

## Directive Skills in the Investment Cycle of a Peruvian Public Entity from 2019 to 2022

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### Abstract

*The objective of the research is to determine how directive skills influence the investment cycle in a public entity in Peru, from 2019 to 2022. The study is of an applied, explanatory level, with a non-experimental design, with a population of 317 workers and a sample of 174. The technique employed was the survey, and the instrument was the questionnaire, using the judgment of six experts for its validation, with a Cronbach's alpha of 0.951 for "Directive skills" and 0.912 for "Investment cycle", and the approach is quantitative. It was obtained that 71.3% of the personnel perceive management skills as regular, where the most outstanding dimension was "Personal level skills" and the one with the lowest rating was "Direction level skills"; and 86.2% perceive the implementation of the investment cycle as regular, where the most outstanding dimension was "Execution" and the one with the lowest rating was "Functioning". It was concluded that the directive skills of the officers influence the investment cycle, where the result of the ordinal logistic regression gave a chi-square = 38.929 ( $p = 0.000$ ), and an  $R^2$  Nagelkerke = 31.8%.*

**Keywords:** Directive skills, public investment, manager, execution.

### Introduction

Alvarado et al. (2019) and Artieda et al. (2021) highlight that in an organizational environment as competitive as the current one, it is necessary to have managers who prioritize the development and improvement of their skills to manage the resources of an entity and to face other entities in the sector, considering transversal aspects related to being at the forefront of trends, advances in the use of technology as a means to provide a better service, the impact of regulations on decisions, etc. Therefore, it is necessary to have the skills to face changes in the environment (Pasmíño et al., 2019).

Pedrozo et al. (2018) point out concerning public management, that if a comparison is made with the private sector, the authorities who are elected by popular vote have similar functions to the members of some Board of Directors; since they are responsible for leading the destinies of the population that elected them; Valencia (2020) and Jara et al. (2018) complement this, specifying that it is necessary to work with the staff in the public

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entity, which focuses its actions in the search to achieve the different strategic objectives proposed; therefore, the managerial skills of the leaders who are in charge of public and private organizations are similar, being the difference in the strategies to be used to achieve the institutional vision (Luján 2018; Corrales 2016).

Loján-Alvarado et al. (2022) and Hernández (2019) point out regarding the work motivation of the public servant, that in order to improve, it is necessary to first analyze the level of the vocation of the personnel to prioritize the public service to the citizenship, to subsequently work hard to achieve internalizing in each of them the institutional mission, which should mainly be operational and related to the improvement of society (Ascón et al., 2018); and it is in this last aspect where state entities present difficulties, which generates that the personnel mainly see their work as a source of monthly income, therefore, their level of motivation is not optimal, as they consider that their work has become a set of monotonous functions that do not give them clarity of the impact of their work in the improvement of society indicators (Díaz et al., 2018).

Espinoza (2017) states that Peru's economy has achieved sustained GDP growth mainly since the beginning of the 21st century, based mainly on the fact that investments have increased since it highlighted the existence of stability in legal, economic, and other issues and that poverty has decreased; in addition, the country is classified as a middle-income country with a model that promotes inclusion, therefore, it could be part of the OECD. However, Huerta (2020) points out that despite this, inequalities persist in the redistribution of wealth, in access to better labor and study options depending on whether one lives in the highlands or jungle compared to the coast, being a factor of this the weak programming of investments that contribute to closing gaps, and that is integral to the search for how to finance them.

In the department of Tacna, there is an emblematic public entity that has regional planning tools that are not adequately monitored by the management team through internal control. There is a lack of review of the processes leading to a more efficient service to citizens, where there is a multiannual investment program that is not directly aligned with the regional development plan. There is a large number of viable projects from more than one regional administration that has never been executed, there is no evaluation of the impact of the investment made to prioritize their maintenance, and finally, the execution of investments is not optimal, thus affecting the population, since the economic, social, environmental, institutional and other gaps continue and are not satisfactorily covered. This panorama on the existence of inadequate implementation of the investment cycle according to the Directive addressed by INVIERTE.PE (MEF, 2016) in charge of the entity, is affecting the population, since what is offered is not met on time, thus generating distrust in the management and the work of the public management team, and this is influenced by the lack of managerial skills of these officials.

Therefore, the general objective is to determine the influence of managerial skills on the investment cycle of a public entity in Peru, period 2019 - 2022; and the specific objectives are to analyze how personal, social, and managerial skills influence the investment cycle.

There are international organizations such as ECLAC (2018) that have developed a renewed approach to public management through instruments and mechanisms for public management, to improve the planning, budgeting, execution, and monitoring of the management of state resources; the OAS (2018) has implemented a guide that presents a group of strategies to make public management more effective and in parallel rewards the best practices of innovation to provide better service to citizens; the UN (2018), which promotes the existence of governance of territories based on criteria of transparency, accountability, and participation, which allows for democratic institutions, the rule of law and the fight against corruption; and the OECD (2021), which has developed an

institutional framework and public management policies, specifying the challenges that must be considered for state workers to be professionals.

Similarly, there are national entities such as SERVIR (2016) that propose a model of transversal competencies for public managers (teamwork, vocation to serve others, and focus on the achievement of planned results) grouping the management skills to be considered in this work; CEPLAN (2018) that have formulated guidelines to formulate and follow the nation's policies, which allow addressing public problems; the PCM (2018) who have approved a regulation for the strategy referred to modernize public management, which seeks to focus on generating value for citizens and optimizing the use of public resources; and the MEF (2016), who developed the public investment cycle, composed of four phases that cover the multiannual programming of investments, the formulation and evaluation, the execution and operation, which will be analyzed for a regional government from the perspective of its staff.

Regarding the independent variable, Hellriegel and Slocum (2009, cited by Acosta, 2020) define management skills as a set of behaviors, knowledge, attitudes, and skills required by a manager to ensure that his or her management at the head of an organization is successful. Bateman and Snell (2009, cited by Useche et al., 2019) define management skills as the ability to coordinate and supervise that the organization's personnel can achieve the goals and objectives set. Therefore, it is emphasized that management work should focus mainly on ensuring that others can perform their functions adequately.

Whetten and Cameron (2011, cited by González et al., 2022) emphasize that the set of management skills are behavioral, they deal with actions that managers use to achieve the expected results, they are measurable, controllable, and mainly that they can be developed. Cruz-García (2020) and Núñez et al. (2018) specify with respect to the skills of civil servants, that it is necessary to develop those related to the change of attitude focused on the search for citizen satisfaction, prioritizing the real existence of vocation to civil service, detailed knowledge of the legal system related to their functions that allows them to act objectively, and that allow the proposal and implementation of a structure focused on results with an economic and social focus.

Regarding directive skills, Katz (1955, cited by Carrillo, 2019) classifies them into three basic blocks: Technical, which encompasses the specialized knowledge acquired in professional training; personal, which considers the ability to interact adequately with coworkers to work as a team; and conceptual, which encompasses the manager's ability to analyze abstract situations that allow adapting management models to address institutional problems.

For his part, Chiavenato (2016, cited by Gutiérrez-Macías and Córdova-Ruiz, 2020) identifies a set of permanent directive skills that do not change despite the existence of difficult times: Knowledge, which implies that the manager must have a wealth of concepts, experiences, and information on the details covered by his specialty; perspective, which implies the manager's ability to know how to place himself in any scenario that is affecting the entity, i.e. to put into action his theoretical knowledge to address problems and implement alternative solutions; and attitude, which refers to the manager's behavior in various work situations, thus considering the way to lead, interact, trust others and motivate staff to achieve institutional goals.

Whetten & Cameron (2011, cited by Huerta, 2020) developed a model that considers ten basic managerial skills, which are grouped into a) Personal, which considers self-knowledge, management of stress phases, and providing an analytical solution to problems; b) interpersonal, which considers dealing with conflicts, knowing how to motivate the personnel in charge, promoting the existence of frequent and effective communication with everyone; and c) being able to influence others, and group, which considers delegating and empowering others, knowing how to lead the entity towards positive changes, and forming effective work teams.

Similarly, Goyal (2013, cited by Loján-Alvarado et al., 2022) classifies managerial skills into three blocks: a) Personal, which includes self-direction, learning, being emotionally intelligent, time management, stress management, personal development, decision-making, and problem-solving; b) interpersonal, which includes effective communication, cooperating with others, teamwork, being assertive, negotiating, conflict resolution, etc.; and c) people management, which includes being able to lead and influence people, which requires knowing how to motivate, develop people, accompany, optimize resources, manage talent, leadership and support others.

For this study, the proposal developed by Pereda et al. (2014, cited by Torres-Flórez et al., 2021) was used, since it is proposed for public management, where the following skills are grouped into three blocks or dimensions (see Figure 1): a) Personal level, which covers a set of skills that refer to personal aspects of the manager, as the basis of behavior in the profession, since before being a civil servant he/she is a person, from which the ability to learn, the power to develop a vision, personal development, emotionally intelligent behavior, decision making and knowing how to manage time stand out; b) social level, which refers mainly to the achievement of an adequate relationship with the other members of the public entity, allowing to contribute to an atmosphere in which to work is the most appropriate, therefore, it is highlighted that the quality of interrelationships transmits how we are, where teamwork, frequent communication, knowing how to negotiate, assertive behavior, social skills, among others, stand out; and c) management level, which are those that allow the employee to direct, coordinate and lead the staff of the public entity, highlighting leadership skills, knowing how to motivate the staff in charge, promoting the development of people, achieving the goals set, dealing with conflicts, interaction with the public, knowing how to delegate, managing human talent, accompaniment, etc.

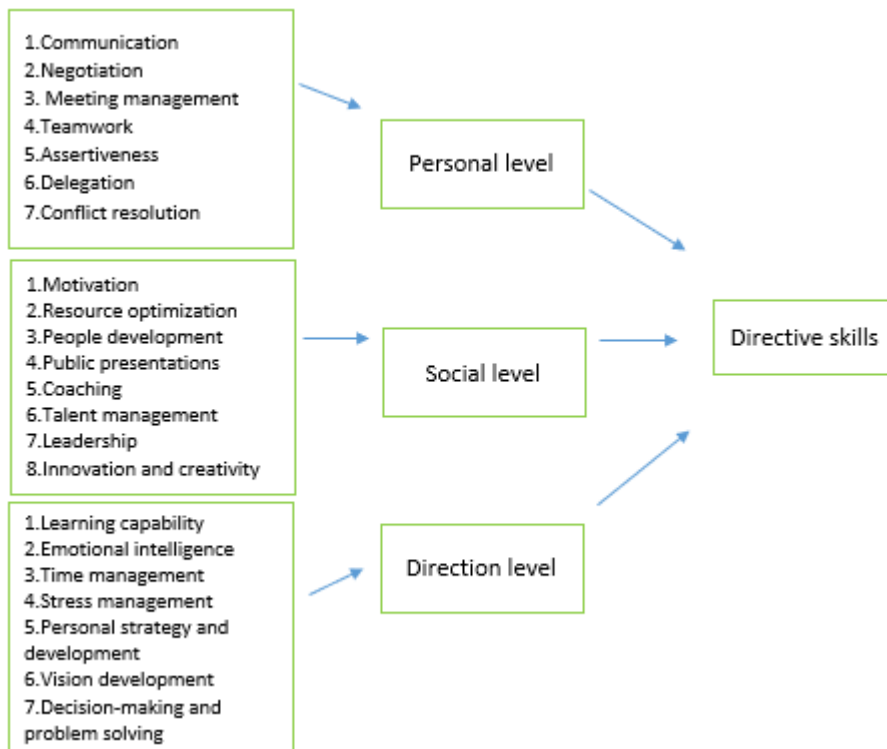


Figure 1. Directive skills for public management

Note: Pereda et al. (2014, cited by Torres-Flórez et al., 2021)

Through D.L. 1024, the Public Managers Corps - PMC was created with the public purpose of selecting a group of professionals characterized by having management skills and abilities, to manage Peruvian state entities (Pérez and Flores, 2022). This process is

carried out through public merit-based competitions (Souroujon, 2021), who, once elected, must comply with precise goals and indicators related to the positions of trust assumed (Zúñiga, 2020); SERVIR being responsible for implementing this procedure (Landa et al., 2021), highlighting that they have transversal competencies, such as: Integrity, which implies the existence of a transparent behavior, i.e. characterized by facing acts of corruption, being decent, professional in their actions, honest, neutral, objective and respectful (García, 2020); vocation of service, which implies promoting actions that contribute to achieve a change in the conditions of citizen living, prioritizing institutional interests over personal ones, for which much sacrifice is needed (Gaete and Álvarez, 2020); teamwork, which implies promoting the existence of higher levels of organization and intersectoral coordination, allowing the streamlining of processes to provide a prompt solution to citizens' problems (Ferreira and Moraes, 2021); and results orientation, which allows all activities prioritized by state entities to be focused on satisfying citizens' expectations, seeking to reduce social, economic and environmental gaps (Chica-Vélez and Salazar-Ortiz, 2021).

Regarding the dependent variable, it is specified that the MEF (2016) is responsible for the administrative system INVIERTE.PE referred to programming the country's investments, whose main purpose is to efficiently guide the use of state resources for investment, which allows the provision of various services and the provision of various support infrastructure required for national development (Rodríguez and Béjar, 2022). Therefore, it becomes a strategic partner for the three levels of government, which have the great challenge of seeking to transform the economic and social reality of the territories, through the prioritization of portfolios that are characterized by being strategic to formulate projects to invest in high-impact public issues. It seeks to reduce environmental, economic, social, and institutional gaps, to increase the quality and diverse styles of living of citizens (Soto, 2021).

This system arose with Legislative Decree No. 1252 and was modified with Legislative Decree 1432 and complemented by Legislative Decree 1435, which created a FIDT, a fund to promote investment. Its guiding principles are as follows: The FIDT is a fund to promote investment; it is a priority to carry out the programming of investments in a multiannual way, which is based on closing gaps in infrastructure issues or access to State services for the inhabitants (Quiroz, 2020); such multiannual programming must be aligned with the country, regional and local objectives approved by CEPLAN, and have the multiannual allocation of public funds to be formulated considering the economic projections; the territorial approach is the criterion for the prioritized public funds to be invested to be related to the provision of the various services and the provision of good infrastructure in the country; what is to be invested must be characterized by the criterion of integrality, and seek the greatest impact on society (Panduro, 2021); a basic aspect to consider is the maintenance of the investment already made, which allows increasing its useful life; and the execution of investments must also be characterized by the existence of a transparent use of public resources (Guerra & Castañeda, 2020).

D.L. 1252 describes the four phases that make up the investment cycle (Gálvez-Berrios et al., 2021), which are considered as the dimensions of this variable (see Figure 2): The multiannual programming of investments (MPI) which in this stage proceeds to describe a set of gap indicators that are the technical support to identify the portfolio of projects to be formalized in the respective programming; the formulation and evaluation of which mainly considers the development of the technical sheets or the development of pre-investment studies, so the existence of an Investment Bank is generated; execution, which is the stage that begins with the preparation of the technical file, and mainly includes the execution of the project, which is monitored on a frequent basis through the development of physical and financial follow-up through the ISS system; and operation, which involves the preparation of the situational status or report on the condition of the assets, which provides information for the preparation of the expenditure program that allows for

frequent maintenance, and finally the ex post (impact) evaluation of the projects for the investments is carried out.

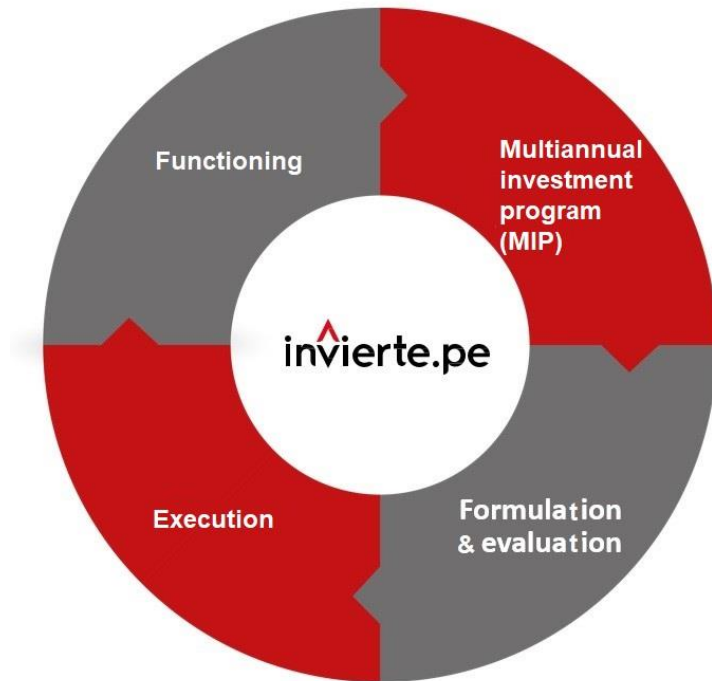


Figure 2. Phases forming the investment management cycle

Note: MEF (2016)

## Materials and Methods

The research is applied at an explanatory level with a non-experimental design; the data were collected by cross-sectional analysis; the method is hypothetical-deductive, and the approach is quantitative. The dimensions used to analyze the variables are the following: Independent variable, in terms of directive skills, and its dimensions of personal level, social level, and management level; dependent variable in terms of the investment cycle and its dimensions of multiannual investment programming, formulation, and evaluation, execution, and operation.

The population was the administrative personnel of a Peruvian public entity, as it is the executing unit of the contract that is responsible for 75% of the investment budget; therefore, the budgeted positions that appear in the current institutional CAP are 317; for the sample, reliability of 95% was assumed ( $Z = 1.96$ ), error (+ 5%), probability (50%), a value of 174 was replaced and obtained, selected at random, with the inclusion criterion being that they have been with the entity for at least six months and that they work in a budgeted position.

The technique used was the survey, the instrument was the questionnaire (for each variable), which was validated by the judgment of six experts, and its reliability was obtained through a Pilot Test of 20 workers, applying Cronbach's alpha, which gave 0.951 for "Management skills" and 0.912 for "Investment cycle".

Both questionnaires have five response options, for their analysis the Likert scale was applied, where: "Never" = value 1; "Almost never" = value 2; "Sometimes" = value 3; "Almost always" = value 4; "Always" = value 5; specifically, the following scales were considered for the analysis of results:

Table 1. The scale of “Directive skills”.

	Inadequate	Regular	Adequate
Directive skills	48 - 112	113 - 176	176 - 240
D1 = Personal level skills	17 - 39	40 - 62	63 - 85
D2 = Social level skills	14 - 32	33 - 51	52 - 70
D3 = Management level skills	17 - 39	40 - 62	63 - 85

Note: Questionnaire “Directive skills”.

Table 2. Scale of “Investment Cycle”

	Inadequate	Regular	Adequate
Investment cycle	16 - 37	38 - 59	60 - 80
D1 = Multiannual investment programming	4 - 9	10 - 15	16 - 20
D2 = Formulation and evaluation	4 - 9	10 - 15	16 - 20
D3 = Execution	4 - 9	10 - 15	16 - 20
D4 = Operation	4 - 9	10 - 15	16 - 20

Note: Questionnaire “Investment Cycle”.

## Results

Table 3 shows the results for V.I. “Managerial skills”, where 71.3% of the personnel perceive the managerial skills that characterize the public servant of the entity as regular, 28.7% as adequate, and 0.0% as inadequate.

Table 3. Independent Variable “Directive skills”.

Level	Worker	Percentage
Inadequate	0	0.0
Regulars	124	71.3
Adequate	50	28.7
Total	174	100.0

Note: Questionnaire “Directive skills”.

Table 4 shows the summary results related to the dimensions of the V.I. “Directive skills”, where the dimension that stands out the most is “personal level skills”, while “Direction level skills” are the ones to be reinforced.

Table 4. Independent Variable “Directive skills” (for each dimension)

Dimension		Trabajador	Porcentaje
Personal level skills	Inadequate	0	0.0
	Regular	114	65.5
	Adequate	60	34.5
Social level skills	Inadequate	0	0.0
	Regular	128	73.6
	Adequate	46	26.4
Direction level skills	Inadequate	0	0.0
	Regular	130	74.7
	Adequate	44	25.3

Note: Questionnaire “Directive skills”.

Table 5 shows the results for the V.D. “Investment cycle”; 86.2% of the personnel perceive the implementation of the investment cycle in the entity as regular, 6.9% as adequate, and 6.9% as inadequate.

Table 5. Dependent Variable “Investment cycle”.

Level	Worker	Percentage
Inadequate	12	6.9
Regular	150	86.2
Adequate	12	6.9
Total	174	100.0

Note: Questionnaire “Investment Cycle”.

Table 6 shows the summary results related to the dimensions of the V.D. “Investment Cycle”, where the dimension that stands out the most is “Execution”, being “Operation” the one to be strengthened.

Table 6. Dependent Variable “Investment cycle” (for each dimension)

Dimension	Worker	Percentage	
Multiannual investment programming	Inadequate	29	16.7
	Regular	135	77.6
	Adequate	10	5.7
Formulation and evaluation	Inadequate	40	23.0
	Regular	122	70.1
	Adequate	12	6.9
Execution	Inadequate	8	4.6
	Regular	130	74.7
	Adequate	36	20.7
Operation	Inadequate	35	20.1
	Regular	139	79.9
	Adequate	0	0.0

Note: Questionnaire “Investment Cycle”.

Table 7 shows the correlation matrix of each of the indicators of the independent variable with the dependent variable, which is considered for the development of the proposal, only the positive and significant Spearman's Rho values for the indicators of the three dimensions of “Directive Skills”; based on this, it is observed that “Delegation” is the only indicator that has no relationship with the “Investment Cycle”.

Table 7. Correlation matrix of the indicators of the variable “Directive skills” with the variable “Investment cycle”.

		Ciclo de inversión	
Rho	Ability to learn	r	0.632
		p	0.000
	Emotional intelligence	r	0.744
		p	0.000
	Time management	r	0.691
		p	0.000
	Stress management	r	0.740
		p	0.000
	Strategy and personal development	r	0.531
		p	0.000
	Vision development	r	0.165
		p	0.029
	Decision-making and problem-solving	r	0.632
		p	0.000
	Communication	r	0.683
		p	0.000
	Negotiation	r	0.525
		p	0.000
	Meeting management	r	0.614
		p	0.000



Teamwork	r	0.610
	p	0.000
Assertiveness	r	0.650
	p	0.000
Delegation	r	0.074
	p	0.330
Conflict resolution	r	0.608
	p	0.000
Motivation	r	0.532
	p	0.000
Resource optimization	r	0.539
	p	0.000
People development	r	0.614
	p	0.000
Public presentation	r	0.668
	p	0.000
Coaching	r	0.671
	p	0.000
Talent management	r	0.430
	p	0.000
Leadership	r	0.608
	p	0.000
Innovation and creativity	r	0.584
	p	0.000

Note: Questionnaires “Directive skills” and “Investment cycle”

Regarding the contrast of the specific hypotheses, we have: The first is “There is the influence of personal level skills on the investment cycle of a public entity in Peru, period 2019 - 2022”, by means of ordinal logistic regression, a chi-square = 36.116 ( $p = 0.000$ ) and a Nagelkerke coefficient = 0.298 were obtained, therefore, there is the influence of personal level skills on the investment cycle; the second is that “There is an influence of social level skills on the investment cycle of a public entity in Peru, period 2019 - 2022”, with a chi-square = 19.064 ( $p = 0.000$ ) and a Nagelkerke coefficient = 0.165; therefore, there is an influence of social level skills on the investment cycle; the third is “There is an influence of management level skills on the investment cycle of a public entity in Peru, period 2019 - 2022”, obtaining a chi-square = 41.282 ( $p = 0.000$ ) and a Nagelkerke coefficient = 0.335; therefore, there is an influence of management level skills on the investment cycle. Finally, the contrast of the general hypothesis “There is an influence of management skills on the investment cycle of a public entity in Peru, period 2019 - 2022”, obtained a chi-square = 38.929 ( $p = 0.000$ ) and a Nagelkerke coefficient = 0.318, which implies that management skills influence the investment cycle.

## Discussion

The results obtained show that directive skills influence the investment cycle of a Peruvian public entity, from 2019 to 2022. This implies that in order to improve the problems identified in the different phases of the investment cycle, such as the programming of investments in the medium term, the formulation of projects that have been prioritized in the investment bank, the preparation of technical files for their subsequent execution, and finally the analysis of the impact of public intervention and their respective maintenance. It would be a priority for the entity to prioritize the appointment of public officials who are characterized by having diverse personal, social, and managerial skills, in addition to their frequent strengthening of skills related to the management of administrative systems.

This is in line with the guidelines set forth by international organizations, such as ECLAC (2018), which proposes the implementation of a renewed approach to public management, focused on the implementation of mechanisms and instruments that promote the proper use of resources, favoring participatory planning processes, formulating the budget based on impact results and reduction of gaps, and monitoring the use of resources in accordance with what has been previously structured. Specifically, the work identified that it is the “Direction level skills” that should be reinforced, especially in the indicators referring to talent management of the personnel that makes up the entity, the optimal use of the resources given to fulfill the functions entrusted, and the promotion of personnel development to achieve personal and professional goals.

Similarly, the OAS (2018) has developed a guide that promotes the implementation of strategies that contribute to achieving effectiveness in public management, in addition to providing incentives to recognize the implementation of practices that innovate in the way of meeting citizens' expectations. The surveyed entity's personnel stated that the dimension that most stand out within the “Investment Cycle” is the “Execution” dimension, which implies that priority is given to the monitoring and follow-up of the resources allocated to the entity. This implies that priority is given to frequent follow-up on the execution of investments, through periodic management meetings, where commitments are made for the efficient use of resources and problems that delay the project are identified, whose fulfillment is an indispensable requirement to ratify confidence in the officials and personnel in charge.

It also agrees with what was published by the UN (2018), where it is promoted that the authorities must implement governance models for their territories, based on transparent criteria for using public resources. They must be responsible with the management commitments assumed and encourage citizen participation in decision-making spaces regarding the priorities of the population's demands, which allows strengthening the democratic foundations and the frontal fight against corruption; 73.6% of the personnel perceive that the social skills that characterize the officials of this entity are at a regular level, highlighting that the officials are characterized by knowing how to express their discrepancies and points of view, and to promote a team spirit that allows them to work in harmony, aspects that are appropriate to get citizens more involved in each of the processes of participation and accountability.

It also agrees with what is stated by the OECD (2021), which in its impulse to formulate and implement public management policies, describes the challenges and demands required to work for the state, which implies that it requires professionals with adequate professional training according to the characteristics of administrative systems, experience in state management, and a solid exercise of values and ethical behavior since these are attributes that are considered for the conformation of the team of officials of the entity, but that is still in the process of consolidation, and are perceived by the workers of a public entity in Peru since 71.3% consider the managerial skills of the officials as regular and 0.0% as inadequate.

It agrees with the proposal developed by SERVIR (2016), who have developed a model of transversal competencies for civil servants, which focuses on details that they should be characterized by working in teams, has a clear vocation to serve others and base their development strategies in the entity to achieve results for the benefit of citizens. The instrument applied to analyze the directive skills of the officials considers these qualities, such as asking the personnel if they promote a team spirit for harmonious work, and if they promote cooperation and support among the members of the entity (Indicator “Teamwork” of the dimension “Social Skills”) if they are characterized by knowing how to recognize the qualities of others, and if they are characterized by recognizing the qualities of others, and if they are characterized by valuing the effort and performance focused on serving the citizen (Indicator “Development of people” of the dimension “Direction level skills”), and if they coordinate with the work teams to prioritize the

public problems to be addressed, and if in urgent situations decisions are taken to seek to solve the problems (Indicator “Decision making and problem solving” of the dimension “Personal level skills”).

There is an agreement with that published by CEPLAN (2018) on the policy considerations to boost regional investment and address public problems, which will contribute to achieving the general government policy and the development objectives proposed by the OECD since the work analyzed the investment cycle proposed by the MEF through its Directive that promotes the implementation of INVIERTE.PE, in each of its four phases, finds that 86.2% of the staff perceives its implementation at a regular level, i.e. it complies with the regulations, but there are aspects to improve.

Similarly, it agrees with the PCM (2018), since they have approved a strategy to promote the modernization of public management, to generate value for the citizen, composed of five pillars and three transversal axes, within which stands out a pillar related to public entities prioritizing having a civil service based on merit; given that the work allowed identifying the directive skills that most characterize public officials of a public entity in Peru, and based on this improvements were proposed in accordance with the generic competencies proposed by SERVIR for public managers.

Similarly with the MEF (2016), since they formalize the application of an investment cycle that allows programming it multiannually, formulating and evaluating, executing and maintaining it; given that the implementation of such cycle was investigated, finding that if it is applied in a public entity in Peru, but it is of regular level, it is the most worrying phase the “Operation.”

Concerning the results of the comparison of hypotheses, the first hypothesis, “There is an influence of personal skills on the investment cycle of a public entity in Peru, period 2019 - 2022”, concluded that the personal skills of public officials do influence the implementation of the investment cycle. This is consistent with Whetten & Cameron (2011, cited by Huerta, 2020), who argues that a key block of skills that public managers must possess to manage institutions are the personal ones, which involve self-knowledge, management of stress stages, and knowing how to face problems. It is also consistent with Goyal (2013, cited by Loján-Alvarado et al., 2022), who highlights the block of personal skills of the public official, especially self-direction, emotional intelligence, personal development, time management, stress management, decision-making, and problem-solving, and with SERVIR concerning the transversal competencies of the manager, such as integrity, which implies transparent, honest and professional behavior in his or her actions (personal development).

With respect to the second one regarding to the topic “influence of social skills on the investment cycle of a public entity in Peru, period 2019 - 2022”, it was concluded that the social skills of public officials do influence the implementation of the investment cycle, which is consistent with Katz (1955, cited by Carrillo, 2019), who highlights the relevance that managers should be characterized by personal skills, implying that they should be characterized by personal skills; also with Chiavenato (2016, cited by Gutiérrez-Macías and Córdova-Ruiz, 2020), who highlights the manager's attitude towards work situations, such as interacting and trusting others to achieve goals; also with Whetten & Cameron (2011, cited by Huerta, 2020), who points to interpersonal skills especially knowing how to act in the face of conflicts and the development of effective communication with everyone, also with Goyal (2013, cited by Loján-Alvarado et al., 2022), who highlights interpersonal skills such as effective communication, cooperating with others, working as a team, knowing how to negotiate, knowing how to resolve conflicts, and the transversal competencies of the manager exposed by SERVIR such as working as a team that contributes to higher levels of organization and intersectoral coordination, which expedites the handling of citizen problems.

With respect to the third one that details “Is there an influence of management level skills in the investment cycle of a public entity in Peru, period 2019 - 2022”, it was concluded that the management skills of public officials do influence the implementation of the cycle for investments; which agrees with Katz (1955, cited by Carrillo, 2019) regarding conceptual skills such as the ability to analyze abstract situations to address institutional problems; also with Chiavenato (2016, cited by Gutiérrez-Macías and Córdova-Ruiz, 2020) regarding perspective skills that include knowing how to place oneself in any scenario that affects the entity to provide solution alternatives; also with Whetten & Cameron (2011, cited by Huerta, 2020) in what implies group skills that considers knowing how to lead towards positive changes to the entity; also with Goyal (2013, cited by Loján-Alvarado et al., 2022) in terms of people management skills, which include knowing how to motivate, develop people, optimize resources, manage talent and lead the entity's destiny, and the cross-cutting competencies of the manager set out by SERVIR, such as results orientation, implying that the strategies implemented are focused on meeting citizens' expectations (leadership).

Finally, in contrast to the general hypothesis that details “There is an influence of managerial skills on the investment cycle of a public entity in Peru, period 2019 - 2022”, it was concluded that the managerial skills of public officials do influence the implementation of the cycle for investments. This is consistent with what was stated by Bateman and Snell (2009, cited by Useche et al., 2019) who express that the skills of the manager are the set of skills focused on coordinating and supervising that workers comply with the goals and objectives; also with what is exposed by Whetten and Cameron (2011, cited by González et al., 2022), who indicate that they are behavioral skills, made up of actions applied to achieve the expected results and that they can be measured and controlled, and with Cruz-García (2020), who points out that the skills of civil servants should prioritize the change of attitude focused on seeking to satisfy the needs of the citizen, and be characterized by a strong vocation for civil service.

## Conclusions

1. The managerial skills of staff members influence the investment cycle of a public entity in Peru, period 2019 - 2022; in addition, most of the workers perceive the directive skills as regular, with the “Personal level skills” as the most highlighted dimension and “Management level skills” as the one that should be reinforced. Similarly, a large part of the staff considers the implementation of the investment cycle as regular, where the dimension that stands out the most is “Execution” and “Functioning” should be reinforced as a priority.
2. There is an influence of the personal level skills of staff members on the investment cycle of a public entity in Peru, period 2019 - 2022. The most outstanding indicators are: “Stress management” and “Decision making and problem-solving”, while those to be improved are: “Vision development” and “Time management”.
3. There is an influence of the social level skills of civil servants in the investment cycle of a public entity in Peru, period 2019 - 2022. The most outstanding indicators are: “Assertiveness” and “Teamwork”, and those to be improved are: “Conflict resolution” and “Negotiation.”
4. There is an influence of the direction level skills of officials in the investment cycle of a public entity in Peru, period 2019 - 2022. The most outstanding indicators are: “Coaching” and “Motivation”, and those to be improved are: “Talent management” and “Resource optimization.”

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