the main aspects that they pay attention on and that are important for them considering on application for a vacant position in an organisation. However, the author expects to have some from the list that was defined out of previous research

(Voronchuk and Starineca, 2014), they are also included as a checkbox answers in the developed questionnaire.

The main risks that the author can already define are migration of the local educated workforce, a necessity to out-source some specialists from different areas. Lack of specialists in some areas causes a need of employees out-sourcing or liaising (it is questionable, if Latvian organisations will be ready to attract specialists from abroad). There could be a risk that young specialists can manipulate some areas organisations. It arises a questions ‘Could they force it; won’t it arise a new macroeconomic challenges?’ Organisations could need to raise some costs on their employees that can influence many macro-economic issues and cause the economy and economic instability again. (Starineca and Voronchuk, 2015a, pp. 201-205)

Table 2.3

Description of the quantitative survey sample

The case	Case of Latvia	Case of Lithuania	Case of Spain
General population	5 universities 50+ students	6 universities 1062+ students	21 universities 1084+ students
Assessable population	3 universities 50 students	6 universities 1062+ students	19 universities 1084+ students
Convenience sample	3 universities 50 students	6 universities 1602+ students	19 universities 1084+ students
Usable sample	3 universities 50 students	5 universities 1602 students	7 universities 1084 students
Response rate	58.00%	4.37%	2.77%
Final number of respondents	29 students	70 students	30 students

To describe the survey sample, the author of the present paper summarized all available data on the universities and a number of PA study programs students from Latvia, Lithuania and Spain (Table 2.3). The data was collected through the WEB search and the university administration direct approach. The general population of students is exactly unknown as it was quite impossible to retrieve data on the number of students as the administration responsible for the relevant study programs were not responsive. Therefore, the numbers presented reflect only known data that the author of the present dissertation managed to get. Assessable population calculation is based on the universities attainability and presents of the full-time students, who were enrolled into the PA study programs from the general sample. Some universities provide only online programs; hence they were excluded from the general population. Convenience sample was applied. Usable sample depended on number of universities that agreed to allow the author of the present dissertation to question their students or send the link to the online questionnaire to the students from the certain programs selected.

Before the survey implementation the pilot surveys in each country were conducted, and the questionnaires were adjusted based on the respondents’ comments.

Before the overview of the generation Y representatives from Spain survey results, the author of the present dissertation reflects on the problems relevant for Latvia and Spain based on the research results (Alonso and Clifton, 2013). The research included the survey of '321 all high level public sector executives who in their respective positions can be expected to be involved in public administration reform processes' from all central government ministries and agencies (Alonso and Clifton, 2013, pp. 4-5). 72.31% of respondents are of an age between 36-55 years, with another 20.86% being aged between 56-65 years. 5% of the Spanish respondents are under 35 (Alonso and Clifton, 2013, p. 14). It is clear that the age of PA executives is mainly above 36. Quite the same situation is in Latvia in case of the ministries employees (section 2.2). About 61% of the respondents of the research have a university degree only at Bachelor level, 'which may reflect a below average education level of Spanish public sector executives' (Alonso and Clifton, 2013, p. 14). The highest percentage of respondents comes from the field of law (34.6%), the second popular education field from respondents was business, management and economics (23.4%). Political science and public administration (9.4%) was not that popular (Alonso and Clifton, 2013, p. 14). This research results reflect quite the same situation that is Latvia. PA employees do not require to have education in PA, however, there are still graduate and postgraduate study programs in Spain (Appendix 32) and quite large amount of students enrolled in these programs.

There were five accredited Public Administration/Management or related study programs provided by tertiary education institutions in Latvia in 2015. All programs are postgraduate (Master's). In academic year 2015/2016, only few universities had full-time students, namely Daugavpils University, Rīga Stradiņš University, Turība University, the University of Latvia. Turība University provides the online studies; therefore, the students of Turība University were not included in the survey population. The University of Latvia had only second year students, 12 in total. There were 13 accredited Public Administration/Management or related study programs provided by tertiary education institutions in Lithuania in 2015 and 28 study programs provided by tertiary education institutions in Spain in 2015. There are six graduate and seven postgraduate programs in case of Lithuania and 17 graduate and 11 postgraduate programs in case of Spain (Appendix 32). Responses were received from four education institutions from Lithuania and only three education institutions from Spain.

The summary of the respondents and their age is available in Appendix 33. In case of Latvia, the majority of respondents is older than 24, it could be explained by the fact that there are only postgraduate PA and related study programs in Latvia. Majority of the respondents is female (Table 2.4). Postgraduate students mainly are employed, majority of the students from Latvia is employed in public sector (by public administration organisation). Majority of

graduate students employed works for private sector organisations. This might be explained by the fact that it is easier to be employed by a private organisation while earning the first degree (on bachelor level), for some graduate students it is necessary to be able to cover the studies loan or ensure life during studies (especially in case of studies outside the hometown). It is curious that majority of respondents from both Lithuania and Spain are studying Public Administration, but prefer to work for a private sector organisation. It is a dissonance in career development path i.e. a question arises: ‘Why do these students decided to study Public Administration?’ This might reflect the respondents’ uncertainty about the field of studies and of preferred and attainable field of work.

Table 2.4

Description of the survey respondents (Created by the author based on the survey data)

Level of studies	Postgraduate			Graduate	
	Latvia	Lithuania	Spain	Lithuania	Spain
Country					
Total number of students	25	14	2	39	24
Female	21	12	2	28	13
Male	4	2	0	11	11
Employed in public sector	17	2	0	2	3
Employed in private sector	6	7	1	13	6
Would like to be employed by a public sector	17	6	1	21	13
Would like to be employed by a private sector	8	8	1	18	11

The author of the present dissertation made a two-tailed T-test using the Student distribution, as a number of variables is small, to test three statistical hypotheses (Appendix 34):

1. There is a significant statistical difference between mean values of responses given by two age groups of responses in case of Latvia (the first age group – the students in age up to 25, the second age group – the students in age from 25 years)
2. There is a significant statistical difference between mean values of responses given by respondents from different countries (Latvia, Lithuania, Spain); the responses were compared separately by each studies level
3. There is a significant statistical difference between mean values of responses given by respondents from different studies level (graduate and postgraduate).

The statistical significance of the mean values varies from question to question. In some cases, there is a significant statistical difference between mean values given by students of different age groups (in case of Latvia), different studies level or from different countries, however, sometimes it is random.

Summarizing the responses, it is possible to consider that the most important social responsibility principle for the respondents – students of the graduate programs from all countries is *respect for human rights* (Appendix 35). However, the undergraduate students highly evaluated also *accountability* and *transparency*. These results could also illustrate opinion of respondents on local employers' problems and respondents' values as employees. In general, all principles were evaluated quite high on average by all respondents (7.00 points is a minimal average value).

The respondents were also evaluating areas used by the Sustainability Index organizations evaluation i.e. organization activity in the certain area by importance considering on a future employer (Appendix 36). The respondents on average evaluated all these areas high i.e. 7.38 points is a minimal average value. All three countries respondents on average as the most important aspect evaluated *work environment*. It is naturally as it is directly connected to the work conditions and motivating factors on the workplace.

The most important employer brand element (Appendix 37) considering on a future employer on average for quite all respondents is *working environment*. The respondents from different studies levels and countries also emphasized a specific offer of the employer connected to professional development and life-long learning possibilities offered by the employer for the employees as well as other beneficial offers (what organisation offers for employees, rewards and recognition, learning and development, job opportunities, job learning opportunities, advancement opportunities).

To consider on working for the certain employer, the respondents would rather ignore the employer inclusion in different kind of recognized ratings, as it is still the least crucial factor for them choosing the future employer (Appendix 38), while future employers *socially responsible behaviour* as well as a *positive employer brand* could motivate the respondents more to choose the organisation to work for.

The respondents noted as the top areas preferred for work *public administration and security, compulsory social insurance*. Other top alternatives mentioned by different groups of respondents are accommodation and catering services, administrative and support service activities, education, information and communication (Appendix 39).

The respondents, who are working in the public organisation, have different opinions on consideration about changing their work in next three years (Figure 2.1). However, the majority of them would like to change the work.

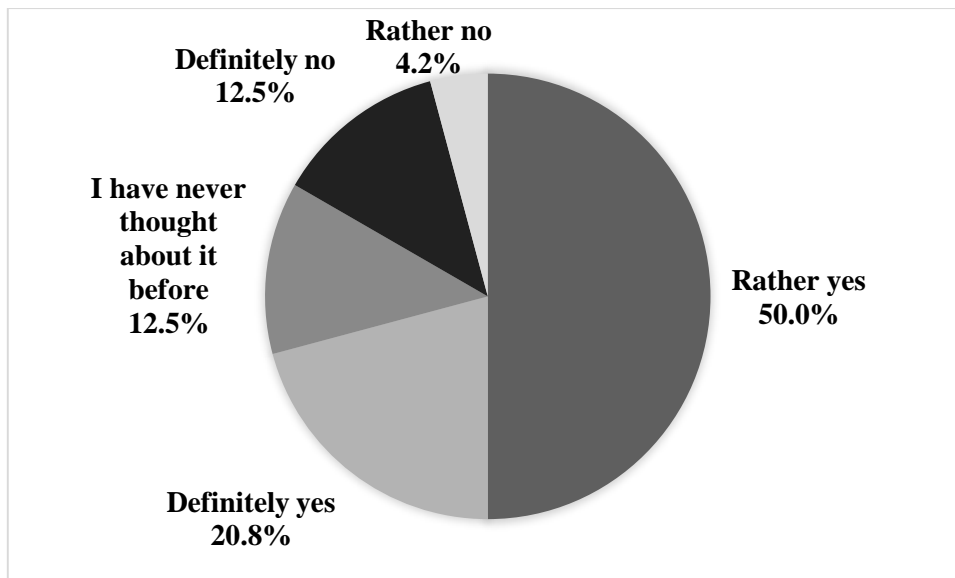


Figure 2.1 Working in the public organisations respondents' consideration of changing their work in next three years (Created by the author based on the survey data)

Figure 2.2 shows that career plans within the organisation are not directly connected with satisfaction with the working place as the majority of the respondents working in the public organisation are satisfied with the work there.

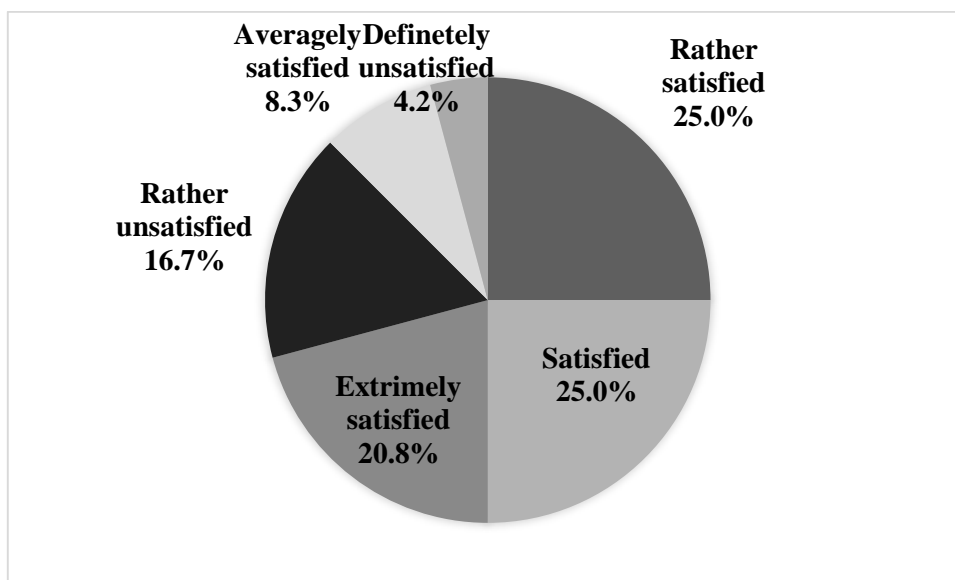


Figure 2.2 Working in the public organisations respondents' satisfaction with their current working places (Created by the author based on the survey data)

In addition, the author of the present dissertation reflects the comparison on the respondents' opinion from all three countries on importance of the certain job advertisement sections and information there considering about the application for the offered position. The evaluation was different, some kinds of information the respondents evaluated quite low giving 4.50 points in average, some - really high giving 9.50 points on average (Appendix 40). Preferred information for the respondents from all countries were *job*

responsibilities/occupation objectives and working hours and place. In some cases, respondents also evaluated highly *offers for employee (e.g. motivational salary, active work environment, etc.)* and *requirements for an applicant*. For the respondents the least important information from a job advertisement is *logo of employer* (5.821 points on average). Most probably they might easily apply for the position not the employer based on the biases on the employer brand that also proof that these respondents have a typical characteristic of the generation Y representatives – they are not loyal to employer (Matthewman, 2011; Ārste-Avotiņa and Lieģis, 2013; Tulgan and Martin, 2001; Sheahan, 2006) they would rather find an interesting job (Starineca, 2016). A job advertisement is not an advertisement of a product; therefore, the offered position would not look more attractive for the survey respondents if it has a logo of the employer on it especially taking into account that the respondents even could ignore the name of the employer considering on application for an offered position.

For all countries' respondents, salary is a top importance information from the job advertisement offers section (Appendix 41). Other offers that were evaluated high on average by various countries are *career/professional growth possibilities, flexible working hours, insurance, learning opportunities* that is typical priorities of generation Y representatives (Starineca, 2016).

Searching for a job, the top of the sources used by the survey respondents are *job search engines on advertisements' portals, friends/relatives and particular organisations' WEB pages* (Appendix 42). It is peculiar that all three countries respondents admitted that friend and relatives in many cases are the job search sources.

Survey respondents have a number of commonalities and differences depending of the country of origin. They are young students (except the students from Latvia, who are averagely older, because the age that was excluded as criterion conducting the survey in Latvia). Some of them are already employed, many of employed students are working for the public organizations. It is possible to conclude that a part of the students connected their choice of the study program with their plans on employability areas. However, there are students, who would prefer to work in private sector in spite of studying PA or other relevant study area.

HR recruitment implementers might use this results as an evidence that generation Y representatives have common characteristics and values as job seekers and employees. This results will help to improve organization itself, developing its employer brand and external positioning, manifestation and popularization of the certain characteristics and work results that as a result will help to attract such young job seekers as the respondents are. (Starineca, 2016)

Practitioners, however, will be more interested in the study finding that are connected to the respondents' preferences on employer. Particularly, it was defined that majority of PA employees from the sample finds important their employers' to respect human rights; from the sustainability index point of view, respondents highlighted work environment as important factor; salary is the main aspects that are the mostly important for all respondents among a number of other employer offers to the employees. This reflects the some of the main requirements to the employer that need to be considered developing and planning HRM activities for the certain employees in public administration (Stariņeca, 2016a).

These sample of the respondents is a specific one a part of the respondents already work in the public organisations in Riga region. This sample reflected peculiarities of the study program students and some generation Y younger and older representatives from Latvia, however, these data are not enough to make any conclusions on generation Y representatives from the population (Stariņeca, 2016; Starineca, 2016; Stariņeca, 2016b).

The findings help to Lithuanian employers to adapt their job advertisement more successful, when their goal is to attract mostly young specialists. The employers have an opportunity to adapt their organizational environment and human resource management activities to the peculiarities of the youngest generation employees. Lithuanian public sector organizations could revise their employer brand focusing on young job seekers peculiarities. In some cases, it will help to attractive for local youth and ensure their employment in Lithuania.

This research defines special characteristics of the students participated in the survey as job seekers. This research connects organizational and state level issues helping to define possible causes of them and manifests shared interests of both parties. The research shows some aspects that could help to find possible solutions for organizations even to impact the youth unemployment reduction in the country. (Stariņeca, 2015b)

It is curious that graduate PA programs students have preferences to work for the private organisations that could show their non-confidence in getting job in public sector and unconscious choice of the study program. As the majority of the postgraduate students already works for the public sector organisations and is satisfied with the employers, they mainly like to stay in the same sector. Hence, a part of the hypothesis of the present dissertation is supported i.e. there are peculiarities of Latvian public administration organisations' potential employees (job seekers) that influence HRRS process. These peculiarities were identified towards the results of the survey. Besides these peculiarities some external factors should be considered implementing holistic human resource recruitment and selection. Few of these factors in case of Latvia are discussed within the next section.

2.4. Organisation's external factors interacted with human resource recruitment and selection: case of Latvia

Since the 1990s Latvian public administration employees are not required to have specialized education. Sometimes civil servants are lacking management skills or other soft and hard skills, which are fundamentally important for carrying out administrative functions in the public administration. Nowadays, it is possible to fill the gap using various opportunities, which are provided by European professional development initiatives or develop education programmes locally as well as create internal professional development possibilities within public administration organisations.

In frames of this study the author of the present dissertation takes the assumption that public sector employees are all officials, civil servants, staff and employees engaged in public sector organisation activities and employed by these organisations. (Vorončuka and Stariņeca, 2014)

In 2014, majority of the employed in the ministries of Latvia and their agencies was employed by the ministry of Finance and its agencies. A top five of the most popular common job families of the employed in Public Administration in Latvia consists of control of individuals, information collection and analysis, customer service, policy implementation and management of foreign finance tools. The majority of the vacancies in the public administration organisations were in the same common job families except customer service (there were vacancies in this common job family too, but less than in four other groups), besides in this top was such a job family as physical and qualified work. The largest number of young employees from 20 till 29 years were employed in such common job families as legal analysis, performance control and services, information technologies as well as policy planning (Baltic Institute of..., 2015, pp. 75-77)

Employment in knowledge-based economy should go along with education i.e. the students should strive for having a job according their background. The youth in Latvia graduate from tertiary education institutions earning specializations in different fields. The most popular ones from 2010 to 2013 were (Latvijas Republikas Centrālā..., 2014, p. 28) Social sciences, commerce and law, Health care and social welfare and Engineering, manufacturing and construction.

Potentially these alumni may generate a supply in the mentioned field that could potentially fill in the vacant positions in these fields. Potentially, the supply in the future can generate also students that will graduate from tertiary education institutions. The rating of the study fields' biggest number of students accepted for at the tertiary education institutions in

Latvia from 2010 to 2014 were (Latvijas Republikas Centrālā..., 2014, p. 27) Social sciences, commerce and law, Engineering, manufacturing and construction and Health care and social welfare.

These areas are the same as those that were popular among the graduates at the same period. There are vacancies in these fields on the labour market (Appendix 43, Appendix 44), however, it is hard to consider, if the graduates will be able to find the suitable ones at least taking into account the factor that not all these vacancies presume job for tertiary education institutions graduates.

Besides employees' education, employers are usually requiring certain job experience (Voronchuk and Starineca, 2014). Unfortunately, not all tertiary education institutions have programs that presume professional experience of the students during the studies. Therefore, it is more probable that youngest generation job seekers with appropriate education will not fully match the Latvian labour market requirements. It is important to make a more detailed evaluation of hard and soft skills etc. required by employers analysing labour market supply and demand. (Starineca and Voronchuk, 2015b, pp. 173-174)

For the empirical study job advertisements with vacancies in general government were collected at the period of time from December 9th till 10th 2013. It is possible to find this kind of advertisements published at Web sites of the State Employment Agency, CV MARKET, Latvian Journal (Latvijas Vēstnesis), Latvian Journal portal 'About the Law and the State' („Par likumu un valsti”), CV-Online. In total there were 194 job advertisements, applied filter: 'State and public administration' (from www.cv.lv in 2013). Only 73 (sample number) job advertisements on vacancies from fields like administration, finances and law (namely Accountant, Administration Rapporteur, Administrative Coordinator, Auditor, Customer Service Specialist, Department Manager, Deputy Director/ Manager, Director, Employment Organizer, Finance Analyst, Inspector, Judge, Lawyer, Legal Adviser, Legal Counsel, Manager, PR specialist, Project Management, Senior officer, The Chief Clerk, The Chief Finance Analyst, The Chief Lawyer, The Chief Legal Counsel, The Chief Procurement Specialist, The Chief Specialist) were selected for the further analysis (the percentage ratio is displayed in Appendix 45).

Almost all selected job advertisements origin is the official publication "Latvian Journal". The biggest part of the advertisements could not be included; because they cannot be generalized (they are too specific): Assistant (6 advertisements), Associated professor (6), Docent (25 advertisements; 31 vacancies), Docent in professional studies (4), Expert (1), Leading researcher (17; 32), Lector (17; 18), Professor (13), Ranger (1), Researcher (17; 41), Scientific assistant (7; 13), Senior expert (7); 117 advertisements in total. As the result the main

requirements for the candidates were identified and analysed, the characteristic of the advertisements' structure was created.

Analysis of the job advertisements' structure showed that the biggest part of the employers develops their job advertisements quite similar (Appendix 46). For each defined element of the job advertisement were given 1 point. The content of 69.86% job advertisements is the following:

- Name of employer
- Introduction text and / or employer description
- Name of vacant position
- Requirements for an applicant
- Job responsibilities / occupation objectives
- Documents required for application
- Application instructions / competition description
- Working hours and place.

The sequent of the particular elements sometimes differ, e.g., some employers start with requirements for an applicant and then mention job responsibilities or describe occupation objectives, some – place these statements vice versa.

Sometimes the name of the position is given twice – at the heading and then at the introduction text; and sometimes it is specified at the introduction text. This approach can be both good and bad approach. For example, the heading of the advertisement states 'Manager', some people will read this advertisement, because they are looking for a manager job, however, managers' positions could be too specific. Job seekers could react negatively after starting to read advertisement under heading 'Manager' and become disappointed after a second realizing that the employer needs a manager of a Legal Department with related education and experience. Thus, it is important to think about the exact definition of the offered position at the header part, e.g., highlight the key word graphically.

In the introduction text some employers are creative. They impress their spirit and outline the feature, when others write just formal statements as, e.g., 'Organisation X is searching for a new employee to fill the vacant position of accountant'. Application instructions are mentioned more often than full competition description. However, full competition procedure description is valuable information for applicants, as they can be ready for exact selection activities and are able to plan their own time and evaluate other job opportunities and offers. Depending on template used working hours and place are mentioned at the beginning or at the end, or mentioned twice – at the beginning and at the end.

The author of the present dissertation pays attention on not so popular part of the analysed of descriptions as 'Offers'. It is applied only by 31.51% employers; however, it is not less significant as other parts. Offers part presents some benefits and features that employee can receive in return for his/her work for the particular organisation on the particular position. Therefore, it could be the part that will attract potential employee attention and can have the important role for the decision making process (i.e., candidate will decide, if he/she will apply for the position right after reading the 'Offers' part). Of course, if employer cannot offer something attractive, e.g., high salary, broad benefits package, opportunities for further professional development and career growth, it would be better to skip the 'Offers' part to not to scare potential candidates for the position.

There are some job advertisements from institutions of high educations that have poor content. They do not include any information on the part of 'requirements for the applicants' neither on 'job responsibilities' part assuming that potential applicants know what kind of work is offered. These advertisements do not have 'offers' part as well.

Structure of the majority of the job advertisements analysed is standardised: heading part, body and footer part with contacts. 10.96% of employers put their logos at the header part. This is useful if logo is unique and good remembering as well as well-known publicly and has good associations (i.e., if the organisation has a positive employer brand). In case of public sector organisations in Latvia few employers can use logos in their job advertisements as an advantage. Mainly all of advertisements' body parts were constructed using bullet points; however, each bullet point could be expressed as long 2 or 3 lines sentence with brackets. This form of writing is not reader-friendly.

The rational structure of the job advertisement can help attract suitable candidate for the job position. Job advertisement needs to be defined the same as other advertisement of the organisation. Job advertisement is a written communication tool that needs to send the right message to the target audience. Therefore, the job advertisements analysed cannot be characterized as ideal according to the structure. It is hard to evaluate them properly, because the reasons of using or not using the exact possible parts of the job advertisement are not known. The conclusion that can be done on this stage is: public sector employers use standardized approach creating job advertisements. Some employers highlight the uniqueness and modernity of the organisation; they have their own style of expressing requirements and describing organisation itself. Job advertisements of these organisations are memorable.

Additionally, the author can note that some advertisements were not enough correct in terms of discrimination. Job advertisements are in Latvian; Latvian language propose gender differences of names of occupation. However, 47.95% positions still were written only in male

forms, when other job advertisements proposed a vacancy for both male and female representatives of the occupation. However, this detail sometimes was noticed only in the introduction text, position in the heading was defined in male anyway. Sometimes even the same employer's advertisements were different – some of them propose positions only for male candidates, sometimes for both male and female. So, it is not something usual, Latvian employers still cannot accustom to correct language usage that can affect their employer brand and number of applicants and potential employers. (Voronchuk and Starineca, 2014, pp. 421-424)

From one hand, there is lack of young people with both appropriate education and experience to fill in vacancies opened by public sector organisations (particularly public administration). In addition, there is a slight mismatch of the youngest generation job seekers' profile and requirements to the employees demanded by PA organisations. From another hand, Public Administration organisations do not cooperate close with the state educational institutions to correct the situation on the labour market. Nevertheless, there are public administration organisations that neglect HR activities directly depended from them i.e. develop weak job advertisements that most probably are not attractive for the young job seekers.

One of organisation's approach recruiting and selecting HR could be connected to the consideration of selecting a weaker candidate, but more suitable for the team and organisation's culture and values. Skills can be developed, knowledge can be gained, and experience can be gotten. Therefore, organisations could decide to develop their selected candidate afterwards. Training and professional development provided by employer is an important element for job seekers and employees. Here the author focuses on possibilities of employees' professional formal and non-formal education.

Education public administration programs are created according to the occupation standards and actualities – social and technological development. There are a lot of possibilities to earn for instance Master degree in Public Administration or Management or take courses of other related programmes. Public Administration programmes are developed in many schools in Europe. Baltic States, France, Germany, Greece, Italy, Scandinavian countries', The Netherlands, UK, etc. schools and universities offer different Bachelor Master and Doctoral programmes on the field (Radboud University Nijmegen, 2014; University of Vaasa, 2014; Institute of Public Administration, 2014; Universitat Autònoma de Barcelona, 2014; University Babes-Bolyai, 2014; Latvijas Universitāte, 2009-2015).

Educational level of the employed in the public administration of Latvia on 30 November, 2014 is various, however, a large part of employed has academic or professional Master's degree (Baltic Institute of..., 2015, p. 74). The attention of the author is focused on the content

of the Master programmes. The author checks if the requirements of occupational standards (section 2.2) match the offer of the educational institutions. For this purpose, the author used convenience sample of European schools and universities that offer public administration or management master programmes and publish a list of courses in English or Latvian on their Web sites. Eight this kind of programmes was chosen for the further analysis of the programmes' content (Appendix 47). The compulsory and optional courses are taken in the range. According to the analysis there are three groups of related and common courses that are the most popular at the range (Appendix 48):

- Public Administration/ Comparative Public Administration/ Research Traditions in Public Administration/ Public Administration and Management Tools/ Communication in the Public Administration/ Contemporary Public Management/ Public Management Risks and Accountability/ Public Sector Management/ Public Management and Ethics/ Methodological Seminar of Public Management

- Project Management/ Project Assessment

- Human Resource Management/ Public Human Resource Management/ Organisation Human Resources and Management/ Managing Human Resources/ Personnel Management.

Each of these subjects is included in three or more programmes out of eight. Other courses could be grouped to the groups by the key words Analysis, Communication & Information, Development, Economics & Finance, Ethics, Government/ Governance, History and Culture, Law, Management, Methods, Organisations, Planning, Policies, Research, and other. Therefore, master programmes analysed can cover quite all public sector occupations standards analysed (Appendix 49). Professional terms and record keeping requirements could not be covered by offered courses within master programmes analysed.

Mentioned groups of courses exists because they are actual it is also proved by occupational standards. These courses will help to gain knowledge on exact and social sciences through the formal education. Unfortunately, not all public sector current employees will be able to start study at University to broaden lack of knowledge in some fields that has been developed for the last time.

Besides formal education the population of informal online education is increasing nowadays. There are a lot of courses free of charge and for pay offered by different universities around the world. These courses are usually called as *Massive Open Online Courses* (MOOCs). For instance, the education company *Coursera* (2014) offers 585 (on January 21 2014) different MOOCs from 108 partner institutions in Arabic, Chinese, English, French, German, Italian, Japanese, Portuguese, Russian, Spanish, Turkish, and Ukrainian. The author of the present dissertation has checked what courses are offered for public sector professionals.

There are some MOOCs provided by *Coursera* (2014) connected to the public disciplines (Appendix 50). The MOOCs can also help to gain knowledge at the areas which are vital for some public sector occupations. In addition, there are some more possibilities to educate HR. Internal informal education experience sharing external educative events trainings and lifelong education programmes. Latvian public sector employees can use European lifelong learning programmes possibilities. For example, International formal and informal adult education can be realizing through the *Grundtvig* lifelong education program (Valsts izglītības attīstības..., 2014). Locally State Employment Agency (SEA) in Latvia realizes European Social Fund's project *Lifelong learning activities for employees* (Nodarbinātības valsts aģentūra, 2005). Public institutions should only assess knowledge of their employees or identify the need of exact their skills development. Afterwards employees can receive ESF resources to cover part of expanses on education. ESF resources can get all employed people in Latvia (except civil servants) at the age of 25 or older; who have received the last formal or informal education at least one year before.

Employees can use receives ESF resources for example at Professional Education further training and examination centre (PITEC) having choosing different kind of programmes (SIA "Pitec", 2015). These courses (Appendix 50) can fill the gap in formal education programmes complementing them.

There are some possibilities to gain knowledge in many areas using different tools and approaches from internal specially designed trainings till formal education at high schools. Based on the analysis there are some important areas of explicit knowledge that public sector employees should have:

- Communication (record-keeping, ethics, public speaking etc.)
- Computer Science
- Finance and Economics
- Professional ethics and Business etiquette
- Law and Legislation
- Project management
- Country language and foreign languages
- Labour relations and Occupational health and safety.

Knowledge in those areas can be improved constantly; however, it needs to have gotten knowledge in long term memory gotten knowledge need to be used. Thus organisation knowledge managers should identify relevance of the exact knowledge and plan professional development of the employees taking in account personal learning style and experience of the employees as well as organisational goals and needs.

Porter (1998) mentioned that ‘old notion of comparative advantage less relevant. Instead competitive advantage rests on making more productive use of inputs which requires continual innovation.’ In terms of public sector this idea can be interpreted as a need of continues development, of lifelong learning of organisations’ employees to create competitive advantage for the organisation. Becker et al. (2001) considered the employer's investment in staff training and development is not just a profit-making tool but also a recruitment and retention tool. This is especially important because the human capital as opposed to other types of capital doesn’t belong to the organization but to the employees themselves. (Voronchuk and Starineca, 2014a, pp. 175-176; Voronchuk and Starineca, 2015, pp. 5-8) Professional development possibilities provided by employer usually improve the employer brand. Public Administration organisations cannot directly change or manage external factors that interact with HRRS. They can only influence them a little bit and have the certain impact on their change. Internal factors can be managed by the organisations, therefore, the author of the present dissertation focuses on some of them relevant within this dissertation within the next section.

2.5. Organisation’s internal factors interacted with human resource recruitment and selection: case of Latvia

Socially responsible organizations in Latvia are mostly at the beginning of the implementation of the socially responsible approach. The SR organizations are striving for the positive image creation and maintenance at external and internal organizational environment. Therefore, socially responsible organizations’ activities influence employer brand’s development (Starineca, 2014, p.9). All public administration subsectors can be taken into account on the organisational level in frame of SR; however, the author is focused only on PA organisations that are not connected with political decision-making system directly (Voronchuk and Starineca, 2014a, p. 69). This section is partly devoted to social responsibility initiative in Latvia analysing mostly nonfinancial public corporations (1.2.1, Table 2.1) from Sustainability Index rating (mentioned in section 1.5), because they have an active participation in SI activities.

The author reflects the results of two past studies on public socially responsible organisations in Latvia (Voronchuk and Starineca, 2014a; Starineca, 2015a). One of the research task was to evaluate public organisations included in SI rating by their activities directed to sustainable development. This task fulfilment is based on publicly available information from these organisations’ Web pages. This helps to define the organisations’ external expression of those activities that help them on the way to the sustainable development.

Information will be taken from the Web pages' sections on SR or sustainability. The main task was to describe how many what kind of information these organisations have and write out all SR activities by criteria of SI (five main evaluation areas) – strategy, society, work environment, market relations, and environment.

For the analysis were chosen only organisations from SI rating in 2014 – 12 from 40 included: public sector organisations mostly SOE or municipality –owned enterprises (seven) and the best example of private sector SR organisation from the rating in 2014 from platinum group to have an overview on the best example from the private sector in Latvia. A list of organisations analysed is in Appendix 51.

Analysed organisations activities were compared and sorted within the criteria group and compared with the analysed private sector organisation activities. The outcome of the comparison is a list of advices for other public sector organisation in Latvia that would like to implement and express their SR.

The author summarized and analysed mentioned above organisations' activities that they implement and that are defined by them on their Web sites under the sections related to SR. These kind of sections have such names as Corporate Sustainability (Aldaris, 2014), Corporate Social Responsibility (Latvenergo, 2014), Good goals program (Latvijas Loto, 2000-2002), etc. Some activities are not defined exactly according the experience rather defined in the generalized forms as policies, priorities or principles, describing, what the organisations accepts or not, on what kind of areas implement some activities. Organisations mix up corporate social responsibility and social responsibility, do not understand the difference and use wrong terms on their published documents and Web pages (e.g. Latvijas dzelzceļš, 2011).

A lot of implemented activities are too specific – focuses on the main area/field of the organisation activity, thus cannot be generalized and proposed to be taken into the account as a good example for practice for many other especially public sector organisations. For example, SJSC 'Latvenergo' adapt them on society and environment focused activities to energy and energetics topics, JSC 'Aldaris' specializes on the alcoholic drinks production, therefore it tries to communicate on some specific topics related to some issues that can be caused by alcohol drinks usage, etc. However, all peculiar activities are on the environment and market relations topics.

The author sorted activities by SI five main evaluation areas and outlined (Appendix 52 and Appendix 53) only those of them that can be implemented by each other organisation that does or would like to strive for sustainable development and be social responsible as well as can be applicable for public organisations not specifying the nature of them (Table 2.1), except some specific activities on environmental area (Appendix 53).

Activities focused of environmental questions (Appendix 53) are mostly applicable for manufacturing/production organisations rather administrative, service ones. However, a lot of administrative and service organisations can make their small impact in daily activities to classify their work more environmental friendly, e.g., moving to e-documentation system, regularly evaluate opportunities to use renewable energy. These activities are real for implementation in offices.

Some activities are already usual and regular for many organisations from the PS. Of course many market relations activities are applicable only for corporative organisations such as implementation of public benefit marketing (Appendix 52) or certify work according ISO 14001 standard (Appendix 53).

Author can mark that both platinum group organisations are more detailed and structured describing their SR activities on their Web pages. Information is provided under a specific section in more than one language. Lower the SI rating group level, less structured, clear and differentiated information is provided.

JSC 'Aldaris' activities do not differ a lot by the range and content of other observed SI rating platinum, gold and sometimes even silver group PS organisations. The difference is – more clear and structured information expression. Also some activities are specific, i.e., adapted to the specifics of the organisation working area. Other observed organisations also implement some activities that are specific for their working area (energetics, logistics, education, etc.). Of course working in lottery sphere or alcoholic drinks production companies are more sensitive to exact type and range of social issues that can arise as the result of their activity, production and service consumption.

All mentioned activities in Appendix 52 and Appendix 53 should be implemented after the risk analysis and assessment by benefits and financial criteria. Decision on implementation of this kind of activities or not, should be reasonable for the organisation and depends on its financial, economic status and possibilities, availability of resources, official and legal status as well as size in general. Provided list of activities is a good example of practices that can be used by practitioners, if their organisations would like to join the group of SR implementers.

Obvious the goal of corporate and other public sector organisations is different. SR approach is developed as CSR concept and is more relevant for corporate organisations; therefore, it is natural that PS organisations that are included into SI rating in Latvia and participate in the competition are enterprises.

There could be some sceptics of SR approach as CSR in Latvia and worldwide. In spite of them participation in the competition for being included into the SI rating in Latvia is popular

and organisations try to act according to social responsibility principles, they consider it important for themselves and society in general sustainable development.

Participation in the competition for the recognized status of SR organisation in Latvia (being included in to the SI rating) is hard. It requires not only work on socially responsible expression, but also devote time and other resources for self-assessment, for preparation (take part in courses, be acquainted with requirements of the program, be ready to administrate, keep records, report on socially responsible activities, etc.). Implementation of socially responsible activities also requires to be disciplined, clear and be able to clarify motivate all employees to follow the idea of a goodwill.

As it is seen from the summary of socially responsible activities that implement SR organisations from the SI rating in Latvia, quite all activities can be implemented by each public sector organisation. Managers of the organisations can consider that actually it is easy, but time-consuming. Author propose that this kind of activities become the usual and natural daily activity of public sector organisations, however, organisations need to implement risk analysis, assess benefits implementing these activities, evaluate financial, economic circumstances. It is possible to forecast that many activities' implementation is mostly beneficial and positively impactful for the organisations and society sustainable development that is especially essential for PS organisations.

Decision on being socially responsible organisation or not should be rational for the organisation. In some cases, SR approach is not that relevant because of lack of possibilities to devote time and resources in it, however, author believe that SR activity is going to become usual and natural expression of many public sector organisations in future. (Voronchuk and Starineca, 2014a, pp. 71-75)

The second research was focused on SR and EB interaction. To analyse the external expression of public organizations' employer brand, the author of the dissertation selected 30 public administrative organizations of Latvia. The selection was based on the results of previous research (Voronchuk and Starineca, 2014). Organizations were chosen from the list of public organizations which were searching for new employees for administrative positions and on July 3, 2014 published their job advertisements on www.cv.lv. All job advertisements of the public organizations were published on the portal (job search engine www.cv.lv, it is easy to retrieve the job advertisements from this portal). Some of job advertisements were from municipal and some from state organizations. The filter applied to the appropriate job advertisement selection was "State and public administration".

The results of this analysis were compared with the same analysis of ten socially responsible public organizations that were included in the Latvian Sustainability Index in 2014.

SR organizations were chosen because the organizational process is one of the evaluation sub-criterion of SI. Organizations that were included into the SI rating were a priori the best examples of organizational identity expression. (Sustainability Index, 2010-2014) All observed organizations represented nonfinancial public sector (Table 2.1).

EB external expression analysis was mainly conducted by collecting information on organizations' values, their defined vision, mission and goals of organizations that was available on the organizations' Web sites. Nowadays for the job seekers, especially urban young job seekers, the Web page of an organization is one of the most attainable and popular information resources about the organization. Therefore, it was reasonable to choose exactly this source to explore. Organizational processes (vision, mission, goals) are part of the organizational characteristics, whereas organizational characteristics are one of the five EB mix dimensions (Bondarouk et al., 2012).

The author reviewed the whole content of the Web pages to find any information that discloses the organization's definition, its offers to employees, organizational process (if at least one of the components exists), vision, mission, goals, operational principles, Code of Ethics and its full text.

The study is a subject to several limitations. Only Latvian public organizations are examined for the exact short period defined by the set criteria. This decision was guided by simplicity of filter and comparison of Latvian organizations, as there is a Sustainability Index rating in Latvia. According to the requested data from the SEA, there were around 418 vacancies in Latvian public organizations for the first ten months in 2014, however only 30 and only administrative organizations were observed. There was only one source of information purposely used and only one EB element was purposely chosen for the observation.

The examined organizations are public sector organizations: administrative (all 30 from the range), one administrative SR organization, one SR higher education institution, and eight state-owned or municipal enterprises. All observed organizations had the Web pages.

After the examination of public organizations, the author drew the results by the elements of their organizational characteristics as well as by other additional evaluation criteria, such as operational principles statement and publication of Code of Ethics on the organisations' Web pages (Appendix 54).

There were two public organizations out of 30 that did not provide clear description of the organization on their Web pages. Public administrative organizations (60.00%) highlighted information on what organization offers for their employees on their Web pages, mainly in the vacancies section, describing offers for a potential employee. 50.00% of observed SR organizations provided the same information.

SR organizations publish their defined mission in more cases (70.00%) than other analysed public organizations (10.00%). The same situation was with other elements of organizational processes, e.g. 23.33% of the analysed public organizations and 50.00% of SR public organizations publish their goals.

26.67% of the observed public organizations publish their code of ethics that is by 6.67% more than SR public organizations do. Operational principles are published on Web pages of 20.00% of SR public organizations that is by 10% more than in the case of other public organizations analysed.

The results of the study characterize the content of Web pages of Latvian public sector organizations that is important for the external expression of the employer brand elements. Job seekers, who check potential employers' Web pages, simply cannot find information that shows the organization as an employer. It means that public organizations of Latvia are not that oriented on the communication via internet resources with one of their important stakeholder – potential employees. Nowadays young specialists are likely the most active internet resources users, therefore public organizations need to pay distinctive attention to information that they are publishing particularly the one that can affect the attraction of new candidates to the vacant positions.

The suggestion for the organizations would be to devote more attention to the content of the organizational Web pages. Information that can be published has to be published on the Web page and be easily reached to attract job seeker and to represent the organization as an employer. The main focus needs to be on organization's definition, its offers to the employees, organizational process (if at least one of the components exists), vision, mission, goals, operational principles, Code of Ethics and its full text. If there is no such information to publish, it can be an additional point to think on. Most probably, the organization needs to develop its plan to include there all cultural aspects of the organization's management and activity as well as such strategic elements as vision and goals.

Additionally, the author checked the values of organizations. Socially Responsible public sector organizations defined their values more frequently (40.00% of the SR organizations) than other public organizations from the range (10.00%). Only one out of three public administrative organizations from the sample and only two out of four SR organizations defined the employees as a value. (Stariņeca, 2015a, pp. 61-62)

Hiring a new person for the work SR organisations usually tend to select person, who can easily adapt to the organisation culture and environment, so his/her personal values won't confront with the organisation's ones. The author of the present dissertation presents results of the research on values of some SR organisations in Latvia (Stariņeca, 2014b). As it was done

within previously described studies, SR organisations selection was based on their inclusion into the SI rating. The purpose of the study was examination of employer brands of SR organizations of Latvia through their values and characterize the main tendencies of SR organisations on this topic. Hence the objective of the study was enquiry of SR organizations' values.

In 2013, 72 organisation took participation in the competition. 51 organisations were included into SI rating, nine of them are from the public sector (Figure 2.3). 38 organizations from 51 included have shared organizational values with their external stakeholders.

There are 46 different values groups that were mentioned by examined SR organisations 31 most popular of them are reflected in Appendix 55. The most popular value for the observed SR organizations is responsibility this value is mentioned by 42.12% of the organizations. The next popular value is teamwork/ cooperation/ unity (34.58%); however, human or human beings are assumed as a value only by 7.90% of the observed organizations. (Stariņeca, 2014b, p.9)

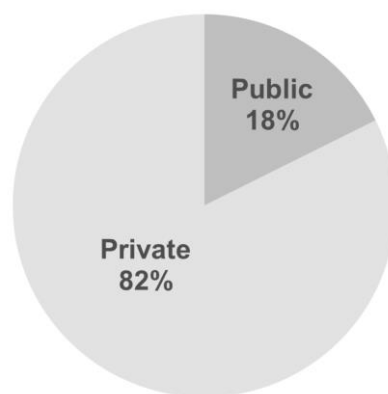


Figure 2.3 Proportion of organisations included into the Sustainability Index rating in 2013 by sector of economy (Created by the author based on the data observed)

Five public sector organisations out of nine shared values publicly (Appendix 54). Only 20.00% of the organisations mentioned employees as their value, the top value in these organisations group was Responsibility (80.00%), the second popular value was Transparency (60.00%), and the next popular values were Innovations/ Efficiency/ Availability (40.00%). (Stariņeca, 2014b)

It was found out, that even the organisation has the high level on the Sustainability Index, it not always creates structured design of the corporate culture. 38 organisations from 51 included in Sustainability Index in 2013 find it important to share with external stakeholders with the reflection of the main business activity principles – values of the organisation. (Stariņeca, 2014b)

The author also observed the results of another analysis of the public SR organisations from the SI rating 2013. Two out of seven public sector organisations examined towards

employer brand's creation (Appendix 29) were included in the Bronze group of IS and five – in the Silver group. However, only three out of seven organisations (two - Silver and one - Bronze) share their values publicly posting them on their Web sites. Analysis (carried out by October 27, 2013) of these three organisations' values showed that responsibility and innovation as value of the organisation takes the first place, these values were mentioned by two out of three organisations. Other values (sometimes as ethical principles) mentioned on these three organisations are (Latvijas Gaisa Satiksme, 2011; Latvijas Loto, 2002; Road Traffic Safety..., 2013): Availability, Client, Employees, Fairness, Legitimacy, Loyalty, Objectivity, Quality, Safety, and Transparency. (Voronchuk and Stariņeca, 2014, p. 10)

There is room of improvements concerning the definition and publication of public SR organisations. Each organisation has its values to follow. Majority of the observed public SR organisations mention responsibility as a value. Responsibility is necessary for each organisation that is striving for sustainability and would like to be socially responsible. Values are important element that brings benefits for both organisational culture and employer brand creation. EB development is an essential part of HRM that impacts process and results of HRRS. Therefore, organisation cannot neglect defining the right and true values and sharing with them publicly as well as following them implementing each organisational process and maintaining/creating relationships with stakeholders.

This chapter supported the second thesis of this dissertation i.e. public administration organisations of Latvia indeed need to improve their employer brand to seek successful human resource recruitment and selection process. The dissertation hypothesis was tested towards the surveys conducted and the results summarised within this chapter. The hypothesis was supported i.e. there are peculiarities of human resource recruitment and selection in public administration organisations of Latvia and their potential employees (job seekers) that influence human resource recruitment and selection process.

The next chapter summaries the reflection of collected within this chapter data that is a base for development of a set of tools that could help implementing the holistic approach to the human resource recruitment and selection for organisations as well as of proposals/recommendations for public administration organization's HRRS process implementation.

3. IMPLEMENTATION OF HOLISTIC APPROACH TO THE HUMAN RESOURCE RECRUITMENT AND SELECTION FOR THE SITUATION IMPROVEMENT

3.1. Holistic approach to the human resource recruitment and selection

In particular case, a holistic approach to the human resource recruitment and selection is an idealistic general model that considers the relevant factors of its components. Namely, human resource management activities interacted with organisation’s HRRS activities, relevant organisational external and internal environment factors and relationships with organisation’s stakeholders involved directly or indirectly in HRRS process and activities. This approach adoption to the human resource recruitment and selection considering social responsible organisation’s managerial principles and peculiarities of the public administration organisations is one of the proposals of this dissertation. The general concept of the holistic approach to the human resource recruitment and selection is reflected on Figure 3.1 (the larger image in Appendix 56).

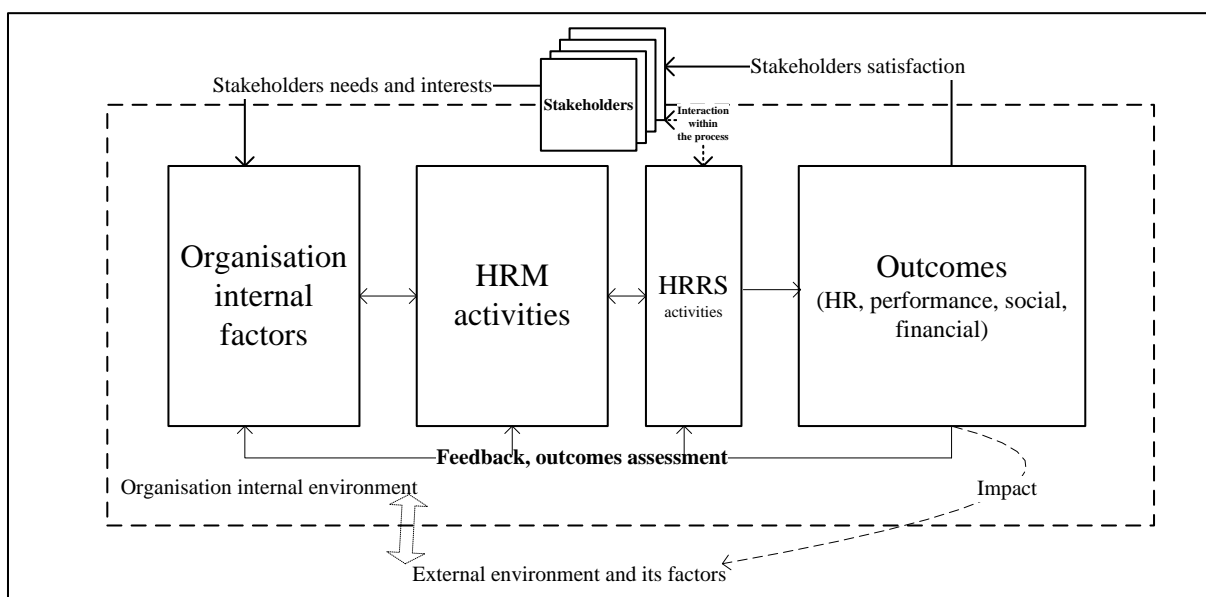


Figure 3.1 Representation of the implementation of holistic approach to human resource recruitment and selection (Created by the author)

Based on the studies summarised within present dissertation, the author can give some examples of each component factors. External environment factors that influence HRRS activities are relevant to the hiring process legislation, economic and social situation (labour market peculiarities, education of the society, unemployment rate and reasons, knowledge economy development level etc.), etc. Organisation internal environment factors that influence human resource recruitment and selection activities are organisational culture, implementation

of socially responsible activities, etc. HRM activities that interact with human resource recruitment and selection process/activities are employer brand development, knowledge management. The main stakeholders to make relation with for the successful human resource recruitment and selection process/activities implementation are past and current organisation employees, relevant education institutions, relevant training providers, youngest generation potential employees and young job seekers from the target groups etc.

Based on chapter 2 of the present dissertation, the author identified weak points and possible treats of public administration organisations to consider implementing a holistic approach to human resource recruitment and selection. Maintaining sustainability of organisation, it is important to consider influence of the process implementation to social, environmental and financial aspects related to it (Appendix 57).

To implement human resource recruitment and selection it is important to consider all weaknesses and treats as they are related to other processes and activities successful implementation. HRRS is connected with a list of other HRM activities and internal and external brand of the organisation as employer. Therefore, a holistic approach to human resource recruitment and selection could bring positive influence on other activities implementation and organisation' s sustainability. The first thesis of the present dissertation is supported i.e. there are advantages for public administration organisations in Latvia to implement a holistic approach to the HRRS. The next section is devoted to some improvements of few holistic human resource recruitment and selection activities and other human resource management activities interacted with them and developed by the author of the present dissertation.

3.2. Improvements of some holistic human resource recruitment and selection activities and some other human resource management activities interacted with them

Within this section the author of the present dissertation provides developed proposals about improvements of some human resource recruitment and selection activities. As it was defined in the chapter 1 of the present dissertation, holistic approach to human resource recruitment and selection can be beneficial. It was defined within chapter 2 that public administration and other public organisations of Latvia have some weaknesses developing job advertisements and other human resource recruitment and selection activities. The rational approach towards holistic HRRS can improve the situation.

The author of the present dissertation proposes to apply Analytic Hierarchy Process (AHP) method as a rational approach making decisions connected to human resource

recruitment and selection process and activities. Sometimes HR specialists do not know what to write at job advertisements and how to structure the information. The weak attempts of this kind of specialists are demonstrated at the job advertisements analysed (section 2.4). Therefore, the author of the present dissertation would like to propose one applicable method that can help HR selection specialists for many activities during human resource recruitment and selection process including the job advertisement creation.

AHP method (Saaty, 1980) is based on rational decision making, evaluating the range of the alternatives by the criteria ranged by their importance (Asamoah, 2012). These preferences between alternatives are reached making pair-wise comparisons (Coyle, 2004). The relative importance is determined using Saaty created nine-point scale, where 1-equal, 3-moderate, 5-strong, 7-very strong, 9-extreme level, 2, 4, 6, and 8 - the intermediate values (Coyle, 2004).

Applying AHP it is important to follow the exact steps and make consequent calculations. Vahidnia et al. (2009) define some consequent steps of the process:

- Describing the unstructured problem
- Detailed criteria and alternatives
- Pair wise comparisons among decision elements
- Using the eigenvalue method to predict the relative weights of the decision elements
- Computing the consistency properties of the matrix
- Collecting the weighted decision elements.

The problem is clear – difficulty in choosing the most relevant requirement to the applicants pretending on the vacant position in a public sector organisation. In the certain case creating the job advertisements the first step is definition of alternatives requirements or groups of requirements to the candidate for the vacant position. Here job advertisement creators should be aware of the exact occupation job description. The list of requirements can be detailed and exact (e.g. mentioning levels of needed language knowledge and a computer program usage). The second step is definition of the criteria that can be used for each alternative requirement evaluation. These criteria could be associated with significance of the requirement for daily, regular, periodical and extraordinary job tasks fulfilment.

Requirements could be grouped by following criteria: physical, psychological, socially-psychological and specific or professional (Viksna, 1999). Of course, each organisation can set their own specific criteria that could be associated with psychological environment of the personnel, organisational culture and values, strategic development of the organisation. Perhaps, these criteria can be applied for comparison of the requirements group (education: secondary, secondary professional, higher (bachelor, master, doctor degree), when criteria

associated with job tasks fulfilment are better to apply them for more specific and concrete requirements of each group.

‘The next step is the calculation of a list of the relative weights, importance, or value’ (Coyle, 2004, p. 2), of the set criteria, or so called eigenvector, first of all for the set criteria. Based on ranged criteria and alternatives the decision matrixes are created (Simões da Silva et al., 2010). The decision matrix of evaluation of the criteria with respect to the alternative requirements is calculated. ‘In order to obtain the numerical values of ratings, a comparison matrix between the rating intensity levels was built. Through this matrix, the relative importance among levels of intensity was found, calculating the self-vector that represents the “performance” for each intensity level’ (Simões da Silva et al., 2010, pp. 343-344). Then some calculations follow. The needed ratios and meanings are (Saaty, 1980, 2001; Asamoah et al., 2012):

- The consistency index (1)
- The Random [Consistency] index (RI), which is taken from Saaty’s table “The Reference Values of RI for Different Values of n ”
- The Consistency Ratio (2)
- The number of alternatives (n)
- Result of the Selected Criteria Pair-wise Comparison Matrix (λ_{max}) and Eigenvector (row averages, x) multiplication ($\lambda_{max}x$).

$$CI = \frac{(\lambda_{max}x - n)}{(n - 1)} \quad (1)$$

$$CR = \frac{CI}{RI} \quad (2)$$

‘The final step is each normalized alternative score multiplication by the corresponding normalized criteria weight. Afterwards the results for all of the alternative criteria are summed up.’ (Lapiņa I. et al., 2013a, p. 34)

The requirements that have the highest summed score by each criterion are those that needed to be included in the developing job advertisement. The general scheme of the AHP can be described by three major blocks – alternatives, criteria of the alternative evaluation and decision goal (Figure 3.2). At the top of the hierarchy is decision goal that is a solution of the stated problem.

AHP is applied to identify the most suitable candidate amongst the applicant for the vacant position. This method is useful for rational decision making; however, there are some warnings that need to be emphasized. Evaluation of criteria and alternatives is fulfilled by

experts; therefore, experts need to be chosen appropriately. Perhaps, it could be time consuming process as the evaluation needs to be implemented preparing a job advertisement for each vacant position, therefore there is a risk that some organisations would refuse to implement AHP for the proper job advertisement development. One more warning concerning experts' involvement into the process is the fact that experts are people, and people even professional rational beings are emotional creatures. This fact can affect the results of the evaluation process. For example, results of the Tsyganok et al. (2012, p. 1) experiment 'confirms the presumption that under large expert numbers competence of individual experts does not matter significantly and can be neglected, but if the number of experts in a group is relatively small, expert competence should always be taken into consideration'. To reduce the risk of slightly insignificant evaluation results collection, organisations should involve experts into the evaluation process as much as possible.

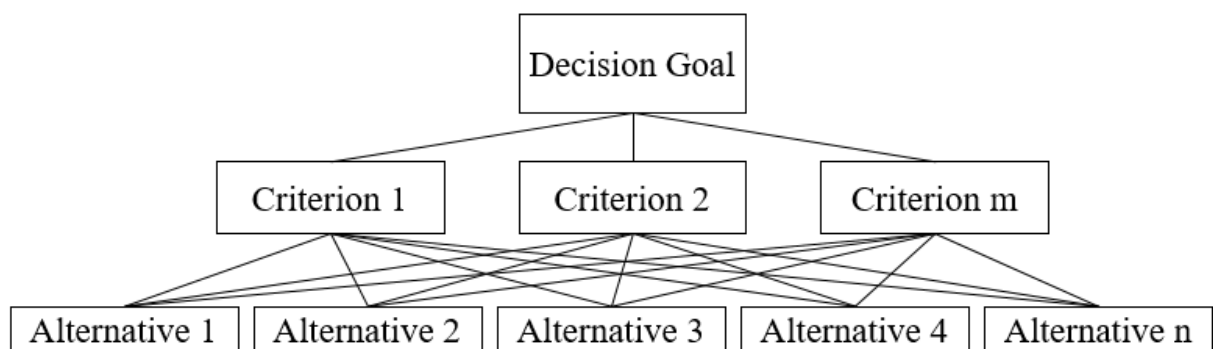


Figure 3.2 Hierarchy for a three-level multi-criteria decision-making problem (Voronchuk and Starineca, 2014, p. 427 based on Rouyendegh and Erkan, 2012, p. 924)

The issue on the choice of the most appropriate and significant requirements to the candidates of a vacant position can be solved using such a rational decision making tool as Analytic Hierarchy Process. However, it asks several activities fulfilment that can cause the unpopularity among public sector organisations. (Voronchuk and Starineca, 2014, pp. 426-428)

There are various rational approaches for HR selection fulfilment. These can be decision trees, certain test results, etc. The author proposes to use competence-based approach in combination with AHP method (Figure 3.3) selecting HR. To implement these approaches some tasks should be fulfilled i.e.:

1. A job description should be developed and adjusted
2. A list of needed competences and their levels should be defined based on the job description
3. A list of testing methods should be defined to assess each competence required
4. An assessment of the competences should be fulfilled
5. A decision based on the test results should be make.

When the results for all of the alternative criteria are summed up applying AHP method, the candidates, who has the highest weight by each competence (Figure 3.3), can be selected as the best one from the pool of applicants (Lapiņa et al., 2013a).

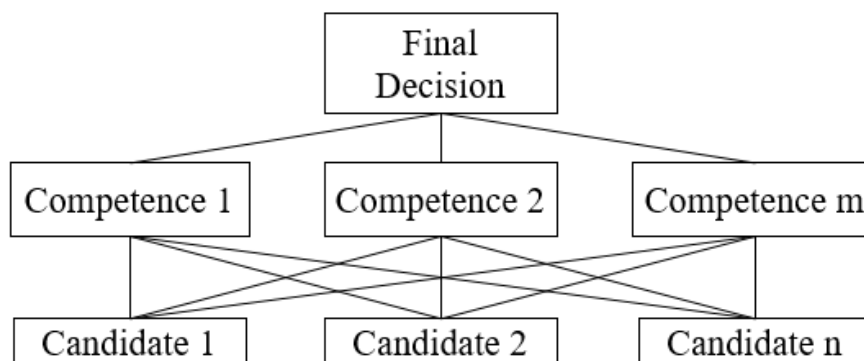


Figure 3.3 Hierarchy for a three-level multi-criteria decision-making problem for competence-based selection (Starineca and Voronchuk, 2015, p. 1950 based on Rouyendegh and Erkan, 2012, p. 924)

“J. Varajãoab and M. M. Cruz-Cunhac (Varajãoab and Cruz-Cunhacd, 2013) also propose to use a gerund of the ICB and AHP approach selecting project managers” (Starineca and Voronchuk, 2015, p. 1951). The AHP and competence based approach are two tool that can make HR selection more rational and structured as well as more clear from the perspective of further new HR management. They could help to identify the competence potential of new employee and lack of knowledge in the certain area or the certain level of skills important for the performance and simplify the training plan development for that employee. (Starineca and Voronchuk, 2015, p. 1950)

Generally, the results of the survey outlined in section 2.2 showed that there is a room for human resource recruitment and selection process improvements. Therefore, the author would like to propose HRRS guidelines for public administration organisations of Latvia. The guidelines developed reflect systematic activities that need to be implemented especially applying competence-based approach selecting HR. The version of the guidelines developed by the author of the present dissertation include several steps based on the human resource recruitment and selection process model and scenario (section 1.2):

1. Define the vacant positions
2. Develop the job descriptions for the vacant positions
3. Define the competences that are needed to fulfil the tasks that are presumed to be fulfilled towards all groups of tasks (including competences from Latvian occupation standard)
4. Define the level of each competence’s importance

5. Define the selection methods that will check defined competences level (evaluation of the candidates' competences should be quantitative, if the organisation applies AHP as a final decision-making method)
6. Research the availability of the resources needed
7. Develop the job advertisements of the vacant position and adjust it to the pool of potential candidates (applicable for both external and internal recruitment)
8. Receive applications
9. Screen and pre-select the applications
10. Apply the defined selection methods to test the candidates
11. Summarize the results of testing applying the AHP (Saaty, 1980, 2001) or other decision-making method
12. Select the most suitable candidates based on the AHP results (or other); if there are no any suitable candidates and only an internal selection was applied, the external recruitment and selection should be started. If there are no any suitable candidates after the external or external and internal recruitment and selection, the process might be started from the points three and four one more time (Appendix 4).

The guidelines do not include some steps that are connected to the communication with other employees on the pre-selection period and with applicants and candidates during recruitment and selection activities as well as after them. (Stariņeca and Voronchuk, 2015, p. 372)

Holistic approach to human resource recruitment and selection presumes constant work with each HRRS activity reflecting changes and impact of other factors in the system. Therefore, the approach should be implemented applying rational methods and approaches. Analytic Hierarchy Process method is one rational option to consider implementing holistic approach to human resource recruitment and selection. AHP is time-consuming and requires experts for implementation of the method, however, it is convenient, because it presumes various factors to consider implementing HRRS activities.

Considering holistic nature of the process, the author of the present dissertation proposes one more tool for public administration organisation selecting human resources as internal project team members. The author developed a complex model (Appendix 58) for this case. The author does not purely use the competences as the criteria for selection, but also consider potential team members' personal preferences (rational, experimental, practical and feeling) are considered as it might increase the efficiency of project team (Hermann, 1996; Stariņeca, 2016d, p. 73)

The developed project team members' selection process model includes eight main steps:

1. When a team for a project needs to be staffed, the first task that needs to be fulfilled is definition of a number of employees (E , $1 \leq E \leq r$, $E = 1, 2, \dots, r$) needed and can be allocated by the organisation departments for the project implementation. As a result, a document with the allocated employees and their profiles will be created. The profiles can be retrieved from the HR/ personnel database of the organisation. The profiles need to include data on the employees' competences and their levels as well as their personal preferences (Hermann, 1996; Kjærgaard et al., n.d, pp. 8-9). The database can be connected to the employees' assessment system (e.g. as NEVIS (Ministru kabinet, 2012) in Latvia that is used to assess public administration organisations employees' performance). Employees profiles need to have competences numerical assessment results. The system also needs to have personal preferences test(s) results emphasizing the main (one out of four) personal preference of employee. As preferences and level of the competences might change, the test(s) and competences assessment need to be implemented periodically.

2. The project team recruiters need to be aware of the necessary team member's roles and tasks, therefore they would be able define competences necessary to implement the project. This is the second step of the selection process (preparation for the selection activities). Besides the necessary competences, other selection criteria might also be defined e.g. age of experience working with the certain tasks or in the certain field, level of the certain language knowledge and other abilities that are not directly included in the set list of the competences that might usually be assessed via e.g. the employees' performance assessment system. An important detail that needs to be highlighted is a necessary of other criteria evaluation using the same numerical evaluation scale i.e. if the competences are assessed using 5-point scale, other criteria need to be assessed using 5-point scale too.

3. The third step would be comparison of all competences and criteria by importance level necessary for the project implementation. The level of importance needs to be split between all criteria and competences proportionally. A pair-wise comparison can be implemented to fulfil this task using for example Saaty's 9-point linear scale (Coyle, 2004).

4. When the evaluation criteria and the candidates (allocated employees) profiles with necessary data are prepared, the evaluation can be started. The fourth step presumes the certain calculation using equation (3).

$$\sum_{j=1}^n a_{ij}b_j, \quad (3)$$

where

i – an employee/ candidate number (code), $1 \leq i \leq m$ ($i=1, 2, \dots, m$)

j – a project number (code), $1 \leq j \leq n$ ($j=1, 2, \dots, n$)

b_j – a proportion of a competence j by importance level, $0 \leq b_j \leq 1$; the sum of proportion of each competence should be equal to 1 (4)

a_{ij} – numerical level of a competence j of an employee/ candidate i , $k \leq a_i \leq l$, where k and l are determined by organisation or a normative act, which regulates competences numerical assessment scale's range.

$$\sum_{j=1}^n b_j = 1 \quad (4)$$

5. The fifth step includes sorting of the employees/ candidates by the score got based on the calculations fulfilled on the step four. The recruiters can create a list/ rating of the employees/ candidates with the highest score. Inclusion of the employees/ candidates can be based on the number of the employees needed (E) that is more suitable in case if a number of the allocated employees/ candidates or applied for the project team member competition (if internal recruitment and application is acceptable and possible; usually it is possible in the larger structure organisations) e ($1 \leq e \leq u$, $e = 1, 2, \dots, u$) is more than E (i.e. $e > E$) or based on the minimal acceptable score defined (d , $k < d < l$, because it is doubtful that a minimal score to be included in the rating could be k (the minimal possible) or l (the maximal possible)). In the first case, the top E with the highest score is selected. In the second case, employees/ candidates are selected, if they meet the criterion (5).

$$\sum_{j=1}^n a_{ij} b_j \geq d \quad (5)$$

5.1. If a number of the preselected employees is less than the number of the employees needed (E), it is necessary to outsource candidates (have an external recruitment).

5.2. Having outsourced applicants (candidates), it is necessary to test them assessing their competences and abilities (if applicable) that are needed to work on the project and defining their personal preferences. Having a list with the outsourced candidates and their profiles the selection process can be continued from the step four.

6. If a number of the preselected employees is greater than needed for the project (E), the final selection step can be made. It is selection of the number of the employees needed (E) with the highest rating score having at least one representative from each personal preference group present. It is time to split employees/ candidates to four groups by the personal preference. It might happen that there are employees/ candidates, who represent only few out of four groups by the personal preferences. The task is to have maximally diverse team possible with the maximal summed score (calculated applying mathematical approach (linear programming) to solve optimisation problem (6).

$$\sum_{j=1}^n a_{ij}b_j = A_i \tag{6}$$

$$\sum_{z=1}^4 A_{iz}x_{iz} \rightarrow \max ,$$

where

A_i is a rating score of an employee/ candidate i preselected

A_{iz} is a rating score of an employee/ candidate i preselected, who has a personal preference z ($z= 1, 2, 3, 4$)

x_{iz} is an indicator that shows, if an employee/ candidate i preselected, who has a personal preference z , is selected as a project team member, $0 \leq x_{iz} \leq 1$, so x_{iz} is binomial and integer (7); if $x_{iz} = 0$, it means that the employee/ candidate i preselected, who has a personal preference z , is not selected as a project team member, if $x_{iz} = 1$, the employee/ candidate i is selected as a project team member.

Satisfying an objective function (6), some limitations should be considered. First of all, it is necessary to identify z . Each out of four personal preferences z is coded by a number from 1 to 4. If there are no any employee/ candidate preselected that has any of the preferences z , this preference z is excluded from the further calculations, i.e. if there are employees/ candidates with only three out of four preferences, $1 \leq z \leq 3$ ($z = 1, 2, 3$). Secondly, limitations (7) need to be considered.

$$\begin{cases} \sum_{i=1}^m x_{iz} \geq 1 \\ \sum_{z=1}^4 x_{iz} = E \end{cases} \quad 0 \leq x_{iz} \leq 1, x_{iz} = bin, x_{iz} = int, \tag{7}$$

where

E is a number of employees needed for the project implementation $1 \leq E \leq r, E = 1, 2, \dots, r$.

7. The final step is check of the selected employees/ candidates by the personal preferences.

8. If $1 \leq z < 4$, it is necessary to define possible risks and challenges that might appear because of the lack of team members with the certain professional preference(s) to be ready to overcome these challenges.

The project team is staffed and analysed by the strength and weaknesses. During the project implementation team members could support each other being mentors of each other in the certain field that will help them to be involved into lifelong learning process and develop their competences.

The model is applicable in a case, when an organisation selects project team members separately by roles. In this case, E_p is a number of employees needed for the certain role p , but e_p is a number of employees allocated for the certain role p or applied for it (if internal recruitment and application is acceptable and possible; usually it is possible in the larger structure organisations). Thus, each other defined value a , b and d will be defined for the certain role p .

Sometimes outsourcing is difficult to implement or impossible for Public Administration organisation, therefore it is necessary to consider that $E \leq e$. If this imparity is not true from the beginning, the recruiters need to optimize a project work and split project team roles and responsibilities between maximally available number of employees and change E value, so it is $E \leq e$ to start the selection process. It is necessary to do, even, if outsourcing is possible, because E is a number of employees that is needed and could be potentially allocated.

The proposed tool is more suitable for large organisation that may afford to assign different departments members for the work on the certain internal projects ongoing. Each organisation needs to evaluate, if it can afford to apply human resource outsourcing in case of lack of competent employees allocated for work on a project. The proposed tool helps to increase efficiency of a project team by selecting the most competent employees from the pool and creating a balanced team by the personal preferences as much as possible. Finally, the proposed tool can be a base for a software or a function integrated in the existed software that connects organisation's human resource management system. The system should have information on employees' professional profile i.e. a database with a list of competences and personal preferences of each employee. The level of the competences need to be periodically assessed (performance appraisal) and updated in the database. (Stariņeca, 2016d, p. 74)

Further the author of the present dissertation provides other possible tools for application implementing the holistic approach to human resource recruitment and selection considering other HRM activities related to human resource recruitment and selection.

One of knowledge management aspect is professional training organisations for organisation employees. By the results of the research on education program for public administration employees (section 2.4) the author of the present dissertation can conclude that there is a need to have tools that could help managers of the PA organisations make rational decisions on training selection and resource allocation to employees training. When the organization can allocate the limited amount of money for their employees, training costs optimization process can take place. After the 'problem identification, [...] the last step is planning for solving those problems based on possibility, existing resource, and responsibility of the group, reality, and real timing' (Werakula et al., 2014, p. 906).

The main challenge of the organizations could be decision-making on training to the employees. Which training to choose to be the most useful for the employees and the less expensive for the organization. It is an optimization challenge. This kind of challenge could be solved using e.g. linear programming (Gass, 2003). The competence-based approach is more than helpful considering about training. It provides rational ground for the decision. If there is a lack of HR competence, an organization can set the exact minimal need of the certain competence or a list of competences that should be developed. In addition, the survey experts mentioned that competence model could be useful planning employees' professional development activities (Appendix 28).

There is a proposition to develop an approach that should be individual for each organization and each individual's case. The core positions of the possible approach are described further on.

The first possibility works, apply the matrix system to develop a list of the competences that are supposed to be developed studying PA within the program. To assess the level of each PA employees' competence different scales by range could be used, where the competence j ($j=1, 2, \dots, n$) is a competence for the position i ($i=1, 2, \dots, m$).

To identify the proportion of time a_{ij} ($a_{11}, a_{12}, \dots, a_{mn}$) that needs to be devoted to each competence development for the certain group of occupations should be defined by the experts and needs to satisfy the limitations:

$$\begin{aligned} a_{11} + a_{12} + \dots + a_{mn} &= 1 \\ (a_{11} < a_{12} < \dots < a_{mn}), \end{aligned} \quad (8)$$

where i and j are variables and $i=1, 2, \dots, m; j=1, 2, \dots, n$. Limitation (8) means that the sum of the proportion of time should be equal to 1 (time is limited and 1 represents the whole period that is devoted for the competences development e.g. month, semester, study year, year etc.). In addition, the limitation (8) means that time proportion devoted to the competence that is assessed as the weakest one should be bigger than each following one, while the smallest proportion should be devoted to the competence that is assessed as the strongest one.

The experts from the field could define the required amount of hours that is needed to fully improve a competence j ($j=1, 2, \dots, n$). Therefore, the limitation (9) is needed:

$$\sum_{j=1}^n a_{ij} x_j \geq b_i, \quad (9)$$

where:

j - a competence that is necessary to improve ($j=1, 2, \dots, n$)

i - an employee's position in the organization ($i=1, 2, \dots, m$)

a_{ij} - a time proportion that needs to be devoted to the competence j for a position i . The level

of the competence j determined after the personnel assessment by the competences and needs to be improved/developed

x_j – the hours that are needed to improve/develop the competence j ($j=1, 2, \dots, n$) according to the training/course program

b_i – a minimal required number of hours to improve/develop the competences needed for a certain employee from the position i .

Time as well as financial resources are limited, therefore the organization will strive for the training or employees' education costs minimization (10); the linear programming (Werakul et al., 2014; Starineca and Voronchuk, 2015a) could be applied in this case:

$$\sum_{j=1}^n c_j x_j \rightarrow \min \quad (j=1, 2, \dots, n), \quad (10)$$

where c_j are costs on the competence j improvement/development.

The study program needs to presume the customised various seminars for students with different positions in public administration organisations and different level of each competence. Therefore, the matrix model suits in the case. (Starineca and Voronchuk, 2016, pp. 11-12)

The second possibility works, assuming that a number of the various competences that can be developed by each training is known as well as costs per each training. The organization could need to choose the certain type (by education approach and content) of training and a number of the certain training units (or hours of training, it depends on the peculiarities of the composition and content of the training), so each competence in the certain amount could ensure the general competence of the organization's human resources. The costs of the training should be minimized (13). The optimal training course/program (x_1, x_2, \dots, x_n) will be a plan, which needs to satisfy two mainly possible limitations:

$$\begin{aligned} x_j &\geq 0 \\ (x_1 \geq 0, x_2 \geq 0, \dots, x_n \geq 0) \end{aligned} \quad (11)$$

where x_j is a number of the training hours/units of training type j that is included into the training course/program that can be defined (variable) and $j=1, 2, \dots, n$. Limitation (11) means that a number of the training hours/units cannot be negative.

$$\sum_{j=1}^n a_{ij} x_j \geq b_i \quad (i=1, 2, \dots, m) \quad (12)$$

where:

n - a number of different types of training ($j=1, 2, \dots, n$)

m - a number of the different competences ($i=1, 2, \dots, m$)

a_{ij} – a proportional unit of a competence i that the learner can develop through the training hour/unit of the training type j

b_i – the minimum of the competence i required/needed by HR ($i=1, 2, \dots, m$).

The limitation (12) represents the total number of the competence i that could be obtained from the certain training course/program that should not be less than set b_i (the minimum of the competence i required/needed by HR that can be defined by the results of the certain HR testing/assessment e.g. selection tests or performance assessment integrated tests). Each training can develop the certain aspect of the certain competence.

The goal of the organization could be the optimal training course/program costs minimization:

$$\sum_{j=1}^n c_j x_j \rightarrow \min \quad (13)$$

where c_j is a price of a training hour/unit of the training type j ($j=1, 2, \dots, n$).

It is discussible, if a training quality depends on the price. In some cases, it is suitable to choose more expensive training to ensure it quality that is necessary, however, in general, all organisations try to minimize training costs, if it is relevant and possible, therefore, costs minimisation equation is proposed.

There are several possibilities of costs optimization. There is proposed one of them that is the linear programming as one of the commonly used in optimization (Gass, 2003). The main concerns here would be definition of all training goals and methods of evaluation of competences before training and after them. Additionally, the author can highlight that this rational possibility of HR training selection can be applied in both cases after the performance assessment of human resources and after selecting the new human resources that suits the organization and position the most, but have to improve one or more competences. (Starineca and Voronchuk, 2015, p. 1951)

Organizing training organisation need to have a plan of the training development. The author proposes to use the training development framework (Figure 3.4). In terms of employees' education, it is essential to discuss a role of education or knowledge management as a part of human resource management in the organisation. Those who develop training programs need to know human learning principles. The author proposes developed guidelines developing any internal training for organisation.

Some important facts about learning process should be assumed educating employees. Developing or choosing education program for employees it should be clear that employees and their learning abilities need to be examined. Each person has his/her own approach learning something. Thus, some core aspects should be taken into consideration: the type of new information, employees learning abilities (e.g., remembering this type of information), and

appropriate teaching technics that can be used for the defined employees as learners and learning program content (Figure 3.4).

Most probably public administration organisations' employees will need explicit knowledge, as well as tacit knowledge. 'Explicit knowledge is academic knowledge or 'know-what' that is described in formal language, print or electronic media, often based on established work processes, use people-to-documents approach' (Smith, 2001, p. 314). For instance, educating employees on EB development, explicit knowledge is a basis. Employees need to be aware of some HRRS technics, some norms and labour legislative aspects, branding creation itself, etc. However, knowledge about company culture, values, environment etc. might be better defined as tacit knowledge that 'is practical, action-oriented knowledge of 'know-how' based on practice, acquired by personal experience, seldom expressed openly, often resembles intuition' (Smith, 2001, p. 314). Consequently, the information will be given in written and oral form. (Voronchuk and Stariņeca, 2014, p. 9; Stariņeca and Voronchuk, 2014, p. 213)

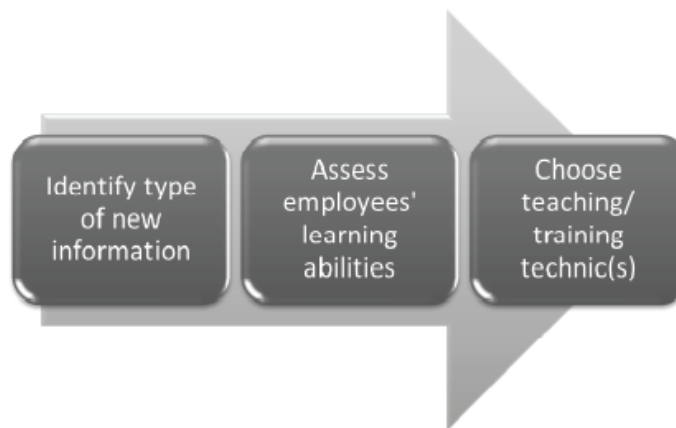


Figure 3.4 Training development framework for organisation (Voronchuk and Starineca, 2015, p. 4; Stariņeca and Voronchuk, 2014, p. 216; Voronchuk and Stariņeca, 2014, p. 11)

The next step would be employees' as learners' assessment. It would be valuable to pay attention on two main aspects: group learning and individual learning. Most probably employees will be educated in groups especially in terms of getting tacit knowledge. In this case employees should be evaluated as group learners. Grasha-Reichmann Students Learning Styles shows different people learning preferences depending on their collaboration with other people. This is a cognitive approach to learning styles. These styles are split to (Grasha, 2002, pp. 176-177):

- Avoidant style –people prefer to learn alone that together with other learners or do not have any motivation for learning at all
- Collaborative style –it is essential to collaborate with other learners and teacher during learning process, be involved into the process directly

- Competitive style – learner prefer to learn through some competitions or games, to show that he/she have learned something better than others, it motivates them to learn things
- Dependent style – learner is dependent on teacher’s requirements and learning group leader; he/she learns only required information
- Independent style – learner prefer to work independently, deciding hem/herself what should be learned, prefer to work alone, not in groups
- Participative style – learner is opened to new information, active in class participation, try to do him/her best during the learning process. (Voronchuk and Stariņeca, 2014, pp. 9-10; Stariņeca and Voronchuk, 2014, pp. 213-215)

It would be valuable to explore employees during learning process to evaluate what kind of learning style they use, or give a test to find it out. Splitting people into learning groups or choosing some learning technics, it could be valuable to consider employees as learners from the ‘world’ perception view. Fleming's VARK model proposes to split learning styles based on senses (Fleming, 2001, p. 70):

- Auditory – learner better remember information that he/she has listened to
- Kinaesthetic – learner better learn things through touching, smells, movements and taste
- Reading-writing preference – learner better remember characterized in written form information, when he/she is offered a logical explanation and via language expresses information
- Visual – learner better remember and learn things by seeing them.

Learners with auditory learning style will easily get tacit knowledge, explicit knowledge they will get better through listening to the information. Merging learning styles and knowledge that is needed to get authors created a table (Appendix 59). Under column with name of knowledge type are ‘x’ that shows which learning style could be more appropriate to get this type of knowledge. Comments after the ‘x’ reflect on typical learners’ actions using primary tacit or explicit knowledge in different situations. It should be outlined that a person has rarely the representative only of one learning style implementer. Therefore, the group of employees most probably will be miscellaneous.

Considering the appropriate training technic Benjamin Bloom’s thinking behaviours domains should be outlined (Anderson and Krathwohl, 2001, p. 54):

- Cognitive (based on knowledge)
- Affective (based on attitude)
- Psychomotor (based on skills).

Cognitive is a knowledge based domain, consisting of six levels. These six levels of thinking skills are summarized in the pyramid according to the revised Bloom's Taxonomy (Anderson and Krathwohl, 2001, p. 58):

- Remembering (Can the learner recall or remember the information?)
- Understanding (Can the learner explain ideas or concepts?)
- Applying (Can the learner use the information in a new way?)
- Analysing (Can the learner distinguish between the different parts?)
- Evaluating (Can the learner justify a stand or decision?)
- Creating (Can the learner create new product or point of view?).

This pyramid helps to construct the training activities in the logical way to persuade the learning process of the employees. Considering the training development on employer branding, this learning process might illustrate the process of employer brand's development itself. Firstly, population remembers it, then understands the essence of the employer getting more information on it, then uses the EB (e.g. current employees' group), analyses it, evaluates finding out possible disadvantages and advantages and becomes a part of it. Participating and identifying him/herself with the employer, employee consciously or unconsciously creates the EB. Accordingly, it is so important to evaluate employees as learners before giving them training. Organisation needs to be aware of it as it brings the idea of further actions to apply the appropriate idea and create EB that is desired. (Voronchuk and Stariņeca, 2014, pp. 10-11)

One more activity that needs to be implemented would be a choice of the appropriate education technics. However, here this activity is overviewed in conceptual way. Choosing the right approach for the teaching the programme should be adapted to the organisation needs and specifications. Thus, most probably it will be an internal training or set of training on specific topic. Training is 'a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activates. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organisation' (Wilson, 1999, p. 4). Training could be considered as non-formal education (Zaki Dib, 1988, pp. 2-6). It could be group, individual (e.g. coaching) training or mix of them (Wilson, 1999, pp. 4-10). The design and type, form of training depends on the outcomes of the previous steps.

Summing up all possible activities that are purposed above is possible to split them into three main steps (Figure 3.4): identify type of information that is planned to give as a training material; assess employees; learning abilities (e.g. by learning types and way of thinking); and finally choose appropriate teaching/ training technic(s) based on collected information. The author leaves training technics step unpractised as it depends on previously collected

information and can be various. This scheme is one of the possible various approaches developing training (Voronchuk and Stariņeca, 2014, p. 11; Stariņeca and Voronchuk, 2014, p. 215).

Employees professional training and development is the core subject of this section, therefore, the author of the dissertation propose some more improvements of the public administration organisations employees training focusing on socially responsible organisations experience. The next proposition is based on the results of the research summarised in the section 2.2.

Assuming that organisations' employees could have a great impact on organisations ability to recruit and select good human resources, 'there should be training programmes especially for public sector institutions' employees from new European Union countries' (Voronchuk and Starineca, 2014a, p.169). These institutions could have weaker overview on connection between current and future/ potential employees. 'The broad field of knowledge management introduces new options, capabilities, and practices to assist public administration to great advantage. It becomes a new responsibility to manage knowledge to strengthen public service effectiveness and improve the society it serves' (Wiig, 2002, pp. 224-225; Voronchuk and Starineca, 2014a, pp. 170-171).

In general, it is possible to consider that the idea of the socially responsible organisation 'in the context of employer branding reconceptualises the employee towards a morally acting and responsible human being' (Andersen et al., 2013, p. 30). Aggerholm et al. (2011, p. 116) defined the third wave of employer branding framed by a holistic and sustainable perspective on branding. This means that organisation:

- Have obligations and responsibilities towards all stakeholders
- Is striving to generate sustainable relations with all stakeholders
- Is striving to create and balance organizational, stakeholders and societal values.

Thus, employer brand's creation and development is connected to branding as well as HRM and social responsibility. Sustainable organisations are those that reach the sustainable development, e.g., through socially responsible approach or socially responsible organisations. SR organisations' culture, vision, mission and strategic goals influence employer brand's creation and development process, when employer brand's creation and development process merge such areas as branding itself as field of marketing, HRM and SR (Aggerholm et al., 2011). Based on information on theoretical base about employer brand's creation and development (section 1.2) and employer branding approaches that are connected to the theoretical base about social responsibility (section 1.5) as well as information from the practical examples overview the author can propose the content of the training program(s) on

EB for the socially responsible public administration organisations in Latvia. It should consist of blocks connected to marketing, social responsibility and HRM (Appendix 60). Public administration organisations of Latvia should pay more attention on HRM topics. Executives should have the overview of the strategic place and importance of employer brand and its creation and development process. (Stariņeca and Voronchuk, 2014, p. 216)

Training should be supported by relevant case studies and organisation case study analysis to have an opportunity to use knowledge in practice and combine learning and working process. Involvement into the EB creation and development at least planning process during training might motivate employees to work further on this topic, feel inspired being a part of the organisation and as a result bring employer brand to the masses spreading the idea among other current, new and potential employees. (Voronchuk and Stariņeca, 2014, pp. 13-14).

Professional education and training of employees on specific topics or general one could be helpful in terms of organisation striving for sustainability and leading to employees and organisation productivity and effectiveness. Therefore, the proposed methods and outlines of the training can be helpful and beneficial for public administration organisations in Latvia.

3.3. Improvement of relationship with stakeholders towards holistic human resource recruitment and selection

The author of the present dissertation concluded towards the results of the summarised research from chapter 2 of the dissertation that public administration organisations of Latvia has weak relationships with their human resource recruitment and selection stakeholders. Implementing the holistic approach to the process, it is necessary to improve relationships with the main stakeholders involved into the HRSS activities. Employers and job seekers on the labour market are participants of the classic human resource recruitment and selection process. However, there are human resource recruitment and selection process participants from a strategic point of view. Employer is collaborating with several stakeholders that may be defined as current employees, potential employees or current job seekers and future potential employees - non-qualified labour market participants such as pupils (Appendix 61).

Employer has job relations with their current employees. Employees fulfil certain amount of work and carry out defined tasks, whereas employers undertake the responsibility of salary payment to employees for work done as well as consider granting social benefits, and may give additional financial and/ or non-monetary benefits.

If an employer needs a new employee, the job is offered to potential employees, in case of Latvia they could be economically active Latvian inhabitants searching for a job on the

labour market with relevant education, skills and competencies. Potential employees could offer the employer their candidates for the vacant position (information about themselves as candidates for the vacant position).

Employer can build relationships with their future potential employees creating positive employer brand among them. Employer can give information about themselves as employer and organisation in general. At this stage, future potential employees as schoolers cannot offer or give anything to employer.

Current employees directly participate in the human resource recruitment and selection process and represent the employer all the time. Word of mouth and behaviour of the employees can work for and against the employer. Unsatisfied employees can spread the negative reputation among people outside the organisation, as well as among the personnel inside the organisation. The opposite may happen in case of loyal and satisfied employees.

Potential employees are all the people on the labour market. If they do not have information about the employer or know only some negative sides, they might not be interested in applying for the vacant position provided by this employer. Even if the potential employee knows less about the organisation than the employer does, he/she might apply for the vacant position in this organisation. At this moment, it is important that the current employees represent the organisation well enough to attract the applicant, even if s/he is not selected for the job.

To ensure popularity among job seekers with relevant background also in the future, organisations need to invest more in their communication with future potential employees. Usually they are secondary or vocational school pupils. It is important to motivate them to have a job in the organisation and, accordingly, to get relevant education. It will also lead to the collaboration between educational institutions and employers, as well as successful competitiveness on the labour market ensuring employability of the younger generation (Starineca, 2015a).

The organisation should realise their stakeholders and pay attention on them, involve them, consider their interests and wishes implementing holistic human resource recruitment and selection. Creation, maintenance and development the relationships with stakeholders is an important part of HRRS process. However, this is also time-consuming, sometimes (depending on the planned activities within the relationship development) costly. The approach presumes also further constant work with stakeholders identifying their type according to a typology (section 1.3) and choosing the relevant behaviour and action strategy.

There is a number of perspective benefits as an outcomes of the proposed approach application. The proposed identification of the stakeholders and active work on the relationships

with them is a strategic activity that influence labour market rational development and enhance the sustainable development of the organisations that has good employer brand, low HR turnover, and human resource recruitment and selection is not a challenge for the organisation.

The next section is devoted to proposals connected to such an issue of public administration organisations' external environment as lack of applicants with required profile.

3.4. Improvements influencing public administrative organisation's external factors towards holistic human resource recruitment and selection activities

Public administration organisations cannot change external factors, they can use their advantages and try to influence or manage to exist among their disadvantages. Within section 2.4 the main issues in case of Latvia was identified, namely the lack of applicants with required profile that is caused by mismatch on labour market, weak cooperation between educational institutions and employers etc. These reasons also cause youth unemployment. Among the reasons of youth unemployment are a country's poor macroeconomic performance and the absence of the right skills and attitudes within the young generation and the major one - society's failure to create enough jobs for young people. 'A more demand-oriented strategy based on social partnership by including workers' and employers' organisations' could help to solve the issue (O'Higgins, 2001, p. 2; Artner, 2013, p. 184). 'The Manpower Group (2012) suggests promoting economic growth, entrepreneurship development and education among other things' (Artner, 2013, p. 184; Starineca and Vorochuk, 2015b, p. 178) To be involved into the actions that can be beneficial for both country and organisations, the author of the present dissertation proposes to pay attention on some already existing tools that can help PA organisations implement their altruistic egoism towards holistic human resource recruitment and selection.

A number of tools are used in Latvia to solve some the labour market challenges. The author evaluates some of these tools defining their advantages and disadvantages. The author focuses on three this kind of tools namely lifelong learning, youth guarantee and some Latvian local career services. The tools are implemented along the European Commission initiative and EU funds.

A tool that is promoted by EU initiatives and the Organisation for Economic Co-operation and Development (OECD, 2015) is a lifelong learning. OECD (2015) recommends Latvia to "encourage lifelong learning and training by improving information about training opportunities and adult learning while ensuring the portability of skills". Latvian State Education Development Agency provide information and implement competitions for several

EU lifelong learning programmes such as Comenius, Leonardo da Vinci, Erasmus, Grundtvig, Study Visits, Erasmus+ (VIAA, 2015). Some of these programs are focused on students and pupils' mobility, some of them focus "on the teaching and study needs of learners taking adult education and 'alternative' education courses", other - on "specialists and decision makers representing various groups of education and vocational training stakeholders" (VIAA, 2015). Latvian State Employment Agency provides also information on some lifelong activities. State Employment Agency (SEA) 'was launching the implementation of the ESF project Lifelong learning measures for the employed' (Nodarbinātības valsts aģentūra, 2005-2014). For employed people SEA provides lifelong-learning measures for employed persons, besides it also provides measures to increase competitiveness and promotion of regional mobility of persons employed by merchants i.e. "financial aid to cover the transport and apartment rent costs during the first four months of the employment legal relationship" is provided (Nodarbinātības valsts aģentūra, 2005-2014).

The State Employment Agency of Latvia also provides career services for youth, adults and job seekers. On the SEA Web site, it is possible to find various tools under each path that can help to identify each group's needs, help to find assistance services on employment, career development, training, learning, education and motivation. All these career services are free of charge (Nodarbinātības valsts aģentūra, 2005a). According to the youth survey, the most useful competences, which can give advantage when entering the labour market, are foreign languages knowledge, communication skills, knowledge gained from non-formal education activities and to the smallest extent knowledge gained at school or during studies (Latvijas Republikas Centrālā..., 2014). The SEA works a lot to maintain the contact with employers to be able help employees to adapt to the requirement of employees and try to regulate supply and demand on labour market.

The State Employment Agency of Latvia also promotes such an EU tool as the Youth Guarantee. These program activities in Latvia are implementing only for one year. The unemployed youth without any job experience in age from 15 to 24 years can enjoy these program provided activities. The youth from the target group can receive special career consultations; can participate in competitiveness development activities, workshops for youth, informal education programs, and other activities that stimulate inclusion on the labour market. SEA, some educational institutions and municipalities are involved into all these activities implementation (Nodarbinātības valsts aģentūra, 2015).

The author emphasises several advantages and disadvantages of the aforementioned tools (Table 3.1). Some of them are focused on certain age group, however, many of them provide free of charge advices and services. It is important to increase awareness of Latvian population

on these tools that in many cases requires people's primer interest and involvement. (Starineca and Vorochuk, 2015b, pp. 178-179) The public administration organisations could also be actively involved into these tools promotion also establishing relationships with both current and future potential employees (see section 3.3).

Table 3.1

Evaluation of some Latvian labour market development tools (Starineca and Vorochuk, 2015b, p. 179 based on European Commission, 2013; Nodarbinātības valsts aģentūra, 2005-2014; 2005a, 2015; VIAA, 2015)

Tools	Advantages	Disadvantages
Lifelong learning programs	<ul style="list-style-type: none"> • Are focused on different groups of people by employability and education status as well as age group • Provide financial support • Help to develop skills important to inclusion and adaptation to the labour market 	<ul style="list-style-type: none"> • Some groups of people however cannot use some programs (e.g. civil servants) • Some programs are competition based
Youth guarantee	<ul style="list-style-type: none"> • Help to develop skills important to inclusion and adaptation to the labour market 	<ul style="list-style-type: none"> • Is focused only on unemployed youth without any job experience
The State Employment Agency career services	<ul style="list-style-type: none"> • Free of charge • Adapted for three categories of people (youth, adults and job seekers) • Provide advises and self-development tools • Help to develop skills important to inclusion and adaptation to the labour market 	<ul style="list-style-type: none"> • Require self-engagement i.e. a person needs to find services via Web site.

These tools and services cover development activities of population on the different development steps i.e. when people are pupils, students, with or without job experience. This is a logical activity as exactly those groups of people have the biggest difficulties with employment. (Starineca and Vorochuk, 2015b, p. 179) PA organisations could be more socially active and actively or more actively use and promote tools described within this section. This would help to improve their EB and become more attractive for both young and older job seekers as well as increase loyalty of current employees. Hence, these action could help improve HRRS process and activities implementation. The next section is devoted to improvements that can influence public administration organisations internal factors towards holistic human resource recruitment and selection.

3.5. Improvements influencing public administrative organisation's internal factors towards holistic human resource recruitment and selection activities

Public administration organisation in Latvia have challenges connected to the social responsibility (section 2.5) as an approach implementation. Towards human resource recruitment and selection social responsibility as generally in management should lead to the sustainability of the organisation. HRRS activities may be related to organisation of some events in cyberspace or in real environment. All these events can be oriented on sustainability. As guidelines could serve the Sustainable Events document (*ISO 20121*) developed by the International Organization for Standardization. This document provides guidance and best practice to help organisations 'control its social, economic and environmental impact' (ISO, 2012) implementing any kind of events. These "three pillars of sustainability", namely, people (social responsibility), planet (responsibility for environment) and profit (economic responsibility) were demonstrated by J. Elkington as the Triple Bottom Line concept in 1997 (Rahman, 2011). Striving for even events' sustainability an organisation needs to think about the impact of its actions on people (not only its stakeholders), environment and economics (firstly, its own economic and financial condition).

In Appendix 62, the author of the dissertation defines some possible actions that might affect all "three pillars of sustainability". This shows the level of organisations' responsibility fulfilling tasks on each stage of the human resource recruitment and selection. The appropriate pre-selection method, for instance, can lead to further - more effective, HRRS implementation. In case the applicant does not match the set requirements, but is pre-selected for the text selection stage, the organisation will spend unnecessary resources to work with the candidate that most probably will not pass the next selection testing. Integration activities of a new employee can require additional expenses; however, they can be smaller than those, spent on clearing up the new employee's mistakes. (Starineca, 2015, pp. 286-287)

Presented actions should be under the organisation attention especially, if the organisation is socially responsible and/or is striving for sustainability. The author of the present dissertation highlight mentioned activities to show them as an example i.e. each organisation should define relevant human resource recruitment and selection activities and events using e.g. mentioned example to improve socially responsible environment in the organisation.

Social responsibility approach or culture applied in the organisation is an internal organisation's factor that should be considered implementing human resource recruitment and selection activities as well as some other HRM activities that influence or might interact with human resource recruitment and selection (see section 3.2).

The study has scientific as well as practical significance. The research results can be used in practice, i.e. public sector organizations (particularly public administration organisations) can use research results to specifically design the job advertisements, based on characteristic of their potential employees, also they can more thoroughly reflect on possible challenges associated with characteristics of the certain groups of potential employees, hiring them and building relationships with them as with the stakeholder. The proposed tools and approaches help to adapt the training programs about employer branding as well as be more rational and reduce costs on professional development of employees choosing the most relevant training to develop certain competences.

Chapter 3 summarised the proposals and tools to improve some factors relevant to the public administration organisations in Latvia developed by the author of this dissertation, namely:

- Analytic hierarchy process approach application for job advertisements development and candidates' selection
- Project team members' selection process model (with integrated mathematical model for optimisation tasks solving)
- Framework for internal training development
- A list of topics for training program/programs on employer brand for PA organisations
- Rational approach to the training selection for HR (linear programming model)
- Guidelines on human resource recruitment and selection for PA organizations
- Stakeholders framework for public organisations towards holistic human resource recruitment and selection (relationships model)
- A list of possible actions that might influence society, environment and economic implementing HRRS on each stage of the process.

The proposals were probated and discussed in the scientific and professional environment.

CONCLUSIONS AND RECOMMENDATIONS

The present dissertation showed that holistic approach is complex and the author observed just some topical challenges from each path of the human resource recruitment and selection to explore toward the holistic approach. To reach the objective of the dissertation the author of the dissertation, firstly, characterized the essence of holism and holistic approach and concluded that:

1. The holistic approach has systemic nature. Focusing on human resource recruitment and selection, it is necessary to explore all major elements that is covered in the holistic human resource management model to explore some components of each of it in case of human resource recruitment and selection considering it as an activity of human resource management. These elements are external environment factors, internal environment factors, stakeholders, and human resource recruitment and selection as well as other HRM activities that interact with human resource recruitment and selection.

The exploration of the topic also **supported a thesis**: there are advantages for public administration organisations in Latvia to implement a holistic approach to the human resource recruitment and selection.

2. Competence based approach has a number of advantages comparing to other human resource recruitment and selection approaches. It helps to make rational decisions and connects further selected employees path in the organisation (professional development, career planning, performance and rewards etc.).

3. Knowledge management, human resource professional development and employer branding are connected and are vital for fulfilment of each of them. Knowledge management and employer branding are those practices that are connected to the human resource recruitment and selection activities, however, there are some other HRM aspects that are directly effecting human resource recruitment and selection process.

4. Branding is important for Millennials. Organisations, recognizing all peculiarities of generation Y representatives, should focus on employer brand creation and development actively using modern technologies and communication resources to attract young job seekers. Generation Y representatives are active, educated, practical and idealistic as personalities and as job seekers and employees. Organisations task is to consider all these and a list of other generation Y peculiarities as well as define them as separate stakeholder group to choose the most relevant relationships creation and development strategy. Generation Y as job seekers and employees will be defined as different type of stakeholders for each organisation.

5. Application of stakeholder approach as well as exploration of generation Y representatives as job seekers is organisation's work mainly with external organisational environment.

6. There are many external organisation factors that can influence holistic human resource recruitment and selection activities on each stage of the process. Each organisation needs to focus on those of them that are more relevant and urgent for the organisation in the certain period considering strategic development plans. Labour market issues focused on youth in terms of knowledge-economy circumstances are those that organisations need to consider implementing human resource recruitment and selection currently. Besides, mentioned broader level factors, organisations need to consider also some internal ones.

7. The main focus of socially responsible organisation managers should be directed to relationship creation and maintenance, especially during human resource recruitment and selection process. Social responsible and sustainably oriented organisations with positive employer brand are the target for many job seekers nowadays.

8. Modern human resource recruitment and selection approaches within usual selection procedures are meaningful and helpful, however, it is important to remember about ethical and legislative parts of human resource selection process as HRRS is not just an activity, which helps finding employees according to organisation culture, objectives and strategy; it is a link between the company and its stakeholders.

9. The literature mainly focuses on private sector organisations addressing social responsibility issues. The literature that provides information concerning public organisations administration does not focus on the global perspective on the administrative activities i.e. it does not connect administrative activities influence on social and environmental issues, it does not emphasise connection of organisational level activity effect on the external organisation environment stakeholders.

The dissertation **hypothesis** was **supported** i.e. there are peculiarities of human resource recruitment and selection in public administration organisations of Latvia and their potential employees (job seekers) that influence human resource recruitment and selection process:

10. The public administration organisations of Latvia would rather use competence-based approach to human resource recruitment and selection and other human resource management activities related to holistic HRRS, however, there is lack of tools that would help them to implement the approach appropriately using its full potential and advantages.

11. Observed public administration organisations of Latvia have a certain "classical" way of human resource recruitment and selection implementation, however, they need to have some guidelines to solve some issues that sometimes are connected to organisation

external environment factors such as lack of job applicants and candidates with the certain professional background and public administration organisations as employer.

12. Employer brand is an important component establishing and maintaining relationships with potential employees (e.g. job seekers). One big group of them currently consists of generation Y representatives, who has their own peculiarities. It is important to get acquainted with this stakeholders' group to understand, what kind information could be used and how to improve employer brand and consequently young job seekers attraction to the vacant positions in public administration organisations implementing holistic human resource recruitment and selection.

Another **thesis** of the present dissertation was also **supported** i.e. public administration organisations of Latvia need to improve their employer brand to seek successful human resource recruitment and selection process.

13. The tools proposed by the author can be used by practitioners to specifically design the job advertisements, based on characteristic of their potential employees, also they can more thoroughly reflect on possible challenges associated with characteristics of the certain groups of potential employees, hiring them and building relationships with them as with the stakeholder. The tools and approaches proposed help to adapt the training programs about employer branding as well as be more rational and reduce costs on professional development of employees choosing the most relevant training to develop certain competences as well as select job candidates rationally ensuring success of their further job performance. However, some of the tools are more applicable in case of larger organisations that can afford resources investment in implementation of the tools.

Proposals/recommendations for public administration organization's human resource recruitment and selection process implementation:

1. It would be beneficial to devote more attention to the content of the organizational Web pages. Information that can be published has to be published on the Web page and be easily reached to attract job seeker and to represent the organization as an employer. The main focus needs to be done on organization's definition, its offers to the employees, organizational process (if at least one of the components exists), vision, mission, goals, operational principles, Code of Ethics and its full text. If there is no such information to publish, it can be an additional point to think on. Most probably, the organization needs to develop its plan to include there all cultural aspects of the organization's management and activity as well as such strategic elements as vision and goals. The public organisations of Latvia already have the common visual identity, however, the Web pages of the organisations are too different and does not create a common image of public administration organisations as employer.

2. The tool for project team members' selection proposed by the author is more suitable for large organisation that may afford to assign different departments members for the work on the certain internal projects ongoing. Each organisation needs to evaluate, if it can afford to apply human resource outsourcing in case of lack of competent employees allocated for work on a project. The tool proposed helps to increase efficiency of a project team by selecting the most competent employees from the pool and creating a balanced team by the personal preferences as much as possible. Finally, the proposed tool can be a base for a software or a function integrated in the existed software that connects organisation's human resource management system. The system should have information on employees' professional profile i.e. a database with a list of competences and personal preferences of each employee. The level of the competences need to be periodically assessed (performance appraisal) and updated in the database as it is done towards *NEVIS* in case of Latvia now.

3. Framework for training development, rational approach to the training selection for HR (linear programming model) and a list of topics for training program/programs on employer branding help to adapt the training programs about employer branding as well as be more rational and reduce costs on professional development of employees choosing the most relevant training to develop certain competences. Public administration employees are not expected to have the certain competence developed during the formal studies. However, the rational approach of the public administration employees' competences development is relevant for both, the **PA organisations** and **PA study programs or training developers**. Professional education and training of employees on specific topics or general one could be helpful in terms of organisation striving for sustainability and leading to employees and organisation productivity and effectiveness. Therefore, the proposed methods and outlines of the training can be helpful and beneficial for public administration organisations in Latvia.

4. The author developed a stakeholders' framework for the organisations towards holistic human resource recruitment and selection (relationships model). The organisation should realise their stakeholders and pay attention on them, involve them, consider their interests and wishes implementing holistic human resource recruitment and selection. Creation, maintenance and development of the relationships with stakeholders is an important part of human resource recruitment and selection process. However, this is also time-consuming, sometimes (depending on the planned activities within the relationship development) costly. The approach presumes also further constant work with stakeholders identifying their type according to a typology (Appendix 10) and choosing the relevant behaviour and action strategy. The proposed identification of the stakeholders and active work on the relationships with them is a strategic activity that influence labour market rational development and enhance the

sustainable development of the organisations that has good employer brand, low HR turnover, and human resource recruitment and selection is not a challenge for the organisation.

5. A list of possible actions that might influence society, environment and economic implementing HRRS on each stage of the process developed by the author should be considered by public administration organisations striving for sustainability towards social responsibility principles implementing HRRS activities. The author of the present dissertation highlights activities mentioned to show them as an example i.e. each organisation should define relevant human resource recruitment and selection activities and events using e.g. mentioned example to improve socially responsible environment in the organisation.

6. The human resource recruitment and selection guidelines developed reflect systematic activities that need to be implemented especially applying competence-based approach selecting HR. The version of the guidelines include several steps based on the human resource recruitment and selection process model and scenario also developed by the author.

Proposals for **public administration organisations in Latvia and Lithuania:**

7. Publish more information on public administration education importance for the certain positions and career development in public administration

8. Think on possibilities of generation Y representatives' as the organisations newcomers' induction and retention activities (e.g. learning and development activities)

9. Cooperate with *public administration* study programs developers/providers i.e. tertiary education institutions to help them to adjust the study programs, so students of *public administration* study programs would develop relevant for the job competences

10. Apply/continue to apply competence-based approach for human resource recruitment and selection to evaluate the candidates rationally avoiding biases that could be connected with age of the applicants.

Proposals for **public administration organisations in Lithuania and Spain:**

11. Consider to develop an attractive traineeship and job opportunities or short-term position for the *public administration* study programs students and recent graduates to make them confident in their primer choice of the career (starting from the choice of the study program) and future employability. Therefore, it is also necessary to consider employer brand's development including activities focused on relationship development with the potential employees (PA study programs students)

12. Emphasize publicly the socially responsible behaviour of the organisation.

The author also identified explored Latvian, Lithuanian and Spanish PA program students (generation Y representatives) peculiarities as job seekers and potential PA organisations employees. Some of them like to find information on job opportunities using information from

the universities info boards or WEB sites. Based on the survey result within this dissertation the author has several recommendations for **tertiary education institutions** of Latvia, Lithuania and Spain generally and particularly for those that's students participated in the surveys. The recommendations are:

13. Cooperate with PA organisations to be able to distribute information on job opportunities and invite practitioners, who could tell more about jobs in public administration and career development opportunities to the students as well as share information on topical approaches and tools used in public administration highlighting new tendencies of the sector.

Concluding, it is important to highlight that holistic approach to human resource recruitment and selection is a tool that could be applied by any organisation functioning in knowledge economy environment. The core outcome of the research is the realisation of lifelong education relevance and importance for public administration organisation. The main parties involved into the process ('consumers') of the dissertation results are public administration organisations (mainly in Latvia), youth (as job seekers and public administration organisations employees) from Latvia, Lithuania and Spain as well as tertiary education institutions that provide *public administration* study programs.

REFERENCES

Regulations, laws, government normative and informative documents, standards, official guidelines, official statistics, encyclopaedias, dictionaries:

1. Baltic Institute of Social Sciences & O.D.A. (2015). *The Study on the Future Role and Development of the Public Administration Summary*. Retrieved from Valsts kanceleja website:
http://www.mk.gov.lv/sites/default/files/editor/the_study_on_the_future_role_and_development_0.pdf
2. Central Statistical Bureau of Latvia (2014). *Occupied Posts by Kind of Economic Activity on Average per Year by Kind of activity*. Retrieved from CSB website:
http://data.csb.gov.lv/Table.aspx?layout=tableViewLayout1&px_tableid=jvs0010g.px&px_path=Sociala__Ikgad%C4%93jie%20statistikas%20dati__Aiz%C5%86emt%C4%81s%20un%20obr%C4%ABvas%20darbvietas%20apmaks%C4%81tais%20darba%20laiks&px_language=en&px_db=Sociala&rxid=992a0682-2c7d-4148-b242-7b48ff9fe0c2
3. Central Statistical Bureau of Latvia (2015). *Public sector*. Accessed on August 12, 2015. Retrieved from CSB website: <http://www.csb.gov.lv/en/statistikas-temas/termini/public-sector-35247.html>
4. Central Statistical Bureau of Latvia (2015a, February 19). *Unemployment rate decreases in 2014*. Accessed on August 19, 2015. Retrieved from CSB website: <http://www.csb.gov.lv/en/notikumi/unemployment-rate-decreases-2014-42339.html>
5. Eiropas Savienības terminu vārdnīca (2004). Rīga: UNDP.
6. Eurostat (2015). *Unemployment statistics*. Retrieved from European Union website: http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics
7. Grēviņa, R. (2000). *Ekonomikas skaidrojošā vārdnīca*. Rīga: Zinātne.
8. International Labour Office (2012). *International Standard Classification of Occupations: ISCO-08*. Retrieved from ILO website: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_172572.pdf
9. International Labour Organization (1996-2013). *Indicator 2: Youth Unemployment Rate*. Retrieved from ILO website: <http://www.ilo.org/public/english/employment/yen/whatwedo/projects/indicators/2.htm>
10. International Project Management Association (2006). *ICB, IPMA Competence Baseline Version 3.0. International*. Retrieved from LPVA website: http://www.lpva.lt/cms/files/lpva/resources/4640_IPMA_ICB_EN.pdf

11. Labklājības ministrija (2010). *Profesiju standarti*. Retrieved from Labklājības ministrija website: http://www.lm.gov.lv/upload/darba_devejiem/profesiju_standarti.pdf
12. Latvijas Republikas Centrālā statistikas pārvalde (2014). *Jaunieši Latvijā 2014*. Retrieved from CSB website: http://www.csb.gov.lv/sites/default/files/nr_13_jauniesi_latvija_2014_14_00_lv.pdf
13. LNPVA. (2012). *NCB – Projektu vadīšanas nacionālās kompetences vadlīnijas, versija 3.1*. Retrieved from Latvijas nacionālā projektu vadīšanas asociācija website: http://lnpva.lv/wp-content/uploads/2014/04/NCB_3.1.pdf
14. LR Centrālā statistikas pārvalde (2014). *Darba meklētāji pēc izglītības līmeņa un dzimuma pa ceturkšņiem*. Retrieved from CSB website: http://data.csb.gov.lv/Table.aspx?layout=tableViewLayout1&px_tableid=NB0200c.px&px_path=Sociala__%C4%AAstermi%C5%86a%20statistikas%20dati__Nodarbin%C4%81t%C4%ABba%20un%20bezdarbs&px_language=lv&px_db=Sociala&rxid=09cbdccf-2334-4466-bdf7-0051bad1decd
15. LR Centrālās statistikas pārvalde (2014a). *Darbspēka apsekojuma galvenie rādītāji 2001-2013 [Labour Force Surveys, Years 2001-2013]*. Retrieved from CSB website: http://www.csb.gov.lv/sites/default/files/nr_17_darbaspeka_apsekojuma_galvenie_raditaji_latvija_2001-2013_gada_2014_00_lv.pdf
16. LR Centrālās statistikas pārvalde (2014b). *Studentu skaits pa izglītības tematiskajām grupām augstskolās un koledžās (mācību gada sākumā) [Number of students by thematic groups at universities and colleges]*. Retrieved from CSB website: http://data.csb.gov.lv/pxweb/lv/Sociala/Sociala__ikgad__izgl/IZ0270.px/table/tableViewLayout1/?rxid=cdbc978c-22b0-416a-aacc-aa650d3e2ce0
17. LR Centrālās statistikas pārvalde (2014c). *Augstskolu un koledžu studentu sadalījums pēc vecuma un dzimuma [High school and college students in a breakdown by age and gender]*. Retrieved from CSB website: http://data.csb.gov.lv/pxweb/lv/Sociala/Sociala__ikgad__izgl/IZ0241.px/table/tableViewLayout1/?rxid=cdbc978c-22b0-416a-aacc-aa650d3e2ce0
18. LR Centrālās statistikas pārvalde (2014d). *Grādu vai kvalifikāciju ieguvušo studentu skaits pa izglītības tematiskajām grupām augstskolās un koledžās [Degree or qualification, the number of students by thematic groups at universities and colleges]*. Retrieved from CSB website: http://data.csb.gov.lv/pxweb/lv/Sociala/Sociala__ikgad__izgl/IZ0290.px/table/tableViewLayout1/?rxid=cdbc978c-22b0-416a-aacc-aa650d3e2ce0

19. Ministru kabinets (2010). *Profesiju standarti. Ministru kabineta 2010.gada 18.maija noteikumiem Nr.461, 2 pielikums*. Retrieved from Labklājības ministrija website: http://www.lm.gov.lv/upload/darba_devejiem/profesiju_standarti.pdf
20. Ministru kabinets (2012). *Noteikumi par valsts tiešās pārvaldes iestādēs nodarbināto darba izpildes novērtēšanu*. Retrieved from Likumi.lv website: <http://likumi.lv/doc.php?id=250211>
21. Ministru kabinets (2013). *Kārtība, kādā izsniedz valsts atzītus augstāko izglītību apliecinājošus dokumentus [Procedures for issuing state-recognized certificates of higher education]*. Retrieved from Likumi.lv website: <http://likumi.lv/doc.php?id=256157/>
22. Nodarbinātības valsts aģentūra (2016). *Izvērstā statistika par brīvajām darba vietām*. Retrieved from NVA website: http://www.nva.gov.lv/docs/31_57fca976beccb2.53736819.xls
23. OECD (1996). *The Knowledge-Based Economy Paris*. Retrieved from OECD website: <http://www.oecd.org/science/sci-tech/1913021.pdf>
24. OECD (2015). *OECD Economic Surveys. Latvia*. Retrieved from OECD website: http://www.oecd.org/eco/surveys/Overview_Latvia_2015_Eng.pdf
25. OECD (2016). *Youth unemployment rate*. Retrieved from OECD website: <https://data.oecd.org/unemp/youth-unemployment-rate.htm#indicator-chart> (accessed August 21, 2016).
26. Oxford University Press (2015). *Competence*. Retrieved from Oxford University Press website: <http://www.oxforddictionaries.com/definition/english/competence>
27. RIX Technologies and Valsts kanceleja (2016). *Tiešās pārvaldes iestāžu datu bāze*. Retrieved from <http://tpi.mk.gov.lv/ui/default.aspx?MenuID=1>
28. Saeima (2000). *Valsts civildienesta likums. "Latvijas Vēstnesis", 331/333 (2242/2244), 22.09.2000*. Retrieved from Likumi.lv website: <http://likumi.lv/doc.php?id=10944>
29. Saeima (2002). *Par interešu konflikta novēršanu valsts amatpersonu darbībā. "Latvijas Vēstnesis", 69 (2644), 09.05.2002*. Retrieved from Likumi.lv website: <http://m.likumi.lv/doc.php?id=61913>
30. Saeima (2002a). *Valsts pārvaldes iekārtas likums. "Latvijas Vēstnesis", 94 (2669), 21.06.2002*. Retrieved from Likumi.lv website: <http://likumi.lv/doc.php?id=63545>
31. Saeima (2009). *Valsts un pašvaldību institūciju amatpersonu un darbinieku atlīdzības likums*. Retrieved from Likumi.lv website: <http://likumi.lv/doc.php?id=202273>
32. Saeima (2011). *Jaunatnes likums*. Retrieved from Likumi.lv website: <http://likumi.lv/doc.php?id=175920>

33. Saeima (2012). *Darba likums*. Retrieved from Likumi.lv website: <http://likumi.lv/doc.php?id=26019>
34. State Chancellery (2014). *The New State Service Law What Will Change?* Retrieved from Ministru kabinets website: http://www.mk.gov.lv/sites/default/files/editor/the_new_state_service_law_1.pdf
35. The Office for National Statistics (2010). *Standard Occupational Classification 2010 Volume 1 Structure and descriptions of unit groups*. ISBN 978-0-230-24819-9. Retrieved from ONS website: <http://www.ons.gov.uk/ons/guide-method/classifications/current-standard-classifications/soc2010/soc2010-volume-1-structure-and-descriptions-of-unit-groups/soc2010-volume-1.pdf>
36. Valsts Kanceleja (2013). *Valsts pārvaldes cilvēkresursu attīstības koncepcija*. Retrieved from Latvijas Vēstneša portāls „Par likumu un valsti” website: <http://www.lvportals.lv/wwwraksti/LVPORTALS/CILVEKRESURSI001.PDF>
37. Valsts kanceleja. (2014). *Human Resource Development Policy*. Retrieved from Ministru kabinets website: <http://www.mk.gov.lv/en/content/human-resource-development-policy>
38. Valsts kanceleja. (2016). *Padotības iestādes*. Retrieved from <http://tpi.mk.gov.lv/ui/>
39. Viņķele, I. (2013). *Informatīvais ziņojums par jauniešu garantijas īstenošanu Latvijā 2014.-2018.gadā. Ministru kabinets. 1-36*. Retrieved from Labklājības ministrija website: http://www.lm.gov.lv/upload/jauniesiem/lmzin_jg_171213.pdf
40. Vintiša, K. (2011). *Kompetenču vārdnīca. Valsts pārvaldes amatu kompetenču apraksti. Creative Technologies*. Retrieved from Ministru kabinets website: <https://nevis.mk.gov.lv/Uploads/CompetenceDictionary.6310fce38bd842a3b5a769030b30042a.pdf>

Other resources of information:

41. Aamodt, M. G. (2015). *Industrial/Organizational Psychology: An Applied Approach*. 8th ed. Boston: Cengage Learning.
42. Aggerholm, H.K., Andersen, S.E., and Thomsen, C. (2011). Conceptualising employer branding in sustainable organisations. *Corporate communications: An International Journal*, 16(2), 10 -23.
43. Alavi, M., and Leidner, D. (1999). Knowledge Management Systems: Emerging Views and Practices from the Field. *Proceedings of the 32nd Annual Hawaii International Conference on System Sciences: Hicss-32 (Hawaii International Conference on System Sciences//Proceedings) Communications of the AIS*, 5, 31.

44. Ambler, T., and Barrow, S. (1996). The Employer Brand. *Journal of Brand Management*, 4(3), 185 – 206.
45. Andersen, S.E., Ditlevsen, M.G., Nielsen, M., Pollach, I., and Rittenhofer, I. (2013). Sustainability in Business Communication: An Overview. *Europäische Kulturen in der Wirtschaftskommunikation*, 24, 21-46.
46. Anderson, L.W., and Krathwohl, D.R. (2001). *Taxonomy for learning teaching and assessing: a revision of Bloom's taxonomy of educational objectives, complete ed. Contributors: P. W. Airasian, K. A. Cruikshank, R. E. Mayer, P. R. Pintrich, J. Raths, M. C. Wittrock*. New York: Longman.
47. Andriessen, D. (2004). Intellectual Capital Valuation & Measurement: State of the Art. *Journal of Intellectual Capital*, 2, 230-242.
48. Aristotelis. Nikomaha ētika. – Rīga: Zvaigzne, 1985. – 227 lpp.
49. Armstrong, M., and Baron, A. (2002). *Strategic HRM: The Key to Improved Business Performance*. London: CIPD Publishing.
50. Ārste-Avotiņa A., and Lieģis V. (2013). Jaunā Y paaudze. *Forbes Latvia*, 11, 82-83.
51. Artner, A. (2013). Is Youth Unemployment Really the Major Worry? *Journal of Contemporary Central and Eastern Europe*, 21(2-3), 183-205 doi: 10.1080/0965156X.2013.863998
52. Asamoah, D., Annan, J., and Nyarko, S. (2012). AHP Approach for Supplier Evaluation and Selection in a Pharmaceutical Manufacturing Firm in Ghana. *International Journal of Business and Management*, 7(10), pp. 49-62.
53. Aswathappa, K. (2005). *Human Resource And Personnel Management. 4th ed.* New Delhi: Tata McGraw-Hill Education.
54. Backhaus, K., and Tikoo, S. (2004). Conceptualizing and researching employer branding. *Career Development International*, 9(5): 501-17.
55. Baden, D., Wilkinson, S. (2014). Socially responsible enterprise in Cuba: a positive role model for Corporate Social Responsibility? *International Journal Of Cuban Studies*, 6 (1), 55-86.
56. Ballart, X. (2000). Public Administration Programmes in Spain. *Higher Education Programs in Public Administration*, 337-360. Retrieved from <http://unpan1.un.org/intradoc/groups/public/documents/nispacee/unpan007880.pdf>
57. Barlow, J., Roehrich, J.K., and Wright, S. (2010). De facto privatisation or a renewed role for the EU? Paying for Europe's healthcare infrastructure in a recession. *Journal of the Royal Society of Medicine*, 103, 51-55.

58. Barrow, S., and Mosley, R. (2005). *The Employer Brand: bringing the best of brand management to people at work*. Southern Gate, Chichester: John Wiley & Sons Ltd.
59. Becker, B. E., Huselid, M. A., and Ulrich, D. (2001). *The HR Scorecard: Linking People Strategy and Performance*. MA, Boston: Harvard Business Press.
60. Becker, G. S. (1975). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education 2nd ed.* New York: Chicago University of Chicago Press.
61. Beer, M., Spector, B., Lawrence, P.R., Mills, D.Q., and Walton, R.E. (1984). *Managing Human Assets*. New York: The Free Press.
62. Begg, G.A., and Waldman, J.R. (1999). An holistic approach to fish stock identification. *Fisheries research*, 43(1), 35-44.
63. Belbin, R.M. (2012). *Team Roles at Work*. Oxford: Routledge.
64. Benjamins, V.R. (2001) Knowledge Management in Knowledge-Intensive Organizations. Intelligent Software Components.
65. Billsberry, J. (2007). *Experiencing Recruitment and Selection*. West Sussex: John Wiley & Sons.
66. Bite, D., Kronberga, G., Kruzmetra, Z., and Janmere, L. (2015). Youth Capability in the Context of Sustainability Development. *Proceedings of the 2015 International Conference "ECONOMIC SCIENCE FOR RURAL DEVELOPMENT"*, 38, 81-91.
67. Boitmane, I. (2008). *Personāla atlase un novērtēšana*. Rīga: SIA «Lietišķs informācijas dienests».
68. Bollinger, A.S., and Smith, R.D. (2001). Managing organizational knowledge as a strategic asset. *Journal of Knowledge Management*, 1, 8–18.
69. Bondarouk, T., Ruël, H., and Weekhout, W. (2012). Employer Branding and its Effect on Organizational Attractiveness via the World Wide Web: Results of quantitative and qualitative studies combined. *Paper presented at the 4th International e-HRM Conference "Innovation, Creativity and e-HRM"*.
70. Borzaga, C., and Defourny, J. eds. (2001). *The Emergence of Social Enterprise*, (pp. 1-18). London and New York: Routledge.
71. Boselie, P., Dietz, G., and Boon, C. (2005). Commonalities and contradictions in HRM and performance research. *Human Resource Management Journal*, 3, 67-94.
72. Bowen, H.R. (1953). *Social Responsibilities of the Businessman*. New York: Harper & Row.
73. Britt, C.L. (1994). Crime and Unemployment among Youths in the United States, 1958-1990: A Time Series Analysis. *American Journal of Economics and Sociology*, 53(1), 99-109.

74. Brooking, A. (1998). *Corporate Memory: Strategies For Knowledge Management 1st ed.* Cengage Learning EMEA.
75. Carroll, A.B. (2008). A History of Corporate Social Responsibility: Concepts and Practices. In Andrew Crane, Abigail McWilliams, Dirk Matten, Jeremy Moon & Donald Siegel (eds.) *The Oxford Handbook of Corporate Social Responsibility*, (pp. 19-46). Oxford University Press.
76. Caruth, D. L., and Handlogten, G. D. (1997). *Staffing the Contemporary Organization. 2nd ed.* Westport: Greenwood Publishing Group.
77. Cascio, W. F. (1989). *Managing Human Resources: Productivity, Quality of work life, profits, 2nd ed.* New York: McGraw-Hill.
78. Cheetham, G., and Chivers, G. (1998). The reflective (and competent) practitioner: a model of professional competence which seeks to harmonise the reflective practitioner and competence-based approaches. *Journal of European Industrial Training*, 22(7), 267-276.
79. Cheetham, G., and G. Chivers, (1996). Towards a holistic model of professional competence. *Journal of European Industrial Training*, 20(5), 20–30.
80. Chester, E. (2002). *Employing generation why.* Lakewood, CO: Chess Press.
81. Childs, G. (1995). *Understand Your Temperament!* Rudolf Steiner Press.
82. Clarkson, M.B.E. (1995). A Stakeholder Framework for Analyzing and Evaluating Corporate Social Performance. *Academy of Management Review*, 20(1), 92-117.
83. Cooper, D., Robertson, I. T., and Tinline, G. (2003). *Recruitment and Selection: A Frame for Success.* London: Thomson Learning.
84. Coyle, G. (2004). *Practical Strategy: The analytic hierarchy process (AHP).* Glasgow: Pearson Education Limited.
85. Crowther, D., and Aras, G. (2010). *NGOs and Social Responsibility.* Bingley: Emerald.
86. Csikszentmihalyi, M. (2014). Attention and the holistic approach to behavior. In *Flow and the Foundations of Positive Psychology* (pp. 1-20). Springer Netherlands.
87. Davenport, T. H., and Prusak, L. (2000). *Working Knowledge: How Organizations Manage what They Know.* MA, Boston: Harvard Business Press.
88. Dāvidsone, G. (2008). *Organizāciju efektivitātes modelis.* Rīga: O.D.A.
89. De Mooij, M., and Hofstede, G. (2010). The Hofstede model. Applications to global branding and advertising strategy and research. *International Journal of Advertising*, 29, 85-110.

90. Delamare Le Deist, F., and Winterton, J. (2005). What is competence? *Human Resource Development International*, 8(1), 27-46.
91. Derickson, R., and Henley, K. (2007). *Awakening Social Responsibility: A Call to Action*. CA, Cupertino: HappyAbout.Info.
92. Dessler, G. (2010). *Human Resource Management, 12th ed.* New Jersey: Pearson Education, Inc.
93. DiBella, A., and Nevis, E. (1998). *How Organisations Learn*. San Francisco: Jossey-Bass Publishers.
94. Domarkas, V., and Gineitiene, D. (2000). Public Administration Education: Lithuania. *Building Higher Education Programmes in Public Administration in CEE Countries. NISPACEE and EPAN*, 162 – 184. Retrieved from <http://unpan1.un.org/intradoc/groups/public/documents/nispacee/unpan006435.pdf>
95. Donaldson T., and Preston, L. E. (1995). The stakeholder Theory of the Corporation: Concepts, Evidence, and Implications. *Academy of Management Review*, 20(1), 65-91.
96. Drucker, P. (1969). *Ave of Discontinuity*. (pp. 263-286). New. York: Harper and Row, Publishers.
97. Drucker, P. F. (1992). *The Age of Discontinuity: Guidelines to Our Changing Society*. London: Heinemann.
98. Durai, P. (2010). *Human Resource Management*. New Deli: Pearson Education India.
99. Edwards, M.R. (2010). An integrative review of employer branding and OB theory. *Personnel Review*, 39(1), 5-23.
100. Egeler, D. (2003). *Mentoring Millennials: Shaping the next generation*. CO, Colorado Springs: NavPress Publishing Group.
101. Ešenvalde, I. (2008). *Personāla vadības musdienu metodes*. Rīga: Merkūrij LAT.
102. Eysenck, H. J. (1997). *Dimensions of Personality*. New Jersey: Transaction Publishers.
103. Farnham, D. (2010). *Human Resource Management in Context: Strategy, Insights and Solutions, 3rd ed.* London: Chartered Institute of Personnel & Development.
104. Ferrer, A. J., Hernández, F., Tordsson, J., Elmroth, E., Ali-Eldin, A., Zsigri, C., ... and Ziegler, W. (2012). OPTIMIS: A holistic approach to cloud service provisioning. *Future Generation Computer Systems*, 28(1), 66-77.

105. Ferri-Reed, J. (2013). Quality, Conflict, and Communication Across the Generations. *Journal For Quality & Participation*, 35(4), 12-14.
106. Feurer, R., and Chaharbaghi, K. (1994). Defining competitiveness: a holistic approach. *Management Decision*, 32(2), 49-58.
107. Firestone, J M. (2008). On doing knowledge management. *Knowledge Management Research & Practice*, 6, 13-22.
108. Fleming, N.D. (2001). *Teaching and Learning Styles: VARK Strategies*. Christchurch, N.Z.: N.D. Fleming.
109. Fougère, D., Kramarz, F., and Pouget, J. (2009). Youth Unemployment and Crime in France. *Journal of the European Economic Association*, 7(5), 909–938.
110. Frappaolo, C. (2006). *Knowledge Management 2nd ed*. West Sussex: Capstone.
111. Freeman, R. B., and Wise, D.A. (1982). *The Youth Labor Market Problem: Its Nature Causes and Consequences*. The National Bureau of Economic Research: University of Chicago Press.
112. Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Boston: Pitman.
113. Freeman, R.E., Harrison, J.S., and Wicks, A.C. (2007). *Managing for Stakeholders: Survival, Reputation and Success*. New Haven: Yale University Press.
114. French, W. L. (2007). *Human Resources management, 6th ed*. New York: Houghton Mifflin Company.
115. Gass, S. I. (2003). *Linear programming: methods and applications, 5th edition*. Mineola: Courier Corporation.
116. Gatewood, R., Feild, H. S., and Barrick, M. (2015). *Human Resource Selection. 8th ed*. Boston: Cengage Learning.
117. Geet, S. D., Deshpande, A. D., and Deshpande, A. A. (2009). *Human Resource Management*. Pune: Nirali Prakashan.
118. Goldin, N., Hobson, M., Glick, P., Lundberg, M., and Puerto, S. (2015). Toward Solutions for Youth Employment: A Baseline for 2015. Washington D. C.: Solutions for Youth Employment. Retrieved from https://www.s4ye.org/sites/default/files/Toward_Solutions_for_Youth_Employment_Full.pdf
119. Graham, H. T., and Bennett, R. (1998). *Human Resources Management, 9th ed*. Essex: Financial Times Management.
120. Grasha, A.F. (1996). *Teaching with Style*. PA, Pittsburgh: Alliance Publishers.

121. Gregg P. (2001). The Impact of Youth Unemployment on Adult Unemployment in the NCDS. *The Economic Journal*, 111(475), 626-653. doi: <http://dx.doi.org/10.1111/1468-0297.00666>
122. Grinevica, L., and Rivza, B. (2015). Youth Long-Term Unemployment Reduction Opportunities. *Proceedings of the 2015 International Conference "ECONOMIC SCIENCE FOR RURAL DEVELOPMENT" LLU ESAF*, 39, 57-67.
123. Guest, D. (1999). Human resource management – the workers verdict. *Human Resource Management Journal*, 9(3),5-25.
124. Gulati, R., Mayo, A. J., and Nohria, N. (2016). *Management: An Integrated Approach. 2nd ed.* Boston: Cengage Learning.
125. Hedlund, G. (1994). A model of knowledge management and the N-form corporation. *Strategic Management Journal*, S2, 73–90.
126. Hermann, N. (1996). *The Whole Brain Business Book*. New York: McGraw-Hill.
127. Hubert, C. (2000) *Knowledge Management*. TX, Houston: Amer Productivity Center.
128. Iammarino, S., and Marinelli, E. (2015). Education–Job (Mis)Match and Interregional Migration: Italian University Graduates' Transition to Work. *Regional Studies*, 49(5), 866-882. doi: 10.1080/00343404.2014.965135
129. Ilmete, Ž., and Roišs, P.J.A. (1998). *Personāla vadīšana Latvijā: pieredze un vīzijas*. Rīga: LU.
130. Ishak, N. B., Eze, U. C., and Ling, L. S. (2010) Integrating Knowledge Management and Human Resource Management for Sustainable Performance. *Journal of Organizational Knowledge Management*, 1–13.
131. Jackson, S. E., Schuler, R. S., and Werner, S. (2009). *Managing Human Resources. 11th ed.* New York: South-Western, Cengage Learning.
132. Jain, V, and Pal, R. (2012). Importance of Employer Branding in Business Up-Gradation. *International Journal of Research in IT & Management*, 2(11), 68-75.
133. Jennex M.E. (2007). *Knowledge Management in Modern Organizations*. San Diego State University, USA: IGI Global.
134. Jonze, J., and Öster, H. (2013). *Employer Branding in Human Resources Management. The Importance of Recruiting and Retaining Employees*, Katarina Hamberg. Kandidatuppsats: Företagsekonomiska institutionen.
135. Kahneman, D., (2013). *Thinking Fast, Thinking Slow*. Farrar: Straus and Giroux.

136. Kehre, M. (2004). *Personālmēdžments uzņēmumā*. Rīga: Biznesa augstskola Turība.
137. Kepes, S. and Delery, J.E. (2007). *HRM systems and the problem of internal fit*. *Oxford Handbook of Human Resource Management*, ed. P. Boxall, J Purcell, P. Wright. (pp. 385-404). Oxford: Oxford University Press.
138. Killip, L. (2016, August 4). Everything You Need to Know About Managing Millennials. *Experteer Magazine*. Retrieved from https://us.experteer.com/magazine/everything-need-know-managing-millennials/?utm_medium=email&utm_source=marketingemail&utm_content=article&utm_campaign=millennials_ID1357_eur&mktg=60371&mink=1
139. Kiyosaki, R. (2011). *Rich Dad Poor Dad: What The Rich Teach Their Kids About Money That the Poor and Middle Class Do Not!* Scottsdale: Plata Publishing, LLC.
140. Kjærgaard, J., Bogason, A., Implement Consulting Group, and Jensen, J. Ø. (n.d.). Lean in public administration. *Implement Consulting Group*. Retrieved from <http://implementconsultinggroup.com/media/2509/lean-in-public-administration.pdf>
141. Klett, F. (2010). The Design of a Sustainable Competency-Based Human Resources Management: A Holistic Approach. *Knowledge Management & E-Learning: An International Journal*, 3, 278-292.
142. Kleynhans, R., Markham, L., Meyer, W., van Aswegen, S., and Pilbeam, E. (2006). *Human Resource Management: Fresh Perspectives*. Cape Town: Pearson South Africa.
143. Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and teacher education*, 20(1), 77-97.
144. Kotler, F. (2006). *300 klyuchevykh voprosov marketinga: otvechayet Filip Kotler*. Moskva: ZAO «Olimp-Biznes».
145. Krasnopjorovs, O. (2015, February 25). How to Overcome Youth Unemployment: Education vs. Temporary Employment. *Latvijas Banka*. Retrieved from <https://www.makroekonomika.lv/node/7344>
146. Kudret, S. (2014). Branding the Employment Experience. *Paper presented at the ESCP Europe 9th International Marketing Trends Conference*.
147. Lacka-Badura, J. (2015). *Recruitment Advertising as an Instrument of Employer Branding*. Newcastle upon Tyne: Cambridge Scholars Publishing.
148. Lapiņa, I., Maurāne, G., and Stariņeca, O. (2012). Stakeholders and Human Resources: Socially Responsible Strategy. *In International Scientific Conference 53rd Riga Technical University Conference SCEE'2012 Scientific Conference on Economics and Entrepreneurship*, 1-6.

149. Lapiņa, I., Maurāne, G., and Stariņeca, O. (2013). Human resource management models: aspects of knowledge management and corporate social responsibility. *Contemporary Issues in Business Management and Education, Procedia - Social and Behavioral Sciences*, 110(2014), 577 – 586. Retrieved from <http://novintarjome.com/wp-content/uploads/2014/05/Human-resssssource-management.pdf>
150. Lapiņa, I., Maurāne, G., and Stariņeca, O. (2013a). Holistic Human Resource Management Model towards Sustainable and Sophisticated Business. In: *Proceedings of the 17th World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2013). International Institute of Informatics and Systemics*, II (2013), 31-36.
151. Lapiņa, I., Maurāne, G., and Stariņeca, O. (2013b). Sociālās atbildības un kopīgās vērtības radīšanas aspekti: iesaistītās puses un cilvēkresursi. *Ekonomika un uzņēmējdarbība*. 24, 46.-56. e-ISSN 2255-8756. doi:10.7250/eb.2013.006. Retrieved from <https://ortus.rtu.lv/science/lv/publications/17500/fulltext.pdf>
152. Leat, D., Setzler, K., and Stoker, G. (2002). *Towards holistic governance: The new reform agenda*. UK, Basingstoke: Palgrave.
153. Lee, M. (2007). Human resource development from a holistic perspective. *Advances in Developing Human Resources*, 9(1), 97-110.
154. Legge, K. (1989). *Human resource management: a critical analysis*. In *New Perspectives in Human Resource Management*, ed. J. Storey. (pp. 19-40). London: Routledge.
155. Lengnick-Hall, M.L., and Lengnick-Hall, C.L. (2002). *Human Resource Management in the Knowledge Economy: New Challenges, New Roles, New Capabilities*. CA, San Francisco: Berrett-Koehler Publishers.
156. Lessem, R., and Schieffer, A. (2012). *Transformation Management Towards the Integral Enterprise*. Farnham: Gower Publishing.
157. Lewin, D., Feuille, P., Kochan, T. A., and Delaney, J. T. (Eds.). (1988). *Public Sector Labor Relations: Analysis and Readings (3rd ed.)*. CA: Lexington Books.
158. Lewis, R.D. (2006). *When Cultures Collide: Leading Across Cultures (3rd ed.)*. Boston: Nicholas Brealey Publishing.
159. Lievens, F. (2007). Employer branding in the Belgian Army: The importance of instrumental and symbolic beliefs for potential applicants, actual applicants, and military employees. *Human Resource Management (special issue: Human Resource Management and Leadership Lessons from the Military)*, 46(1), 51-69.
160. Lingenfelter, P.E. (2012). *The Knowledge Economy: Challenges and Opportunities for American Higher Education*. In D. G. Oblinger (Ed.), *Game Changers: Education and Information Technologies* (pp. 9-23). Louisville: EDUCAUSE.

161. Lundvall, B.A., and Johnson, B.H. (1994). The Learning Economy. *Journal of Industry Studies*, 2, 23-42.
162. Lundy, O., and Cowling, A. (2003). *Strategic Human Resource Management*. London: Thomson Learning.
163. Lussier, R.N. (2015). *Management Fundamentals: Concepts, Applications, and Skill Development*. 7th ed. Thousand Oaks: SAGE Publications.
164. Marquardt, M.J. (1996) *Building the Learning Organization: A Systems Approach to Quantum Improvement*. New York: McGraw-Hill.
165. Martens, P. (2006). Sustainability: science or fiction? *Sustainability: Science, Practice, & Policy, Spring*, 2(1), 1–5. Retrieved from http://sspp.proquest.com/static_content/vol2iss1/communityessay.martens.pdf
166. Martin, C.A., and Tulgan, B. (2001). *Managing generation Y: Global citizens born in the late seventies and early eighties*. MA, Amherst: HRD Press.
167. Martin, G., Gollan, P.J., and Grigg, K. (2011). Is there a bigger and better future for employer branding? Facing up to innovation, corporate reputations and wicked problems in SHRM. *The International Journal of Human Resource Management*, 22(17), 3618-37.
168. Marx, K., (1990). *Capital, Volume I. Trans. Ben Fowkes*. Harmondsworth, Middlesex: Penguin Books.
169. Matthewman, J. (2011). *The Rise of the Global Nomad Nomad: How to Manage the New Professional in Order to Gain Recovery and Maximize Future Growth*. London: Kogan Page.
170. McCrae, R., and Costa, P. (2004). A Contemplated Revision of the NEO Five-Factor Inventory. *Personality and Individual Differences*, 36 (3), 587-596.
171. McKee-Ryan, F., Song, Z., Wanberg, C.R., and Kinicki, A.J. (2005). Psychological and Physical Well-Being during Unemployment: A Meta-Analytic Study. *Journal of Applied Psychology*, 90(1), 53-76. doi: <http://dx.doi.org/10.1037/0021-9010.90.1.53>
172. Mitchell, R.K., Agle, B.R., and Wood, D.J. (1997). Toward a Theory of Stakeholder Identification and salience: Defining the Principle of Who and What Really Counts. *Academy of Management Review*, 22 (4), 853-886.
173. Newsom, G., and Dickey, L. (2013). *Citizenville: How to Take the Town Square Digital and Reinvent Government*. New York: Penguin Books.
174. O'dell, C., and Grayson, J. (1998). *If Only We Knew What We Know: The Transfer of Internal Knowledge and Best Practice*. New York: Free Press.
175. Osborne, S.C. (2010). *Home Staging that Works: Sell Your Home in Less Time for More Money*. New York: AMACON.

176. Pahor, M., and Franca, V. (2012). The Strength of the Employer Brand: Influences and Implications for Recruiting. *Journal of Marketing and Management*, 3 (1), 78-122.
177. Pavitt, K. (1991). What makes basic research economically useful? *Research Policy*, 20, 109–119. doi:10.1016/0048-7333(91)90074-Z
178. Pejic Bach, M., Zoroja, J., and Mer kac-Skok, M. (2014). Social responsibility in tourism: system archetypes approach. *Kybernetes*, 43 (3/4), 587 – 600.
179. Pesch, L. (2014). Holistic Pediatric Veterinary Medicine. *Veterinary Clinics of North America: Small Animal Practice*, 44(2), 355–366. doi: 10.1016/j.cvsm.2013.11.003
180. Petrash, G. (1996). *Managing knowledge assets for value*. Proceedings of the Knowledge-Based Leadership Conference. MA, Boston: Linkage.
181. Porter, M. E. (1985). *Competitive Advantage: Creating and sustaining superior performance*. New York: The Free Press.
182. Porter, M.E. (1998). Cluster and the New Economics of Competition. *Business Harvard Review*, 76, 77-90.
183. Porter, M.E., and Kramer, M.R. (2011). Creating Shared Value How to reinvent capitalism – and unleash a wave of innovation and growth. *Harvard Business Review*, January/February 2011. Retrieved from <https://hbr.org/2011/01/the-big-idea-creating-shared-value>
184. Powell, W. W., and Snellman, K. (2004) The Knowledge Economy. *Annual Review of Sociology*, 30, 199-220. Retrieved from https://www.academia.edu/180628/Walter_W._Powell_and_Kaisa_Snellman._2004._The_Knowledge_Economy_Annual_Review_of_Sociology_August_Vol._30_pp._199-220
185. Prašnikar, J. (Eds.). (2006). *Competitiveness, Social Responsibility and Economic Growth*. New York: Nova Publishers.
186. Price, A. (2011). *Human Resource Management*. Hampshire: Cengage Learning.
187. Quoidbach, J., Gilbert, D. T., and Wilson, T.D. (2013). The End of History Illusion. *Science*, 339, 96-98. doi: <http://dx.doi.org/10.1126/science.1229294>
188. Rahman, S. (2011). Evaluation of Definitions: Ten Dimensions of Corporate Social Responsibility. *World Review of Business Research*, 1(1), 166-176
189. Raphael, M.A. (2009). Recruiting and Selection: From the HR Course to Practice. *Northeast Business & Economics Association Proceedings*. 180-182.
190. Riso, D.R., and Hudson, R. (2000). *Understanding the Enneagram*. USA: Houghton Mifflin Harcourt.

191. Rouyendegh, B.D., and Erkan, T E. (2012). Selection of academic staff using the Fuzzy Analytic Hierarchy Process (FAHP): a pilot study. *Tehnicki vjesnik / Technical Gazette*, 19 (4), 923-929.
192. Rubenis, A. (1999). *Ētika XX gadsimtā*. Rīga: Zvaigzne ABC.
193. Saaty, T.L. (1980). *The Analytic Hierarchy Process: Planning priority setting*. New York: McGraw-Hill.
194. Saaty, T.L. (2001). *Decision Making with Dependence and Feedback: The Analytic Network Process*. Pittsburgh, PA: RWS Publications.
195. Salter, A. J., and Martin, B. R. (2001). The economic benefits of publicly funded basic research: a critical review. *Research Policy*, 30, 509–532. doi:10.1016/S0048-7333(00)00091-3
196. Šarotar Žižek, S., and Mulej, M. (2013). Social responsibility: a way of requisite holism of humans and their well-being. *Kybernetes*, 42 (2), 318 – 335.
197. Savage, G. T., Nix, T. W., Whitehead, C. J., and Blair, J. D. (1991). Strategies for assessing and managing organizational stakeholders, *Academy of Management Executive*, 5(2), 61-75.
198. Scarbrough, H., and Carter, C. (2000). *Investigating Knowledge Management*. London: CIPD Publishing.
199. Shastri, V., and Banerjee, P.M. (2010). *Social Responsibility and Environmental Sustainability in Business: How Organizations Handle Profits and Social Duties*. New Delhi: SAGE.
200. Sheahan, P. (2006) *Generation Y: Thriving and Surviving With Generation Y at Work*. Prahran, Victoria: Hardie Grant Publishing.
201. Šikýř, M., Boras, D., and Bakić-Tomić, L. (2008) HRM practices in managing knowledge workers. *2nd Special Focus Symposium on ICESKS: Information Communication and Economic Sciences in the Knowledge Society Zadar*. Retrieved from <http://bib.irb.hr/datoteka/374878.Zadar-08-SIKYR-FT-w.doc>
202. Simões da Silva, A.C., Belderrain, M.C.N., and Pantoja, F.C.M. (2010). Prioritization of R&D projects in the aerospace sector: AHP method with ratings. *J. Aerosp.Technol. Manag., São José dos Campos*, 2(3), 339-348.
203. Singell, L.D., and Lillydahl, J. H. (1989). Some Alternative Definitions of Youth Unemployment: A Means for Improved Understanding and Policy Formulation. *American Journal of Economics and Sociology*, 48(4), 457-471.
204. Smith, E.A. (2001). The role of tacit and explicit knowledge in the workplace. *Journal of Know Ledge Management*, 4, 311-21.

205. Smuts, J. C. (1926). *Holism and evolution*. New York: The Macmillan company.
206. Snell, S., and Bohlander, G. (2011). *Managing Human resources, 16th ed.* South-Western: Cengage Learning.
207. Socias Salvà, A., and Horrach Rosselló, P. (2012). Social responsibility and accountability in work integration social enterprises. *The case of the Balearic Islands. CIRIEC - España, Revista De Economía Pública, Social Y Cooperativa, (75), 251-275.*
208. Söderholm, P.A, Söderholm, P., Holmgren, M., and Klefsjö. B. (2007). Process view of maintenance and its stakeholders, *Journal of Quality in Maintenance Engineering, 1(2007), 19-32.*
209. Spenser, L.M., and Spenser, S.M. 1993. *Competence at Work: Models for Superior Performance*. Canada: John Wiley & Sons, Inc.
210. Stankosky, M. (2011) *Creating the Discipline of Knowledge Management*. New York: Taylor & Francis.
211. Starineca, O. and Voronchuk, I. (2016). Public Administration Study Programs Development Based on Employers Competences Requirements: Matrix System of Occupations and Competences. *Proceedings of the 24nd NISPAcee Annual Conference, NISPAcee PRESS, 1-13.*
212. Starineca, O. (2013). Development of the Company's Holistic Human Resource Management Model. Master's Thesis. Riga: Riga Technical University. Retrieved from <https://ndr.rtu.lv/lv/download/7870/1>
213. Starineca, O. (2014). Youth Employment in the Public Sector: Case of the Baltic States. *Sustainable Recovery? Rebalancing, Growth, and the Space Economy. Regional Studies Association Winter Conference 2014 Proceedings, 218-222.*
214. Starineca, O. (2014a). Generation Y Potential Employees – A Public Sector Stakeholder. *The 72nd conference of the University of Latvia*. Retrieved from http://www.evf.lu.lv/fileadmin/user_upload/lu_portal/projekti/evf/konferences/lu72konferenc e/publ_sekt_parvald/Olga_Starineca.pdf
215. Starineca, O. (2014b). Employer Brand of Latvian Socially Responsible Organisations. *Social Transformations in Contemporary Society 2014 (STICS 2014), International Scientific Conference for Young Researchers. Abstract book. 5-6 June, 2014, Vilnius-Net, online 9-10.*
216. Starineca, O. (2015). The Role of Human Resource Recruitment and Selection in the development of Sustainable Economy. *XVI Turība University Conference Towards Smart, Sustainable and Inclusive Europe: Challenges for Future Development, SIA "Biznesa*

augstskola Turība”, 283-291, doi: 10.13140/RG.2.1.3358.3843. retrieved from http://www.turiba.lv/f/XVI_konf.raksti_FINAL.pdf#page=283

217. Starineca, O. (2015a). Cohesion funds and youth employment in Latvia. *Challenges for the New Cohesion Policy 2014-2020: An Academic and Policy Debate. Theses proceedings.*

218. Starineca, O. (2015a). Employer Brand Role in HR Recruitment and Selection. *Proceedings of the Scientific Conference on Economics and Entrepreneurship (SCEE'2014), Economics and Business, 27(1), 58–63, online 1407-7337, doi: 10.1515/eb-2015-0009*

219. Starineca, O. (2015b). Values and habits of young job seekers: case of Mykolas Romeris University's students and recent graduates. *International Scientific Conference for Young Researchers. Social Transformations in Contemporary Society 2015 (STICS 2015), Abstract book. 4-5 June, 2015, Vilnius-Net, (online) 50-52.*

220. Starineca, O. (2016). Human Resources Recruitment Defining Peculiarities of Students as Job Seekers. *World Academy of Science, Engineering and Technology, International Science Index 115, International Journal of Social, Behavioral, Educational, Economic. Business and Industrial Engineering, 10(7), 2149 - 2156.*

221. Starineca, O. (2016). Profile of Current and Potential employees of Public Administration in Latvia and Lithuania: Empirical Study. *International Scientific Conference “New Challenges of Economic and Business Development – 2016”. Conference Proceedings. Riga: University of Latvia, 764-774.*

222. Starineca, O. (2016a). Characteristics of Current and Potential Employees of Public Administration in Latvia: Empirical Study. *The 74th conference of the University of Latvia.* Retrieved from http://www.evf.lu.lv/fileadmin/user_upload/lu_portal/projekti/evf/konferences/konference74/Pub_sektors/LU74konf_kopsavilkums_Olga_Starineca.pdf

223. Starineca, O. (2016b). Public Administration Human Resource Recruitment and Selection towards Exploration of the Potential Employees. *International Scientific Conference for Young Researchers. Social Transformations in Contemporary Society 2016 (STICS 2016), Abstract book. 2-3 June, 2016, Vilnius-Net, (online) 59-60.* Retrieved from <http://stics.mruni.eu/wp-content/uploads/2016/05/Abstracts-STICS-2016.pdf>

224. Starineca, O. (2016c). Human Resource Selection Approaches and Socially Responsible Strategy. *Economics and Business. 28 (1), 106–114, (Online) 2256-0394. doi: 10.1515/eb-2016-0015*

225. Starineca, O. (2016d). Competence-Based Approach Implementation Tool for Project Team Members Selection. *Scientific Conference on Economics and Entrepreneurship”*

(SCEE'2016) devoted to the 50th Anniversary of the Faculty of Engineering Economics and Management. *Proceedings*, 73-74.

226. Starīneca, O., and Bileišis, M. (2014). Youth Policy in Latvia and Lithuania: Concepts, Legal Frameworks, and Administrative Mechanisms, Scientific – practical conference ‘Youth in Global Society: Challenges and Changes’. *Theses proceedings, Kaunas, Lithuania, November 26, 2014*.

227. Starīneca, O., and Voronchuk, I. (2014). Employer Branding Training Development for Public Organisations. *Regional Formation and Development Studies*, 3 (14), 207-219. doi: <http://dx.doi.org/10.15181/rfds.v14i3.877>

228. Starineca, O., and Voronchuk, I. (2015). Competence-Based Human Resources Selection and Training: Making Decisions. *Proceedings of 17th International Conference on Business, Economics and Marketing Management, World Academy of Science, Engineering and Technology*, 17 (10), Part XII, 1948-1953. eISSN: 1307-6892. *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, 9 (10), 1948 – 1953.

229. Starīneca, O., and Voronchuk, I. (2015). Competence-Based Selection of Project Team Members – General Approach, Fourth International Scientific Conference on Project Management in the Baltic Countries. Proceedings of the Conference “Project Management Development – Practice and Perspectives”. Riga. 16-17.04.2015. University of Latvia, *Professional Association of Project Managers*, 363-374.

230. Starīneca, O., and Voronchuk, I. (2015a). Methodological Management Approach to Knowledge Assessment and its Possibility of Implementation, *Proceedings of the 19th World Multi-Conference on Systemics, Cybernetics and Informatics (WMSCI 2015). United States of America, Orlando: International Institute of Informatics and Systemics*, 2015, 376-381.

231. Starineca, O., and Voronchuk, I. (2015a). Peculiarities of Young Specialists on Labour Market: Case of Latvia. *Entrepreneurship and Sustainability Issues*, 2(4), 198-208. doi: [http://dx.doi.org/10.9770/jesi.2015.2.4\(3\)](http://dx.doi.org/10.9770/jesi.2015.2.4(3))

232. Starineca, O., and Voronchuk, I. (2015b). Supply, Demand, Forecast of Latvian Labour Market and Tools for its Development. *European Integration Studies*, 9(2015), 170-183. doi: 10.5755/j01.eis.0.9.12805

233. Steiner, R., (2008). *The Four Temperaments*. London: Rudolf Steiner Press.

234. Tournavitis, G., Wang, Z., Franke, B., and O’Boyle, M. F. (2009). Towards a holistic approach to auto-parallelization: integrating profile-driven parallelism detection and machine-learning based mapping. *ACM Sigplan Notices*, 44(6), 177-187.

235. Truneček, J. (2004). *Management znalostí*. Praha: C. H. Beck.
236. Tsyganok, V.V., Kadenko, S.V., and Andriichuk, O.V. (2012). Significance of expert competence consideration while group decision making using AHP. *International Journal of Production Research*, 50 (17), 4785-4792.
237. Tulgan, B., and Martin, C. A. (2001). *Managing Generation Y: Global Citizens Born in the Late Seventies and Early*. Amherst, Massachusetts: HRD Press.
238. Tüzüner, V.L., and Yüksel, C.A. (2009). Segmenting Potential Employees According to Firms' Employer Attractiveness Dimensions in the Employer Branding Concept. *Journal of Academic Research in Economics*, 01, 47-62.
239. Vahidnia, M.H., Alesheikh, A.A., and Alimohammadi, A. (2009). Hospital Site Selection Using Fuzzy AHP and its Derivatives. *Journal of Environmental Management*, 90 (10), 3048-3056.
240. Varajãoab, J., and Cruz-Cunhad, M. M. (2013). Using AHP and the IPMA Competence Baseline in the project managers' selection process. *International Journal of Production Research*, 51(11), 3342-3354.
241. Vīksna, A. (1999). *Personāla vadība*. Rīga: Jumava.
242. Voronchuk, I., and Starineca O. (2014). Human Resource Recruitment and Selection Approaches in Public Sector: Case of Latvia. *International Scientific Conference "New Challenges of Economic and Business Development – 2014 Proceedings*, 417-430.
243. Voronchuk, I., and Starineca O. (2015). Training Outsourcing for Public Administration Employees: Case of Latvia. *Proceedings of the 23rd NISPAcee Annual Conference, NISPAcee PRESS*, 1-13.
244. Voronchuk, I., and Starineca, O. (2014). Socially Responsible Organisations' Training on Employer Brand Creation. *The 22nd annual NISPAcee Conference Proceedings*, 1-15.
245. Voronchuk, I., and Starineca, O. (2014a). Knowledge Management and Possibilities of Professional Development in Public Sector. *European Integration Studies*, 2014(8), 168-179.
246. Voronchuk, I., and Starineca, O. (2014a). Social Responsibility Initiative Implementation in Public Sector in Latvia. *Socialiniai tyrimai / Social Research*, 3(36), 67–77.
247. Vorončuka, I. (2009). *Personāla vadība*. Rīga: Latvijas univesritāte.
248. Vorončuka, I., and Starineca, O. (2014, February 3). Professional Development and Education for Public Sector Employees in Latvia. The 72nd conference of the University of Latvia. Retrieved from LU EVF website:

http://www.evf.lu.lv/fileadmin/user_upload/lu_portal/projekti/evf/konferences/lu72konferenc e/publ_sekt_parvald/Kopsavilkums_Inesa_Voroncuka_Olga_Starineca.pdf

249. Walvis, T. H. (2008). Three laws of branding: Neuroscientific foundations of effective brand building. *Brand Management*, 16(3), 176–94.

250. Werakula, N., Pathumcharoenwattanaa, W., and Amatayakul, K. (2014). The main components of a non-formal education program using neo-humanist moral principles to enhance ethics in caring the elderly for the foreseen aging society. *Procedia - Social and Behavioral Sciences*, 152, 903 – 910.

251. Werner, S., Schuler, R. S., and Jackson, S. E. (2012). *Human Resource Management, 11th ed.* South-Western: Cengage Learning.

252. White, D. S., Gunasekaran, A., and Ariguzo, G. (2012). The Structural Components of a Knowledge-Based Economy. *International Journal of Business Innovation and Research (Forthcoming)*, 4, 504-518. Retrieved from: <http://inderscience.metapress.com/content/u28171w4931675h0/504-518>

253. Widdowson, R. W. (1987). *Towards Holistic Agriculture: A Scientific Approach*. Exeter: Pergamon Press.

254. Wiig, K. M. (1993). *Knowledge Management Foundations*. Texas, Arlington: Schema Press.

255. Wiig, K. M. (2002). Knowledge management in public administration. *Journal of Knowledge Management*. 3, 224-239.

256. Williams, A. (1998). Therapeutic landscapes in holistic medicine. *Social Science in Medicine*, 46(9), 1193-1203. doi:10.1016/S0277-9536(97)10048-X

257. Williams, X. (1996). *The Four Temperaments: How to Achieve Love, Health, and Happiness by Understanding Yourself and the People around You*. New York: St Martins Press (T).

258. Wilson, J.P. (1999). *Human Resource Development: Learning & Training for Individuals & Organizations*. London: Kogan Page Publishers.

259. Zaki Dib, C. (1988). Formal, Non-formal and Informal Education: Concepts/Applicability. Presented at the “InterAmerican Conference on Physics Education”, July 20-24 1987, in Oaxtepec, Mexico, Published in “Cooperative Networks in Physics Education - Conference Proceedings 173”, *American Institute of Physics*, in New York, 300-315.

Online resources:

260. Aldaris (2014). *Corporate sustainability*. Retrieved from Aldaris website: <http://www.aldaris.lv/lv/aldaris-sabiedriba/korporativa-iltgspeja>

261. Alonso, J.M., and Clifton, J. (2013). Public Sector Reform in Spain: Views and Experiences from Senior Executives Country Report as part of the COCOPS Research Project. Retrieved from COCOPS website: http://www.cocops.eu/wp-content/uploads/2013/06/Spain_WP3-Country-Report.pdf
262. Bauskas novada pašvaldība (2014). Retrieved from <http://www.bauska.lv/>
263. Centrālā finanšu un līgumu aģentūra (2011). Retrieved from <http://www.cfla.gov.lv/lv/>
264. Coursera (2014). *Coursera and Coursera courses*. Retrieved from Coursera website: <https://www.coursera.org>
265. CV Market. (2016). *Iekārojamākais darba devējs*. Retrieved from CV Market website: <http://www.cvmarket.lv/career.php?menu=769&lastmenu=>
266. CV-Online. (2016). *TOP darba devēji*. Retrieved from CV-Online website: <http://www.cv.lv/content/index.php?id=1083&gr=1>
267. Datu valsts inspekcija (2014). Retrieved from <http://www.dvi.gov.lv/lv/>
268. Daugavpils Siltumtīkli (2013). *Par uzņēmumu*. Retrieved from Daugavpils Siltumtīkli website: <http://www.dsiltumtikli.lv/lv/musu-klientiem/par-uznemumu/>
269. Daugavpils Universitāte (1997-2015). *Sabiedrības un iestāžu vadība*. Retrieved from DU website: http://www.du.lv/lv/studijas/programmas/profesionalais_magistrs/sabiedribas_un_iestazu_vadiba
270. DISC profile (2014). *What is DISC?* Retrieved from DISC profile website: <https://www.discprofile.com/>
271. Enterprise Talent Management (2012). Retrieved from HCM 3 Group website: <http://hcm3group.com/TalentManagement.aspx>
272. European Commission (2013, September). *A start-up expands culinary horizons for Latvia*. Retrieved from European Union website: http://ec.europa.eu/small-business/success-stories/2013/september/index_en.htm
273. Health Inspectorate of Latvia (2011). Retrieved from <http://www.vi.gov.lv/>
274. Hilvert, C., Ibarra, P., Swindell, D., and Thoreson, K. (2015, August). Next Generation Professionals: An Inside Look at What Matters to Them. *Public Management. PM Magazine*. Retrieved from ICMA website: http://icma.org/en/press/pm_magazine/article/106039?utm_source=pressrelease&utm_medium=email&utm_content=text&utm_campaign=pm72715
275. ICMA (2015, July 22). What Workplace Issues Matter Most to Emerging Leaders. *Public Management*. Retrieved from ICMA website:

http://icma.org/en/Article/106060/What_Workplace_Issues_Matter_Most_to_Emerging_Leaders

276. InCSR (2016). Ilgtspējas indekss. *Atbildīgs bizness 2015*. Retrieved from SlideShare website: <http://www.slideshare.net/Ilgtspeja/atbildgs-bizness-2015>

277. Institute of Public Administration (2014). *Master of Arts - Public Management*. Retrieved from IPA website: <http://www.ipa.ie/index.php?lang=en&p=edu&id=128>

278. ISO (2012). *ISO 20121:2012 - Sustainable events*. Retrieved from ISO website: <https://www.iso.org/obp/ui/#iso:std:54552:en>

279. ISO 26000 (2010). *Guidance on social responsibility*. Retrieved from ISO website: <https://www.iso.org/obp/ui/#iso:std:iso:26000:ed-1:v1:en:sec:6.3>

280. Jaunatnes starptautisko programmu aģentūra (2014). Retrieved from <http://jaunatne.gov.lv/>

281. Kukule, I. (2012). *Ietekmes pušu vadība-iespējas un izaicinājumi*. Retrieved from SlideShare website: <http://www.slideshare.net/Ilgtspeja/ietekmes-puu-vadba-iespjas-un-izaicinjumi>

282. Labklājības ministrija (2008-2012). Retrieved from <http://www.lm.gov.lv/>

283. Latvenergo (2014). *Corporate Social Responsibility*. Retrieved from Latvenergo website: http://www.latvenergo.lv/eng/corporate_social_responsibility/

284. Latvijas autoceļu uzturētājs (2007). *Par LAU*. Retrieved from LAU website: <http://www.lau.lv/pub/index.php?id=7>

285. Latvijas Biznesa Konsultantu Asociācija (2010). *Kas ir korporatīvā sociālā atbildība un kādi ir ieguvumi?* Retrieved from Biznesam.lv website: <http://www.biznesam.lv/?sub=publications&id=126>

286. Latvijas dzelzceļš (2011). *About us*. Retrieved from Latvijas dzelzceļš website: <http://www.ldz.lv/en>

287. Latvijas Gaisa Satiksme (2011). Retrieved from <http://www.lgs.lv/en/>

288. Latvijas Loto (2000-2002). *VAS "Latvijas Loto" Labo mērķu programma*. Retrieved from Latvijas Loto website: <http://www.latloto.lv/parloto/labdariba.php>

289. Latvijas Loto (2002). Retrieved from <http://www.latloto.lv/>

290. Latvijas Republikas Ārlietu ministrija (2014). *Ziņas*. Retrieved from <http://www.mfa.gov.lv/lv/Jaunumi/zinas/>

291. Latvijas Republikas Ekonomikas ministrija (2010). Retrieved from <http://www.em.gov.lv/>

292. Latvijas Republikas Finanšu Ministrija (2012). Retrieved from <http://www.fm.gov.lv/>

293. Latvijas Republikas Tieslietu ministrija (2014). Retrieved from <http://www.tm.gov.lv/>
294. Latvijas Universitāte (2009-2015). *Sabiedrības vadība - maģistra studiju programma*. Retrieved from Latvijas Universitāte website: http://www.lu.lv/gribustudet/katalogs/programmu-mekletajs/?user_phpfileexecutor_pi1%5Bprogram_id%5D=20724
295. Lauku atbalsta dienests (2010). Retrieved from <http://www.lad.gov.lv/lv/>
296. Manpower Group (2012). *How Policymakers Can Boost Youth Employment*. Milwaukee, WI. Retrieved from Manpower Group website: http://www.manpowergroup.com/wps/wcm/connect/d2ef580f-8cea-4e22-afcb-495998121435/How_Policymakers_Can_Boost_Youth_Employment_FINAL_09-18-12.pdf?MOD=AJPERES
297. Mehmood, S., and Zhang, M. (2010). *Financial Risk Management: In An Integrated Framework*. Retrieved from DiVA website: <http://www.diva-portal.org/smash/get/diva2:829383/FULLTEXT01.pdf>
298. Nodarbinātības valsts aģentūra (2005). *NVA filiālēs var pieteikties mūžizglītības pasākumiem nodarbinātām personām!* Retrieved from NVA website: <http://www.nva.gov.lv/vieglilasit/index.php?cid=51&mid=51&txt=65&from=30>
299. Nodarbinātības valsts aģentūra (2005-2014). *Training and employment opportunities*. Retrieved from NVA website: http://www.nva.gov.lv/index.php?cid=433&new_lang=en
300. Nodarbinātības valsts aģentūra (2005a). *Karjera*. Retrieved from NVA website: <http://www.nva.gov.lv/karjera/>
301. Nodarbinātības valsts aģentūra (2015). *Jauniešu Garantijas pasākumi*. Retrieved from NVA website: <http://www.nva.gov.lv/index.php?cid=2&mid=491>
302. NVA (2005). Retrieved from <http://www.nva.gov.lv/>
303. NVD (2014). Retrieved from <http://www.vmnvd.gov.lv/>
304. O'Higgins, N. (2001). *Youth Unemployment and Employment Policy: A Global Perspective*. Retrieved from MPRA website: http://mpra.ub.uni-muenchen.de/23698/1/MPRA_paper_23698.pdf
305. PTAC (2009). Retrieved from <http://www.ptac.gov.lv/page/104>
306. Radboud University Nijmegen (2014). *COMPASS: Comparative Public Administration*. Retrieved from Radboud University Nijmegen website: <http://www.ru.nl/masters/programme/public/comparative-public/>

307. Ridziņa, Z. (2006, July 25). Ko nozīmē 7. pants? *Rīgas Balss*. Retrieved from Apollo website: <http://apollo.tvnet.lv/zinas/ko-nozime-7-pants/336496>
308. Riga International airport (2009). *Par lidostu*. Retrieved from Riga International airport website: <http://www.riga-airport.com/lv/main/par-lidostu>
309. Riga Technical University (2013). *About us*. Retrieved from RTU website: http://www.rtu.lv/en/component/option,com_newsbox/task,view/id,2/Itemid,1074
310. Rīgas Siltums (2014). Retrieved from <http://www.rs.lv/index.php?aid=0>
311. Rīgas Stradiņa universitāte (2015). *Reģionālā politika un valsts pārvaldība*. Retrieved from RSU website: <http://www.rsu.lv/studiju-iespejas/magistra-studijas/studiju-programmas/regionala-politika-un-valsts-parvaldiba>
312. Road Traffic Safety Directorate of the Republic of Latvia (2013). Retrieved from <http://www.csdd.lv/eng>
313. SIA “Pitec”. (2015). *Izmanto iespēju papildināt un pilnveidot darbam nepieciešamās prasmes un zināšanas BEZ MAKSAS vai maksājot tikai 30%!* Retrieved from PITEC website: <http://www.pitec.lv/?cut=page&did=5>
314. SIA „Ekonomikas un kultūras augstskola“ (2014). *Valsts pārvalde*. Retrieved from EKA website: <http://www.eka.edu.lv/content.php?parent=81>
315. SIVA (2006-2012). *Aktualitātes*. Retrieved from SIVA website: <http://www.siva.gov.lv/aktualitates.html>
316. Starptautiskā lidosta “Rīga” (2009). Retrieved from <http://www.riga-airport.com/>
317. Strack, R., Caye, J.-M., von der Linden, C., Quiros, H., and Haen, P. (2012). *Realizing the Value of People Management from Capability to Profitability*, Retrieved from The Boston Consulting Group website: https://www.bcgperspectives.com/content/articles/people_management_human_resources_leadership_from_capability_to_profitability/
318. Sustainability Index (2010-2014). Retrieved from <http://www.ilgtspejasindekss.lv/>
319. The Latvian School of Public administration (2014). *List of higher public administration institutions and in Latvia*. Unpublished materials.
320. The World Bank (2011). *Knowledge for Economy*. Retrieved from World Bank website: <http://web.worldbank.org/WBSITE/EXTERNAL/WBI/WBIPROGRAMS/KFDLP/0,,contentMDK:20269026~menuPK:461205~pagePK:64156158~piPK:64152884~theSitePK:461198,0.html>

321. The World Bank Institute (2009). *Measuring Knowledge in the World's Economies. Knowledge Assessment Methodology and Knowledge Economy Index. Knowledge for Development Program*. Retrieved from the World Bank website: <http://siteresources.worldbank.org/INTUNIKAM/Resources/KAMbooklet.pdf>
322. Tukuma novada sociālais dienests (2014). Retrieved from <http://www.tnsd.lv/>
323. Tuning-PA project (2014). Tuning-PA project: Generic Competences, Questionnaire for Academics. *European Association for Public Administration Accreditation (EAPAA), the Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPACEE), and the European Group for Public Administration (EGPA)*. Retrieved from <https://docs.google.com/spreadsheet/viewform?formkey=dGc3V19vMzliUDJXRvVXQmhETHFfQnc6MA#gid=0;https://sites.google.com/site/tuningpaproject/>
324. Turība (2013-2015). *Publiskā pārvalde - profesionālā maģistra izglītības studiju programma*. Retrieved from BA "Turība" website: <http://www.turiba.lv/lv/studijas/fakultates/juridiska-fakultate/studiju-programmas/profesionala-magistra-izglitibas-studiju-programmas/publiska-parvalde/222/>
325. Universitat Autònoma de Barcelona (2014). *Master Public Administration*. Retrieved from StudyPortals B.V. website: <http://www.mastersportal.eu/studies/26013/public-administration.html#tab:contents>
326. University Babes-Bolyai (2014). *Master Public Administration*. Retrieved from StudyPortals B.V. website: <http://www.mastersportal.eu/studies/12829/public-administration.html#tab:contents>
327. University of Vaasa (2014). *Master of Administrative Sciences*. Retrieved from UVA website: http://www.uva.fi/en/fields/administrative_sciences/ics/ics/studies/public_management/programme_structure/
328. Uzņēmumu reģistrs (2014). Retrieved from <http://www.ur.gov.lv/>
329. VAAD (2009). Retrieved from <http://www.vaad.gov.lv/>
330. Valsts dzelzceļa tehniskā inspekcija (2007). Retrieved from <http://www.vdzti.gov.lv/>
331. Valsts izglītības attīstības aģentūra (2014). *Grundtvig programma*. Retrieved from VIAA website: http://www.viaa.gov.lv/lat/muzizglitibas_programma/grundtvig/par_grundtvig/
332. Valsts kase (2007-2014). Retrieved from <http://www.kase.gov.lv/>

333. Valsts tehniskās uzraudzības aģentūra (2005-2013). Retrieved from <http://www.vtua.gov.lv/>
334. VARAM (2006). Retrieved from <http://www.varam.gov.lv/>
335. Ventpils reiss (2014). *Par mums*. Retrieved from Ventpils reiss website: http://www.ventspilsreiss.lv/index.php?option=com_content&view=article&id=1&Itemid=2&lang=lv
336. VIAA (2015). *Lifelong Learning Programme*. Retrieved from VIAA website: http://viaa.gov.lv/eng/llp/llp_kopeja/
337. VID (2005). Retrieved from <https://www.vid.gov.lv/>
338. Vides pārraudzības valsts birojs (2009). Retrieved from <http://www.vpvb.gov.lv/lv>
339. VRAA (2014). Retrieved from <http://www.vraa.gov.lv/lv/>
340. VSAA (2014). Retrieved from <http://www.vsaa.lv/>
341. VTU Valmiera (2014). *Par mums*. Retrieved from VTU Valmiera website: <http://www.vtu-valmiera.lv/index.php/par-mums/socialais-dialogs>
342. VZD (2014). Retrieved from <http://www.vzd.gov.lv/lv/>
343. Wickens, T. (2008). *Nonfinancial Public Sector Statistics — Consolidation. Government Finance Statistics Manual 2001, Companion Material*. Retrieved from International Monetary Fund website: <https://www.imf.org/external/pubs/ft/gfs/manual/pdf/nfpsscon.pdf>
344. Zemkopības ministrija (2011). Retrieved from <https://www.zm.gov.lv/>
345. Zemkopības ministrija (2011a). Retrieved from <http://www.vmd.gov.lv/#jump>

Conceptual description of the dissertation (Created by the author)

Theoretical analysis		Empirical and situation study		Tools for the situation improvement	
Content	Comments on research	Other comments/ novelty identification	Content	Comments on research/ research method	Other comments
Holistic approach to HRRS (1.1) ¹	Research subject		PA organisations in Latvia (2.1)	Research base Documents analysis	-
HRRS (1.2)	Research object	HRRS process and status model, HRRS scenario	PA organisations labour needs and requirements to the applicants (2.2)	Documents analysis	-
and other HRM activities interacted (1.2)	-	Models of candidate's application and candidate status during HRRS process Knowledge management definition	HR selection approaches of PA organisations in Latvia (2.2) Employer branding in SR organisations (2.2)	Questionnaires, telephone interviews, in-depth expert interviews Documents analysis Primary data analysis	Hypothesis ⁴ testing Support for thesis 2 ³
and organisation stakeholders (1.3)	-	Discussion for hypothesis ⁴ testing	PA organisations potential employees (Gen. Y representatives) PA study programs students (2.3)	Research base Questionnaires	Hypothesis ⁴ testing
and organisation external factors (1.4)	-	-	Lack of applicants with required profile in PA organisations in Latvia (2.4) PA study programs (2.4)	Documents analysis Documents analysis	-
and organisation internal factors (1.5)	-	-	Socially responsible organisations in Latvia and their values (2.5)	Research base Documents analysis Primary data analysis	-

¹ Section number, where the certain content is located.

² There are advantages for public administration organisations in Latvia to implement a holistic approach to the human resource recruitment and selection.

³ Public administration organisations of Latvia need to improve their employer brand seek successful human resource recruitment and selection process.

⁴ There are peculiarities of human resource recruitment and selection in public administration organisations of Latvia and their potential employees (job seekers) that influence HRRS process.

Description and components of Human Resource Recruitment and Selection (Stariņeca, 2016c, p. 107)

Authors	HR Selection description	HR Selection elements/steps/methods
O. Lundy & A. Cowling (2003)	Organizations newcomers' recruitment and selection, an assessment and decision-making process	Inspection of applications Selection interviews Inspection of references Medical examination and selection tests
D. Cooper et al. (2003)	True and more suitable set of selection procedures for work fulfilment	Set of the candidates' selection standards Selection interviews and other selection methods Evaluation of the candidates Decision-making on the candidate's selection
H.T. Graham & R. Bennett (2003)	Assessment of the candidates using a number of methods to make a decision on the most suitable candidate. After this process a job offer to the candidate follows	Inspection of applications Choice of the selection methods notification of job offer Collection of the references
M. Kehre (2004)	Examination, assessment and definition of the candidate's eligibility to the job requirements	Assessment of the application letters and autobiographies Evaluation of references Application of tests Interviews Evaluation of information and decision-making Notification of the decision
W.L. French (2007)	Selecting internal or external candidates for permanent or temporary work	Testing Examination of applications Physical examination Selection interviews
I. Boitmane (2008)	Aimed staff planning to attract eligible candidates and take them for a work	Development of the detailed job description Assessment of the application letters and autobiographies Job interviews and observations Surveys psychological tests Job tasks Collection of the references
I. Ešenvalde (2008)	Selection of the most suitable for an organization and position (closest match of the required skills competences) from a pool of candidates	Analysis of the documents Interviews, tests and role-playing games Notification of the decision
I. Vorončuka (2009)	Selection of the most suitable candidate from all applicants applying the previously developed selection policy	Preselection (work with documents and applications, check of references and health) Selection testing Selection interviews Final selection and selection's evaluation
L.R. Dombrovska (2009)	Expression of the judgment on the candidate's abilities, characteristics or personal talent, his/her suitability for the vacant position, motivation, as well as future potential evaluation.	Analysis of submitted documents and applications Selection interviews Organization, management and analysis of tests and tasks Selection of the candidate Decision announcement to the candidates Analysis of the selection process
M.A. Raphael (2009)	Determination of the candidate from a pool of the recruited candidates that one, who will be more suitable to the organization and position according to the forecasts (predictions)	Research of the candidates' experience Testing of the candidates Selection interviews References checking Decision-making
G. Dessler (2010)	Choose the right candidate from the job applicants with screening tools to seek success in job performance, costs and legal liability issues	Checking of the candidate experience Testing Interviews Checking of the experience and references Decision making on job offer to the exact candidate
S. Werner et al. (2012)	Sorting and ranging the most suitable candidates for the job and the organization according to the certain criteria as well as job offering afterwards	Candidates' sorting Candidates' ranging

Human Resource Recruitment and Selection process components (Voronchuk and Starineca, 2014, p. 420)

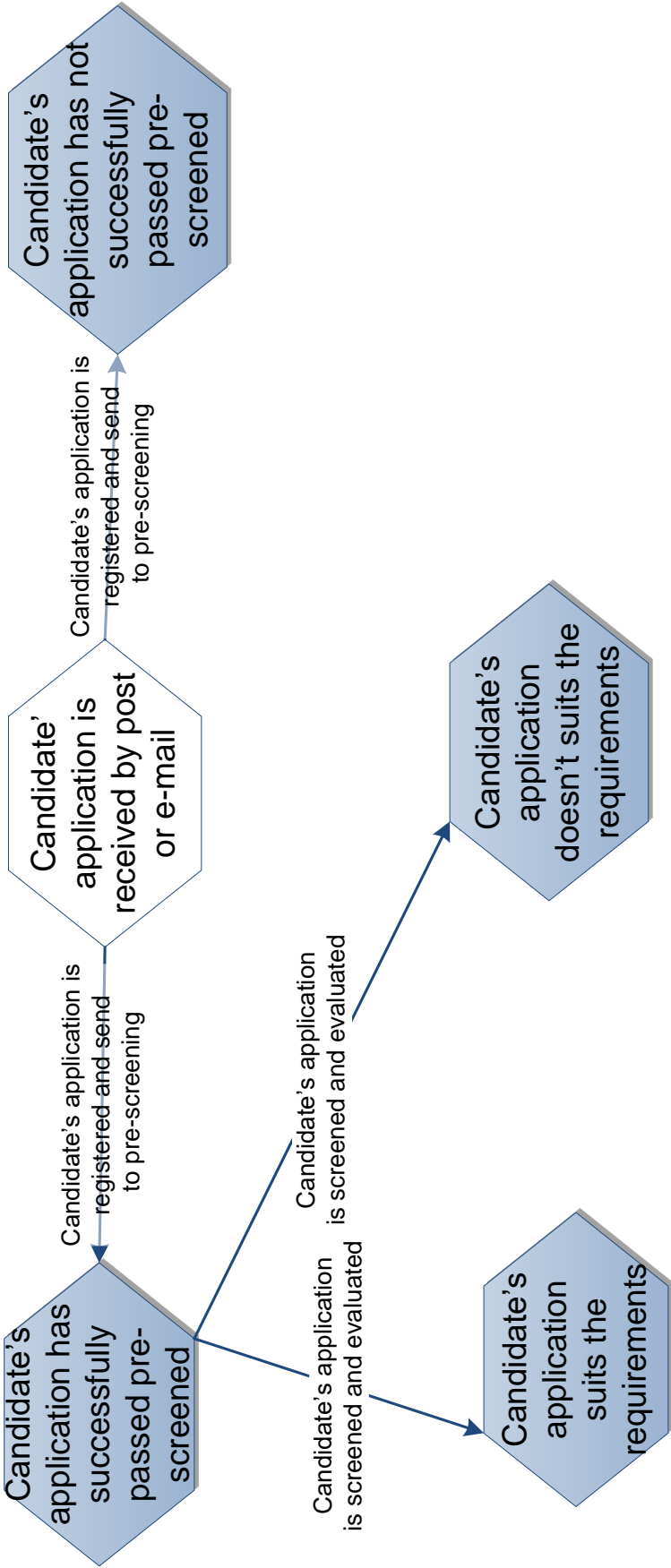
No.	Activity / author	Dessler (2010)	Cooper et al. (2003)	Graham & Bennett (2003)	Lundy & Cowling (2003)	Kehre (2004)	French (2007)	Boitmane (2008)	Ešenvalde (2008)	Dombrovska (2009)	Raphael (2009)	Vorončuka (2009)	Werner et al. (2012)	Total
1.	Detailed job description development							✓						1
2.	Candidates' Evaluation standards/ methods determination		✓	✓										2
3.	<i>Applications / documents review</i>			✓	✓	✓	✓	✓	✓	✓		✓	✓	9
4.	Candidate experience examination	✓											✓	2
5.	<i>Selection tests/ testing</i>	✓			✓	✓	✓	✓	✓	✓		✓	✓	9
6.	<i>Selection interviews</i>	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	10
7.	Other selection activities							✓	✓	✓				3
8.	Experience checking	✓												1
9.	References collection / checking / evaluation	✓		✓	✓	✓		✓				✓	✓	7
10.	Candidates assessment		✓								✓		✓	3
11.	<i>Decision making on offering job position to the exact candidate</i>	✓	✓	✓		✓			✓	✓	✓	✓	✓	9
12.	Medical / physical check				✓		✓					✓		3
13.	Recruitment and selection process evaluation / analysis									✓		✓		2

Human resource recruitment and selection process scenario (Created by the author)

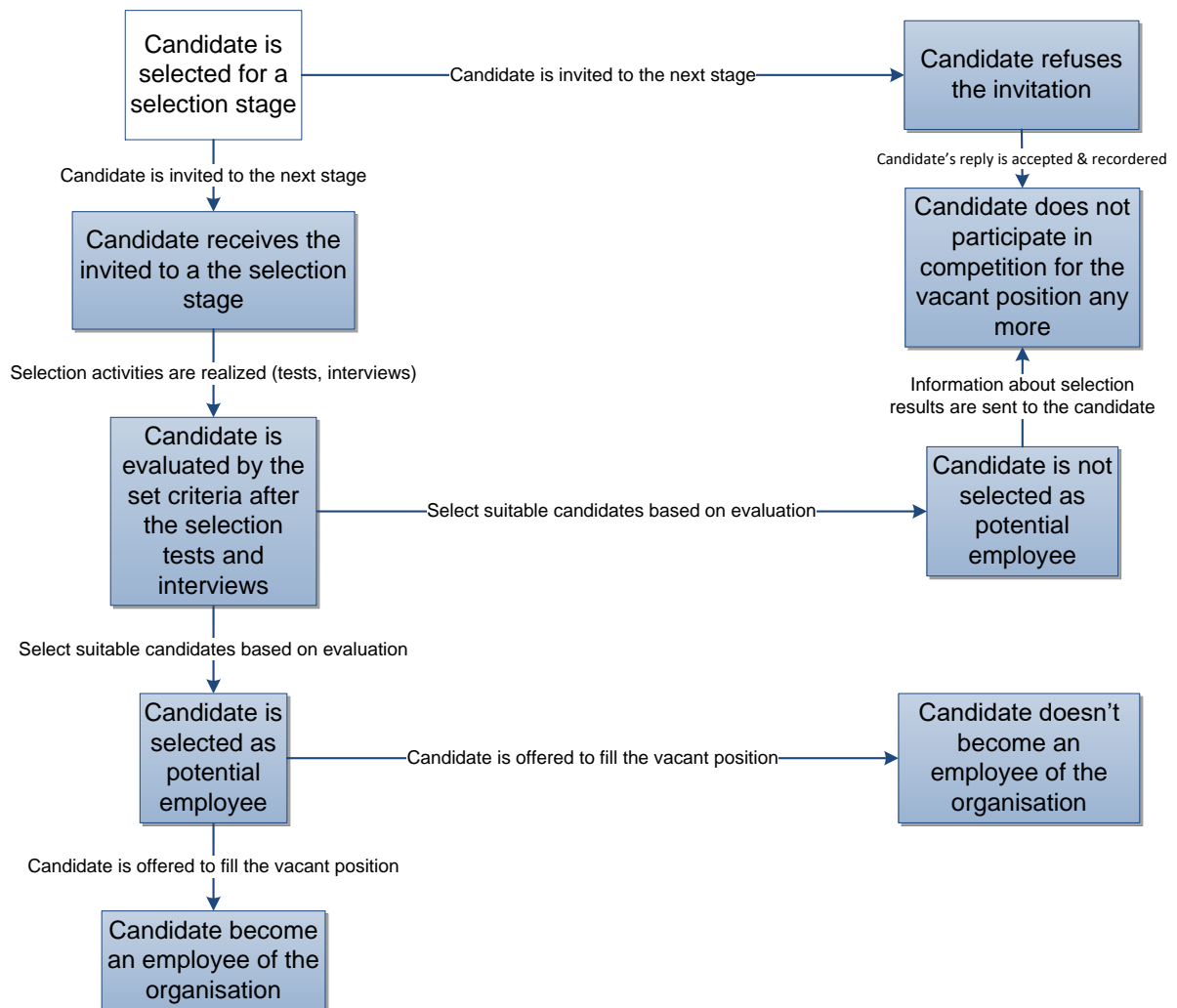
1. Decide who will deal with HRRS process (Who will deal with the process?)
 - 1.1. In case of external recruitment → *An External recruiter is selected*
 - 1.1.1. Provide information on needs and circumstances to the external recruiter
 - 1.1.2. Participate in HR Selection activities → point 16.
 - 1.2. In case of internal recruitment → *An Internal recruiter is selected* → point 2 and point 5.
2. Develop job description
3. Check the job description alignment with the organisation's value, objective, and strategy
4. Develop essential approaches and evaluation methods of knowledge, skills and abilities → point 7., when point 6. is fulfilled and
5. Find distribution channels
6. Evaluate labour market situation and check availability of potential candidates
7. Set structure and content of the job advertisement
8. Adapt text for the target audience
9. Create and check the job advertisement
10. Publish the job advertisement
11. *Wait for applications (Appendix 6) for the job advertisement to be submitted till the end of submission deadline (Is any application submitted?)*
 - 11.1. Yes → point 12.
 - 11.2. No → point 9.
12. Take applicant's application and documents
13. Pre-screen received applications (Is application suitable?)
 - 13.1. Yes → Screen sorted applications and Analyse sorted applicant's documents (Is applicant suitable?)
 - 13.1.1. Yes → Contact suitable candidate (Appendix 7) and invite him/her to the next selection stage (Does the candidate receive the invitation?)
 - 13.1.2. Yes → point 14.
 - 13.1.3. No → point 9.
 - 13.1.4. No → Contact unsuitable applicant and inform him/her that he/she did not pass this stage of selection (Is any other application for the job advertisement submitted?)

- 13.1.5. Yes →point 12.
- 13.1.6. No →point 9.
- 13.2. No → point 13.1.2.
- 14. Implement tests and selection interviews
- 15. Assess candidates
- 16. Select the most suitable candidate (Is the candidate selected?)
 - 16.1. Yes →point 17.
 - 16.2. No →(Who deals with the process?)
 - 16.2.1. External recruiter →point 17.
 - 16.2.2. Internal recruitment →Contact unsuitable candidate and inform him/her that he/she did not pass this stage of selection → point 13.1.2. (...)
- 17. Offer the job to the selected candidate (Does the candidate receive the offer?)
 - 17.1. Yes →point 18.
 - 17.2. No → (Who deals with the process?)
 - 17.2.1. External recruiter →point 1.1.2.
 - 17.2.2. Internal recruiter → point 13.1.2. (...)
- 18. Create the job contract
- 19. Sign the job contract with the selected candidate
- 20. Integrate the new employee into the organisation.

Candidate's Application Status during Recruitment and Selection Process (Created by the author)



Candidate Status during Recruitment and Selection Process (Created by the author)



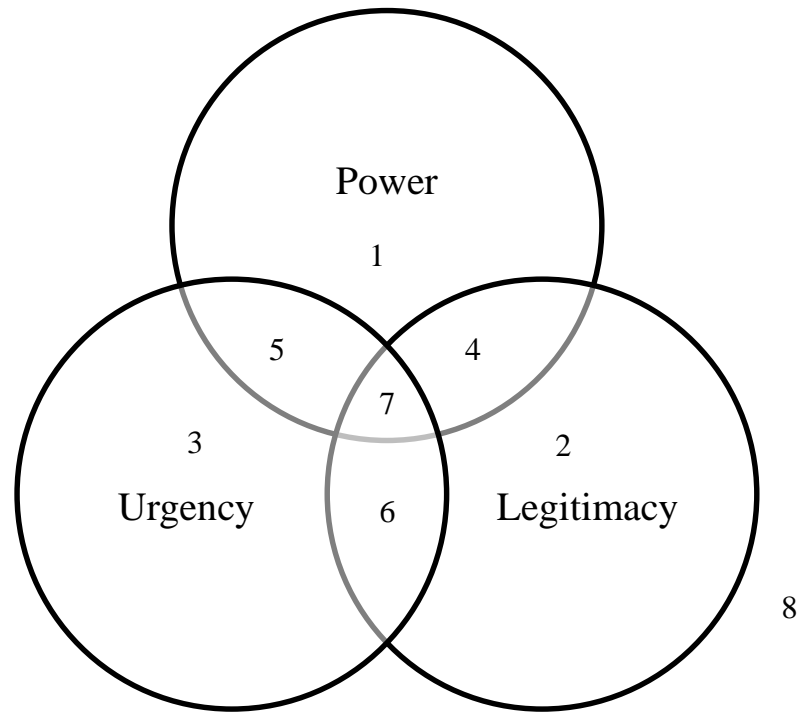
Characteristics of Employer Brand (Voronchuk and Stariņeca, 2014, pp.3-5; Stariņeca and Voronchuk, 2014, p.210, Stariņeca, 2015, p.60)

Lievens (2007, pp.51-52)	Jain and Pal (2012, pp.70-72)	Bondarouk et al. (2012, pp.41-43)	Pahor and Franca (2012, pp.100).	Kudret (2014, pp.13-17)
Three-steps processes of EB	EB components	EB Elements/ EB mix Dimension	EB main characteristics	EB mix dimensions
3.2. EB transition to the organizational culture	1. Culture and Environment ('work practices, value system, behaviour and attitude of the people working in the organization')	1. People and culture (What kind of employees employed, What is expected of employees; Employment conditions and treatment of employees, Current culture and ethics in the organization)	1. Good leadership and job-life balance	1. Culture (Internal communication, Rewards and recognition, Learning and development, Service support, Measurement system)
1. The value proposition of an EB development 2. The EB external marketing	2. Employment Experience (Tangibles (salary and benefits), Intangibles (company's culture and values, opportunities for learning and career progression, reward and recognition and management style))	2. Organizational characteristics (What the organization is and what it offers, How organisation is offered, Organizational processes (vision, mission, future goals)) 3. Employer reputation (Past achievements, Social activities, sponsorship etc., Products and services ratings)	2. Reputation of company and its products and/or services	2. Purpose (Senior leadership, Values/Corporate Social Responsibility, External marketing)
3.1. The EB internal marketing	3. Integrity 4. Employment Package (Financial Compensation, Job Roles and Responsibilities, Work Environment, Career Development Plan)	4. Job characteristics (Job opportunities; Job learning opportunities, Key functions and specific characteristics, Introduction program) 5. Remuneration and advancement (Advancement opportunities, Career programs; Benefits and compensation system)	3. Possibilities for personal development 4. Security of employment	3. Employment (Working environment, Recruitment and induction, Team management, Performance appraisal)

Definitions of Knowledge Management (Voronchuk and Starineca, 2014, p.170)

Author (year)	Definition
Hedlund (1994, p. 76)	'addresses the generation, representation, storage, transfer, transformation, application, embedding, and protecting of organisational knowledge'
Petrash (1996)	'getting the right knowledge to the right people at the right time so they can make the best decision'
Laudon and Laudon (1998, p. 553)	'the process of systematically and actively managing and leveraging the stores of knowledge in an organisation'
O'dell and Grayson (1998, p. 6)	'managing the organization's knowledge by creating, structuring, dissemination and applying it to enhance organizational performance' 'conscious strategy of getting the right knowledge to the right people at the right time and helping people share and put information into action in ways that strive to improve organizational performance'
Brooking (1999, p. 154)	'the process by which we manage human centred assets' 'the function of knowledge management is to guard and grow knowledge owned by individuals, and where possible, transfer the asset into a form where it can be more readily shared by other employees in the company'
Alavi and Leidner (1999, p. 4)	'process to acquire, organize, and communicate knowledge of employees so others may be more effective in their work'
Hubert (2000, p. 1)	'conscious strategy of putting both tacit and explicit knowledge into action by creating context, infrastructure, and learning cycles that enable people to find and use the collective knowledge of the enterprise'
Andriessen (2004, p. 231)	'organizing and optimizing knowledge processes'
Frappaolo (2006, p. 8)	'the leveraging of collective wisdom to increase responsiveness and innovation'
Jennex (2007, p. 4)	'the practice of selectively applying knowledge from previous experiences of decision making to current and future decision-making activities with the express purpose of improving the organization's effectiveness'
Firestone (2008, p. 17)	'KM refers to activities aimed at enhancing knowledge processing. These activities are interventions designed to affect how knowledge processing is done'
Stankosky (2011, p. 6)	'leveraging relevant knowledge assets to improve organization performance, with emphasis on improving efficiency, effectiveness, and innovation'

Typology of Organizational Stakeholders (Adapted from Mitchell et al., 1997)



1. Dormant Stakeholder
2. Discretionary Stakeholder
3. Demanding Stakeholder
4. Dominant Stakeholder
5. Dangerous Stakeholder
6. Dependent Stakeholder
7. Definitive Stakeholder
8. Nonstakeholder

Definitions and characteristics of generation Y representatives (Created by the author)

Author (year)	Description
Tulgan and Martin (2001, p. 21)	<ul style="list-style-type: none"> • Need everything right now • They want to know: <ul style="list-style-type: none"> ○ What value can I add today? ○ What can I learn today? ○ What will you offer me today? ○ How will I be rewarded today?
Sheahan (2006, pp. 2-4)	<ul style="list-style-type: none"> • Are called as Echo Boomers, Generation Next, Millennials, Boomlets, I Generation, Net Generation, Netizens, Generation WHY • Were born from 1978 till 1994 (according to demographers) ‘They ask for specifics’ • They are: <ul style="list-style-type: none"> ○ Street smart ○ Mature and resilient ○ Educated and fast learners ○ Practical ○ Enterprising ○ Manipulative • On the workplace they are: <ul style="list-style-type: none"> ○ Open ○ Accepting ○ Inclusive ○ Team oriented ○ Purposeful ○ Social
Osborne (2010, p. 17)	<ul style="list-style-type: none"> • Are called as Echo Boomers or Millennials • Were born from 1990 till 2000 (by Gronbach till 2010)
Matthewman (2011, p. 19)	<ul style="list-style-type: none"> • Are called as Digital Generation, Echo Boomers or Millennials • Were born after 1983 – entering the workforce now • They are incredibly confident, creative and worldly [they do not have boundaries, are opened for travelling and exploring different cultures, movement from place to place] • Are global and green and put work into a social context whereby they <i>no longer live for work but instead work to live</i> • Are fuelling the rising number of global nomads as they join the international workforce because they are starting with a significantly different mind-set • Have grown up with more freedom and choice, economic prosperity (until summer 2008), higher education with ever-changing technology; in a digital, internet world where immediacy and energy drive a thirst for information • Are enquiring, challenging, creative and vibrant • Want and expect more than preceding generations • Are likely to be <i>the most productive generation</i> of all time because they <i>work differently, harness technology and change as part of daily life</i> • Key themes that characterize them: change, tech savvy, international mind-set (multicultural), social ethics (they are seeking work with a mission), and confidence (exuberant). • Think the workplace should adapt to the new (their) world

The four pillars of the knowledge economy (Adapted from The World Bank..., 2009, p. 1)

No. of Pillar	Name of Pillar	Description	Variables
1 st Pillar	Economic and institutional regime	The country's economic and institutional regime must provide incentives for the efficient use of existing and new knowledge and the flourishing of entrepreneurship.	<ul style="list-style-type: none"> – Tariff and Nontariff Barriers – Regulatory Quality – Rule of Law
2 nd Pillar	Education and skills	The country's people need education and skills that enable them to create and share, and to use it well.	<ul style="list-style-type: none"> – Average years of schooling – Secondary Enrolment – Tertiary Enrolment
3 rd Pillar	ICT	A dynamic information infrastructure is needed to facilitate the effective communication, dissemination, and processing of information.	<ul style="list-style-type: none"> – Royalty and License Fees Payments and Receipts – Patent Applications Granted by the US Patent and Trademark Office – Scientific and Technical Journal Articles
4 th Pillar	Innovation system	The country's innovation system—firms, research centres, universities, think tanks, consultants, and other organizations—must be capable of tapping the growing stock of global knowledge, assimilating and adapting it to local needs, and creating new technology.	<ul style="list-style-type: none"> – Telephones per 1,000 people – Computers per 1,000 people – Internet Users per 10,000 people

Social responsibility seven core subjects (Voronchuk and Stariņeca, 2014, p. 6 adapted from ISO 26000, 2010)



**Social responsibility seven core subjects' issues (Voronchuk and Stariņeca, 2014, p. 7
based on ISO 26000, 2010)**

Core subject	Human rights	Labour practices	The environment	Fair operating practices	Consumer issues	Community involvement and development
Issue 1	Due diligence	Employment and employment relationships	Prevention of pollution	Anti-corruption	Fair marketing, factual and unbiased information and fair contractual practices	Community involvement
Issue 2	Human rights risk situations	Conditions of work and social protection	Sustainable resource use	Responsible political involvement	Protecting consumers' health and safety	Education and culture
Issue 3	Avoidance of complicity	Social dialogue	Climate change mitigation and adaptation	Fair competition	Sustainable consumption	Employment creation and skills development
Issue 4	Resolving grievances	Health and safety at work	Protection of the environment, biodiversity and restoration of natural habitats	Promoting social responsibility in the value chain	Consumer service, support, and complaint and dispute resolution	Technology development and access
Issue 5	Discrimination and vulnerable groups	Human development and training in the workplace	-	Respect for property rights	Consumer data protection and privacy	Wealth and income creation
Issue 6	Civil and political rights	-	-	-	Access to essential services	Health
Issue 7	Economic, social and cultural rights	-	-	-	Education and awareness	Social investment
Issue 8	Fundamental principles and rights at work	-	-	-	-	-

Steps of the rating creation by the sustainability index: participating organisation perspective (Voronchuk and Stariņeca, 2014a, p. 70 based on Sustainability Index, 2010-2014)

1. Send organizers a statement of assurance that consist of several documents as:
 - a. Application and reporting provisions
 - b. Provision of information and rules on communication and use of information.
 - c. The manager's statement certified that:
 - i. The company has no tax debts
 - ii. The company is not involved in the insolvency proceedings
 - iii. The company effects payments in line with the laws and regulations of the Republic of Latvia
2. Organisations' representatives can participate in specially organized seminars on each section (sections will be outlined further in the text) of the self – evaluation form
3. Organisations' representatives can have a consultation on filling in the self – evaluation form
4. Self-evaluation form filling in
5. The analysis of the information from the self – evaluation forms happen, when experts:
 - a. Make statistical analysis
 - b. Verify references
 - c. Draw up individual recommendations for improvements in the analysed areas
 - d. Select the best practice
6. Closing event and public announcement of the included into the SI rating organisations usually take place in the beginning of June.

List of analysed occupations according to ISCO OS in Latvia and UK Standard Occupational Classification (Voronchuk and Starineca, 2014a, p. 174 based on International Labour Office, 2012; Ministru kabinets, 2010; The Office for National..., 2010)

Standard	Code	Occupation
ISCO	42 (4222)	Customer Services Clerks (Contact centre information clerks)
OS in Latvia	422207	Customer Service Specialist
UK SOC	7219	Customer Service Occupations
ISCO	3313	Accounting Associate Professionals
OS in Latvia	3313 01	Accountant (the 4 th level of qualification)
UK SOC	2421	Chartered and Certified Accountants Accountant (qualified)
ISCO	2631	Economists Economist
OS in Latvia	263102	Economist
UK SOC	2425	Actuaries Economists and Statisticians Economist
ISCO	2413	Financial analyst
OS in Latvia	241302	Financial analyst
UK SOC	3534	Finance and Investment Analysts and Advisers Financial analyst
ISCO	2611	Lawyers Lawyer
OS in Latvia	261101	Lawyer
UK SOC	2419	Legal Professionals Lawyer
ISCO	3411	Legal and Related Associate Professionals Legal Assistant
OS in Latvia	341102	Legal Assistant
UK SOC	2419	Legal Professionals
ISCO	2619	Legal Professionals Not Elsewhere Classified Legal counsel
OS in Latvia	261901	Legal Professionals
UK SOC	2419	Legal counsel
ISCO	1120	Managing Directors and Chief Executives
OS in Latvia	e.g. 112001	Organisation manager
UK SOC	e.g. 1139	Functional managers and directors
OS in Latvia	242201	Project manager
UK SOC	2424	Business and Financial Project management Professionals Project manager

Layout of the questionnaire for the ministries of Latvia survey in Latvian (Created by the author)

Link to the online questionnaire: <http://goo.gl/forms/izNOGZkrzV>

Datums _____

Labdien, Latvijas ministrijas pārstāvis/-e!

Latvijas Universitātes, Ekonomikas un vadības fakultātes, Publiskās pārvaldes, demogrāfijas un sociālekonomiskās statistikas katedras doktorantūras studente Olga Starņeca vērtē Latvijas ministriju personāla disertācijas pētījuma ietvaros. Pētījuma mērķis ir izstrādāt holistisku pieeju valsts organizāciju cilvēkresursu atļasei, pieņemšanai darbā un profesionālajai attīstībai, kā arī piedāvāt uzlabojumus Latvijas Universitātes maģistra studiju programmas "Sabiedrības vadība" attīstībai.

Aptaujas rezultāti tiks izmantoti apkopotā veidā. Konfidencialitāte ir garantēta.

Lūdzu atbildēt uz dažiem jautājumiem, lai veicinātu pieejas izstrādi.

Aptauja notiek līdz 3. februārim (ieskaitot).

1. Kādas darba pozīcijas¹ pārsvarā ir Jūsu pārstāvētajā ministrijā?
 - o bakalaura grāda ieguvējiem
 - o maģistra grāda ieguvējiem
 - o doktora grāda ieguvējiem.
2. Lūdzu, novērtējiet kompetences pēc nozīmīguma, lai uzsāktu darbu Jūsu pārstāvētajā ministrijā!²

(Lūdzu, izmantojiet 10 punktu skalu, kur „1” ir „vispār nav svarīga” un „10” ir „ārkārtīgi svarīga”!)

Pozīcijām bakalaura studiju absolventiem

Kompetence, lai/...	Vērtējums									
	1	2	3	4	5	6	7	8	9	10
1) īstenotu pārvaldības funkcijas valsts sektora organizācijās										
2) izpildītu vadības funkcijas										
3) uzturētu tīklu un sadarbību ar citām organizācijām										
4) sociālo, dienesta, politiskās vai administratīvās problēmas atzīšanai, analīzei un interpretācijai										
5) problēmu izskatīšanai no dažādu disciplīnu perspektīvām										
6) politikas formulēšanai										
7) politikas īstenošanai										
8) politikas novērtēšanai										
9) sociālo, politisko un ekonomisko attīstības izpratnei										
10) lai rīkotos ar problēmām, attiecinot tās uz ekonomisko, politisko, tiesisko un socioloģisko realitāti										
11) izpētītu galvenos ētikas un sabiedrības vērtību jēdzienus										

¹ Šajās anketās visi jautājumi ir par darbiniekiem, kas nodarbojas ar administratīvo darbu ministrijā vai ir iesaistīti ministrijas administratīvajā darbā (t.sk. juristi, grāmatvedi u.c.).

² Saraksts ar darbinieku kompetenču jomām ir noteikts projekta *Tuning – PA* ietvaros, ko atbalsta: Eiropas Valsts pārvaldes akreditācijas asociācija (EAPAA), Valsts administrācijas institūtu un skolu tīkls Centrālās un Austrumeiropā (NISPAcee), un Valsts pārvaldes Eiropas grupa (EGPA) (<https://docs.google.com/spreadsheets/viewform?id=Gc3V19hMzIIUDJXRvVXQmbETHFQac6MA#gid=0>; <https://sites.google.com/site/tuningproject/>) un izplatīts NISPAcee ikgadējās konferences laikā 2014. gada maijā.

Datums _____

Pozīcijām bakalaura studiju absolventiem

Kompetence, lai/...	Vērtējums									
	1	2	3	4	5	6	7	8	9	10
12) savienotu sabiedrisko pakalpojumu ētiku un sabiedrības vērtības										
13) analizētu un risinātu problēmas no trešo personu viedokļa, it īpaši politiķu, speciālistu, iedzīvotāju un civilorganizāciju pārstāvju viedokļa										
14) uz pierādījumiem balstīto lēmumu pieņemšanai, interpretējot un piemērojot politiskas programmas, paredzot nākotnes tendences civildienestā, un pielāgojot pasākumus, lai tie atbilstu konkrētu sabiedrisko pakalpojumu kontekstam										
15) komunikācijai ar politiķiem, ekspertiem, iedzīvotājiem, un civilorganizāciju pārstāvjiem										
16) svarīgu iesaistīto pušu padomu formulēšanai										
17) pārrunu veikšanai ar politiķiem, ekspertiem, iedzīvotājiem, un civilorganizāciju pārstāvjiem										
18) lai sadarbotos daudznozaru komandās										
19) komunikācijai un mijiedarbībai starpkultūru kontekstā										
20) lietšķo pētījumu veikšanai attiecībā uz konkrētu problēmu										
21) lai izvēlētos un piemērotu atbilstošas metodes, papērnemus un instrumentus problēmas analīzei un atrisināšanai										
22) pētniecības attīstībai attiecīgajā politikas jomā										
23) sociāli-zinātnisko pētījumu metožu un papērnemu, tostarp statistikas, lietošanā										
24) pētījuma uzsākšanā, īstenošanā, prezentēšanā un novērtēšanā										
25) izmantot pētniecības rezultātus lēmumu pieņemšanai vai politisko priekšlikumu izstrādei										
26) saprast disciplīnas, kas nodarbojas ar valsts pārvaldi										
27) izmantot teorētiskās zināšanas par saistītajām ar publisko pārvaldi disciplīnām, lai analizētu un risinātu problēmas publiskajā sfērā										
28) lai salīdzinātu un novērtētu dažādas publiskās pārvaldes sistēmas										

Pozīcijām maģistra studiju absolventiem

Kompetence, lai/...	Vērtējums									
	1	2	3	4	5	6	7	8	9	10
1) īstenotu pārvaldības funkcijas valsts sektora organizācijās										
2) izpildītu vadības funkcijas										
3) uzturētu tīklu un sadarbību ar citām organizācijām										

Datums _____

Pozīcijām maģistra studiju absolventiem

Kompetence, lai/...	Vērtējums									
	1	2	3	4	5	6	7	8	9	10
4) sociālo, dienesta, politiskās vai administratīvās problēmas atzišanai, analīzei un interpretācijai										
5) problēmu izskatīšanai no dažādu disciplīnu perspektīvām										
6) politikas formulēšanai										
7) politikas īstenošanai										
8) politikas novērtēšanai										
9) sociālo, politisko un ekonomisko attīstības izpratnei										
10) lai rīkotos ar problēmām, attiecinot tās uz ekonomisko, politisko, tiesisko un socioloģisko realitāti										
11) izpētītu galvenos ētikas un sabiedrības vērtību jēdzienus										
12) savienotu sabiedrisko pakalpojumu ētiku un sabiedrības vērtības										
13) analizētu un risinātu problēmas no trešo personu viedokļa, it īpaši politiķu, speciālistu, iedzīvotāju un civilorganizāciju pārstāvju viedokļa										
14) uz pierādījumiem balstīto lēmumu pieņemšanai, interpretējot un piemērojot politiskas programmas, paredzot nākotnes tendences civil dienestā, un pielāgojot pasākumus, lai tie atbalstu konkrētu sabiedrisko pakalpojumu kontekstam										
15) komunikācijai ar politiķiem, ekspertiem, iedzīvotājiem, un civilorganizāciju pārstāvjiem										
16) svarīgu iesaistīto pušu padomu formulēšanai										
17) pārrumu veikšanai ar politiķiem, ekspertiem, iedzīvotājiem, un civilorganizāciju pārstāvjiem										
18) lai sadarbotos daudznozaru komandās										
19) komunikācijai un mijiedarbībai starpkultūru kontekstā										
20) lietišķo pētījumu veikšanai attiecībā uz konkrētu problēmu										
21) lai izvēlētos un piemērotu atbilstošas metodes, papērnus un instrumentus problēmas analīzei un atrisināšanai										
22) pētniecības attīstībai attiecīgajā politikas jomā										
23) sociāli-zinātnisko pētījumu metožu un papērnus, tostarp statistikas, lietošanā										
24) pētījuma uzsākšanā, īstenošanā, prezentēšanā un novērtēšanā										
25) izmantot pētniecības rezultātus lēmumu pieņemšanai vai politisko priekšlikumu izstrādei										
26) saprast disciplīnas, kas nodarbojas ar valsts pārvaldi										
27) izmantot teorētiskās zināšanas par saistītajām ar publisko pārvaldi disciplīnām, lai analizētu un risinātu problēmas publiskajā sfērā										

Datums _____

Pozīcijām maģistra studiju absolventiem

Kompetence, lai/...	Vērtējums	1	2	3	4	5	6	7	8	9	10
28) lai salīdzinātu un novērtētu dažādas publiskās pārvaldes sistēmas											

Pozīcijām doktora studiju absolventiem

Kompetence, lai/...	Vērtējums	1	2	3	4	5	6	7	8	9	10
1) īstenotu pārvaldības funkcijas valsts sektora organizācijās											
2) izpildītu vadības funkcijas											
3) uzturētu tīklu un sadarbību ar citām organizācijām											
4) sociālo, dienesta, politiskās vai administratīvās problēmas atzišanai, analīzei un interpretācijai											
5) problēmu izskatīšanai no dažādu disciplīnu perspektīvām											
6) politikas formulēšanai											
7) politikas īstenošanai											
8) politikas novērtēšanai											
9) sociālo, politisko un ekonomisko attīstības izpratnei											
10) lai rīkotos ar problēmām, attiecinot tās uz ekonomisko, politisko, tiesisko un socioloģisko realitāti											
11) izpētītu galvenos ētikas un sabiedrības vērtību jēdzienus											
12) savienotu sabiedrisko pakalpojumu ētiku un sabiedrības vērtības											
13) analizētu un risinātu problēmas no trešo personu viedokļa, it īpaši politiķu, speciālistu, iedzīvotāju un civilorganizāciju pārstāvju viedokļa											
14) uz pierādījumiem balstīto lēmumu pieņemšanai, interpretējot un piemērojot politiskas programmas, paredzot nākotnes tendences civildienestā, un pielāgojot pasākumus, lai tie atbilstu konkrētu sabiedrisko pakalpojumu kontekstam											
15) komunikācijai ar politiķiem, ekspertiem, iedzīvotājiem, un civilorganizāciju pārstāvjiem											
16) svarīgu iesaistīto pušu padomu formulēšanai											
17) pārrunu veikšanai ar politiķiem, ekspertiem, iedzīvotājiem, un civilorganizāciju pārstāvjiem											
18) lai sadarbotos daudznozaru komandās											
19) komunikācijai un mijiedarbībai starpkultūru kontekstā											
20) lietisķo pētījumu veikšanai attiecībā uz konkrētu problēmu											

Datums _____

Pozīcijām doktora studiju absolventiem

Kompetence, lai/...	Vērtējums									
	1	2	3	4	5	6	7	8	9	10
21) lai izvēlētos un piemērotu atbilstošas metodes, panēmienu un instrumentus problēmas analīzei un atrisināšanai										
22) pētniecības attīstībai attiecīgajā politikas jomā										
23) sociāli-zinātnisko pētījumu metožu un panēmienu, tostarp statistikas, lietošanā										
24) pētījuma uzsākšanā, īstenošanā, prezentēšanā un novērtēšanā										
25) izmantot pētniecības rezultātus lēmumu pieņemšanai vai politisko priekšlikumu izstrādei										
26) saprast disciplīnas, kas nodarbojas ar valsts pārvaldi										
27) izmantot teorētiskās zināšanas par saistītajām ar publisko pārvaldi disciplīnām, lai analizētu un risinātu problēmas publiskajā sfērā										
28) lai salīdzinātu un novērtētu dažādas publiskās pārvaldes sistēmas										

3. Kādas ir galvenās prasības Jūsu pārstāvētās ministrijas potenciālajiem darbiniekiem, kas tiek izceltas darba piedāvājumos taču nav atkarīgas no konkrēta amata (visiem amatiem ir vienādas)?

4. Vai priekšroka tiek dota kandidātiem uz vakantām vietām ministrijā ar izglītību publiskajā administrācijā, salīdzinot ar kandidātiem ar izglītību uzņēmējdarbības vadīšanā/ biznesa menedžmentā/administrācijā? (Lūdzu, apvelciet un paskaidrojiet izvēli!)
Jā/Nē

5. Lūdzu, nosauciet galvenos personāla atlases soļus, kādus izmanto Jūsu pārstāvētā ministrija!

6. Kādi ir iemesli tam, ka Jūsu pārstāvētajā ministrijā rodas vakantas darba vietas?

7. Vai Jūsu pārstāvētajai ministrijai ir definētās vērtības? Ja ir, lūdzu, nosauciet tās!

Datums _____

NB! Lūdzu, atbildiet uz jautājumu nr. 8 tikai tad, ja Jūsu pārstāvētajā ministrijā ir kompetenču modeļis! ↓

8. Kur pielieto kompetenču modeli Jūsu pārstāvētajā ministrijā?

NB! Lūdzu, atbildiet uz jautājumiem nr. 9 un 10 tikai tad, ja Jūsu pārstāvētā ministrijā nodrošina darbinieku profesionālo attīstību! ↓

9. Kādus profesionālās attīstības veidus nodrošina Jūsu pārstāvētā pašvaldība saviem darbiniekiem? (Izvēlaties katru patieso variantu!)

- Iekšējie semināri
- Ārējie semināri
- Iekšējās darbnīcas (*workshops*)
- Ārējās darbnīcas (*workshops*)
- Iekšējā apmācība
- Ārējā apmācība
- Bakalaura studiju izmaksu segšana
- Maģistra studiju izmaksu segšana
- Doktora studiju izmaksu segšana
- Cits _____
- Cits _____

10. Kādas ir galvenās tēmas, kuras tiek apskatītas dažādu profesionālās attīstības pasākumu laikā?

(Lūdzu, atbilstiet līdz trim atbilstu variantiem)

- Nodokļi
- Cilvēkresursu vadība
- Svešvalodas (norādiet kuras!) _____
- Grāmatvedība
- Ētika
- Publiskās uzstāšanās māksla
- Cits. Lūdzu, norādiet! _____
- Cits. Lūdzu, norādiet! _____
- Cits. Lūdzu, norādiet! _____

11. Cik darbinieku ir Jūsu pārstāvētajā ministrijā?	
12. Kāds ir Jūsu pārstāvētās ministrijas darbinieku vidējais vecums?	gadi
13. Cik daudz jaunu darbinieku (līdz 36 gadiem) ir Jūsu pārstāvētajā ministrijā?	
14. Kāda ir jauno darbinieku (līdz 36 gadiem) proporcija konkursos uz brīvajām darba vietām, salīdzinot ar visu pretendentu kopumu?	%
15. Kāds ir vidējais vakanto vietu skaits gadā?	
16. Vai Jūsu pārstāvētā ministrija nodrošina mācības jaunajiem (jaunpieņemtajiem darbā) darbiniekiem? (Lūdzu, apvelciet!)	Jā/Nē

17. Jūsu pārstāvētās ministrijas nosaukums! _____

Datums _____

18. Kāds ir Jūsu amats Jūsu pārstāvētajā ministrijā? _____
19. Cik ilga ir Jūsu pieredze esošajā amatā ministrijā? _____ gadi
20. Ja Jums ir kādi papildus komentāri, lūdzu, uzrakstiet zemāk!
-

Paldies par daļību aptaujā!

Sīkāka informācija: Olga Starņeca, tālrunis: 25984905, e – pasts: olga.starņeca@lu.lv

Questionnaire questions and their ground for the research

No.	Question	Question's planned outcome
2.	Please, evaluate the competences' importance selecting your represented organisation's HR!	Definition of the most important competences for a work in the observed organisations
3.	What are the main requirements to Your new employees that You highlight in job advertisements and that are not depend on position (are the same for each new employee)?	Identify, if the requirements differ from other observed PA organisations requirements mentioned in the job advertisements and identify, if any requirement is connected to SR aspects
4.	Do you give a priority for candidates for a vacant position with education in public administration rather than in business management/administration? Why?	Identify, if PA study programs graduates have a better chance on the labour market to find a job according to their education area.
5.	Please, list the main HR selection steps that in your represented organisation follows selecting HR	Identify common and typical steps and characteristics of HR selection in the observed organisations
6.	What are the reasons of vacant positions appearance in Your organisation?	Identify the possible reasons of the ministries employees leaving the job
7.	Does your organisation have defined values? If, yes, list them!	Identify, if employees are defined as the ministries value
8.	Where the competency model is applied in your represented organisation, if there is any?	Identify if the organisation has defined competency model and is it applied selecting HR or somehow else
9.	What kind of professional development do you provide?	Identify, if the ministries provide professional development opportunities and, which ones. This helps to identify the ministry priorities choosing the employees professional development.
10.	What are the main topics covered during different professional development activities (seminars, workshops, training)?	Identify the actual topics of training that could be included in PA programs courses.
11.	How many employees are in your represented organisation?	Collection of the organisation's characteristic data
12.	What is the average age of your represented organisation's employees?	Collection of the organisation's characteristic data
13.	How many young specialists (up to 36 years) are in your represented organisation?	Collection of the organisation's characteristic data
14.	What is a percentage of the young candidates (up to 36 years) to the open vacancies in your represented organisation comparing to the total number of all applicants?	Collection of the organisation's characteristic data about HRRS
15.	What is the yearly average number of vacancies in your represented organisation?	Collection of the organisation's characteristic data about HRRS
16.	Does your represented organisation provide training for the new selected employees?	Collection of the organisation's characteristic data to evaluate, if the organisation selects candidates, if their competency does not fully correspond to the position requirements
17.	Please, name your represented organisation	Collection of the organisation's characteristic data
18.	Name your position in the organisation!	Collect data about the respondent to adjust collected data according to the professional status of the respondent
19.	What is your experience in the ministry working on this position?	Collect data about the respondent to adjust collected data according to the professional status of the respondent

Direct public administration employees' competences assessed by the position groups in Latvia (Starineca and Voronchuk, 2016, p. 6 based on Ministru kabinets, 2012)

Group of competences	Competence/ group of PA employees' positions	Policy planners	Policy implementers	Support functions performers	Physical and skilled-employed	Lower-level managers	Middle-level managers	Senior executives	Total
Communication and collaboration	Responsiveness			x					1
	Relationship building and maintenance						x	x	2
	Teamwork	x	x	x	x				4
	Communication	x	x	x	x				4
	Customer orientation		x	x	x				3
Thinking and problem solving	Analytical thinking	x	x						2
	Flexible thinking	x	x						2
	Conceptual thinking	x				x	x		3
	Creative thinking and innovation	x							1
Personal contribution	Initiative	x	x	x	x	x			5
	Orientation on development	x	x			x	x	x	5
	Independence	x	x						2
	The ability to make decisions and take responsibility					x	x	x	3
Task and process management	Result-orientation		x				x	x	3
	Planning and organisation	x	x	x	x	x	x		6
	Caring for the procedure, accuracy and quality			x	x				2
Heads competence	Employees motivation and development					x	x	x	3
	Team management					x	x	x	3
	Change management						x	x	2
	Achievement of results					x			1
	Strategic vision							x	1
Authority's values understanding	Ethics								0
	Loyalty								0
	Realization of organisational values							x	1
Total		10	10	7	6	8	9	9	x
Minimum that needs to be considered for assessment		3	3	3	2	3	4	5	x

A list of list of 28 competences grouped

1.Communication and collaboration:

- 1.1. Communicating and interacting in an intercultural context;
- 1.2. Communication with politicians, experts, citizens, and representatives of civil organisations;
- 1.3. Cooperating in multidisciplinary teams;
- 1.4. Formulation advice to important stakeholders;
- 1.5. Negotiation with politicians, experts, citizens, and representatives of civil organisations;
- 1.6. Networking and cooperation with other organisations;

2.Thinking and problem solving:

- 2.1. Analyse and solve problems from the perspective of third parties, particularly politicians, professionals, citizens and representatives of civil organisations;
- 2.2. Conduct applied research with regards to a given problem;
- 2.3. Consideration of problems from different disciplinary perspectives;
- 2.4. Handle problems with regards to the economic, political, legal and sociologic reality;
- 2.5. Make use of the theoretical knowledge of the PA-related disciplines to analyse and solve problems in the public domain;
- 2.6. Recognition, analysis and interpretation of social, official, political or administrative problems;
- 2.7. Select and apply appropriate methods, techniques and tools to analyse and solve a problem;
- 2.8. Understand the disciplines dealing with public administration;
- 2.9. Understanding social, political and economic development;
- 2.10. Use methods and techniques of socio-scientific research, including statistics;

3.Personal contribution:

- 3.1. Evidence-based decision making, interpreting and applying policy agendas, anticipating future trends in public service, and adapting activities to suit specific public services contexts;
- 3.2. Use the results of research for decision-making or policy proposals;

4.Task and process management:

- 4.1. Be familiar with research development in the respective policy field;
- 4.2. Compare and evaluate different PA systems;
- 4.3. Policy evaluation;
- 4.4. Policy formulation;
- 4.5. Policy implementation;
- 4.6. Set up, execute, present, and assess research;

5.Heads competence:

- 5.1. Executing management functions in public sector organisations;
- 5.2. Leadership functions;

6.Authority's values understanding:

- 6.1. Explore key concepts across ethics and public values;
- 6.2. Incorporate public service ethics and public values.

Competences importance working for the ministries of the Republic of Latvia having at least bachelor degree (Starineca and Voronchuk, 2016, p. 9)

Competence	Mean	Standard Error	Median	Mode	Standard Deviation	Count
Make use of the theoretical knowledge of the PA-related disciplines to analyse and solve problems in the public domain	8.667	0.615	9.000	10	1.506	6
Understand the disciplines dealing with public administration	8.333	0.558	8.500	9	1.366	6
Cooperating in multidisciplinary teams	8.167	0.749	8.000	8	1.835	6
Select and apply appropriate methods, techniques and tools to analyse and solve a problem	8.000	0.730	8.500	9	1.789	6
Compare and evaluate different PA systems	7.833	0.654	8.000	6	1.602	6
Use the results of research for decision-making or policy proposals	7.833	0.703	8.000	8	1.722	6
Understanding social, political and economic development	7.833	0.601	7.500	7	1.472	6
Use methods and techniques of socio-scientific research, including statistics	7.667	0.843	8.000	8	2.066	6
Handle problems with regards to the economic, political, legal and sociologic reality	7.667	0.667	7.500	6	1.633	6
Formulation advice to important stakeholders	7.667	0.919	7.500	10	2.251	6
Conduct applied research with regards to a given problem	7.667	0.919	8.500	9	2.251	6
Networking and cooperation with other organisations	7.500	0.847	8.000	5	2.074	6
Consideration of problems from different disciplinary perspectives	7.500	0.719	8.000	8	1.761	6
Policy implementation	7.333	0.882	7.500	#N/A	2.160	6
Negotiation with politicians, experts, citizens, and representatives of civil organisations	7.167	1.108	7.500	4	2.714	6
Evidence-based decision making, interpreting and applying policy agendas, anticipating future trends in public service, and adapting activities to suit specific public services contexts	7.167	0.792	7.500	5	1.941	6
Be familiar with research development in the respective policy field	7.167	0.872	7.000	7	2.137	6
Incorporate public service ethics and public values	7.000	0.683	8.000	8	1.673	6
Communication with politicians, experts, citizens, and representatives of civil organisations	7.000	1.033	6.500	10	2.530	6
Analyse and to solve problems from the perspective of third parties, particularly politicians, professionals, citizens and representatives of civil organisations	7.000	0.730	7.500	8	1.789	6
Set up, execute, present, and assess research	6.833	1.014	6.500	5	2.483	6
Policy formulation	6.833	0.910	7.000	8	2.229	6
Policy evaluation	6.833	0.833	6.500	6	2.041	6
Communicating and interacting in an intercultural context	6.833	0.792	6.500	5	1.941	6
Executing management functions in public sector organisations	6.667	0.955	6.500	5	2.338	6
Recognition, analysis and interpretation of social, official, political or administrative problems	6.500	0.847	5.500	5	2.074	6
Explore key concepts across ethics and public values	6.500	0.847	6.500	8	2.074	6
Leadership functions	5.167	1.046	5.000	5	2.563	6

Competences importance working for the ministries of the Republic of Latvia having at least master's degree (Starineca and Voronchuk, 2016, p. 10)

Competence	Mean	Standard Error	Median	Mode	Standard Deviation	Count
Understand the disciplines dealing with public administration	8.333	1.202	9.000	#N/A	2.082	3
Make use of the theoretical knowledge of the PA-related disciplines to analyse and solve problems in the public domain	7.667	1.333	9.000	9	2.309	3
Networking and cooperation with other organisations	7.333	1.202	8.000	#N/A	2.082	3
Cooperating in multidisciplinary teams	7.000	1.000	8.000	8	1.732	3
Communicating and interacting in an intercultural context	7.000	0.577	7.000	#N/A	1.000	3
Leadership functions	6.667	1.856	8.000	#N/A	3.215	3
Handle problems with regards to the economic, political, legal and sociologic reality	6.667	1.453	7.000	#N/A	2.517	3
Evidence-based decision making, interpreting and applying policy agendas, anticipating future trends in public service, and adapting activities to suit specific public services contexts	6.667	2.404	8.000	#N/A	4.163	3
Executing management functions in public sector organisations	6.333	2.186	8.000	#N/A	3.786	3
Understanding social, political and economic development	6.333	1.764	7.000	#N/A	3.055	3
Formulation advice to important stakeholders	6.333	1.667	8.000	8	2.887	3
Policy implementation	6.000	1.528	7.000	#N/A	2.646	3
Recognition, analysis and interpretation of social, official, political or administrative problems	5.667	1.856	7.000	#N/A	3.215	3
Consideration of problems from different disciplinary perspectives	5.667	2.333	8.000	8	4.041	3
Explore key concepts across ethics and public values	5.333	1.856	4.000	#N/A	3.215	3
Communication with politicians, experts, citizens, and representatives of civil organisations	5.333	1.453	5.000	#N/A	2.517	3
Incorporate public service ethics and public values	5.000	2.000	3.000	3	3.464	3
Negotiation with politicians, experts, citizens, and representatives of civil organisations	5.000	1.528	4.000	#N/A	2.646	3
Select and apply appropriate methods, techniques and tools to analyse and solve a problem	5.000	2.517	3.000	#N/A	4.359	3
Use the results of research for decision-making or policy proposals	5.000	2.517	3.000	#N/A	4.359	3
Use methods and techniques of socio-scientific research, including statistics	4.667	1.202	4.000	#N/A	2.082	3
Policy formulation	4.333	0.882	4.000	#N/A	1.528	3
Analyse and to solve problems from the perspective of third parties, particularly politicians, professionals, citizens and representatives of civil organisations	4.333	2.404	3.000	#N/A	4.163	3
Conduct applied research with regards to a given problem	4.333	1.333	3.000	3	2.309	3
Be familiar with research development in the respective policy field	4.333	1.333	3.000	3	2.309	3
Set up, execute, present, and assess research	4.333	1.333	3.000	3	2.309	3
Compare and evaluate different PA systems	4.333	2.404	3.000	#N/A	4.163	3
Policy evaluation	4.000	1.000	3.000	3	1.732	3

Layout of the questionnaire for the phone interview in Latvian (Created by the author)
 Link to the online questionnaire: <https://goo.gl/forms/K1y2QEtD4UFJ1KQ93>

Datums _____

Labdien, Latvijas valsts pārvaldes iestādes pārstāvis/-e!

Lūdzam Jūs piedalīties aptaujā par valsts pārvaldes iestāžu personāla atlases aspektiem, kas ir būtiski publiskās pārvaldes efektīvai darbībai. Aptauja notiek Latvijas Universitātē Ekonomikas un vadības fakultātē veiktā pētījuma ietvaros.

Aptaujas atbildes ir konfidenciālas, visi rezultāti tiks izmantoti tikai apkopotā veidā. Aptaujas rezultāti tiks izmantoti priekšlikumu izstrādei valsts pārvaldes iestāžu personāla atlases pilnveidošanai.

Pēdējos gados publiskajā pārvaldes iestāžu cilvēkresursu atlasei Latvijā tika pievērsta liela uzmanība. Tika veikti pētījumi, kas ir vērsti uz jaunu darbinieku (jaunās paaudzes) piesaisti darbam publiskajā pārvaldē, kā arī tika izstrādāta valsts pārvaldes iestāžu vadītāju centralizētā atlases pieeja un cilvēkresursu attīstības politika, kas ietver vairākus jauninājumus cilvēkresursu atlasei publiskajā pārvaldē. Cilvēkresursu atlase joprojām ir aktuālā tēma, jo esošo sistēmu ir iespējams attīstīt un uzlabot, lai palīdzētu sasniegt publiskās pārvaldes iestāžu stratēģiskos mērķus un virzītu valsts pārvaldes darba devēja zīmola attīstību, lai valsts pārvalde kļūtu par labāko darba devēju 2025. gadā.

1. Kādi ir galvenie iemesli tam, ka Jūsu pārstāvētajā iestādē rodas vakantas darba vietas?

2. Vai uz vakantām vietām Jūsu iestādē priekšroka tiek dota kandidātiem ar izglītību publiskajā administrācijā, salīdzinot ar kandidātiem ar izglītību uzņēmējdarbības vadīšanā/ biznesa menedžmentā/administrācijā? **Jā/Nē**
 2.1. Kāpēc?

3. Kādas ir būtiskākās prasības Jūsu pārstāvētās iestādes potenciālajiem darbiniekiem, kas tiek izceltas darba piedāvājumos un ir vienādas visiem amatiem?

4. Vai Jūsu pārstāvētajā iestādē ir kompetenču modelis¹? **Jā/Nē**
 4.1. Kur pielieto kompetenču modeli Jūsu pārstāvētajā iestādē?

¹ Kompetenču modelis - visu amata grupu kompetenču apkopojums.

Datums _____

5. Kādus profesionālās attīstības veidus Jūsu pārstāvētā iestāde nodrošina saviem darbiniekiem? *Lūdzu, novērtējiet, izmantojot 1-10 punktu skalu, kur 1 - nekad un 10 - ļoti bieži*

	1	2	3	4	5	6	7	8	9	10
Iekšējie semināri										
Ārējie semināri										
Iekšējās darbnīcas (<i>workshops</i>)										
Ārējās darbnīcas (<i>workshops</i>)										
Iekšējā apmācība										
Ārējā apmācība										
Bakalaura studiju izmaksu segšana										
Maģistra studiju izmaksu segšana										
Doktora studiju izmaksu segšana										
Cits _____										

6. Kādas ir izvēlētās profesionālās attīstības pasākumu tēmas? *Lūdzu, novērtējiet, izmantojot 1-10 punktu skalu, kur 1 - nekad un 10 - ļoti bieži*

Profesionālās attīstības tēmas (sakārtotas pēc alfabēta)	1	2	3	4	5	6	7	8	9	10
Cilvēkresursu vadība										
Ētika										
Grāmatvedība										
Nodokļi										
Publiskās uzstāšanās māksla										
Svešvaloda (lūdzu, norādiet kura) _____										
Svešvaloda (lūdzu, norādiet kura) _____										
Cits. Lūdzu, norādiet _____										
Cits. Lūdzu, norādiet _____										

7. Cik darbinieku ir Jūsu pārstāvētajā iestādē? _____
8. Vai Jūsu pārstāvētā iestāde nodrošina mācības jaunajiem (jaunpieņemtajiem darbā) darbiniekiem? Jā/Nē
9. Jūsu pārstāvētās iestādes nosaukums: _____
10. Kāds ir Jūsu amats/amata kategorija Jūsu pārstāvētajā iestādē? _____
11. Cik ilga ir Jūsu pieredze esošajā amatā iestādē? _____ gadi
12. Cik ilga ir Jūsu darba pieredze valsts pārvaldē? _____ gadi
13. Ja Jums ir kādi papildus komentāri, lūdzu, miniet tos!

Paldies par Jūsu atbildēm!

Sīkāka informācija: Olga Starņeca, tālrunis: 25984905, e – pasts: olga.starņeca@lu.lv

Questions for the experts' interview in Latvian (Created by the author)

Link to the online questionnaire: <https://goo.gl/forms/YILMSYgQRT54QcK62>
<https://goo.gl/forms/K1y2QEtD4UFJ1KQ93>

Datums _____

Labdien!

Lūdzam Jūs kā ekspertu publiskās pārvaldes jomā piedalīties aptaujā par valsts pārvaldes iestāžu personāla atlases aspektiem, kas ir būtiski publiskās pārvaldes efektīvai darbībai. Aptauja notiek Latvijas Universitātē Ekonomikas un vadības fakultātē veiktā pētījuma ietvaros.

Aptaujas atbildes ir konfidenciālas, visi rezultāti tiks izmantoti tikai apkopotā veidā. Aptaujas rezultāti tiks izmantoti priekšlikumu izstrādei valsts pārvaldes iestāžu personāla atlases pilnveidošanai.

1. Kādām, Jūsaprāt, ir jābūt galvenajām prasībām valsts un pašvaldību pārvaldes potenciālajiem darbiniekiem, kas tiktu minētas darba piedāvājumos un būtu vienādas visiem amatiem?

Piemēram, spēja strādāt komandā, analītiska domāšana, darba pieredze valsts pārvaldē u.c.

2. Vai vajadzētu, lai priekšroka uz vakantām vietām valsts un pašvaldību pārvaldes iestādēs tiktu dota kandidātiem ar izglītību publiskajā administrācijā (pārvaldē), salīdzinot ar kandidātiem ar izglītību uzņēmējdarbības vadīšanā/ biznesa menedžmentā/administrācijā? (Lūdzu, paskaidrojiet Jūsu viedokli!)

Jā/Nē

3. Kur, Jūsaprāt, visefektīvāk varētu pielietot kompetenču modeli¹ valsts un pašvaldību pārvaldes iestādēs (kādos procesos, piemēram, personāla plānošanā, atlasē, novērtēšanā, motivācijā, profesionālās attīstības pasākumu plānošanā u.c.)?

4. Kā Jūs vērtētu esošo kompetenču pieeju cilvēkresursu vadības procesiem valsts pārvaldē?

5. Kā Jūs vērtējat Latvijas augstskolu *Sabiedrības vadība* un līdzīgo programmu esamības lietderīgumu valsts pārvaldei, izmantojot 1-10 punktu skalu, kur 1 - pilnībā bezjēdzīga un 10 - ārkārtīgi lietderīga?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

5.1. Kāpēc?

5.2. Vai Jūs uzskatāt, ka Latvijā ir vajadzīgas studiju programmas, kā *Sabiedrības vadība* un citas, piemēram, *Publiskā pārvalde* Lietuvā, jau bachelora līmenī? Kāpēc?

6. Jūsu pārstāvētās iestādes nosaukums: _____

7. Kāds ir Jūsu amats Jūsu pārstāvētajā iestādē? _____

8. Cik ilga ir Jūsu pieredze esošajā amatā? _____ gadi

9. Cik ilga ir Jūsu darba pieredze valsts pārvaldē? _____ gadi

10. Vai Jums ir kādi papildus komentāri?

Paldies par Jūsu atbildēm!

¹ Kompetenču modelis - visu amata grupu kompetenču apkopojums.

Sīkāka informācija: Olga Starņeca, tālrunis: 25984905, e – pasts: olga.starineca@lu.lv

A list of organisations from the phone interview population in Latvian (sorted in alphabetic order)

41 oversight authority	39 subordinate institutions under the authority and control of higher level institutions
Datu valsts inspekcija	Būvniecības valsts kontroles birojs
Iekšējās drošības birojs	Centrālā finanšu un līgumu aģentūra
Iepirkumu uzraudzības birojs	Centrālā statistikas pārvalde
Ieslodzījuma vietu pārvalde	Dabas aizsardzības pārvalde
Izložu un azartspēļu uzraudzības inspekcija	IeM Informācijas centrs
Konkurences padome	Izglītības kvalitātes valsts dienests
Korupcijas novēršanas un apkarošanas birojs (KNAB)	Jaunsardzes un informācijas centrs
Latvijas Ģeotelpiskās informācijas aģentūra	Juridiskās palīdzības administrācija
Lauku atbalsta dienests	Kultūras informācijas sistēmu centrs.
Maksātspējas administrācija	Latviešu valodas aģentūra
Militārās izlūkošanas un drošības dienests	Latvijas institūts
Nodarbinātības valsts aģentūra	Latvijas Investīciju un attīstības aģentūra
Patentu valde	Latvijas Nacionālais arhīvs
Patērētāju tiesību aizsardzības centrs	Latvijas Nacionālais kultūras centrs
Pilsonības un migrācijas lietu pārvalde	Latvijas vides aizsardzības fonda administrācija
Sabiedrības integrācijas fonds	Latvijas Zinātnes padome
Satversmes aizsardzības birojs	Lauksaimniecības datu centrs
Sociālās integrācijas valsts aģentūra	Nacionālais kino centrs
Transporta nelaimes gadījumu un incidentu izmeklēšanas birojs	Nacionālais veselības dienests
Tūrisma attīstības valsts aģentūra	Neatliekamās medicīniskās palīdzības dienests
Uzņēmumu reģistrs	Nodrošinājuma valsts aģentūra
Valsts administrācijas skola	Pārresoru koordinācijas centrs
Valsts aģentūra "Civīlās aviācijas aģentūra"	Pārtikas un veterinārais dienests
Valsts aģentūra "Jaunatnes starptautisko programmu aģentūra"	Slimību profilakses un kontroles centrs
Valsts aģentūra "Latvijas Sporta muzejs"	Studiju un zinātnes administrācija
Valsts augu aizsardzības dienests	Tiesu administrācija
Valsts bērnu tiesību aizsardzības inspekcija	Uzturlīdzekļu garantiju fonda administrācija
Valsts darba inspekcija	Valsts aizsardzības militāro objektu un iepirkumu centrs
Valsts Dzelzceļa administrācija	Valsts asinsdonoru centrs
Valsts dzelzceļa tehniskā inspekcija	Valsts izglītības attīstības aģentūra
Valsts ieņēmumu dienests	Valsts izglītības satura centrs
Valsts meža dienests	Valsts kase
Valsts probācijas dienests	Valsts kultūras pieminekļu aizsardzības inspekcija
Valsts sociālās apdrošināšanas aģentūra	Valsts reģionālās attīstības aģentūra
Valsts tehniskās uzraudzības aģentūra	Valsts sporta medicīnas centrs
Valsts ugunsdzēsības un glābšanas dienests	Valsts tiesu ekspertīžu birojs
Valsts valodas centrs	Valsts tiesu medicīnas ekspertīzes centrs
Valsts zemes dienests	Valsts vides dienests
Veselības inspekcija	Veselības un darbības ekspertīzes ārstu valsts komisija (VDEĀVK)
Vides pārraudzības valsts birojs	
Zāļu valsts aģentūra	

A list of organisation from the phone interview sample in Latvian (sorted in alphabetic order)

No.	Name
1	Būvniecības valsts kontroles birojs
2	Centrālā finanšu un līgumu aģentūra
3	Centrālā statistikas pārvalde
4	Dabas aizsardzības pārvalde
5	Iekšējās drošības birojs
6	Ieslodzījuma vietu pārvalde
7	Izglītības kvalitātes valsts dienests
8	Izložu un azartspēļu uzraudzības inspekcija
9	Jaunsardzes un informācijas centrs
10	Juridiskās palīdzības administrācija
11	Konkurences padome
12	Korupcijas novēršanas un apkarošanas birojs (KNAB)
13	Kultūras informācijas sistēmu centrs.
14	Latviešu valodas aģentūra
15	Latvijas Investīciju un attīstības aģentūra
16	Latvijas Nacionālais kultūras centrs
17	Latvijas vides aizsardzības fonda administrācija
18	Lauksaimniecības datu centrs
19	Nacionālais veselības dienests
20	Nodarbinātības valsts aģentūra
21	Patentu valde
22	Pilsonības un migrācijas lietu pārvalde
23	Satversmes aizsardzības birojs
24	Slimību profilakses un kontroles centrs
25	Sociālās integrācijas valsts aģentūra
26	Studiju un zinātnes administrācija
27	Tiesu administrācija
28	Transporta nelaimes gadījumu un incidentu izmeklēšanas birojs
29	Tūrisma attīstības valsts aģentūra
30	Uzturlīdzekļu garantiju fonda administrācija
31	Valsts administrācijas skola
32	Valsts aģentūra "Civilās aviācijas aģentūra"
33	Valsts aģentūra "Jaunatnes starptautisko programmu aģentūra"
34	Valsts aģentūra "Latvijas Sporta muzejs"
35	Valsts bērnu tiesību aizsardzības inspekcija
36	Valsts Dzelzeļa administrācija
37	Valsts dzelzeļa tehniskā inspekcija
38	Valsts ieņēmumu dienests
39	Valsts izglītības attīstības aģentūra
40	Valsts izglītības satura centrs
41	Valsts kase
42	Valsts sporta medicīnas centrs
43	Valsts tiesu ekspertīžu birojs
44	Valsts tiesu medicīnas ekspertīzes centrs
45	Valsts ugunsdzēsības un glābšanas dienests
46	Valsts valodas centrs
47	Valsts zemes dienests
48	Veselības inspekcija
49	Veselības un darbaspēju ekspertīzes ārstu valsts komisija (VDEĀVK)
50	Zāļu valsts aģentūra

Summary of the respondents of the phone interviews and the interviews with experts

The interviews were conducted from September 23 to October 10, 2016.

No.	Type of institution the expert work for	Position of the expert	Years of the expert's experience in PA	Year of PA study program graduation	Level of PA study program	Date of the interview
1	The higher direct public administration institution	Senior expert	22	2015	Doctor's	05.10.2016
2*	Subordinate institution under the authority and control of higher level institution	Senior executive	20	2009	Master's	10.10.2016
3	The higher direct public administration institution	Middle-level manager	19	1998	Master's	03.10.2016
4*	Oversight authority	Senior executive	18	2005	Master's	27.09.2016
5	The higher direct public administration institution	Middle-level manager	10	2007	Master's	23.09.2016
6	Subordinate institution under the authority and control of higher level institution	Middle-level manager	5	2013	Master's	28.09.2016
7	The higher direct public administration institution	Expert	3	2015	Master's	27.09.2016

* The expert could give answers only in written form filling in a questionnaire online.

Phone interviews:

- The phone interviews were conducted from September 6 to October 12, 2016
- Response rate: 72%
- Responses from: 23 are the subordinate institutions under the authority and control of higher level institutions and 13 are the oversight authorities
- Denied responses: 2
- One organisation could reply only in written form filling in the online questionnaire.
- One organisation from the sample ended the existence during the phone interview period
- One organisation is not in charge of personnel activities, HR recruitment and selection is implemented by other organisation for this one, therefore, it could not participate in the survey
- 10 organisations were not reachable.

Summary of three surveys (conducted by the author) results

- The vacant positions appearance reasons

Reasons	In the ministries of Latvia	In other public administration organisations of Latvia from the survey sample
Employee (administration officials) restrictions to hold a position any more according to the law		x
Employees are leaving positions at their own desire because of:	x	x
Another position offered by a ministry, self-government or another public institution		x
Change of dwelling place		x
Family related circumstances		x
Health problems		x
Peculiar working conditions (overtime working, and work on weekends, stressful work and a high workload)		x
Realization of the employee that they do not like work they are doing	x	
Restructuration, hence the employees do not want to take the new offered positions		x
Salary is lower than in private sector i.e. the higher salary is offered by the private sector employer	x	x
There are no room for career development in the organisation		x
Unwillingness to work anymore, in general		x
Unwillingness to work for the organisation any more after the ma/paternity leave		x
Wish to change the work	x	x
Wish to develop their skills and gain new knowledge	x	x
New position creation (e.g. enlarging the organisation and its functions, launching of new projects)	x	x
Prolonged/temporal absence of the employee	x	
Promotion of the employee or move to other public organisation, rotation	x	x
Retirement of the employees	x	x
Temporary contracts termination	x	
Vacancy reactivation i.e. applied candidates do not suite the requirements, therefore a vacant position is still active		x

- Preferences of candidates with education in public administration comparing with education in business administration

Point	In the ministries of Latvia	In other public administration organisations of Latvia from the survey sample	Experts comments
No preference	75.0%	88.9%	<ul style="list-style-type: none"> - There are a lot of other ways to gather knowledge about public administration e.g. by having work experience in the sector - There are other more important criteria (competences) than this kind of education to consider - It is not necessary as depends on an individual and his/her approach to gather knowledge - There is a number of positions, where knowledge in business administration is much more important
A preference could take place	- Only for the certain positions that requires such a background, but not always	- Only for the certain positions that requires such a background, but not always	<ul style="list-style-type: none"> - For senior executives - Such background provides general broad knowledge about public administration - Public administration is totally different from business administration

Continuation of Appendix 28

- The most important requirements to public administration employees that are equal to all positions and mentioned in job advertisement

Requirements	In case of the ministries of Latvia	In case of other public administration organisations of Latvia from the survey sample	By experts' opinion
Ability to define objectives			X
Ability to work in team	X	X	X
Ability to work independently	X	X	
Ability to work under high intensity conditions, stress resistance	X		X
Ability to work with big amount of information		X	X
Change management		X	
Collaboration ability		X	
Communication skills	X	X	X
Conceptual thinking			X
Critical thinking			X
Customer orientation		X	
Decision-making ability		X	
Ethics		X	X
Good ability working with office computer software	X	X	X
Good analytical skills/ analytical thinking	X	X	X
Good English language (other foreign languages) knowledge	X	X	X
Good organising skills		X	
Higher education (at least bachelor degree in the field required for the position)	X	X	X
Initiative		X	
Knowledge of regulatory enactments		X	X
Knowledge on the main principals of public administration		X	X
Orientation on development			X
Planning ability		X	
Public speaking			X
Requirements mentioned for the officials in the State Civil Service Law (Saeima, 2000)	X	X	
Result-orientation		X	
Self-motivation			X
Work experience in a necessary field		X	X
Work experience in public administration	X	X	

- Competence model presents and implementation areas

Presents of a competence model	75.0%	77.1%	-
Areas of application of the competence model	In the ministries of Latvia	In other public administration organisations of Latvia from the survey sample	By experts' opinion
Defining job requirements	X		
Employees performance		X	
Employees performance appraisal (annual, after probation period):	X	X	X
To identify a level of the competence development (employees' development)	X		X
To identify increase of salary		X	
For the competences check during the employees' rotation		X	
Job description	X	X	
Personnel management in general			X
Personnel planning			X
Personnel selection	X	X	X
Promoting employees			X

- Evaluation of professional development activities actuality by the public administration organisations from the survey sample using 10-point scale, where 1 means 'never is chosen', and 10 means 'is chosen very often'

Estimates	HRM	Ethics	Accounting	Taxes	Public speaking	Foreign languages
Mean	5.06	5.38	5.68	5.32	4.91	5.24
Standard Error	0.453	0.541	0.444	0.473	0.509	0.559
Median	5	5.5	6	5	4.5	5
Mode	8	1	8	8	2	1
Standard Deviation	2.639	3.153	2.590	2.760	2.968	3.257
Sample Variance	6.966	9.940	6.710	7.619	8.810	10.610
Kurtosis	-1.172	-1.385	-1.062	-1.165	-1.504	-1.506
Skewness	-0.015	-0.110	-0.031	0.055	0.135	0.040
Range	9	9	9	9	9	9
Minimum	1	1	1	1	1	1
Maximum	10	10	10	10	10	10
Count	34	34	34	34	34	34
Confidence Level (95.0%)	0.921	1.100	0.904	0.963	1.036	1.137

Socially responsible public sector organisations employer brand's creation and development elements (Voronchuk and Stariņeca, 2014, p. 12)

Element/Organisation	Daugavpils siltumtīkli (2013)	Latvijas gaisa satiksme (2011)	Latvijas loto (2002)	Rīga Technical University (2013)	Road Traffic Safety Directorate of the Republic of Latvia (2013)	Starptautiskā lidosta "Rīga" (2009)	Ventspils reiss (2014)	Total number of 'x'
Organizational characteristics								14/21
what the organization is	x	x	x	x	x	x	x	7
what organisation offers for employees						x		1
organizational processes (vision, mission, goals)	x	x	x	x	x		x	6
People								7/14
what kind of employees employed				x	x		x	3
what is expected of employees		x		x		x	x	4
Culture								7/42
internal communication								0
rewards and recognition				x				1
learning and development						x		1
service support				x				1
measurement system								0
current culture and ethics in the organization		x		x	x		x	4
Job characteristics								9/28
job opportunities					x	x	x	3
job learning opportunities						x		1
key functions and specific characteristics	x			x	x	x	x	5
introduction program								0
Remuneration and advancement								2/21
advancement opportunities								0
career programs								0
benefits and compensation system		x				x		2
Employment								5/28
working environment						x	x	2
recruitment and induction						x		1
team management								0
performance appraisal				x			x	2
Employer reputation								19/21
past achievements	x	x	x	x	x	x	x	7
social activities, sponsorship etc.		x	x	x	x	x	x	6
products and services ratings		x	x	x	x	x	x	6

Layout of the questionnaires for survey for the students of Latvia (in Latvian) from the sample

Link to the online questionnaire: <http://tinyurl.com/ZinaatniskaaAptaujaJaunieshiem>

Anketa

Latvijā ir vairāki valsts mēroga izaicinājumi, viens no tiem ir jauniešu bezdarbs. Jauniešu bezdarba līmenis joprojām ir augsts - **2015. gada jūnijā** tas (sezonāli izlīdzinātais) sastādīja **15.8%**. Tam ir vairāki iemesli.

Latvijas Universitātes Ekonomikas un vadības fakultātes Publiskās pārvaldes, demogrāfijas un sociālekonomiskās statistikas katedras pētījuma ietvaros tiek veikta aptauja, lai izstrādātu priekšlikumus valsts un pašvaldības organizācijām, kā arī izglītības iestādēm jauniešu bezdarba līmeņa samazināšanas veicināšanai.

Ja Jūs esat vecuma grupā **no 18 līdz 24 gadiem** (ieskaitot) un Jūs esat students/te vai jauniešs/te ar pabeigtu augstāko izglītību, Jums ir piedāvāts aizpildīt šo aptaujas anketu, lai iesaistītos savā un savu vienaudžu nodarbinātības nodrošināšanas izpētē. Aptaujas rezultāti tiks izmantoti apkopotā veidā. Konfidencialitāte ir garantēta.

Atzīmesiet, lūdzu, tikai vienu atbilstošu atbildes variantu! Ja jautājumi paredz vairāk nekā vienu atbildi, tas būs norādīts.

*Anketā vārds „organizācija” ir izmantots ar nozīmi – jebkura veida uzņēmums, institūcija, iestāde, kur var strādāt darba ņēmējs ar augstāko izglītību un students.

1. Jautājumi par darba meklēšanu

1.1. Cik Jums ir nozīmīgi šādi aspekti, izvēloties darba devēju?

(Lūdzu, novērtējiet 10 punktu skalā, kur 1-absolūti nenozīmīgs, 10 – ļoti nozīmīgs)

Organizācijas	Skala	1	2	3	4	5	6	7	8	9	10
Atbildība											
Ciena pret ieinteresēto pusju interesēm											
Ciena pret starptautiskās uzvedības normām											
Ciena pret tiesiskumu											
Cilvēktiesību ievērošana											
Etiska uzvedība											
Pārredzamība / Caurspidīgums											

1.2. Cik Jums ir nozīmīgi Jūsu potenciālā darba devēja pasākumu īstenošana šādos līmeņos?

(Lūdzu, novērtējiet 10 punktu skalā, kur 1-absolūti nenozīmīgs, 10 – ļoti nozīmīgs)

Līmenis	Skala	1	2	3	4	5	6	7	8	9	10
Apkārtēja vide											
Darba vide											
Sabiedrība											
Stratēģija											
Tirgus attiecības (attiecības ar organizācijas ārējām iesaistītajām pusēm)											

1.3. Cik Jums ir nozīmīgi šādi aspekti, izvēloties darba devēju?

(Līdzku, novērtējiet 10 punktu skalā, kur 1-absolūti nenozīmīgs, 10 – ļoti nozīmīgs)

Aspekti	Skala									
	1	2	3	4	5	6	7	8	9	10
Apmācības un attīstības pasākumi, ko piedāvā darba devējs saviem darbiniekiem										
Attīstības iespējas (profesionālā attīstība darba vietā)										
Darba galvenās funkcijas un specifiskais raksturojums										
Darba iespējas organizācijā*										
Darba izpildes novērtējums										
Darba novērtēšanas sistēma										
Darba vide										
Darbinieku nefinansiālā atbildība un atzišana										
Darbinieku serviss organizācijā* (personāldalās, organizācijas* psihologa pakalpojumi, citi)										
Ieguvumi un kompensācijas sistēmas (bonusi, kādu noteiktu darbinieku izdevumu grupu segšana, u.tml.)										
Iekšēja komunikācija										
Jauno darbinieku pieņemšana darbā un ieviešana darba procesā										
Kādos reģingos un kādās pozīcijās ir organizācijas* produkti un pakalpojumi										
Ko organizācija sagaida no saviem darbiniekiem (kas ir minēts darba sludinājumā)										
Komandu vadīšanas principi organizācijā*										
Mācīšanās darba vietā, apgūstot zināšanas, prasmes un kompetences, kas ir nepieciešamas konkrētam darbam										
Organizācijas piedāvājums saviem darbiniekiem (piemēram, motivējošā darba samaksa, aktīva darba vide, u.tml.)										
Organizācijas* darbinieki (potenciālie kolēģi)										
Organizācijas* iesaiste sociālajos pasākumos, sponsorēšanas darbībā, u.c.										
Organizācijas* karjeras programma										
Organizācijas* kultūra un ētika										
Organizācijas* lielums										
Organizācijas* līdzinieji sasniegumi (finansu, sabiedrības, vides jomā)										
Organizācijas* process (organizācijas vīzija, misija, mērķi)										
Programma jauno darbinieku ieviešanai darbā procesā										

*Organizācija, kurā Jūs apsverat kā savu potenciālo darba vietu

1.4. Cik Jums ir nozīmīgi šādi aspekti, izvēloties darba devēju?

(Lūdzu, novērtējiet 10 punktu skalā, kur 1- absolūti nenozīmīgs, 10 – (oti nozīmīgs)

Aspekti	Skala	1	2	3	4	5	6	7	8	9	10
Organizācija* ir iekļauta kādā atzītā reitingā (piemēram, Ilgtspējas indeksā)											
Organizācija* ir sociāli atbildīga											
Organizācijai* ir labs darba devēja zīmols											

*Organizācija, kuru Jūs apsverat kā savu potenciālo darba vietu

1.5. Cik liela nozīme ir noteiktas informācijas/ informatīvā bloka esamībai darba sludinājumā, lai Jūs nolemtu pieteikties vakancei?

(Lūdzu, novērtējiet 10 punktu skalā, kur 1- absolūti nenozīmīgs, 10 – (oti nozīmīgs)

Informācija	Skala	1	2	3	4	5	6	7	8	9	10
Darba devēja logotips											
Darba devēja nosaukums/vārds											
Darba laiks											
Darba vieta											
Darba pienākumi / profesionālie mērķi											
Ievadteksts un/vai darba devēja apraksts											
Piedāvājumi darbiniekam (piemēram, motivējošā darba samaksa, aktīva darba vide, u. tml.)											
Vakancei pieteicoties iesniedzamo dokumentu uzskaitē											
Pieteikšanās un konkursa kārtības apraksts											
Prasības kandidātam											
Vakances nosaukums											

1.6. Kādus avotus Jūs parasti izmantojat, meldējot darbu?

(Lūdzu, atzīmējiet līdz trim atbilstošu variantiem)

- Darba meklēšanas rīki tiešsaistē / Sludinājumu portāli (piemēram, cv.lv, cvmarket.lv, ss.lv, u.c.)
- Draugi / radnieki
- Karjeras dienas (darba devēju izstādes)
- Nodarbinātības valsts aģentūras interneta lapa
- Organizāciju atvērto durvju dienas
- Organizāciju interneta lapas
- Sludinājumi augstākās izglītības iestādē (piemēram, pie informācijas dēļiem, interneta lapā)
- Citi. Lūdzu, norādiet! _____

1.7. Cik liela nozīme ir noteiktas informācijas esamība darba sludinājumā, lai Jūs nolemtu pieteikties vakancei?

(Līdzīgu, novērtējiet 10 punktu skalā, kur 1- absolūti nenozīmīgs, 10 – ļoti nozīmīgs)

Aspekti	Skala	1	2	3	4	5	6	7	8	9	10
Apdrošināšana											
Attālināta darba iespējas											
Atrās karjera / profesionālās izaugsmes iespējas											
Darba alga											
Papildus darba alga, kuras apmērs ir atkarīgs no darba rezultātiem											
Darbs multikulturālajā vidē											
Elastīgs darba grafiks											
Ieguvumi (bonusi, kādu noteiktu darbinieku izdevumu grupu segšana, u.tml.)											
Iespējas jaunradei/radosuma izpaušmei darba vietā											
Izascinosi darba uzdevumi											
Karjeras / Profesionālās izaugsmes iespējas											
Mācīšanās iespējas darba vietā, apgūstot zināšanas, prasmes un kompetences, kas ir nepieciešamas konkrētam darbam											
Personiskais darba aprīkojums ar iespēju to izmantot ārpus darba laika (piemēram viedtālrunis, klēpja dators, automašīna u.tml.)											
Profesionālās attīstības iespējas (semināri, apmācības u.tml.)											
Segti komandējuma izdevumi											
Sociālie un medicīniskie ieguvumi (izdevumu segšana zobārsta pakalpojumiem, u.tml.)											

1.8. Kādā organizācijā Jūs vēlētos strādāt?

- Privātajā organizācijā
- Valsts/pasvaldību organizācijā

1.9. Cik ir ticami, ka Jūs izvēlētos strādāt kādā no piedāvātām darbības jomām?

(Līdzki, novērtējiet 10 punktu skālā, kur 1- absolūti nav ticami, 10 – ļoti ticami)

Skala	1	2	3	4	5	6	7	8	9	10
Nozare										
Administratīvo un apkalpojošo dienestu darbība										
Ārpus teritoriālo organizāciju un institūciju darbība										
Būvniecība										
Cilvēku veselība un sociālā aprūpe										
Elektroenerģija, gāzes apgāde, siltumapgāde un gaisa kondicionēšana										
Finansu un apdrošināšanas darbības										
Ieguves rūpniecība un karjeru izstrāde										
Informācija un komunikācija										
Izglītība										
Izmēģināšanas un ēdināšanas pakalpojumi										
Lauksaimniecība, mežsaimniecība un zivsaimniecība										
Mājsaimniecība kā darba devēju darbība; paspārinā preces un pakalpojumu darbība, kas rada mājsaimniecība pašu patēriņam										
Mākala, izklaide un atpūta										
Operācijas ar nekustamo īpašumu										
Profesionālie, zinātniskie un tehniskie pakalpojumi										
Ražošana										
Transportēšana un uzglabāšana										
Ūdens apgāde; notekūdeņu, atkritumu apsaimniekošana un sanācija										
Vairumtirdzniecība un mazumtirdzniecība										
Valsts pārvalde un aizsardzība; obligātā sociālā apdrošināšana										
Citi pakalpojumi										

2. Jautājumi par respondentu/i

2.1. Jūsu vecums, gados

- 18
- 19
- 20
- 21
- 22
- 23
- 24

2.2. Jūsu dzimums

- Sieviete
- Vīrietis
- Attuross no atbildes

2.3. Jūsu pasreizēja dzīves vieta

- Kurzemes reģions
- Latgales reģions
- Pierīgas reģions
- Rīgas reģions
- Vidzemes reģions
- Zemgales reģions

2.4. Lūdzu, norādiet Jūsu nodarbošanās veidu

- Darbaņēmējs/a
- Students/e
- Students/e un darbaņēmējs/a
- Students/e un uzņēmējs/a
- Uzņēmējs/a
- Cits. Lūdzu, norādiet! _____

Atbildiet, lūdzu, uz šiem jautājumiem, ja Jūs esat students/e

2.4.1. Jūs esat:

- Koleģa students/e (pirmā izglītība)
- Koleģa students/e (otrā izglītība)
- Bakalaurants/e (pirmā izglītība)
- Bakalaurants/e (otrā izglītība)
- Maģistrants/e (pirmā izglītība)
- Maģistrants/e (otrā izglītība)
- Doktorants/e
- Cits/a. Lūdzu, norādiet! _____

2.4.2. Šobrīd Jūsu studiju virziens ir:

- Arodveselības un darba drošības
- Būvniecība / Celtniecība
- Dabas zinātnes (bioloģija, ķīmija, fizika...)
- Ekonomika
- Filozofija
- Finanšu / Grāmatvedība
- Inženierzinātnes
- Informāciju tehnoloģijas
- Medicīna / Farmācija
- Nekustamā īpašuma pārvaldība
- Pedagoģija
- Psiholoģija
- Socioloģija
- Tiesības/ Jurisprudence
- Uzņēmējdarbības vadība
- Vadībzinātnes
- Valsts pārvalde
- Cits. Lūdzu, norādiet! _____

2.4.3. Kādā izglītības iestādē Jūs pašlaik studējat?

- Daugavpils Universitāte
- Latvijas Lauksaimniecības universitāte
- Rīgas Stradiņa universitāte
- Ekonomikas un Kultūras augstskola
- Biznesa augstskola Turība
- Latvijas Universitāte
- Cita. Lūdzu, norādiet! _____

2.4.4. Kāda ir Jūsu studiju programma?

- Organizāciju un sabiedrības pārvaldes socioloģija - Sociology of Organizations and Public Administration
- Publiskā pārvalde - Public Administration
- Reģionālā politika un valsts pārvaldība - Regional policy and state management
- Sabiedrības un iestāžu vadība - Public and institutional management
- Sabiedrības vadība - Public Management
- Vadīzinātne, Sabiedrības vadība - Management Science, Public Management
- Valsts pārvalde - State administration
- Cita. Lūdzu, norādiet! _____

2.5. Vai Jums ir pabeigta augstākā izglītība?

- Jā, ir
- Nē, es pašlaik studēju

Atbildiet, lūdzu, uz šo jautājumu, ja Jums jau ir pabeigta augstākā izglītība

2.5.1. Jūs ieguvāt augstāko izglītību:

- Arodveselībā un darba drošībā
- Būvniecībā / Celtniecībā
- Dabaszinātnēs (bioloģijā, ķīmijā, fizikā...)
- Ekonomikā
- Filozofijā
- Finansēs / Grāmatvedībā
- Inženierzinātnēs
- Informāciju tehnoloģijās
- Medicīnā / Farmācijā
- Nekustamā īpašuma pārvaldībā
- Pedagoģijā
- Psiholoģijā
- Socioloģijā
- Tiesībās/ Jurisprudencē
- Uzņēmējdarbības vadībā
- Vadīzinātnēs
- Valsts pārvaldē
- Citā jomā. Lūdzu, norādiet! _____

2.6. Vai Jūs šobrīd strādājat algotu darbu?

- Jā, es strādāju savā iegūtajā/iegūstamajā specialitātē (izglītības jomā)
 Jā, es strādāju ne savā iegūtajā/iegūstamajā specialitātē (izglītības jomā)
 Nē, un es šobrīd neseklēju darbu
 Nē, bet es šobrīd meklēju kādu darbu, kas nav saistīts ar manu iegūto/iegūstamo specialitāti (izglītības jomu)
 Nē, bet es šobrīd meklēju darbu, kas ir saistīts ar manu iegūto/iegūstamo specialitāti (izglītības jomu)

Atbildiet, lūdzu, uz šiem jautājumiem, ja Jūs pašlaik strādājat algotu darbu**2.6.1. Kādā jomā Jūs pašlaik strādājat?***(Lūdzu, atzīmējiet līdz trim atbilstu variantiem)*

- | | |
|--|--|
| <input type="checkbox"/> Arodveselības un darba drošības | <input type="checkbox"/> Nekustamā īpašuma pārvaldība |
| <input type="checkbox"/> Arstniecība | <input type="checkbox"/> Pedagoģija |
| <input type="checkbox"/> Būvniecība / Celtniecība | <input type="checkbox"/> Psiholoģija |
| <input type="checkbox"/> Dabas zinātnes (bioloģija, ķīmija, fizika...) | <input type="checkbox"/> Ražošana / Rūpnieciskā ražošana |
| <input type="checkbox"/> Ekonomika | <input type="checkbox"/> Socioloģija |
| <input type="checkbox"/> Filozofija | <input type="checkbox"/> Tiesības / Jurisprudence |
| <input type="checkbox"/> Finanšes / Grāmatvedība | <input type="checkbox"/> Tirdzniecība |
| <input type="checkbox"/> Inženierija | <input type="checkbox"/> Uzņēmuma pārvalde |
| <input type="checkbox"/> Informāciju tehnoloģijas | <input type="checkbox"/> Valsts pārvalde |
| <input type="checkbox"/> Izglītība | <input type="checkbox"/> Viesnīcu un restorānu serviss |
| <input type="checkbox"/> Medicīna | <input type="checkbox"/> Zinātne |
| <input type="checkbox"/> Mutiskās un rakstiskās tulkošanas pakalpojumi | <input type="checkbox"/> Cita. Lūdzu, norādiet! |

2.6.2. Vai Jūs domājat mainīt Jūsu darba vietu tuvāko trīs gadu laikā?

Viennozīmīgi nē	Drīzāk nē	Nekad līdz šim neesmu par to domājis/usi	Drīzāk jā	Viennozīmīgi jā

2.6.3. Vai Jūs esat apmierināti ar Jūsu darba devēju?

Viennozīmīgi neapmierināts/a	Drīzāk neapmierināts/a	Vidēji apmierināts/a	Drīzāk apmierināts/a	Apmierināts/a	Ļoti apmierināts/a

2.6.4. Jūs strādājat:

- Privātajā organizācijā
- Valsts/pašvaldību organizācijā

Atbildiet, lūdzu, uz šiem jautājumiem, ja Jūs strādājat valsts/pašvaldību organizācijā

2.6.4.1. Vai Jūsu darba devējs nodrošina kādus profesionālās attīstības pasākumus?

(Lūdzu, atzīmējiet visus atbilstošos atbilde variantus)

- Arējie semināri
- Iekšējie semināri
- Arējie darbsemināri (angliski *workshops*)
- Iekšējie darbsemināri (angliski *workshops*)
- Arējās apmācības
- Iekšējās apmācības
- Daļēji sedz izdevumus par bakalaura studijām
- Sedz izdevumus par bakalaura studijām
- Daļēji sedz izdevumus par maģistrantūras studijām
- Sedz izdevumus par maģistrantūras studijām
- Daļēji sedz izdevumus par doktorantūras studijām
- Sedz izdevumus par doktorantūras studijām
- Nevienu no minētiem

2.6.4.2. Kāpēc Jūs izvēlējāties strādāt valsts/pašvaldību organizācijā? Lūdzu, miniet vismaz divus iemeslus!

- a)
- b)
- c)

2.6.4.3. Kādā jomā Jums ir augstākā izglītība?

- o Sabiedrības vadības jeb Valsts pārvaldes jomā
- o Citā jomā

Atbildiet, lūdzu, uz šo jautājumu, ja Jūs strādājat valsts/pašvaldību organizācijā un Jums ir pabeigta augstāka izglītība jomā, kas nav Sabiedrības vadība jeb Valsts pārvalde

2.6.4.3.1. Vai Jūs zināt, ka Latvijas augstskolās ir Sabiedrības vadības jeb Valsts pārvaldes maģistra studiju programmas?

- o Jā, es zinu
- o Es kaut ko dzirdēju par tām
- o Es nekad nedzirdēju par tām

Atbildiet, lūdzu, uz šo jautājumu, ja Jūs zināt vai kaut ko dzirdējāt par Latvijas augstskolu Sabiedrības vadības jeb Valsts pārvaldes maģistra studiju programmām

2.6.4.3.1.1. Vai Jūs plānojat/vēlētos studēt Sabiedrības jeb Valsts pārvaldes maģistra studiju programmas Latvijas augstskolā?

Viennozīmīgi nē	Drīzāk nē	Nekad līdz šim neesmu par to domājis/usi	Drīzāk jā	Viennozīmīgi jā	Jau studēju

2.7. Respondenta/es kontaktinformācija

Jūsu kontakti netiks izpausti.

Tie ir nepieciešami, lai nodrošinātu pierādījumu, ka šo anketu aizpildīja reāls cilvēks, kas var apstiprināt viņa/ās piedalīšanos aptaujā.

2.7.1. Jūsu vārds _____

2.7.2. Jūsu uzvārds _____

2.7.3. Jūsu e-pasta adrese _____

Paldies par Jūsu atbildēm!

Sīkāka informācija: Olga Starineca, tālrunis: 25984905, e – pasts: olga.starineca@lu.lv

The research population's age framework (Adapted from Starineca and Voronchuk, 2015a, p. 202)

				Age of youth			
Latvian youth age according to Latvian Youth Law (Saeima, 2011)	13				25 (not inclusive)		
Age of employees according to Labour Law (Saeima, 2011a)	13*	15**		18			
Age of the Generation Y in year 2016 (Martin, 2001; Sheahan, 2006; Matthewman, 2011; Ārste-Avotiņa and Lieģis, 2013)			16				36
Majority age (Saeima 2012)				18			
Youth age according to the international methodology on statistic data (International Labour Organization, 1996-2013)			15		24		
Minimal age of students (Ministru kabinets, 2013)				19			25
Age of the respondents defined in population				18	24		

* 'if one of the parents (guardian) has given written consent, may be employed outside of school hours doing light work not harmful to the safety, health, morals and development of the child. Such employment shall not interfere with the education of the child'. (Saeima, 2011a)

** if 'until reaching the age of 18 does not continues to acquire a basic education'. (Saeima, 2011a)

**Public Administration and relevant study programs in Latvia, Lithuania and Spain
(Starineca, 2016; Stariņeca, 2016 based on Daugavpils Universitāte, 1997-2015; Rīgas Stradiņa universitāte, 2015; SIA "Ekonomikas un kultūras augstskola", 2014; Turība, 2013-2015; Latvijas Universitāte, 2009-2015; Ballart, 2000; Domarkas and Gineitiene, 2002)**

No.	Country	University	Program	Level	Period of data collection	Type of data collection
1	Latvia	Daugavpils University	Public and institutional management	Postgraduate	May 15, 2016	printed questionnaires spread in-person during the class at the university
2	Latvia	Rīga Stradiņš University	Regional policy and state management	Postgraduate	January-February, 2016	printed questionnaires spread in-person during the class at the university
3	Latvia	The University College of Economics and Culture	State administration	Postgraduate	-	-
4	Latvia	Turība University	Public Administration	Postgraduate	-	-
5	Latvia	University of Latvia	Public Management	Postgraduate	October 10, 2015	printed questionnaires spread in-person during the class at the university
6	Lithuania	Kaunas University of Technology	Public Administration	Graduate	September 2015 - May 2016	a link to online questionnaire sent
7	Lithuania	Kaunas University of Technology	Public Administration	Postgraduate		
8	Lithuania	Klaipėda University	Public Administration	Graduate		
9	Lithuania	Klaipėda University	Public Administration	Postgraduate		
10	Lithuania	Mykolas Romeris University	Public Administration	Graduate	September 2015 - May 2016	printed questionnaires spread in-person during the class at the university; a link to online questionnaire sent
11	Lithuania	Mykolas Romeris University	Public Administration	Postgraduate		
12	Lithuania	Mykolas Romeris University	Public Policy and Management	Graduate		
13	Lithuania	Mykolas Romeris University	Public Policy and Management	Postgraduate		
14	Lithuania	Siauliai University	Public Administration	Graduate	September 2015 - May 2016	a link to online questionnaire sent
15	Lithuania	Siauliai University	Public Management	Postgraduate		
16	Lithuania	Vilnius University	Public Policy and Administration	Postgraduate		
17	Lithuania	Vytautas Magnus University	Public Administration	Graduate		
18	Lithuania	Vytautas Magnus University	State Institution administration	Postgraduate		

Continuation of Appendix 32

No.	Country	University	Program	Level	Period of data collection	Type of data collection
19	Spain	Autonomous University of Barcelona Pompeu Fabra University University of Barcelona	Public Administration	Postgraduate	October 2015 till February 2016	a link to online questionnaire sent
20	Spain	Autonomous University of Barcelona	Political Science and Public Administration	Graduate		
21	Spain	Autonomous University of Barcelona	Political Science and Public Administration + Law	Graduate		
22	Spain	Complutense University of Madrid	Management and Public Administration	Graduate	November 30, 2015	printed questionnaires spread in-person during the class at the university
23	Spain	Complutense University of Madrid	Government and Public Administration	Postgraduate	October 2015 till February 2016	a link to online questionnaire sent
24	Spain	ESADE Business School	Public Administration	Postgraduate		
25	Spain	Instituto Universitario de Investigación Ortega Y Gasset	Government and Public Administration	Postgraduate		
26	Spain	Instituto Universitario de Investigación Ortega Y Gasset	Senior Public Management	Postgraduate		
27	Spain	Jaume I University	Public Administration and Management	Graduate		
28	Spain	University of Almería	Public Administration and Management	Graduate		
29	Spain	University of Barcelona Online Business School	Public Management and Administration	Postgraduate		
30	Spain	University of Barcelona	Public Management and Administration	Graduate		
31	Spain	University of Barcelona	Advanced Public Management	Postgraduate		
32	Spain	University of Burgos	Political Science and Public Management (also online)	Graduate		
33	Spain	University of Cádiz	Public Management and Administration	Postgraduate		
34	Spain	University of Castilla-La Mancha	Public Management and Administration	Graduate		
35	Spain	University of Granada	Management and Public Administration	Graduate		
36	Spain	University of Granada	Public Management and Administration	Postgraduate		
37	Spain	University of Granada	Political Science and Public Administration	Graduate		

Continuation of Appendix 32

No.	Country	University	Program	Level	Period of data collection	Type of data collection
38	Spain	University of Jaén	Public Administration and Management	Graduate	October 2015 till February 2016	a link to online questionnaire sent
39	Spain	University of Malaga	Public Management and Administration	Graduate		
40	Spain	University of Murcia	Government, Administration and Public Policy	Postgraduate		
41	Spain	University of Oviedo	Public Administration and Management (also online)	Graduate		
42	Spain	University of Salamanca	Political Science and Public Administration	Graduate		
43	Spain	University of Santiago de Compostela	Political Science and Public Administration	Graduate		
44	Spain	University of the Basque Country	Taxation and Public Administration	Graduate		
45	Spain	University of the Basque Country	Political Science and Public Management	Graduate		
46	Spain	University Rovira i Virgili	Advanced Studies of Public Administration and Public Law	Postgraduate		

Summary on survey respondents (students from Latvia, Lithuania and Spain) and their age

Country	University	Program	Level	Total number of students	Number of respondents	Response rate, %	Number of valid questionnaires	Average age of respondents	Number of respondents in age up to 25	Average age of respondents up to 25 years	Number of respondents in age from 25	Average age of respondents in age from 25 and older
Latvia	Daugavpils University	Public and institutional management	Postgraduate	26	9	34.62	7	28	3	23	4	32
Latvia	Rīga Stradiņš University	Regional policy and state management	Postgraduate	12	9	75.00	7	28	4	23		34
Latvia	University of Latvia	Public Management	Postgraduate	12	11	91.67	11	27	3	23	8	28
Lithuania	Kaunas University of Technology	Public Administration	Graduate	150	17	11.33	14	21	14	21	0	-
Lithuania	Kaunas University of Technology	Public Administration	Postgraduate	40	7	17.50	4	24	4	24	0	-
Lithuania	Klaipėda University	Public Administration	Graduate	91	7	7.69	7	21	7	21	0	-
Lithuania	Mykolas Romeris University	Public Administration	Graduate	563	30	5.33	12	22	12	22	0	-
Lithuania	Mykolas Romeris University	Public Administration	Postgraduate	246	4	1.63	4	23	4	23	0	-
Lithuania	Mykolas Romeris University	Public Policy and Management	Graduate	198	3	1.52	3	22	3	22	0	-
Lithuania	Mykolas Romeris University	Public Policy and Management	Postgraduate	9	4	44.44	4	24	4	24	0	-
Lithuania	Vytautas Magnus University	Public Administration	Graduate	270	3	1.11	3	22	3	22	0	-
Lithuania	Vytautas Magnus University	State Institution administration	Postgraduate	20	2	10.00	2	24	2	24	0	-
Spain	Autonomous University of Barcelona Pompeu Fabra University of Barcelona	Public Administration	Postgraduate	40	1	2.50	1	24	1	24	0	-
Spain	Complutense University of Madrid	Management and Public Administration	Graduate	56	24	42.86	20	21	20	21	0	-
Spain	Complutense University of Madrid	Government and Public Administration	Postgraduate	48	1	2.08	1	24	1	24	0	-
Spain	University of the Basque Country	Political Science and Public Management	Graduate	-	4	-	4	22	4	22	0	-

Country	Level of study programs	Total number of students	Number of respondents	Response rate, %	Number of valid questionnaires
Latvia	Total on Postgraduate level	50	29	58.00	25
Lithuania	Total on Postgraduate level	315	17	5.40	14
	Total on Graduate level	1181	60	5.08	39
	Total on both levels	1496	77	5.15	53
Spain	Total on Postgraduate level	88	2	2.27	2
	Total on Graduate level	-	28	-	24
	Total on both levels	-	30	-	26

T-test results

Hypothesis 1: there is a significant statistical difference between mean values of responses given by two age groups of responses in case of Latvia (the first age group – the students in age up to 25, the second age group – the students in age from 25 years).

Question #	1.1	1.2	1.3	1.4	1.5	1.7	1.9
Mean of difference	-0.115	-0.586	0.098	0.310	-0.073	0.275	-0.343
Standard deviation	0.339	0.482	0.723	0.595	0.735	0.535	0.638
N	7	5	27	3	10	16	21
Level of probability	5%	5%	5%	5%	5%	5%	5%
Standard Error	0.128	0.216	0.139	0.344	0.232	0.134	0.139
Actual t-value	0.897	2.717	0.706	0.902	0.314	2.054	2.463
Critical t-value	2.447	2.776	2.056	4.303	2.262	2.131	2.086
Difference of mean values is	Random	Random	Random	Random	Random	Random	Significant
Hypothesis is	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Supported

Hypothesis 2: there is a significant statistical difference between mean values of responses given by respondents from different countries.

Responses by graduate students from Latvia and Lithuania:

Question #	1.1	1.2	1.3	1.4	1.5	1.7	1.9
Mean of difference	-0.594	-0.997	-1.252	-1.910	-0.317	-0.970	0.021
Standard deviation	0.467	0.089	1.446	0.577	0.865	0.796	1.012
N	7	5	27	3	10	16	21
Level of probability	5%	5%	5%	5%	5%	5%	5%
Standard Error	0.177	0.040	0.278	0.333	0.273	0.199	0.221
Actual t-value	3.364	24.918	4.499	5.728	1.160	4.876	0.094
Critical t-value	2.447	2.776	2.056	4.303	2.262	2.131	2.086
Difference of mean values is	Significant	Significant	Significant	Significant	Random	Significant	Random
Hypothesis is	Supported	Supported	Supported	Supported	Rejected	Supported	Rejected

Responses by graduate students from Latvia and Spain:

Question #	1.1	1.2	1.3	1.4	1.5	1.7	1.9
Mean of difference	0.406	-0.768	0.926	-0.433	0.590	1.328	0.796
Standard deviation	0.840	0.990	1.784	0.948	0.848	1.469	1.723
N	7	5	27	3	10	16	21
Level of probability	5%	5%	5%	5%	5%	5%	5%
Standard Error	0.318	0.443	0.343	0.547	0.268	0.367	0.376
Actual t-value	1.278	1.735	2.695	0.792	2.199	3.614	2.117
Critical t-value	2.447	2.776	2.056	4.303	2.262	2.131	2.086
Difference of mean values is	Random	Random	Random	Random	Random	Significant	Significant
Hypothesis is	Rejected	Rejected	Rejected	Rejected	Rejected	Supported	Supported

Continuation of Appendix 34

Responses by graduate students from Lithuania and Spain:

Question #	1.1	1.2	1.3	1.4	1.5	1.7	1.9
Mean of difference	1.000	0.229	2.177	1.476	0.907	2.297	0.776
Standard deviation	0.847	1.053	0.661	1.509	1.250	0.916	2.008
N	7	5	27	3	10	16	21
Level of probability	5%	5%	5%	5%	5%	5%	5%
Standard Error	0.320	0.471	0.127	0.871	0.395	0.229	0.438
Actual t-value	3.123	0.486	17.108	1.694	2.294	10.036	1.770
Critical t-value	2.447	2.776	2.056	4.303	2.262	2.131	2.086
Difference of mean values is	Significant	Random	Significant	Random	Significant	Significant	Random
Hypothesis is	Supported	Rejected	Supported	Rejected	Supported	Supported	Rejected

Responses by graduate students from Lithuania and Spain:

Question #	1.1	1.2	1.3	1.4	1.5	1.7	1.9
Mean of difference	0.551	0.261	0.623	1.002	0.601	0.399	0.328
Standard deviation	0.455	0.501	0.352	0.217	0.411	0.574	1.143
N	7	5	27	3	10	16	21
Level of probability	5%	5%	5%	5%	5%	5%	5%
Standard Error	0.172	0.224	0.068	0.126	0.130	0.143	0.249
Actual t-value	3.203	1.166	9.189	7.984	4.623	2.777	1.316
Critical t-value	2.447	2.776	2.056	4.303	2.262	2.131	2.086
Difference of mean values is	Significant	Random	Significant	Significant	Significant	Significant	Random
Hypothesis is	Supported	Rejected	Supported	Supported	Supported	Supported	Rejected

Hypothesis 3: there is a significant statistical difference between mean values of responses given by respondents from different studies level (graduate and postgraduate).

Question #	1.1	1.2	1.3	1.4	1.5	1.7	1.9
Mean of difference	-0.176	0.060	0.011	0.297	0.073	0.097	0.139
Standard deviation	0.336	0.311	0.981	0.011	0.354	0.552	0.772
N	7	5	27	3	10	16	21
Level of probability	5%	5%	5%	5%	5%	5%	5%
Standard Error	0.127	0.139	0.189	0.006	0.112	0.138	0.168
Actual t-value	1.388	0.432	0.060	48.541	0.655	0.706	0.828
Critical t-value	2.447	2.776	2.056	4.303	2.262	2.131	2.086
Difference of mean values is	Random	Random	Random	Significant	Random	Random	Random
Hypothesis is	Rejected	Rejected	Rejected	Supported	Rejected	Rejected	Rejected

Respondents' importance evaluation of seven core principles of socially responsible behaviour of a future employer

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Latvia									
Accountability	8.68	0.256	9	10	1.282	1.643	5	10	25	0.529
Ethical behaviour	9.04	0.234	9	9	1.172	1.373	5	10	25	0.484
Respect for human rights	9.48	0.184	10	10	0.918	0.843	7	10	25	0.379
Respect for international norms of behaviour	8.00	0.321	8	10	1.607	2.583	5	10	25	0.663
Respect for stakeholder interests	8.40	0.283	9	9	1.414	2.000	5	10	25	0.584
Respect for the rule of law	8.80	0.245	9	10	1.225	1.500	7	10	25	0.506
Transparency	8.44	0.265	9	8	1.325	1.757	5	10	25	0.547
Respondents	Graduate students from Lithuania									
Accountability	8.79	0.395	9	10	1.477	2.181	5	10	14	0.853
Ethical behaviour	9.57	0.202	10	10	0.756	0.571	8	10	14	0.436
Respect for human rights	9.57	0.251	10	10	0.938	0.879	7	10	14	0.541
Respect for international norms of behaviour	9.36	0.248	10	10	0.929	0.863	7	10	14	0.536
Respect for stakeholder interests	8.93	0.339	9	10	1.269	1.610	6	10	14	0.733
Respect for the rule of law	9.29	0.244	10	10	0.914	0.835	8	10	14	0.528
Transparency	9.50	0.174	10	10	0.650	0.423	8	10	14	0.376
Respondents	Graduate students from Spain									
Accountability	8.00	2.000	8	#N/A	2.828	8.000	6	10	2	25.412
Ethical behaviour	8.50	0.500	8.5	#N/A	0.707	0.500	8	9	2	6.353
Respect for human rights	10.00	0.000	10	10	0.000	0.000	10	10	2	0.000
Respect for international norms of behaviour	8.00	1.000	8	#N/A	1.414	2.000	7	9	2	12.706
Respect for stakeholder interests	7.50	0.500	7.5	#N/A	0.707	0.500	7	8	2	6.353
Respect for the rule of law	7.00	1.000	7	#N/A	1.414	2.000	6	8	2	12.706
Transparency	9.00	0.000	9	9	0.000	0.000	9	9	2	0.000

Continuation of Appendix 35

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Undergraduate students from Lithuania									
Accountability	8.90	0.267	9	10	1.667	2.779	2	10	39	0.540
Ethical behaviour	9.26	0.226	10	10	1.409	1.985	3	10	39	0.457
Respect for human rights	9.44	0.155	10	10	0.968	0.937	7	10	39	0.314
Respect for international norms of behaviour	8.28	0.326	9	10	2.038	4.155	1	10	39	0.661
Respect for stakeholder interests	8.18	0.262	8	8	1.636	2.677	3	10	39	0.530
Respect for the rule of law	8.85	0.186	9	10	1.159	1.344	5	10	39	0.376
Transparency	9.46	0.126	10	10	0.790	0.623	7	10	39	0.256
Respondents	Undergraduate students from Spain									
Accountability	8.88	0.342	10	10	1.676	2.810	3	10	24	0.708
Ethical behaviour	7.83	0.416	8.5	10	2.036	4.145	4	10	24	0.860
Respect for human rights	8.92	0.318	10	10	1.558	2.428	5	10	24	0.658
Respect for international norms of behaviour	7.83	0.328	8	9	1.606	2.580	3	10	24	0.678
Respect for stakeholder interests	8.04	0.359	8.5	9	1.756	3.085	3	10	24	0.742
Respect for the rule of law	8.17	0.364	8.5	9	1.786	3.188	3	10	24	0.754
Transparency	8.83	0.305	9.5	10	1.494	2.232	5	10	24	0.631

**Respondents' importance evaluation of a future employer's activity in the areas assessed
calculating Sustainability Index in Latvia**

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Latvia									
Environment	7.44	0.421	8	9	2.103	4.423	3	10	25	0.868
Market relations	7.44	0.347	8	7	1.734	3.007	4	10	25	0.716
Society	8.00	0.321	8	8	1.607	2.583	5	10	25	0.663
Strategy	7.68	0.315	8	8	1.574	2.477	4	10	25	0.650
Work environment	8.60	0.252	8	8	1.258	1.583	5	10	25	0.519
Respondents	Graduate students from Lithuania									
Environment	8.43	0.272	8.5	9	1.016	1.033	7	10	14	0.587
Market relations	8.29	0.163	8	8	0.611	0.374	7	9	14	0.353
Society	9.07	0.221	9	10	0.829	0.687	8	10	14	0.479
Strategy	8.71	0.354	9	10	1.326	1.758	6	10	14	0.766
Work environment	9.64	0.133	10	10	0.497	0.247	9	10	14	0.287
Respondents	Graduate students from Spain									
Environment	9.00	0.000	9	9	0.000	0.000	9	9	2	0.000
Market relations	9.00	0.000	9	9	0.000	0.000	9	9	2	0.000
Society	7.50	1.500	7.5	#N/A	2.121	4.500	6	9	2	19.059
Strategy	9.00	0.000	9	9	0.000	0.000	9	9	2	0.000
Work environment	8.50	1.500	8.5	#N/A	2.121	4.500	7	10	2	19.059
Respondents	Undergraduate students from Lithuania									
Environment	7.90	0.274	8	8	1.714	2.937	2	10	39	0.555
Market relations	7.38	0.251	8	8	1.566	2.453	3	10	39	0.508
Society	8.54	0.240	9	9	1.502	2.255	3	10	39	0.487
Strategy	8.28	0.316	9	10	1.973	3.892	1	10	39	0.640
Work environment	9.74	0.080	10	10	0.498	0.248	8	10	39	0.162
Respondents	Undergraduate students from Spain									
Environment	7.42	0.446	8	8	2.185	4.775	2	10	24	0.923
Market relations	7.92	0.361	8	10	1.767	3.123	4	10	24	0.746
Society	7.88	0.392	8	8	1.918	3.679	4	10	24	0.810
Strategy	8.21	0.282	8	9	1.382	1.911	5	10	24	0.584
Work environment	9.13	0.220	9.5	10	1.076	1.158	6	10	24	0.454

Respondents' importance evaluation of a future employer's employer brand elements

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Latvia									
What the organisation* is	5.08	0.469	5	5	2.344	5.493	1	9	25	0.967
What organisation* offers for employees	9.24	0.176	9	10	0.879	0.773	7	10	25	0.363
Organisational* processes (vision, mission, goals)	7.08	0.316	7	7	1.579	2.493	4	10	25	0.652
What kind of employees employed	8.24	0.318	8	10	1.589	2.523	4	10	25	0.656
What is expected from employees	7.88	0.267	8	9	1.333	1.777	5	10	25	0.550
Internal communication	8.36	0.270	8	8	1.350	1.823	5	10	25	0.557
Rewards and recognition	7.88	0.291	8	9	1.453	2.110	4	10	25	0.600
Learning and development	8.40	0.245	8	8	1.225	1.500	6	10	25	0.506
Service support	6.60	0.455	7	9	2.273	5.167	1	9	25	0.938
Measurement system	7.52	0.337	7	7	1.686	2.843	4	10	25	0.696
Current culture and ethics in the organisation	8.60	0.311	9	9	1.555	2.417	4	10	25	0.642
Job opportunities	8.64	0.207	9	9	1.036	1.073	6	10	25	0.428
Job learning opportunities	8.80	0.356	9	10	1.780	3.167	3	10	25	0.735
Key functions and specific characteristics	8.28	0.248	9	9	1.242	1.543	6	10	25	0.513
Introduction program for new employees	8.08	0.300	8	9	1.498	2.243	5	10	25	0.618
Advancement opportunities	9.20	0.163	9	9	0.816	0.667	7	10	25	0.337
Career programs	8.48	0.272	9	8	1.358	1.843	4	10	25	0.560
Benefits and compensation system	8.28	0.297	9	9	1.487	2.210	4	10	25	0.614
Working environment	9.04	0.196	9	10	0.978	0.957	7	10	25	0.404
Recruitment and induction	7.60	0.300	8	8	1.500	2.250	4	10	25	0.619
Team management	8.16	0.275	8	8	1.375	1.890	6	10	25	0.567
Performance appraisal	7.72	0.453	8	9	2.264	5.127	1	10	25	0.935
Past achievements	6.92	0.424	7	8	2.120	4.493	1	10	25	0.875
Social activities, sponsorship etc.	6.40	0.436	7	5	2.179	4.750	2	10	25	0.900
Products and services ratings	7.16	0.368	7	9	1.841	3.390	3	10	25	0.760

*Organisation that a respondent is considering to work for

Continuation of Appendix 37

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Lithuania									
What the organisation* is	8.79	0.366	9	10	1.369	1.874	6	10	14	0.790
What organisation* offers for employees	9.43	0.202	10	10	0.756	0.571	8	10	14	0.436
Organisational* processes (vision, mission, goals)	8.57	0.416	9	8	1.555	2.418	4	10	14	0.898
What kind of employees employed	8.43	0.291	8.5	9	1.089	1.187	6	10	14	0.629
What is expected from employees	9.07	0.221	9	10	0.829	0.687	8	10	14	0.479
Internal communication	9.14	0.275	9.5	10	1.027	1.055	7	10	14	0.593
Rewards and recognition	8.43	0.465	9	9	1.742	3.033	5	10	14	1.006
Learning and development	9.57	0.173	10	10	0.646	0.418	8	10	14	0.373
Service support	8.43	0.343	9	9	1.284	1.648	6	10	14	0.741
Measurement system	9.00	0.314	9.5	10	1.177	1.385	7	10	14	0.679
Current culture and ethics in the organisation	9.29	0.286	10	10	1.069	1.143	7	10	14	0.617
Job opportunities	9.86	0.097	10	10	0.363	0.132	9	10	14	0.210
Job learning opportunities	9.50	0.174	10	10	0.650	0.423	8	10	14	0.376
Key functions and specific characteristics	8.93	0.305	9	10	1.141	1.302	7	10	14	0.659
Introduction program for new employees	9.57	0.137	10	10	0.514	0.264	9	10	14	0.297
Advancement opportunities	9.64	0.169	10	10	0.633	0.401	8	10	14	0.366
Career programs	9.57	0.202	10	10	0.756	0.571	8	10	14	0.436
Benefits and compensation system	9.07	0.339	9.5	10	1.269	1.610	6	10	14	0.733
Working environment	9.64	0.169	10	10	0.633	0.401	8	10	14	0.366
Recruitment and induction	9.29	0.266	10	10	0.994	0.989	7	10	14	0.574
Team management	9.43	0.228	10	10	0.852	0.725	7	10	14	0.492
Performance appraisal	9.50	0.174	10	10	0.650	0.423	8	10	14	0.376
Past achievements	8.93	0.305	9	9	1.141	1.302	6	10	14	0.659
Social activities, sponsorship etc.	8.86	0.390	9	10	1.460	2.132	5	10	14	0.843
Products and services ratings	9.00	0.257	9	9	0.961	0.923	7	10	14	0.555

*Organisation that a respondent is considering to work for

Continuation of Appendix 37

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Spain									
What the organisation* is	7.00	1.000	7	#N/A	1.414	2.000	6	8	2	12.706
What organisation* offers for employees	7.50	1.500	7.5	#N/A	2.121	4.500	6	9	2	19.059
Organisational* processes (vision, mission, goals)	7.00	0.000	7	7	0.000	0.000	7	7	2	0.000
What kind of employees employed	5.50	1.500	5.5	#N/A	2.121	4.500	4	7	2	19.059
What is expected from employees	6.00	1.000	6	#N/A	1.414	2.000	5	7	2	12.706
Internal communication	7.00	1.000	7	#N/A	1.414	2.000	6	8	2	12.706
Rewards and recognition	8.50	0.500	8.5	#N/A	0.707	0.500	8	9	2	6.353
Learning and development	9.00	0.000	9	9	0.000	0.000	9	9	2	0.000
Service support	7.50	0.500	7.5	#N/A	0.707	0.500	7	8	2	6.353
Measurement system	6.00	0.000	6	6	0.000	0.000	6	6	2	0.000
Current culture and ethics in the organisation	7.50	0.500	7.5	#N/A	0.707	0.500	7	8	2	6.353
Job opportunities	8.50	0.500	8.5	#N/A	0.707	0.500	8	9	2	6.353
Job learning opportunities	8.50	0.500	8.5	#N/A	0.707	0.500	8	9	2	6.353
Key functions and specific characteristics	5.00	1.000	5	#N/A	1.414	2.000	4	6	2	12.706
Introduction program for new employees	6.50	1.500	6.5	#N/A	2.121	4.500	5	8	2	19.059
Advancement opportunities	7.00	1.000	7	#N/A	1.414	2.000	6	8	2	12.706
Career programs	7.50	0.500	7.5	#N/A	0.707	0.500	7	8	2	6.353
Benefits and compensation system	8.50	0.500	8.5	#N/A	0.707	0.500	8	9	2	6.353
Working environment	8.50	1.500	8.5	#N/A	2.121	4.500	7	10	2	19.059
Recruitment and induction	6.50	1.500	6.5	#N/A	2.121	4.500	5	8	2	19.059
Team management	7.50	1.500	7.5	#N/A	2.121	4.500	6	9	2	19.059
Performance appraisal	6.50	0.500	6.5	#N/A	0.707	0.500	6	7	2	6.353
Past achievements	4.50	1.500	4.5	#N/A	2.121	4.500	3	6	2	19.059
Social activities, sponsorship etc.	5.50	0.500	5.5	#N/A	0.707	0.500	5	6	2	6.353
Products and services ratings	5.50	0.500	5.5	#N/A	0.707	0.500	5	6	2	6.353

*Organisation that a respondent is considering to work for

Continuation of Appendix 37

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Undergraduate students from Lithuania									
What the organisation* is	8.44	0.300	9	10	1.875	3.516	1	10	39	0.608
What organisation* offers for employees	9.03	0.266	10	10	1.662	2.762	1	10	39	0.539
Organisational* processes (vision, mission, goals)	7.62	0.324	8	9	2.021	4.085	2	10	39	0.655
What kind of employees employed	7.51	0.362	8	9	2.258	5.099	1	10	39	0.732
What is expected from employees	8.82	0.190	9	9	1.189	1.414	5	10	39	0.386
Internal communication	9.00	0.172	9	10	1.076	1.158	6	10	39	0.349
Rewards and recognition	7.87	0.263	8	9	1.641	2.694	4	10	39	0.532
Learning and development	8.59	0.190	9	9	1.186	1.406	6	10	39	0.384
Service support	8.62	0.197	9	9	1.227	1.506	5	10	39	0.398
Measurement system	8.31	0.247	9	9	1.542	2.377	5	10	39	0.500
Current culture and ethics in the organisation	8.64	0.256	9	10	1.597	2.552	4	10	39	0.518
Job opportunities	9.31	0.169	10	10	1.055	1.113	5	10	39	0.342
Job learning opportunities	8.90	0.267	9	10	1.667	2.779	1	10	39	0.540
Key functions and specific characteristics	8.46	0.291	9	9	1.819	3.308	1	10	39	0.590
Introduction program for new employees	8.56	0.262	9	9	1.635	2.673	1	10	39	0.530
Advancement opportunities	9.28	0.191	10	10	1.191	1.418	5	10	39	0.386
Career programs	9.05	0.201	10	10	1.255	1.576	5	10	39	0.407
Benefits and compensation system	8.77	0.185	9	9	1.158	1.340	6	10	39	0.375
Working environment	9.33	0.144	10	10	0.898	0.807	6	10	39	0.291
Recruitment and induction	9.13	0.161	9	10	1.005	1.009	6	10	39	0.326
Team management	8.54	0.254	9	9	1.587	2.518	2	10	39	0.514
Performance appraisal	8.74	0.234	9	10	1.464	2.143	4	10	39	0.475
Past achievements	7.74	0.272	8	8	1.697	2.880	5	10	39	0.550
Social activities, sponsorship etc.	7.23	0.327	8	8	2.045	4.182	2	10	39	0.663
Products and services ratings	7.92	0.209	8	9	1.306	1.704	5	10	39	0.423

*Organisation that a respondent is considering to work for

Continuation of Appendix 37

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Undergraduate students from Spain									
What the organisation* is	7.83	0.280	8	8	1.373	1.884	5	10	24	0.580
What organisation* offers for employees	8.50	0.255	8.5	10	1.251	1.565	6	10	24	0.528
Organisational* processes (vision, mission, goals)	7.83	0.328	8	8	1.606	2.580	5	10	24	0.678
What kind of employees employed	7.25	0.486	8	8	2.382	5.674	1	10	24	1.006
What is expected from employees	7.88	0.284	8	8	1.393	1.940	5	10	24	0.588
Internal communication	8.58	0.269	9	8	1.316	1.732	5	10	24	0.556
Rewards and recognition	9.08	0.190	9	10	0.929	0.862	7	10	24	0.392
Learning and development	9.25	0.211	10	10	1.032	1.065	6	10	24	0.436
Service support	8.71	0.285	9	10	1.398	1.955	5	10	24	0.590
Measurement system	6.75	0.320	7	7	1.567	2.457	4	10	24	0.662
Current culture and ethics in the organisation	7.50	0.371	8	9	1.818	3.304	2	10	24	0.768
Job opportunities	8.75	0.257	9	9	1.260	1.587	5	10	24	0.532
Job learning opportunities	8.63	0.281	9	10	1.377	1.897	6	10	24	0.582
Key functions and specific characteristics	7.71	0.252	7.5	7	1.233	1.520	5	10	24	0.521
Introduction program for new employees	8.25	0.342	8.5	10	1.675	2.804	5	10	24	0.707
Advancement opportunities	8.50	0.301	9	10	1.474	2.174	6	10	24	0.623
Career programs	7.88	0.448	8	10	2.193	4.810	2	10	24	0.926
Benefits and compensation system	8.17	0.402	8	8	1.971	3.884	2	10	24	0.832
Working environment	8.63	0.323	9	10	1.583	2.505	5	10	24	0.668
Recruitment and induction	7.17	0.328	7.5	8	1.606	2.580	5	10	24	0.678
Team management	7.83	0.428	8	10	2.099	4.406	2	10	24	0.886
Performance appraisal	7.42	0.408	8	8	1.998	3.993	2	10	24	0.844
Past achievements	6.71	0.547	7.5	8	2.678	7.172	1	10	24	1.131
Social activities, sponsorship etc.	6.25	0.479	6.5	5	2.345	5.500	1	10	24	0.990
Products and services ratings	6.79	0.518	7.5	8	2.536	6.433	1	10	24	1.071

*Organisation that a respondent is considering to work for

Respondents' importance evaluation of a future employer's status

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Latvia									
If an organisation* have good employer brand	7.56	0.396	8	7	1.981	3.923	1	10	25	0.818
If an organisation* is socially responsible	7.48	0.409	8	8	2.044	4.177	3	10	25	0.844
If organisation* is included in different kind of recognized ratings	6.16	0.489	6	5	2.444	5.973	1	10	25	1.009
Respondents	Graduate students from Lithuania									
If an organisation* have good employer brand	9.00	0.234	9	8	0.877	0.769	8	10	14	0.506
If an organisation* is socially responsible	9.21	0.261	9.5	10	0.975	0.951	7	10	14	0.563
If organisation* is included in different kind of recognized ratings	8.71	0.304	9	9	1.139	1.297	7	10	14	0.657
Respondents	Graduate students from Spain									
If an organisation* have good employer brand	8.50	0.500	8.5	#N/A	0.707	0.500	8	9	2	6.353
If an organisation* is socially responsible	8.50	0.500	8.5	#N/A	0.707	0.500	8	9	2	6.353
If organisation* is included in different kind of recognized ratings	5.50	1.500	5.5	#N/A	2.121	4.500	4	7	2	19.059
Respondents	Undergraduate students from Lithuania									
If an organisation* have good employer brand	8.85	0.154	9	9	0.961	0.923	6	10	39	0.311
If an organisation* is socially responsible	8.72	0.238	9	9	1.486	2.208	2	10	39	0.482
If organisation* is included in different kind of recognized ratings	7.69	0.308	8	9	1.922	3.692	2	10	39	0.623
Respondents	Undergraduate students from Spain									
If an organisation* have good employer brand	7.67	0.416	8	8	2.036	4.145	1	10	24	0.860
If an organisation* is socially responsible	7.96	0.383	8	8	1.876	3.520	2	10	24	0.792
If organisation* is included in different kind of recognized ratings	6.63	0.416	7	5	2.039	4.158	2	10	24	0.861

*Organisation that a respondent is considering to work for

Likeliness of respondents' choice to work in the certain areas

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Latvia									
Accommodation and catering services	3.76	0.536	4	1	2.681	7.190	1	8	25	1.107
Activities of extraterritorial organisations and bodies	4.80	0.539	5	7	2.693	7.250	1	10	25	1.111
Administrative and support service activities	5.76	0.487	6	8	2.437	5.940	1	9	25	1.006
Agriculture, Forestry and Fisheries	3.32	0.515	2	1	2.577	6.643	1	8	25	1.064
Arts, entertainment and leisure	5.76	0.524	7	8	2.619	6.857	1	10	25	1.081
Building	2.88	0.514	2	1	2.571	6.610	1	10	25	1.061
Education	5.88	0.598	7	9	2.991	8.943	1	10	25	1.234
Electricity, gas, steam and air conditioning supply	3.04	0.438	2	1	2.189	4.790	1	7	25	0.903
Financial and insurance activities	4.64	0.556	4	1	2.782	7.740	1	9	25	1.148
Household as employer; undifferentiated goods and services producing activities that household creates for its own use	2.92	0.483	1	1	2.414	5.827	1	8	25	0.996
Human health and social work activities	4.88	0.662	4	1	3.308	10.943	1	10	25	1.366
Information and communication	6.88	0.397	7	9	1.986	3.943	2	9	25	0.820
Manufacturing	3.92	0.619	3	1	3.095	9.577	1	10	25	1.277
Mining and quarrying	2.92	0.458	2	1	2.290	5.243	1	8	25	0.945
Professional, scientific and technical services	5.16	0.690	7	1	3.448	11.890	1	10	25	1.423
Public administration and security, compulsory social insurance	8.16	0.330	8	10	1.650	2.723	4	10	25	0.681
Real estate	5.12	0.636	5	1	3.180	10.110	1	10	25	1.312
Transportation and Storage	3.72	0.639	2	1	3.195	10.210	1	10	25	1.319
Water supply; sewerage, waste management and remediation activities	3.16	0.550	2	1	2.749	7.557	1	9	25	1.135
Wholesale and retail trade	3.48	0.490	3	1	2.452	6.010	1	8	25	1.012
Other services	3.56	0.583	3	1	2.917	8.507	1	10	25	1.204

Continuation of Appendix 39

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Lithuania									
Accommodation and catering services	4.14	0.748	4	1	2.797	7.824	1	9	14	1.615
Activities of extraterritorial organisations and bodies	4.21	0.840	4	1	3.142	9.874	1	9	14	1.814
Administrative and support service activities	7.50	0.732	8.5	10	2.739	7.500	2	10	14	1.581
Agriculture, Forestry and Fisheries	4.00	0.719	3.5	2	2.689	7.231	1	9	14	1.553
Arts, entertainment and leisure	5.00	0.784	5	1	2.935	8.615	1	10	14	1.695
Building	3.21	0.720	2.5	1	2.694	7.258	1	9	14	1.556
Education	6.79	0.813	7	10	3.043	9.258	1	10	14	1.757
Electricity, gas, steam and air conditioning supply	3.29	0.801	2	1	2.998	8.989	1	10	14	1.731
Financial and insurance activities	5.79	0.903	6.5	1	3.378	11.412	1	10	14	1.951
Household as employer; undifferentiated goods and services producing activities that household creates for its own use	3.07	0.642	2.5	1	2.401	5.764	1	8	14	1.386
Human health and social work activities	5.71	0.808	5.5	3	3.024	9.143	1	10	14	1.746
Information and communication	5.93	0.880	7	1	3.293	10.841	1	10	14	1.901
Manufacturing	2.86	0.601	2	1	2.248	5.055	1	7	14	1.298
Mining and quarrying	1.93	0.438	1	1	1.639	2.687	1	7	14	0.946
Professional, scientific and technical services	4.86	0.851	6	8	3.183	10.132	1	9	14	1.838
Public administration and security, compulsory social insurance	5.86	0.966	7.5	8	3.613	13.055	1	10	14	2.086
Real estate	4.79	0.827	4.5	8	3.093	9.566	1	9	14	1.786
Transportation and Storage	3.86	0.818	2.5	1	3.060	9.363	1	10	14	1.767
Water supply; sewerage, waste management and remediation activities	2.50	0.627	1	1	2.345	5.500	1	8	14	1.354
Wholesale and retail trade	2.64	0.723	1	1	2.706	7.324	1	8	14	1.563
Other services	5.36	0.823	6.5	8	3.079	9.478	1	9	14	1.778

Continuation of Appendix 39

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Spain									
Accommodation and catering services	3.50	2.500	3.5	#N/A	3.536	12.500	1	6	2	31.766
Activities of extraterritorial organisations and bodies	2.50	0.500	2.5	#N/A	0.707	0.500	2	3	2	6.353
Administrative and support service activities	4.50	2.500	4.5	#N/A	3.536	12.500	2	7	2	31.766
Agriculture, Forestry and Fisheries	2.50	1.500	2.5	#N/A	2.121	4.500	1	4	2	19.059
Arts, entertainment and leisure	5.00	1.000	5	#N/A	1.414	2.000	4	6	2	12.706
Building	1.00	0.000	1	1	0.000	0.000	1	1	2	0.000
Education	7.00	0.000	7	7	0.000	0.000	7	7	2	0.000
Electricity, gas, steam and air conditioning supply	1.00	0.000	1	1	0.000	0.000	1	1	2	0.000
Financial and insurance activities	2.50	1.500	2.5	#N/A	2.121	4.500	1	4	2	19.059
Household as employer; undifferentiated goods and services producing activities that household creates for its own use	3.50	0.500	3.5	#N/A	0.707	0.500	3	4	2	6.353
Human health and social work activities	3.50	2.500	3.5	#N/A	3.536	12.500	1	6	2	31.766
Information and communication	5.50	1.500	5.5	#N/A	2.121	4.500	4	7	2	19.059
Manufacturing	3.00	2.000	3	#N/A	2.828	8.000	1	5	2	25.412
Mining and quarrying	1.00	0.000	1	1	0.000	0.000	1	1	2	0.000
Professional, scientific and technical services	2.50	1.500	2.5	#N/A	2.121	4.500	1	4	2	19.059
Public administration and security, compulsory social insurance	9.50	0.500	9.5	#N/A	0.707	0.500	9	10	2	6.353
Real estate	2.00	1.000	2	#N/A	1.414	2.000	1	3	2	12.706
Transportation and Storage	1.50	0.500	1.5	#N/A	0.707	0.500	1	2	2	6.353
Water supply; sewerage, waste management and remediation activities	2.50	0.500	2.5	#N/A	0.707	0.500	2	3	2	6.353
Wholesale and retail trade	7.00	0.000	7	7	0.000	0.000	7	7	2	0.000
Other services	6.00	1.000	6	#N/A	1.414	2.000	5	7	2	12.706

Continuation of Appendix 39

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Undergraduate students from Lithuania									
Accommodation and catering services	5.59	0.461	6	9	2.881	8.301	1	10	39	0.934
Activities of extraterritorial organisations and bodies	4.51	0.480	4	1	2.999	8.993	1	10	39	0.972
Administrative and support service activities	8.28	0.343	9	9	2.139	4.576	1	10	39	0.693
Agriculture, Forestry and Fisheries	4.00	0.489	3	1	3.052	9.316	1	10	39	0.989
Arts, entertainment and leisure	5.51	0.504	5	8	3.145	9.888	1	10	39	1.019
Building	3.18	0.448	2	1	2.799	7.835	1	10	39	0.907
Education	5.56	0.509	6	1	3.177	10.094	1	10	39	1.030
Electricity, gas, steam and air conditioning supply	3.00	0.414	2	1	2.585	6.684	1	10	39	0.838
Financial and insurance activities	5.44	0.469	6	8	2.927	8.568	1	10	39	0.949
Household as employer; undifferentiated goods and services producing activities that household creates for its own use	4.03	0.458	4	1	2.861	8.184	1	10	39	0.927
Human health and social work activities	5.13	0.493	6	1	3.079	9.483	1	10	39	0.998
Information and communication	6.26	0.467	7	9	2.917	8.511	1	10	39	0.946
Manufacturing	3.46	0.456	2	1	2.846	8.097	1	10	39	0.922
Mining and quarrying	2.56	0.383	1	1	2.393	5.726	1	10	39	0.776
Professional, scientific and technical services	4.44	0.511	4	1	3.194	10.200	1	10	39	1.035
Public administration and security, compulsory social insurance	6.82	0.428	7	9	2.674	7.151	1	10	39	0.867
Real estate	4.41	0.502	4	1	3.135	9.827	1	10	39	1.016
Transportation and Storage	3.97	0.508	3	1	3.175	10.078	1	10	39	1.029
Water supply; sewerage, waste management and remediation activities	2.74	0.422	1	1	2.633	6.933	1	10	39	0.854
Wholesale and retail trade	3.18	0.475	1	1	2.964	8.783	1	10	39	0.961
Other services	6.23	0.431	6	5	2.690	7.235	1	10	39	0.872

Continuation of Appendix 39

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Undergraduate students from Spain									
Accommodation and catering services	4.96	0.630	5	1	3.085	9.520	1	10	24	1.303
Activities of extraterritorial organisations and bodies	6.08	0.577	7	8	2.827	7.993	1	10	24	1.194
Administrative and support service activities	6.96	0.597	8	10	2.926	8.563	1	10	24	1.236
Agriculture, Forestry and Fisheries	2.54	0.430	1	1	2.105	4.433	1	8	24	0.889
Arts, entertainment and leisure	3.33	0.495	3	1	2.426	5.884	1	8	24	1.024
Building	2.71	0.498	1	1	2.440	5.955	1	9	24	1.030
Education	5.58	0.507	6.5	8	2.483	6.167	1	8	24	1.049
Electricity, gas, steam and air conditioning supply	2.21	0.442	1	1	2.167	4.694	1	7	24	0.915
Financial and insurance activities	6.17	0.592	6	5	2.899	8.406	1	10	24	1.224
Household as employer; undifferentiated goods and services producing activities that household creates for its own use	3.42	0.583	2	1	2.858	8.167	1	10	24	1.207
Human health and social work activities	3.96	0.512	5	1	2.510	6.303	1	9	24	1.060
Information and communication	5.21	0.651	6	1	3.189	10.172	1	10	24	1.347
Manufacturing	3.25	0.486	2.5	1	2.382	5.674	1	8	24	1.006
Mining and quarrying	2.04	0.392	1	1	1.922	3.694	1	8	24	0.812
Professional, scientific and technical services	4.58	0.628	4	1	3.078	9.471	1	10	24	1.300
Public administration and security, compulsory social insurance	8.75	0.400	10	10	1.962	3.848	2	10	24	0.828
Real estate	2.83	0.576	1	1	2.823	7.971	1	10	24	1.192
Transportation and Storage	3.21	0.558	1.5	1	2.734	7.476	1	10	24	1.155
Water supply; sewerage, waste management and remediation activities	2.71	0.519	1	1	2.545	6.476	1	9	24	1.075
Wholesale and retail trade	5.42	0.637	5.5	1	3.120	9.732	1	10	24	1.317
Other services	5.50	0.662	5	1	3.244	10.522	1	10	24	1.370

**Job advertisement sections' importance for the respondents considering an application
for an offered position**

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Latvia									
Application instructions / competition description	8.16	0.450	9	9	2.249	5.057	2	10	25	0.928
Documents required for application	7.44	0.526	8	9	2.631	6.923	1	10	25	1.086
Introduction text and/or employer description	6.88	0.488	8	8	2.438	5.943	1	10	25	1.006
Job responsibilities/occupation objectives	8.96	0.220	9	9	1.098	1.207	6	10	25	0.453
Logo of employer	4.76	0.555	5	3	2.773	7.690	1	10	25	1.145
Name of a vacant position	7.88	0.593	9	10	2.963	8.777	1	10	25	1.223
Name of employer	7.36	0.568	8	10	2.841	8.073	2	10	25	1.173
Offers for employee (e.g. motivational salary, active work environment, etc.)	8.64	0.282	9	9	1.411	1.990	5	10	25	0.582
Requirements for an applicant	9.00	0.271	10	10	1.354	1.833	5	10	25	0.559
<i>Working hours and place</i>	8.82	0.256	9	10	1.282	1.643	5	10	25	0.529
Respondents	Graduate students from Lithuania									
Application instructions / competition description	8.43	0.402	9	9	1.505	2.264	5	10	14	0.869
Documents required for application	8.07	0.597	9	9	2.235	4.995	1	10	14	1.290
Introduction text and/or employer description	8.71	0.221	8.5	8	0.825	0.681	8	10	14	0.477
Job responsibilities/occupation objectives	9.07	0.245	9	9	0.917	0.841	7	10	14	0.529
Logo of employer	6.43	0.709	7.5	9	2.652	7.033	1	9	14	1.531
Name of a vacant position	7.07	0.597	7.5	7	2.235	4.995	1	10	14	1.290
Name of employer	7.00	0.655	7.5	8	2.449	6.000	1	10	14	1.414
Offers for employee (e.g. motivational salary, active work environment, etc.)	8.71	0.412	9	10	1.541	2.374	5	10	14	0.890
Requirements for an applicant	8.50	0.374	8.5	10	1.401	1.962	6	10	14	0.809
<i>Working hours and place</i>	9.07	0.305	9.5	10	1.141	1.302	7	10	14	0.659

Continuation of Appendix 40

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Spain									
Application instructions / competition description	7.00	1.000	7	#N/A	1.414	2.000	6	8	2	12.706
Documents required for application	7.50	0.500	7.5	#N/A	0.707	0.500	7	8	2	6.353
Introduction text and/or employer description	5.50	2.500	5.5	#N/A	3.536	12.500	3	8	2	31.766
Job responsibilities/occupation objectives	9.50	0.500	9.5	#N/A	0.707	0.500	9	10	2	6.353
Logo of employer	4.50	1.500	4.5	#N/A	2.121	4.500	3	6	2	19.059
Name of a vacant position	8.00	1.000	8	#N/A	1.414	2.000	7	9	2	12.706
Name of employer	5.00	2.000	5	#N/A	2.828	8.000	3	7	2	25.412
Offers for employee (e.g. motivational salary, active work environment, etc.)	8.00	1.000	8	#N/A	1.414	2.000	7	9	2	12.706
Requirements for an applicant	8.50	0.500	8.5	#N/A	0.707	0.500	8	9	2	6.353
<i>Working hours and place</i>	8.50	1.500	8.5	#N/A	2.121	4.500	7	10	2	19.059

Continuation of Appendix 40

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Undergraduate students from Lithuania									
Application instructions / competition description	8.33	0.224	8	8	1.402	1.965	4	10	39	0.454
Documents required for application	8.36	0.271	9	9	1.693	2.868	2	10	39	0.549
Introduction text and/or employer description	8.00	0.235	8	9	1.469	2.158	5	10	39	0.476
Job responsibilities/occupation objectives	9.00	0.198	9	10	1.235	1.526	5	10	39	0.400
Logo of employer	5.67	0.426	6	6	2.659	7.070	1	10	39	0.862
Name of a vacant position	7.77	0.302	8	9	1.884	3.551	3	10	39	0.611
Name of employer	6.97	0.351	7	8	2.194	4.815	1	10	39	0.711
Offers for employee (e.g. motivational salary, active work environment, etc.)	9.28	0.147	10	10	0.916	0.839	7	10	39	0.297
Requirements for an applicant	9.08	0.162	9	10	1.010	1.020	7	10	39	0.327
<i>Working hours and place</i>	9.26	0.150	10	10	0.938	0.880	7	10	39	0.304
Respondents	Undergraduate students from Spain									
Application instructions / competition description	7.63	0.334	8	8	1.637	2.679	5	10	24	0.691
Documents required for application	7.79	0.390	8	10	1.911	3.650	4	10	24	0.807
Introduction text and/or employer description	7.54	0.385	8	9	1.888	3.563	3	10	24	0.797
Job responsibilities/occupation objectives	8.92	0.248	9	10	1.213	1.471	6	10	24	0.512
Logo of employer	5.79	0.538	6	7	2.637	6.955	1	10	24	1.114
Name of a vacant position	6.67	0.598	8	9	2.929	8.580	1	10	24	1.237
Name of employer	5.75	0.623	6	7	3.054	9.326	1	10	24	1.290
Offers for employee (e.g. motivational salary, active work environment, etc.)	8.58	0.340	9	10	1.666	2.775	5	10	24	0.703
Requirements for an applicant	8.29	0.348	9	9	1.706	2.911	5	10	24	0.720
<i>Working hours and place</i>	8.75	0.418	9	10	2.048	4.196	1	10	24	0.865

Job advertisement's offers section's kinds of information importance for the respondents considering an application for an offered position, mean values by country

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Latvia									
A room for creativity on the working place	7.64	0.391	8	9	1.955	3.823	2	10	25	0.807
Benefits	8.08	0.270	8	8	1.352	1.827	5	10	25	0.558
Career/Professional growth possibilities	8.96	0.204	9	9	1.020	1.040	6	10	25	0.421
Challenging tasks	7.00	0.342	7	7	1.708	2.917	1	9	25	0.705
Covered business trips	8.52	0.400	9	10	2.002	4.010	2	10	25	0.827
Distant work possibilities	6.52	0.520	7	7	2.600	6.760	1	10	25	1.073
Fast Career/Professional growth possibilities	7.28	0.418	7	7	2.092	4.377	1	10	25	0.864
Flexible working hours	8.00	0.370	8	8	1.848	3.417	3	10	25	0.763
Insurance	7.24	0.401	7	8	2.006	4.023	3	10	25	0.828
Learning opportunities	8.52	0.375	9	9	1.873	3.510	2	10	25	0.773
Personal working equipment with possibility to use them outside working hours (e.g. a smartphone, laptop, car, etc.)	6.76	0.558	7	10	2.788	7.773	1	10	25	1.151
Professional development possibilities	8.12	0.307	8	10	1.536	2.360	5	10	25	0.634
Salary	8.96	0.227	9	10	1.136	1.290	6	10	25	0.469
Salary that partly depends on the working results	8.32	0.350	9	10	1.749	3.060	4	10	25	0.722
Social and medical benefits	8.64	0.326	10	10	1.630	2.657	5	10	25	0.673
Work in a multicultural environment	5.68	0.525	7	7	2.626	6.893	1	9	25	1.084

Continuation of Appendix 41

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Lithuania									
A room for creativity on the working place	6.93	0.929	8	10	3.474	12.071	1	10	14	2.006
Benefits	8.79	0.318	9	9	1.188	1.412	5	10	14	0.686
Career/Professional growth possibilities	9.43	0.251	10	10	0.938	0.879	7	10	14	0.541
Challenging tasks	8.36	0.440	8.5	10	1.646	2.709	5	10	14	0.950
Covered business trips	8.55	0.593	9	10	1.968	3.873	4	10	11	1.322
Distant work possibilities	8.29	0.450	8.5	10	1.684	2.835	4	10	14	0.972
Fast Career/Professional growth possibilities	9.29	0.266	10	10	0.994	0.989	7	10	14	0.574
Flexible working hours	8.71	0.633	9	9	2.367	5.604	1	10	14	1.367
Insurance	9.71	0.163	10	10	0.611	0.374	8	10	14	0.353
Learning opportunities	9.50	0.292	10	10	1.092	1.192	6	10	14	0.630
Personal working equipment with possibility to use them outside working hours (e.g. a smartphone, laptop, car, etc.)	7.21	0.813	8.5	9	3.043	9.258	1	10	14	1.757
Professional development possibilities	9.86	0.097	10	10	0.363	0.132	9	10	14	0.210
Salary	9.79	0.114	10	10	0.426	0.181	9	10	14	0.246
Salary that partly depends on the working results	8.86	0.361	9	10	1.351	1.824	6	10	14	0.780
Social and medical benefits	9.43	0.251	10	10	0.938	0.879	7	10	14	0.541
Work in a multicultural environment	7.07	0.802	7.5	10	2.999	8.995	2	10	14	1.732

Continuation of Appendix 41

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Graduate students from Spain									
A room for creativity on the working place	3.00	1.000	3	#N/A	1.414	2.000	2	4	2	12.706
Benefits	7.00	1.000	7	#N/A	1.414	2.000	6	8	2	12.706
Career/Professional growth possibilities	6.50	1.500	6.5	#N/A	2.121	4.500	5	8	2	19.059
Challenging tasks	7.00	0.000	7	7	0.000	0.000	7	7	2	0.000
Covered business trips	7.50	0.500	7.5	#N/A	0.707	0.500	7	8	2	6.353
Distant work possibilities	7.50	0.500	7.5	#N/A	0.707	0.500	7	8	2	6.353
Fast Career/Professional growth possibilities	7.00	2.000	7	#N/A	2.828	8.000	5	9	2	25.412
Flexible working hours	5.00	1.000	5	#N/A	1.414	2.000	4	6	2	12.706
Insurance	7.50	0.500	7.5	#N/A	0.707	0.500	7	8	2	6.353
Learning opportunities	7.00	1.000	7	#N/A	1.414	2.000	6	8	2	12.706
Personal working equipment with possibility to use them outside working hours (e.g. a smartphone, laptop, car, etc.)	5.00	2.000	5	#N/A	2.828	8.000	3	7	2	25.412
Professional development possibilities	8.50	0.500	8.5	#N/A	0.707	0.500	8	9	2	6.353
Salary	7.50	1.500	7.5	#N/A	2.121	4.500	6	9	2	19.059
Salary that partly depends on the working results	5.50	1.500	5.5	#N/A	2.121	4.500	4	7	2	19.059
Social and medical benefits	6.50	1.500	6.5	#N/A	2.121	4.500	5	8	2	19.059
Work in a multicultural environment	5.00	0.000	5	#N/A	#DIV/0!	#DIV/0!	5	5	1	#NUM!

Continuation of Appendix 41

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Undergraduate students from Lithuania									
A room for creativity on the working place	5.59	0.488	6	1	3.050	9.301	1	10	39	0.989
Benefits	8.31	0.244	9	9	1.524	2.324	5	10	39	0.494
Career/Professional growth possibilities	9.10	0.172	9	10	1.071	1.147	6	10	39	0.347
Challenging tasks	8.31	0.255	9	9	1.592	2.534	3	10	39	0.516
Covered business trips	8.03	0.414	9	10	2.378	5.655	1	10	33	0.843
Distant work possibilities	8.31	0.325	9	10	2.028	4.113	1	10	39	0.657
Fast Career/Professional growth possibilities	8.28	0.265	9	10	1.654	2.734	4	10	39	0.536
Flexible working hours	8.92	0.258	9	10	1.612	2.599	2	10	39	0.523
Insurance	9.18	0.217	10	10	1.355	1.835	3	10	39	0.439
Learning opportunities	9.15	0.158	9	10	0.988	0.976	7	10	39	0.320
Personal working equipment with possibility to use them outside working hours (e.g. a smartphone, laptop, car, etc.)	7.77	0.351	8	10	2.194	4.814	1	10	39	0.711
Professional development possibilities	9.08	0.170	9	10	1.061	1.126	6	10	39	0.344
Salary	9.59	0.108	10	10	0.677	0.459	8	10	39	0.220
Salary that partly depends on the working results	8.21	0.377	9	10	2.353	5.536	1	10	39	0.763
Social and medical benefits	8.77	0.225	9	10	1.404	1.972	5	10	39	0.455
Work in a multicultural environment	5.95	0.504	7	1	3.145	9.892	1	10	39	1.020

Continuation of Appendix 41

Estimates	Mean	Standard Error	Median	Mode	Standard Deviation	Sample Variance	Minimum	Maximum	Count	Confidence Level (95.0%)
Respondents	Undergraduate students from Spain									
A room for creativity on the working place	6.79	0.413	7	7	2.021	4.085	2	10	24	0.853
Benefits	8.54	0.233	8.5	8	1.141	1.303	6	10	24	0.482
Career/Professional growth possibilities	8.96	0.310	9	10	1.517	2.303	5	10	24	0.641
Challenging tasks	7.25	0.342	7	7	1.675	2.804	5	10	24	0.707
Covered business trips	7.33	0.374	7.5	6	1.834	3.362	2	10	24	0.774
Distant work possibilities	7.29	0.468	8	9	2.293	5.259	1	10	24	0.968
Fast Career/Professional growth possibilities	7.42	0.361	7.5	5	1.767	3.123	5	10	24	0.746
Flexible working hours	8.63	0.340	9	10	1.663	2.766	5	10	24	0.702
Insurance	8.79	0.289	9	10	1.414	1.998	5	10	24	0.597
Learning opportunities	8.21	0.371	9	9	1.817	3.303	4	10	24	0.767
Personal working equipment with possibility to use them outside working hours (e.g. a smartphone, laptop, car, etc.)	7.25	0.536	8	10	2.625	6.891	2	10	24	1.108
Professional development possibilities	8.58	0.312	9	10	1.530	2.341	5	10	24	0.646
Salary	8.92	0.225	9	10	1.100	1.210	7	10	24	0.465
Salary that partly depends on the working results	8.25	0.387	9	9	1.894	3.587	1	10	24	0.800
Social and medical benefits	8.08	0.275	8	8	1.349	1.819	5	10	24	0.569
Work in a multicultural environment	5.88	0.644	6	1	3.153	9.940	1	10	24	1.331

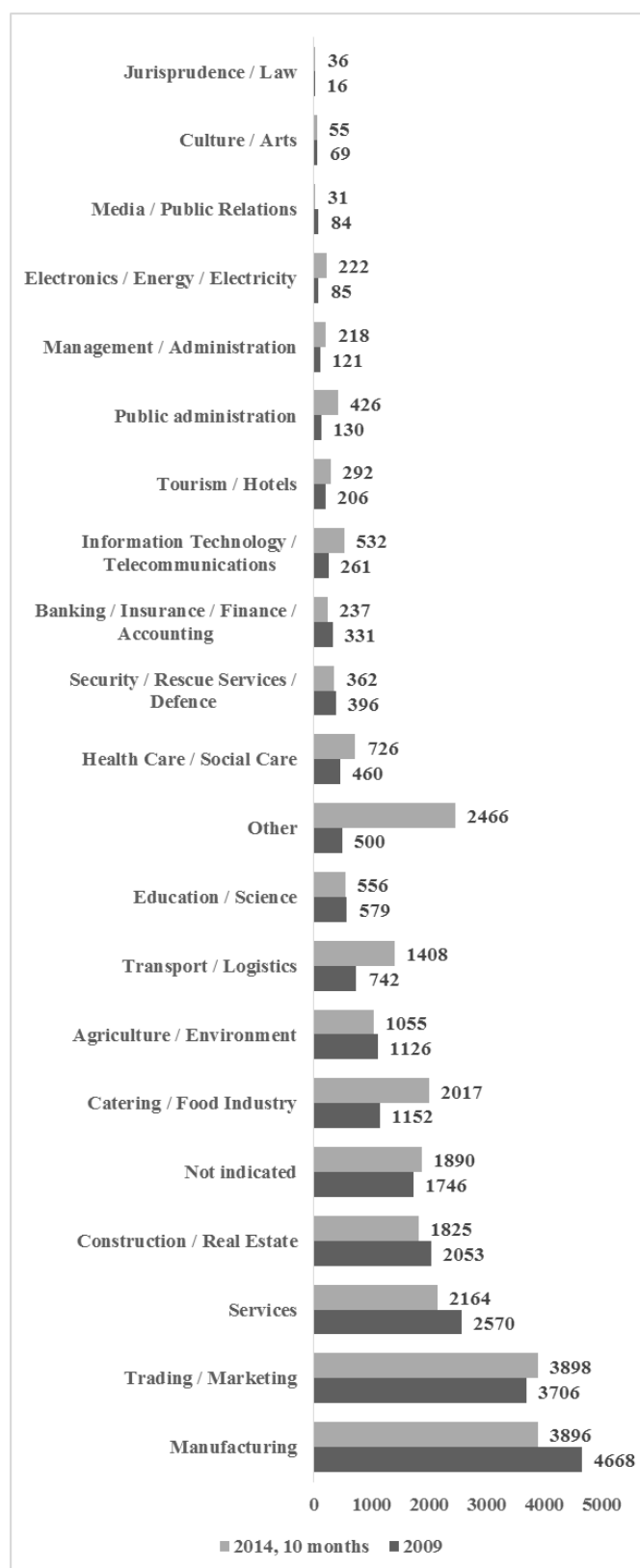
Popularity of a job search sources for the survey respondents

Country	All	Latvia	Lithuania		Lithuania		Spain	
			Master's	Bachelor	Master's	Bachelor	Master's	Bachelor
Program (M/B)								
Total number of respondents	103	25	14	39	2	23		
Advertisements at university (e.g. on information desks, on WEB page)	21.4%	8.0%	28.6%	30.8%	0.0%	17.4%		
Job /career fairs/ job days (employers' exhibitions)	22.3%	0.0%	28.6%	38.5%	0.0%	17.4%		
Friends/relatives	62.1%	72.0%	42.9%	66.7%	100.0%	52.2%		
Job search engines on advertisements' portals	82.5%	88.0%	78.6%	84.6%	100.0%	73.9%		
Organisations' open doors days	12.6%	8.0%	14.3%	17.9%	0.0%	8.7%		
Particular organisations' WEB pages	51.5%	40.0%	57.1%	51.3%	50.0%	60.9%		
National Public Employment Service WEB page	36.9%	28.0%	57.1%	28.2%	50.0%	47.8%		
Other	3.9%	4.0%	0.0%	5.1%	0.0%	4.3%		

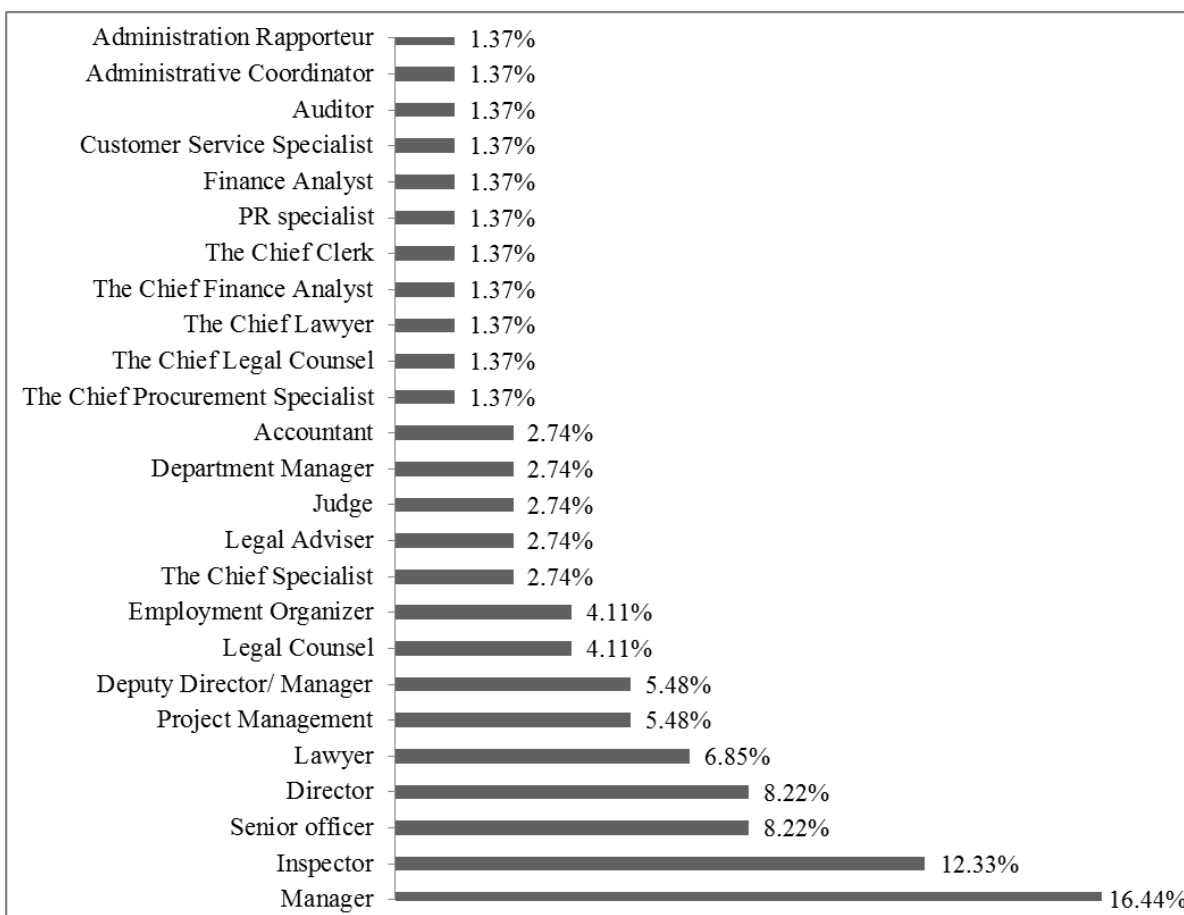
**Number of registered vacancies by working area in Latvia from 2009 to October 2014
(Ordered data from the State Employment Agency, 2014, the author's translation)**

Working area/ year	2009	2010	2011	2012	2013	2014, 10 months
Trading / Marketing	3706	3481	3334	3928	5192	3898
manufacturing	4668	4744	5578	6379	6091	3896
Other	500	734	973	1160	1830	2466
Services	2570	2813	3105	3566	4494	2164
Catering / Food Industry	1152	1254	1507	1686	2504	2017
Construction / Real Estate	2053	3441	4017	3105	2736	1825
Transport / Logistics	742	1028	1406	1302	1837	1408
Agriculture / Environment	1126	1218	1487	1637	1630	1055
Health Care / Social Care	460	341	579	643	849	726
Education / Science	579	416	510	810	801	556
Information Technology / Telecommunications	261	434	357	353	497	532
Public administration	130	203	258	513	418	426
Security / Rescue Services / Defence	396	505	603	447	691	362
Tourism / Hotels	206	268	146	209	244	292
Banking / Insurance / Finance / Accounting	331	500	306	390	391	237
Electronics / Energy / Electricity	85	121	247	232	262	222
Management / Administration	121	195	174	169	256	218
Culture / Arts	69	24	29	41	48	55
Jurisprudence / Law	16	64	30	36	51	36
Media / Public Relations	84	102	46	30	44	31
Not indicated	1746	1701	1464	2172	1744	1890
Total	21001	23587	26156	28808	32610	24312

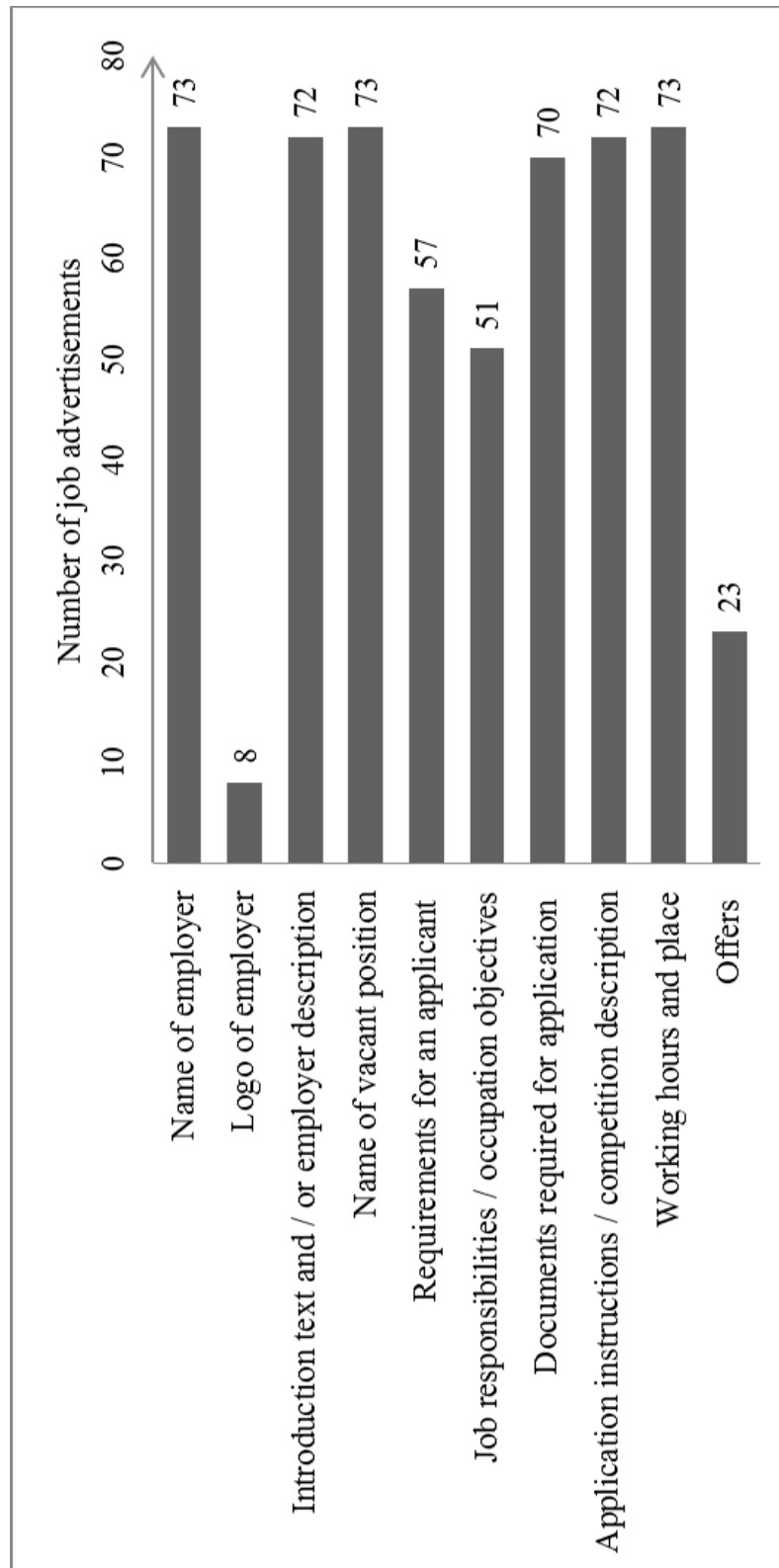
Number of supplied vacancies in Latvia by working area in 2009 and for 10 first months of 2014 (Starineca and Voronchuk, 2015b, p. 173 based on ordered data (Appendix 43))



Vacancies presented at the job advertisements analysed (Voronchuk and Starineca, 2014, p.422)



Structure of job advertisements analysed (Voronchuk and Starineca, 2014, p.423)



List of Public Administration / Management programmes (Voronchuk and Starineca, 2014a, p. 175 based on Radboud University Nijmegen, 2014; University of Vaasa, 2014; Institute of Public Administration, 2014; Universitat Autònoma de Barcelona, 2014; University Babes-Bolyai, 2014; Latvijas Universitāte, 2009-2015)

Country	School (tertiary education institution)	Program
Finland	University of Vaasa	Master of Administrative Sciences
France	A school for government service (École nationale d'administration)	Public Service and Applied Education
Germany	Hertie School of Governance	Executive Master of Public Management
Ireland	Institute of Public Administration	Master of Arts - Public Management
Latvia	University of Latvia	Public Administration
Romania	University Babes-Bolyai	Master Public Administration
Spain	Universitat Autònoma de Barcelona	Master Public Administration
The Netherlands	Radboud University Nijmegen	COMPASS: Comparative Public Administration

**List of courses provided within Public Administration / Management programmes
(Created by the author based on Radboud University Nijmegen, 2014; University of Vaasa, 2014; Institute of Public Administration, 2014; Universitat Autònoma de Barcelona, 2014; University Babes-Bolyai, 2014; Latvijas Universitāte, 2009-2015)**

Course/Education Institution/Country	University of Vaasa	A school for government service	Hertie School of Governance	Institute of Public Administration	University of Latvia	University Babes-Bolyai	Universitat Autònoma de Barcelona	Radboud University Nijmegen	
	Finland	France	Germany	Ireland	Latvia	Romania	Spain	The Netherlands	
Comparative Public Administration	x					x		x	3
Economics				x					
Economics and Public Finances						x			3
Economics, Finances, and Methods			x						
Public Sector Economics							x		
Finance				x					
Financial Management						x			
Financial Policy of the Public Sector and Local Governments					x				
Fiscal Methods and Techniques						x			
Fiscal Rules and Budgeting			x						
Human resource management		x	x			x			
Managing Human Resources				x					
Organisation, Human Resources and Management							x		7
Personnel Management					x				
Public Human Resource Management	x								
Information Skills	x								
Information Systems in Public Service Organisations						x			
Methodological Seminar of Public Management					x				
Methods of the Public Government Analysis					x				
Organisation and Strategy				x					
Organisational Development						x			
Organisational Theories						x			
Organization of State Administration and Local Governments					x				
Project Assessment						x			
Project Management		x			x	x			4
Public Administration					x				
Public Administration and Management Tools							x		
Public Management and Ethics					x				4
Public Management, Risks and Accountability								x	
Public Sector Management						x			
Research Methodology							x		
Research Methods				x					
Research Methods and Organisation					x				
Research Methods and Techniques in Social Sciences						x			6
Research Seminar (ICS)	x								
Research Traditions in Public Administration								x	
Strategic and Performance Management			x						
Strategic Management of Public Sector					x				3
Strategic Planning						x			

Courses matched the requirements (Voronchuk and Starineca, 2014a, p. 176 based on Radboud University Nijmegen, 2014; University of Vaasa, 2014; Institute of Public Administration, 2014; Universitat Autònoma de Barcelona, 2014; University Babes-Bolyai, 2014; Latvijas Universitāte, 2009-2015)

Required field	Name of course/subject
Communication	Communication and Public Relations Organisations Introduction to Intercultural Communication
Finance	<i>Economics Finances and Methods</i> Decentralisation and Local Financial Autonomy Economics and Public Finances Finance Public finance Public Sector Budgeting and Accounting
Professional ethics	Ethics Public Ethics
Law and Legislation	Budgetary Law European and Comparative Administrative Law Law Public International Law Public Law Urbanism Law Actors Institutions Policies Environmental Policies Financial Policy of the Public Sector and Local Governments Public Policies Regional and Community Policies Territorialisation of public policy
Project management	Project Management Project Assessment
Country language and foreign languages	Semiotics Writing Academic English
Labour relations and Occupational health and safety	Human Resource Management Public Human Resource Management Organisation Human Resources and Management Managing Human Resources Personnel Management

Mass Open Online Courses provided by Coursera (2014) and Professional Education further training and examination centre’s programmes (SIA "Pitec", 2015) connected to the public disciplines

Mass Open Online Courses by <i>Coursera</i>	<i>Professional Education further training and examination centre’s programmes</i>
<ul style="list-style-type: none"> • Introduction to Public Speaking • Public Economics • Introduction to Environmental Law and Policy • Constitutional Law • Property and Liability: An Introduction to Law and Economics • Introduction to International Criminal Law • The Law of the European Union: An Introduction • Law and Society • Law and the Entrepreneur • English Common Law: Structure and Principles • Technology and Ethics • Understanding Russians: Contexts of Intercultural Communication • Globalization and You • Logic: Language and Information • Practical Ethics • Citizenship and U.S. Immigration • Introduction to Philosophy • Making Better Group Decisions: Voting Judgement Aggregation and Fair Division etc. 	<ul style="list-style-type: none"> • Accounting - skills development • Basics of Social Care • Business etiquette • Computer Science • Computerised Accounting • Development of Communication skills • Fundamentals of Business • Project Management • Record-keeping etc.

**A list of socially responsible organisations from the Sustainability Index rating 2014
chosen for the analysis (Sustainability Index, 2010-2014)**

- Platinum group representatives:
 - State Joint Stock Company (SJSC) ‘Latvenergo’
 - Joint Stock Company ‘Aldaris’
- Golden group representative:
 - SJSC ‘Latvijas loto’
- Silver groups representatives:
 - Joint Stock Company ‘Rīgas siltums’
 - Municipal Joint Stock Company ‘Daugavpils siltumtīkli’
 - State High School ‘Riga Technical University’
 - Municipal Limited Liability Company (LCC) ‘Ventspils reiss’
 - SJSC ‘Road Traffic Safety Directorate of the Republic of Latvia’
 - SJSC ‘Riga International airport’
 - SJSC ‘Latvijas dzelzceļš’
 - SJSC ‘Latvijas autoceļu uzturētājs’ and
 - LCC ‘VTU Valmiera’.

Socially responsible organisations from Sustainability Index rating activities by Sustainability Index assessment areas – Strategy and Market relations (Voronchuk and Stariņeca, 2014a, p. 73 based on Aldaris, 2014; Latvenergo, 2014; Latvijas Loto, 2000-2002; Rīgas Siltums, 2014; Daugavpils Siltumtīkli, 2013; Riga Technical University, 2013; Ventspils reiss, 2014; Road Traffic Safety Directorate of the Republic of Latvia, 2013; Riga International airport, 2009; Latvijas dzelzceļš, 2011; Latvijas autoceļu uzturētājs, 2007; VTU Valmiera 2014)

Strategy	Market relations
<ul style="list-style-type: none"> • Provide a wide range of services relevant to the development of national economy • Ensure quality of the product/service • Involve into the investment project for development • Evaluate existing projects at least for 10 years' perspective • Make economically justified, sustainable investments, increasing the efficiency and diminishing the environmental impact • Prevention of the organisation's operations negatively influencing factors • Define organisation politics application, integration, ensuring compliance with them, reporting system of the implementation • Define, integrate and follow mission, vision, objectives, goals tasks and strategy • Organisation's activity is based on the clearly defined values • Continue the organisation's course of action and procedure development • Ensure the improvement of service quality • Keep up with the latest trends and technologies successful operation of key areas and put them into practice • Modernisation of technologies • Develop, integrate, implement and control a Code of Ethics • Develop, integrate, implement and control an anti-corruption measures organizational plan • Bribery prevention activities • Do not support the 'Incentive payments' to public officials • Do not support political parties • Do not donation money to political parties • Add gifts, meals and entertainment acceptance as well as conflict of interests as a subject of business ethics document • Protection of confidential information • Make employees follow anti-fraud procedures 	<ul style="list-style-type: none"> • Implement public benefit marketing • Develop, integrate, implement and control Marketing Communication Policy • Detailed customer research performance • Communication segmentation by age groups • Processes and formats for market messages between traders and the system operator development • Customer service restructure to ensure the necessary resources for servicing the increasing customer flow • Continue to work on the improvement of network marketing, development and customer service quality improvement, focusing on co-operation with the start of the big network partners • Communicating with clients ensure courtesy, responsiveness and quality, responsibility and privacy protection • Provide opportunity to ask questions on-line in the Internet site • Provide accurate, objective and useful information to customers/clients • Provide the opportunity to meet with key personnel • Listen to citizens, legal persons to provide correspondence • Provide information on impact of the production/service • External communication on Health and safety questions • Provide information on structure, competencies, responsibilities, and financial activities and use of funds • Publish financial statements • Publish annual report • Promote the development and competitiveness of the organisation • Publish information on job categories and projects participated in and gained awards • Be an active member and representative in a number of industry and non-governmental organisations • Organize excursions in organisation for pupils • Providing space for exhibitions • Provide services to customers in a convenient place and time

Socially responsible organisations from Sustainability Index rating activities by Sustainability Index assessment areas – Society, Work environment and Environment (Voronchuk and Stariņeca, 2014a, p. 73 based on Aldaris, 2014; Latvenergo, 2014; Latvijas Loto, 2000-2002; Rīgas Siltums, 2014; Daugavpils Siltumtīkli, 2013; Riga Technical University, 2013; Ventspils reiss, 2014; Road Traffic Safety Directorate of the Republic of Latvia, 2013; Riga International airport, 2009; Latvijas dzelzceļš, 2011; Latvijas autoceļu uzturētājs, 2007; VTU Valmiera 2014)

Society	Work environment	Environment
<ul style="list-style-type: none"> • Cooperate with stakeholder also on the basis of such principles as inclusivity, materiality, responsiveness • Prevent young mothers, young parents and people with disabilities discrimination • Do not accept children employment • Prohibit forced employment • Invest in society interests • Provide sponsorship • Support of social projects • Initiate social campaigns • Support of extensive community groups aiming to reduce social tensions • Provides several social support measures, e.g., develop charity/donation evaluation criteria • Assist in organising events that support preservation of national values in culture Support of environmental and sports activities and movements • Do not support activities with unclear formulation of principles and/or questionable social importance, oriented towards selfish and mercantile interests, of religious and/or political nature or any activity that might be associated with such content • Support charitable organizations • Support financially and materially children's health, social well-being, education level raising, education and learning culture, talented children's education and talent development (charity activities) • Educate children and youth on matters organisation working areas (e.g. taxes, elections organisation and administration) • Expressing interest in preparation of qualified graduates and being aware of the importance of applied research • Regularly participate in various projects to promote science and education 	<ul style="list-style-type: none"> • Develop management and records-keeping system • Ensure the efficient and effective use of human resources in departments • Be able to provide a legally sound service in all departments • Provide the ability to quickly respond to changes in workload • Implement equal treatment in recruitment, promotion prospects and work, performance evaluation • Sign an employment contract based on the both sides agreement • Work on safety medical emergency and accidents on working place • Ensure development of employee competencies - provide employees training and integration (including integration of young new employees, e.g., graduates of universities) • Ensure employees life-long education Encourage employees career opportunities • Stimulate employees' professional promotion and attract young professionals • Do not discriminate employees • Respect the right of employees to join trade unions and sign a collective agreement • Protect employees against harassment • Provide fair working hours, remuneration and social security • Be honest in terms of vocation • Ensure work and rest time, fair labour compensation 	<ul style="list-style-type: none"> • Certify work according ISO 14001 standard, if applicable • Pass the quality, environmental and safety management system certification process • Signed declaration of submission of the environmental impact assessment (EIA) report to the Environment State Bureau • Asses investment and procurement impact on environment • Assesses and reduces the impact on the environment • Take measures necessary to ensure the sustainable use of water and effective use of all forms of energy • Move to e-documentation system • Regularly evaluate opportunities to use renewable energy • Use environmentally friendly energy • Reduce the amount of packaging materials and promote their recycling and reuse • Use natural resources efficiently (e.g. set economical types of water tapes in the office bathrooms) • Ensure wastewater treatment • Has an open and unbiased dialogue on environmental issues with all stakeholders • Regularly and openly inform the society and stakeholders about environmental activities

Continuation of Appendix 53

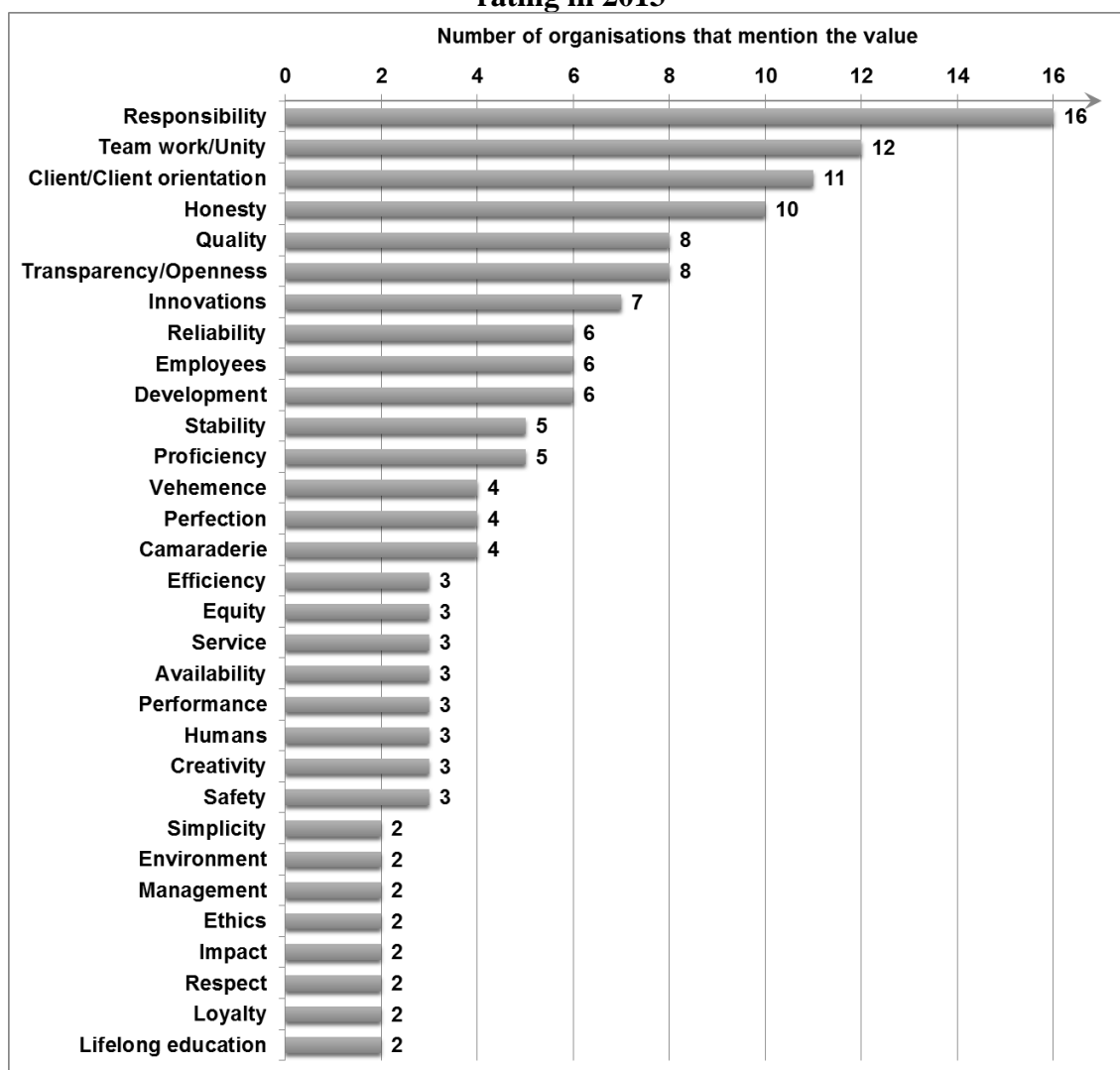
Society	Work environment	Environment
<ul style="list-style-type: none"> • Implements information and education projects • Help providing information to researchers, scientists, pupils and students • Award scientists that are working on specific working field of the organisation 	<ul style="list-style-type: none"> • Provide competitive wages and social guarantees • Encourage employee engagement, opinion expression • Encourage employee awareness • Ensures a motivating work environment • Report on cases that might indicate violation of rights • provide skill development, encourage individual employee responsibility and initiative • Grant employees the right to well-being 	<ul style="list-style-type: none"> • Acting in an environmentally-friendly way and urging the society and partners to act similarly • Participate in environmental EU projects

Proportion of Organizations According to External Expression of some Employer Brand Components, % (Stariņeca, 2015a, p.61)

Elements of organizational characteristics and other evaluation criteria	Out of 30 public organizations	Out of 10 SR public organizations
Definition of what kind of organization it is	93.33%	100.00%
Definition of what organization offers for employees	60.00%	50.00%
Definition of organizational processes	30.00%	90.00%
Definition of vision	6.67%	60.00%
Definition of mission	10.00%	70.00%
Definition of goals	23.33%	50.00%
Definition of operational principles	10.00%	20.00%
Publication of the Code of Ethics	26.67%	20.00%

Sources: (Latvenergo, 2011; Latvijas loto, 2000-2002; Rīgas siltums, 2014; Daugavpils siltumtīkli, 2013; Ventspils reiss, 2014; Riga Technical University, 2013; Road Traffic Safety..., 2011; Riga Internationl Airport, 2009; Latvijas dzelzceļš, 2011; Latvijas autoceļu uzturētājs, 2007; Uzņēmumu reģistrs, 2014; Valsts kase, 2007-2014; Latvijas Republikas Finanšu..., 2012; VARAM, 2006; VRAA, 2014; Zemkopības ministrija, 2011; Tukuma novada sociālais..., 2014; Health Inspectorate of Latvia, 2011; Centrālā finanšu un līgumu..., 2011; VSAA, 2014; Bauskas novada pašvaldība, 2014) Vides pārraudzības valsts, 2009; Zemkopības ministrija, 2011a; Valsts tehniskās uzraudzības, 2005-2013; Latvijas Republikas Ārlietu, 2014; Latvijas Republikas Ekonomikas, 2010; VID, 2005; VAAD, 2009; NVA, 2005; NVD, 2014; SIVA, 2006-2012; LR Centrālā statistikas..., 2014c; Jaunatnes starptautisko programme..., 2014; Datu valsts inspekcija, 2014; VZD, 2014; Labklājības ministrija, 2008-2012; Latvijas Republikas Tieslietu, 2014; PTAC, 2009; Lauku atbalsta dienests, 2010; Valsts dzelzceļa tehniskā..., 2007)

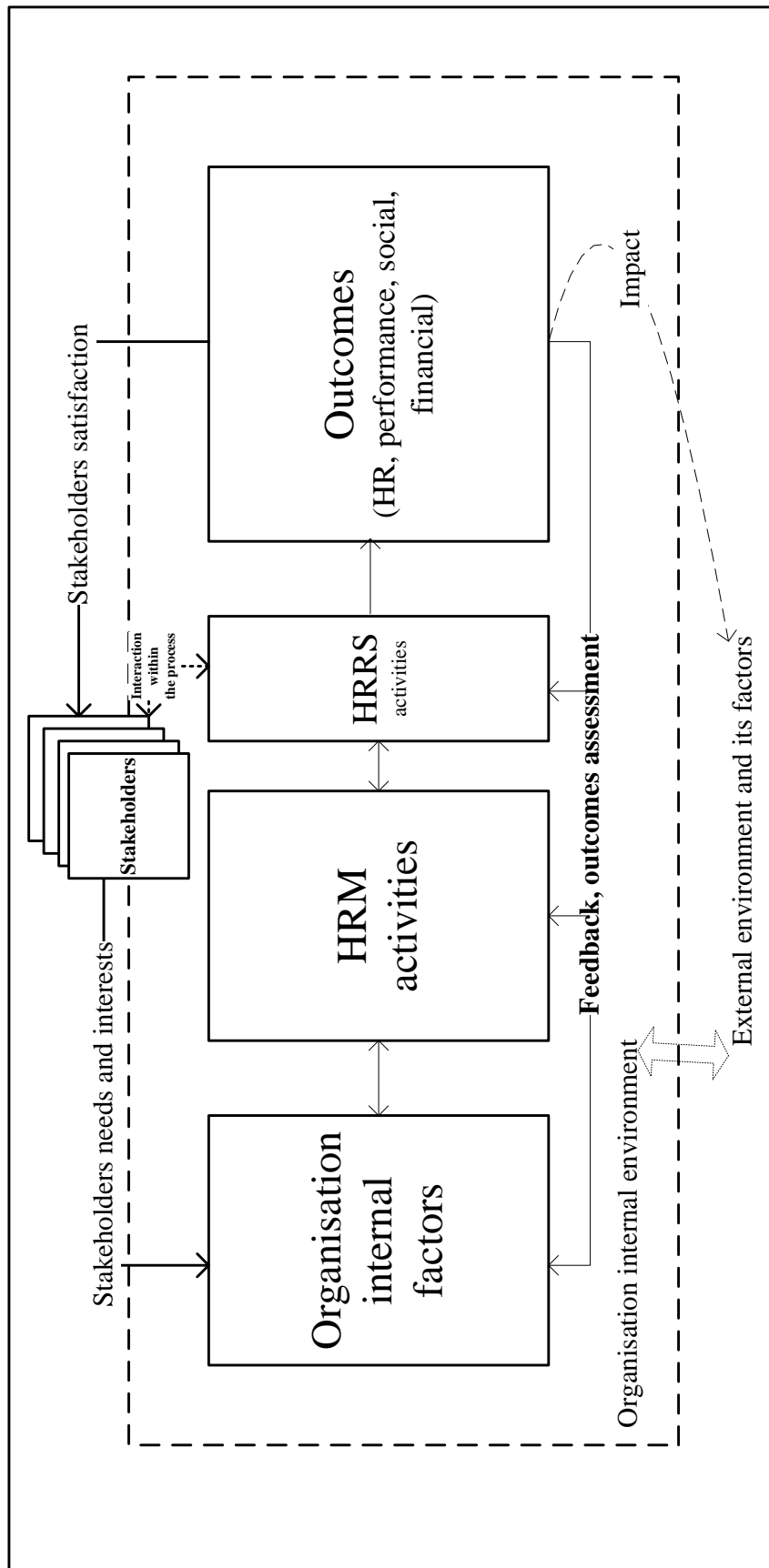
Values popularity by number of organisations included into the Sustainability Index rating in 2013



Values of public SR organisations included into the Sustainability Index rating in 2013 by popularity

Value's popularity rating	I	II	III	IV
Popularity of value, %	80.00%	60.00%	40.00%	20.00%
Value	Responsibility	Transparency	Innovations Efficiency Availability	Customer orientation Quality Reliability <u>Employees</u> Equity Safety Justice Loyalty

Representation of the implementation of holistic approach to human resource recruitment and selection (Created by the author)



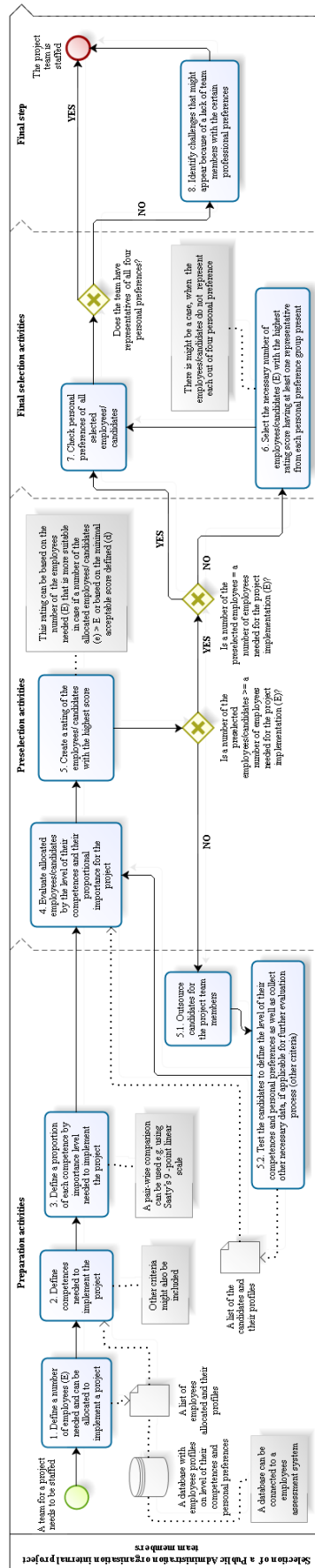
**Summary of weaknesses and treats of public administration organisation of Latvia
based on data from chapter 2 of the present dissertation**

A group of factors observed	A factor observed	Weaknesses and/or treats Social aspects	Weaknesses and/or treats Environmental aspects	Weaknesses and/or treats Financial aspects
Human resource recruitment and selection activities	Job advertisements development	Poor quality and weak adjustment to the desired applicants of job advertisements might lead to the organisation image spoiled in society as well as delay of unemployed inhabitants' employability	-	Unappropriated job advertisement might lead to a small number of applicants suitable for the position, hence, there is a need to repeat the recruitment process i.e. losses of time and financial resources
	Job candidates' selection	-	-	Selection process sometimes does not include necessary steps to ensure its quality and appropriate candidates selection that might lead to high employees' turnover
	Competence-based approach for the job candidates' selection	If the methods of competences' check are too formal or subjective it might lead to be a base of the society bias on unequal opportunity employability by the employer	-	If the methods of competences' check are too formal or subjective it might lead to the wrong decision-making about the perfect candidate
Other HRM activities interacted	Training activities planning	Type of training should be suitable for each employee based on employee as learner's individualities to ensure employee's usefulness from the training, it is not a subject of consideration now	Sometimes priority is given to face-to-face training rather than to on-line courses	Training selection not always based on the necessity of employees in the particular knowledge or is not rationally selected based on quality-price comparison
	Employer branding	Weak employer brand in external environment creates a negative bias about the organisations as employer in society. Employers often forget to consider employees as value of the organisation	Creating employer brand, some factors related to environmental issues are ignored	Weak employer brand leads to low applicants' rate and high employees' turnover

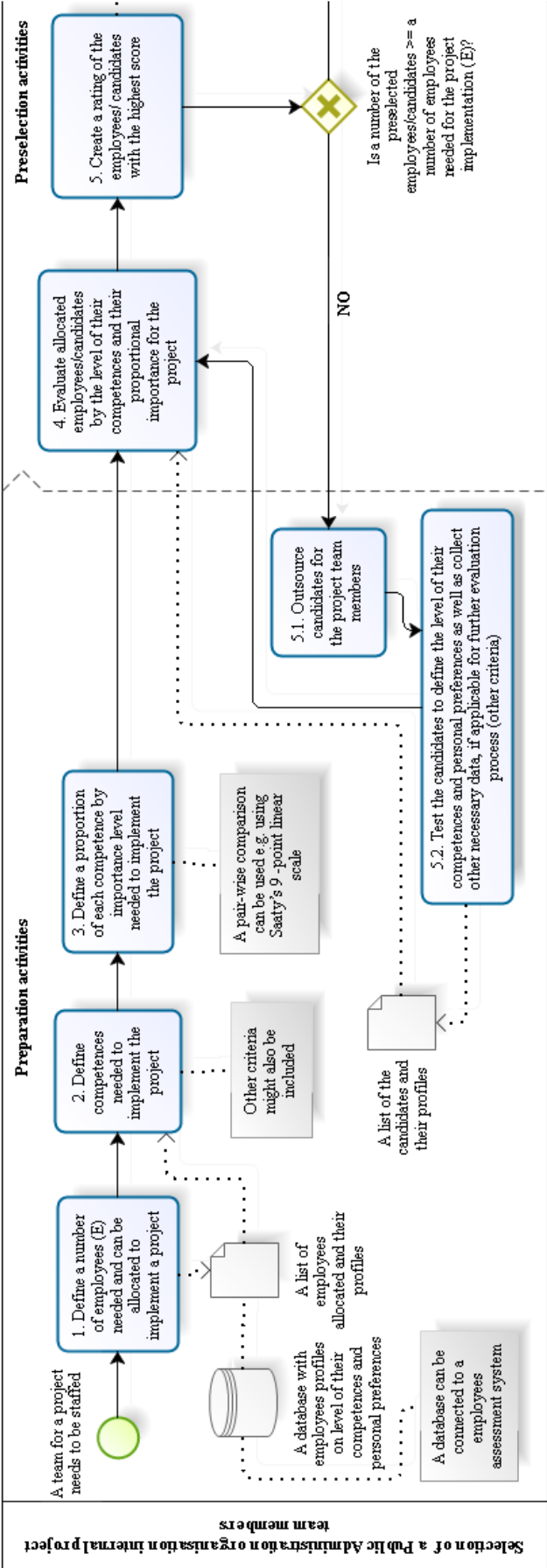
Continuation of Appendix 57

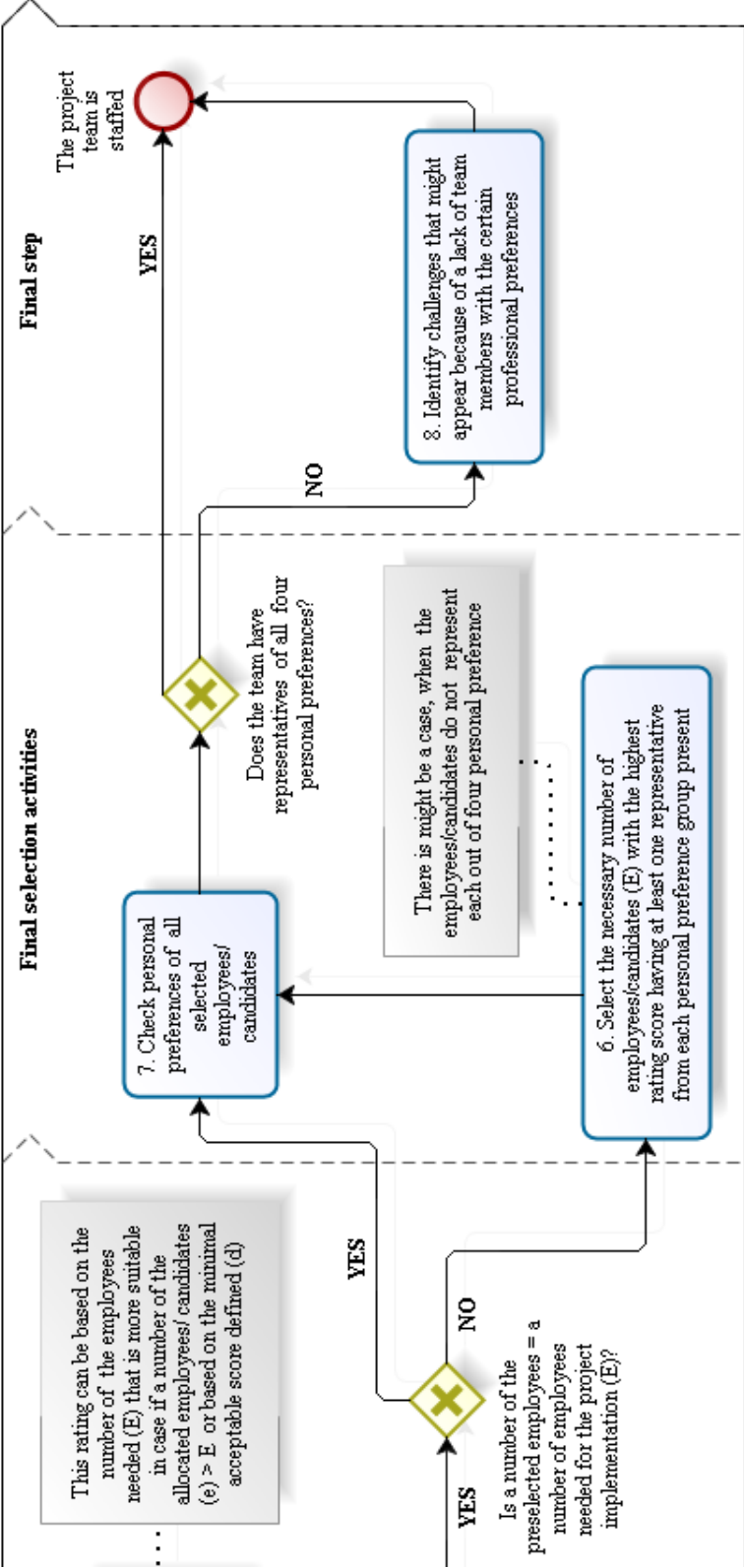
A group of factors observed	A factor observed	Weaknesses and/or treats Social aspects	Weaknesses and/or treats Environmental aspects	Weaknesses and/or treats Financial aspects
Organisation HRRS process stakeholders	Generation Y attraction	Generation Y representatives has weak attraction by public organisations as potential employers (their employability level could be higher), hence there might appear a bias on organisations as employers for older specialists	-	Generation Y representatives has weak attraction by public organisations as potential employers
Organisation external environment factors	Specialists with required profiles on labour market	Lack of specialists with required profiles on labour market, hence unemployment rate	-	Lack of specialists with required profiles on labour market, hence time to find the appropriate candidate increases
	Public administration study programs	Some study programs are not adapted to actual tendencies and real life situation Some relevant study programs are not popular among potential students	-	Low level of relevant proficiency of study programs graduates requires to invest resources to employees' professional development or to find the most appropriate candidate for a job
Organisation internal environment factors	Social responsibility concept's application	Public organisations are socially responsible by nature, but usually are weak in implementation of social responsibility approaches on organisational level	Implementing socially responsible principles, organisations often weakly pay attention on environmental factors in day to day activities	Ignoring socially responsible principles, the organisations loose potential candidates with the necessary profiles and

Project team members' selection process model (Created by the author)



Powered by bizagi





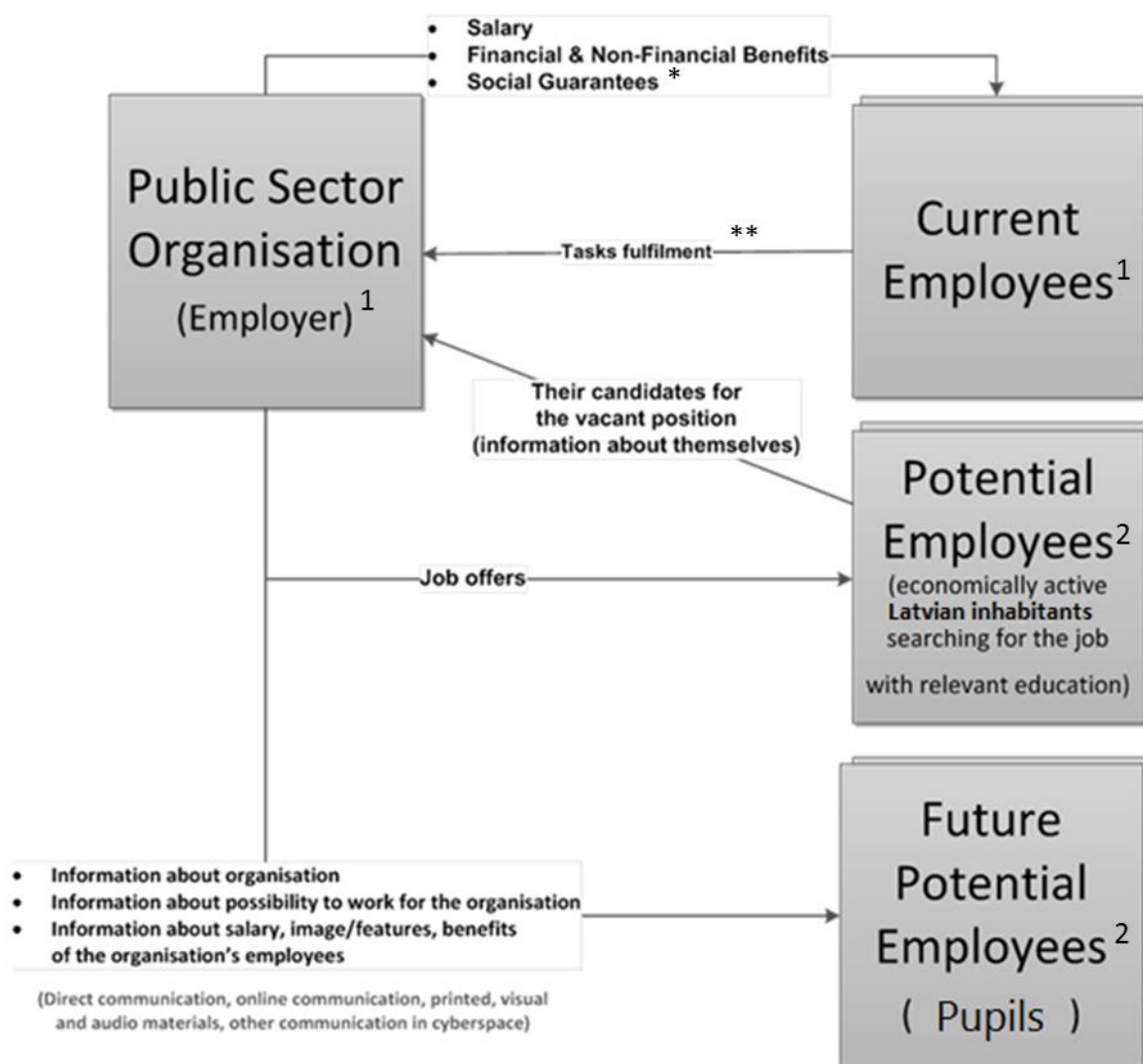
Learning styles and knowledge types towards tacit and explicit knowledge (Voronchuk and Stariņeca, 2014, p. 10 based on Grasha, 2002, pp. 176-177; Fleming, 2001, p. 70; Smith, 2001, pp. 314-315)

Learning style/ Knowledge type	Tacit knowledge		Explicit knowledge	
Avoidant			x	Type of thinking: Primarily convergent thinking
Participative	x	Sharing knowledge: Altruistic sharing Storytelling	x	Learning: Trial-and-error approach
Competitive	x	Type of thinking: Leads to divergent thinking Creative	x	Work process: Assumes a predictable environment
Collaborative	x	Sharing knowledge: Networking Face-to-face contact Chatting		
Dependent	x	Learning: Supervisor or team leader facilitates and reinforces openness and trust to increase sharing of knowledge	x	Learning: Meet work goals and objectives set by trainer
Independent			x	Learning: Self-directed in areas of greatest expertise
Auditory	x	Sharing knowledge: Chatting	x	Sharing knowledge: Extract knowledge from person
Kinaesthetic	x	Work process: Responds to a changing		
Reading-writing preference			x	Sharing knowledge: E-mail Electronic discussions Forums
Visual	x	Sharing knowledge: Face-to-face contact Videoconferencing	x	Learning: On the job

Proposed list of topics for socially responsible public administration organisations’ employees training program(s) on employer branding (Voronchuk and Stariņeca, 2014, p. 13; Stariņeca and Voronchuk, 2014, p. 216)

SR related topics	Marketing related topics	HRM related topics
<ul style="list-style-type: none"> • Accountability, Transparency and Integrity • Environmental issues (specific for the industry and region) • Introduction to sociology • Organisation strategic development (mission, vision, values, goals) • Organization theory • Professional ethics (maybe training may devote time for organisation’s ethical code or code of conduct development, improvement or overview) • Social activities, sponsorship etc. • Stakeholder theory 	<ul style="list-style-type: none"> • Branding and reputation • External communication • Market relations 	<ul style="list-style-type: none"> • Benefits and compensation system • Career Development Plan • Employees learning and development • Internal communication • Job Roles and Responsibilities • Job-life balance • Labour law; • Leadership • Performance appraisal • Recruitment and induction • Rewards and recognition system • Safety and health of employee • Team management • Working environment

Employer and stakeholders (Starineca, 2014, p. 220; Starineca, 2015, p. 285)



¹ – Employer and the organisation’s internal environment stakeholders that are involved into the human resource recruitment and selection.

² – Employer’s stakeholders from the organisation external environment, the stakeholders that are or might be involved into the human resource recruitment and selection.

* - Monetary and non-monetary hygiene and motivation factors e.g. rewards, positive working environment, challenging tasks, career development opportunities etc.

** - Besides tasks fulfilment (and consequently helps to provide services or produce goods i.e. fulfil function of the organisation) the current employees are a human capital of the organisation that creates a competitive advantage of the employer as well as is an ambassador of the organisation impacting creation and maintenance of the employer brand in the organisation external environment.

**Possible actions that might influence society, environment and economic
implementing human resource recruitment and selection on each stage of the process
(Starineca, 2015, p. 286)**

Stages of human resource recruitment and selection	Social impact	Environmental impact	Economic impact
Preparation activities	<ul style="list-style-type: none"> •Labour market research and analysis •Selection sources distributing information during recruitment 	<ul style="list-style-type: none"> •Usage of energy •Usage of printed materials 	<ul style="list-style-type: none"> •Optimisation of operations •Resource outsourcing •Usage of external resources
Creating a job advertisement	<ul style="list-style-type: none"> •Adaptation of the advertisement to the target group of potential applicants •Following ethical and legislative norms 	<ul style="list-style-type: none"> •Usage of energy •Usage of printed materials (fliers, posters, advertisement publication in a printed way) 	<ul style="list-style-type: none"> •Resource outsourcing •Selection of job advertisement distribution channels •Work on content and design of the advertisements
Work with the received applications from the candidates	<ul style="list-style-type: none"> •Following ethical and legislative norms •Usage of the communication method with applicants 	<ul style="list-style-type: none"> •Usage of energy •Usage of printed materials 	<ul style="list-style-type: none"> •Usage of pre-selection methods
Implementing selection activities and decision-making	<ul style="list-style-type: none"> •Following ethical and legislative norms •Usage of the communication method with candidates 	<ul style="list-style-type: none"> •Usage of energy •Usage of printed materials (e-testing) 	<ul style="list-style-type: none"> •Usage of license for selection tests •Usage of rational decision-making methods
Work with the selected candidates	<ul style="list-style-type: none"> •Following ethical and legislative norms •Usage of negotiation style •Usage of the communication method with the selected candidate 	<ul style="list-style-type: none"> •Usage of energy •Usage of printed materials (contracts, project e-versions) 	<ul style="list-style-type: none"> •Organisation of integration activities for the new employee

A CD with the surveys related data and calculations