



Track n. 1 - DIGITAL COMPETENCE AND WORK ORGANIZATION IN PUBLIC SECTOR ORGANIZATIONS AND SERVICES

Over recent years there have been significant changes in cultural, economical and political environment, leading to a new contextual framework for public managers and highlighting a need for new managerial competencies for public governance and administration.

Information technology, in particular, has deeply affected the way of working and the organizational practices contributing to new models of flatter organizations, based on teamwork and project management (Janowski, 2015; Kim et al., 2007). At a level of macro analysis, the fluidity of the communication processes allowed by technologies has increased the interdependence among public organizations, making structures more permeable and creating more opportunities to interact and cooperate across – and without (Efimova&Grudin, 2008; Zuppo, 2012) – organizational boundaries (Agranoff& McGuire, 2003; Lindsay et al., 2018). The effects of these changes on the way of working are evident. In public organizations, traditional administrative competencies are not going to disappear, but awareness is spreading that they are not enough to meet the new challenges ahead. There is an increasing need of new sets of digital competencies to face the new digital scenario and to support the growing innovative activity in the public sector (Roman et al., 2018; Van Wart, 2013).

Digital competencies cannot be easily defined because of the changing nature of the phenomenon (Hague & Williamson, 2009): one reason for the lack of definitions of digital competence is that only a small number of studies focuses on the measurement of phenomena related to digital skills and competencies (Ilomaki et al., 2014). Sometimes terms are used narrowly, such as Internet skills, referring only to a limited area of digital technology. In general, the wide variety of terms reflects several issues: (1) the rapid development of technologies; (2) the emergence of various technologies rather than just “ICT” ones, such as traditional computers, mobile phones, Internet, and cloud services and games; and (3) different areas of interest, such as library studies or computer science (Arnone & Reynolds 2009; Ilomaki et al., 2014; Jones-Kavalier & Flannigan 2008). The term most close to digital competencies, and often used as a synonym (Ilomaki et al., 2014), is digital literacy, a literature focused on dealing with informing and empowering managers and staff with the use of digital technologies (Ng, 2012) not limited to learning how to use a computer or a keyboard (Buckingham, 2010). Digital literacy provides access to a broad range of practices and cultural resources that can be applied to digital tools: for example, sharing meaning in different ways, creating, collaborating and communicating effectively, all using digital technologies to support these processes (Hague & Payton, 2010).

This track focuses on individuals’ digital competence in public sector in an organizational perspective. Digital literacy tries to follow the sudden change of the ways of working, describing how these changes are occurring and how we can readily take full advantage of the opportunities and adapt to the new possibilities we encounter in the digital era. Whilst digital literacy studies have done well in understanding the early stages of emergence and the embedding and normalization of new digital methods, organizational dynamics and human resource management in public sector has received less attention in this perspective.

We encourage, but do not restrict, contributions that relate to the following:

- digital competences and the related new way of working in public sector organizations and services;
- new skills for employees and managers required by digital world in public sector organizations and services;
- how digital competence influences attitudes and behavior of managers and employees in public sector organizations and services;
- what impact digital competences have on the quality of services as perceived by users/customers in public sector organizations and services.

References



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Type of contributions invited:

We invite contributors to explore this gap by building on organization studies that have been put forward in several scientific fields, including human resource management, motivational and behavioral theories, and the field of digital literacy. To address this academic challenge, the track invites conceptual and empirical contributions (full research papers, research-in-progress papers, experience-in-the-field reports, and case studies) to explore organizational aspects of digital and technological innovations in the management of work in public sectors and services (for example central and local administrations, public utilities, health services, etc.).



Track Co-Chairs

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Submission

Submissions will be evaluated through a standard blind review process. Track chairs will ensure anonymity of the review process.

Authors are highly encouraged to seek guidance from Track Chairs prior submitting the paper. We highly encourage authors to formalize this process by sending an abstract to the Track Chairs to receive feedback and guidance. Formal submission must specify the track that they are intended for. The page limit for contributions submitted in English is equal to 12 pages (maximum). Formatting rules (LNCS Springer format) are available at this link:

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Deadline for encouraged abstract submission: April 21, 2019

Deadline for full paper submission: May 20, 2019