

THE IMPLEMENTATION OF THE POLICE ASSESSMENT CENTER ON THE INDONESIAN NATIONAL POLICE IN SUPPORTING OF OPEN PROMOTION

Albertus Recky Robertho, Hardi Warsono

¹Diponegoro University, Faculty of Social and Political Sciences, Jl. Prof. H. Soedarto, S.H. – Tembalang Semarang, 50 275 Indonesia, jenewa.alexandra@gmail.com

PROFESIONAL PAPER

ISSN 2637-2150

e-ISSN 2637-2614

UDC 351.74/.76 :323.15(594)

DOI 10.7251/STED2201127R

COBISS.RS-ID 136262145

Paper Submitted: 18.01.2022.

Paper Accepted: 05.03.2022.

Paper Published: 20.05.2022.

<http://stedj-univerzitetpim.com>

Corresponding Author:

Albertus Recky Robertho, Diponegoro University, Faculty of Social and Political Sciences, Semarang, Indonesia, jenewa.alexandra@gmail.com



Copyright © 2022 Albertus Recky Robertho & Hardi Warsono published by UNIVERSITY PIM. This work licensed under the Creative Commons Attribution-NonCommercial-NoDerivs 4.

ABSTRACT

The way to clarify the concept of the human resources competence of The Indonesian National Police (POLRI) is believed to be a key factor in determining the success of the police organization. Currently, POLRI has implemented an open position promotion program which one of the stages uses the Assessment Center to exam managerial competence. This research aims to analyze the policies and impact of assessment center implementation in supporting of the open positions promotion. The Researchers apply qualitative approaches with data collection techniques in the form of observations, interviews and

document studies. The results of the study findings concluded that the Assessment Center implementation policy in support of open promotion in the narrow sense has been implemented although incomplete. In a broad sense, the implementation of assessment center policies in supporting of open promotion has not been successful and has not given a positive impact. This is because The Indonesian National Police as a bureaucratic organization, does not fully have the organizational capacity that is the backbone of bureaucracy, which involves: organizational structure; mechanism of work; human resources; financial support as well as resources needed to work. These four elements have not been able to realize optimal conditions and support each other.

Keywords: The Indonesian National Police (POLRI), Assessment Centre, Assessor, Implementation, Empowerment.

INTRODUCTION

The Indonesian National Police (POLRI) as a large and complex organization is a tool of the state that functions in order to maintain the security and order of the community, enforce the law and protect, as well as serve the community. Borthakur stated that in the POLRI administration system, the benchmark of police success is determined by the operational management system, while to support the success of the POLRI is determined by the coaching management system, both of which are interconnected (Borthakur, 2019). As an element supporting the success of the POLRI which is a professional organization, the quality of human resources itself should have individual competencies that support the organization's work system especially if

Robertho, A. R., & Warsono, H. (2022). The implementation of the police assessment center of the Indonesian national police in supporting of open promotion. *STED Journal*, 4(1), 127-135.

given the confidence to occupy an appropriate position and at the right time (*the right man, on the right place, at the right time*).

In line with this condition, the POLRI has made a work program related to the development of human resources of the POLRI namely an open position promotion program around the Police environment. One of the stages in the open position promotion program is the managerial competency test conducted through the *Police Assessment Center*. The National Police Assessment Center has been used to support the Police Chief's policy in the promotion of open positions for every level and office space in its jurisdiction in accordance with the delegation of its authority. This is as stated in the Budget Activity Plan sheet of the Ministry of Institutions (RKAKL) in the POLRI about the promotion of open positions.

In its implementation, there is a presumption that The Indonesia National Police *Assessment Center* in supporting the promotion of open positions is an administrative activity and limited to carrying out obligations only, and there is a less clear understanding of the purpose of the *Assessment Center* itself. This is reflected in some openly promoted office spaces are still general. One example is the promotion of open positions for the position of Unit Head in the Indonesian National Police (Haripin, & Siregar, 2016), while the position of Unit Head consists of 7 (seven) different positions, namely: 1) Head of the Intelligence and Security Unit (Kasatintelkam); 2) Head of The Water Police Unit (Kasatpolair); 3) Samapta Bhayangkara Unit (Kasatsabhara); 4) Head of Traffic Unit (Kasat lalu); 5) Head of The Criminal Investigation (Kasatreskrim); 6) Head of The Drug Investigation Unit (Kasatresnarkoba); and 7) Head of Community Development Unit (Kasatbinmas), they have different competencies from one to another. Based on the description, the author research about the implementation of The Indonesian National Police *Assessment Center* in support of the promotion of open positions.

The purpose of the research is to describe, explore and analyze the implementation of policies and the impact of the implementation of the Indonesian National Police *Assessment Center* in supporting the promotion of open positions with data or information sources including observed events, namely parties directly involved in the implementation of Indonesian National Police *Assessment Center*.

LITERATURE REVIEW

As an analytical tool to answer existing problems, the following relevant theoretical and concept foundations are needed as follows:

The Theory of Human Resource Management

According to Soltis, Brass, & Lepak, stated that management is a different process consisting of *planning, organizing, actuating* and *controlling* that are executed to determine and achieve goals that have been set using humans and other resources (Soltis, Brass, & Lepak, 2018). Human resources according to (Horton et al., 2003; Schermerhorn Jr, & McCarthy, 2004) stated that there are people, individuals, and groups that help organizations produce goods or services. (Cherkesova, Belikova, Popova, Sukhova, & Demidova, 2015) mentioned simply said that human resource management is the practice and policy of determining the "human" aspects or human resources in management positions, including recruiting, screening, training, rewarding and assessing.

Competency Theory

Competence is a fundamental characteristic that a person has a direct influence on a particular job, or it is said that through competence it can predict excellent performance (Kunnanatt, 2008; Raven, 2001; Skorková, 2016). In addition, competence is a synergy of knowledge, skills, and or work attitudes in carrying out work in accordance with established performance procedures and standards

Robertho, A. R., & Warsono, H. (2022). The implementation of the police assessment center of the Indonesian national police in supporting of open promotion. *STED Journal*, 4(1), 127-135.

(Ratković-Njegovan, & Kostić, 2014). Furthermore, Tra & Linh explained that there are 2 (two) types of competency assessment, namely by using competency-based standards (soft competencies) and competency standards based on job functions - hard competencies (Tra, & Linh, 2021). *Assessment Center* itself generally uses job title-based competency standards or assessment of soft competencies, so that what is tested is managerial competence.

Implementation Concept

There are two approaches to understanding implementation such as follows: 1) The narrow meaning by which implementation is part of a policy process or cycle; and 2) The Broad meaning where implementation is seen as a study or field of study. The success of implementation in a narrow sense is to look at the compliance of implementers implementing policies contained in the policy document (Laws, Regulations and Programs) and following the existing Standard Operating Procedure (SOP) (Meier, Ripley, & Franklin, 1987; Tummers, & Bekkers, 2014; Williams, 2021).

While in the broadest sense as a study or field of study, the success of implementation is not only seen in a narrow sense, but also from the success of realizing policy goals that are in fact in the form of the emergence of policy impacts. The implementation process involved various elements such as policy quality, organizational capacity and human resource capabilities, all of which work in harmony (Howlett, 2019). On the other hand, Mwaniki & Gathenya stated that currently bureaucracy is still the backbone for the achievement of various policy goals, and the success of bureaucracy is greatly influenced by the capacity of the organization (Mwaniki, & Gathenya, 2015). Organizational capacity as a unity of organizational elements involving a) organizational structure; b) mechanism of work; c) human resources; and d) financial support and resources needed to work (Gregory, & Howard, 2009).

Assessment Centre Concept

The *Assessment Center* is not only a designation for a place that is the center of assessment activities, but also is used to refer to a process, procedure or method of approach to assess and measure a person's competence (Schuler, 2008). In the *Assessment Center* method, competency assessment is carried out on several assesses through several simulations or measuring instruments and is carried out by several assessors so that the assessment becomes more objective. Assessment center was defined as an assessment process where potential competence or owned by employees is currently evaluated by more than one assessor using various assessment techniques (Bobrow, & Leonards, 1997). In the POLRI environment, *Assessment Center* is a method that has been standardized to assess or measure the potential and prediction of a person's success in a position through several measuring tools or simulations or assessment methods based on job competence and carried out by several assessors.

Assessment Centers can be used for very different purposes (Kord, & Thornton, 2020). The purpose of using the *Assessment Center* is as follows:

- Determining who will get a promotion. In this case, the dimensions and exercises used are appropriate to identify employees with long-term success potential at lower and medium-level positions within the organization. *Assessment Center* results are an evaluation of several managerial dimensions and an overall assessment rating. In addition to feedback for participants, results are only given to managers who will make promotional decisions. These results are used alongside other information relating to promotional decisions.
- Diagnosing the strengths and weaknesses of the on-duty manager so that further development can be planned more effectively. In this case, the *Assessment Center* is used to assess skills that can be developed

Robertho, A. R., & Warsono, H. (2022). The implementation of the police assessment center of the Indonesian national police in supporting of open promotion. *STED Journal*, 4(1), 127-135.

within a reasonable timeframe. The exercise should provide an opportunity to evaluate participants on each separate dimension.

- Developing managerial skills and expanding organizational development. In this case, the *Assessment Center* is used to provide exercises similar to work situations. This exercise provides an opportunity to practice new skills and gain feedback from neutral observers.

The *Assessment Center* business process classify into several stages, namely (Kleinmann, & Ingold, 2019): Requirements of Competency Standards of Position; Determination of Competency Assessment Methods; Administration of *Assessment Center* Implementation; and the Implementation of the *Assessment Center*. The *Assessment Center* business process is the flow of *Assessment Center* implementation in which, each organization can reduce or increase activities at the time of the implementation of the *Assessment Center* in accordance with their individual necessity.

The Concept of Open Office Promotion

Promotion of open positions is an activity to inform and require people who have the necessary qualifications and competencies for the position to be filled through an assessment process that is implemented in a transparent, measurable and accountable manner. While in The Indonesian National Police Regulation, the promotion of open positions is the filling of certain echelon positions that are carried out by open selection. The stages that must be implemented include as follows: Announcement; Registration; Administrative Examination; Managerial Competency Test; Field Competency Test; Track Record Search; and determination of results. Bases on these stages, the managerial competency test is carried out with the *Assessment Center* by the managerial competency test team. The managerial competency test is conducted to assess the conformity between

the managerial competencies possessed by participants with the standards of managerial competence required in this position.

RESEARCH METHOD

The approach used in this research is a qualitative research approach that is expected to produce an initial and general understanding of the implementation policies and the impact of The POLRI *Assessment Center* in supporting the promotion of positions. Qualitative research was a method for exploring and understanding meanings that are describe to social and humanitarian problems (Creswell, & Poth, 2017). One type of qualitative research that has been obtained is that researchers develop in-depth analysis of a case, often in the form of programs, events, activities, processes, with one or more individuals.

The source of data or information is the determining party in obtaining the necessary data. In addition, the research techniques used consist of as follows: Data Collection Techniques, which include observations or observations, interviews, and review of documents; Data Analysis Techniques, which include the stage of data reduction, data presentation and conclusion withdrawal; and Data Test Technique (Data Validity), namely by relating to data sources or information that is the result of comparisons either in the form of similarities or reasons of difference that certainly support the accuracy of research.

RESULT AND DISCUSSION

The implementation of The Indonesian National Police *Assessment Center*, in addition to being seen in a narrow sense can also be seen in the broadest sense as a field of study, as according to (Meier et al., 1987) mentioned that the success of implementation is not only seen in terms of compliance of implementers in following standard operating procedures (SOP), but also from their success in realizing policy goals that

Robertho, A. R., & Warsono, H. (2022). The implementation of the police assessment center of the Indonesian national police in supporting of open promotion. *STED Journal*, 4(1), 127-135.

are in the form of policy impacts. In this approach, (Kyriakidou, 2010), stated that bureaucracy is still the backbone in implementing policies and bureaucratic success is strongly influenced by organizational capacity. Organizational capacity is a unity of organizational elements involving organizational structures; mechanism of work; human resources; and the financial support and resources needed to work (Schermerhorn Jr, & McCarthy, 2004; Gregory, & Howard, 2009). The POLRI which is a bureaucratic organization cannot be separated from the influence of the capacity of the organization in its success in implementing *Assessment Center* policy of The Indonesian National Police in supporting the promotion of open positions, including in realizing policy objectives that are in fact in the form of the emergence of policy impacts.

Organizational Structure

At this time, the position of The Indonesian National Police *Assessment Center* already has its own organization structure, namely the Competency Section that organizes Assessment Center activities but the Working Procedure Relationship (HTCK) between the organizers in this case the Competency Section with assessors is only available in State Police of the Republic of Indonesia Region (Polda) does not exist and is only limited to calls using a Warrant only. In this case, the assessor has no parent and no formal relationship, in line with the theory from (George, & Jones, 1997), Organizational structure was a system of formal relationships between tasks and authorities that control and coordinate resources to achieve goals so that the organization can run effectively and efficiently. With such a model, the formal relationship between the duties and authorities that control and coordinate resources becomes non-existent so that the purpose of implementing the Assessment Center becomes ineffective and efficient.

Working Mechanism

The mechanism of work is the workings of the organization in achieving

its goals and consist of a teamwork (Langton, 2013). In the implementation of The Indonesian National Police of *Assessment Center* policy, the working mechanism is arranged in such a way that it can achieve the expected objectives. The *Assessment Center* business process consists of several stages that in each organization can reduce or increase their activities according to their individual necessity (Weick, 2017).

The main requirement of the *Assessment Center* is to have a Competency Standards Department (SKJ) document and the existence of a Competency Dictionary (KK) which is an official document of the organization used to conduct the competency assessment process. The implementation of The Indonesian National Police *Assessment Center*, there is no Standard of Competence of the Department (SKJ), but there is a so-called Department Competency Profile (PKJ), which is a required competency for a certain position (Peraturan Kepala Kepolisian Negara Republik Indonesia Nomor 5 Tahun, [PKNRI], 2016). While the Competency Dictionary is a list of types of competencies, definitions of competence and descriptions for each level of proficiency or competence compiled.

The implementation of the POLRI *Assessment Center* in support of the promotion of open positions tends to refer to 1 (one) such as the Competency Profile of the Department (PKJ), such as the example in the Competence Profile of the deputy Head of the Regional Police (Wakapolres) Department, while some other positions are promoted, such as the position of Head of The Police; Police Chief; Head of Unit to the Police; Section Head, Sub-Field Head and Head Of Sub-Directorate to Regional Police Head (Polda); and the Department of Middle Officer (Pamen) and First Officer (Pama), are not specifically/specifically using the Competency Profile of the Department (PKJ) that has been stipulated in (PKNRI, 2016) concerning the implementation of The Indonesian National Police *Assessment Center*. This is because the determination of

Robertho, A. R., & Warsono, H. (2022). The implementation of the police assessment center of the Indonesian national police in supporting of open promotion. *STED Journal*, 4(1), 127-135.

the position type promoted has been determined directly from the center even though each position has its own type of competence. It has an impact on the lack of clearness purpose of the *Assessment Center* itself.

In this case, the implementation of The Indonesian National Police *Assessment Center* does not comply with what has been regulated and contained in the regulations that have been set. As according to (Meier et al., 1987) mentioned that to understand the success of implementation in a narrow sense is to observe at the compliance of implementers implementing policies contained in policy documents (in the form of Laws, Regulations and Programs). In terms of the use of the Terms of Competency Standards (SKJ), the non-compliance of implementers implements (PKKNRI, 2016) concerning the implementation of The Indonesian National Police *Assessment Center*, so that implementation is not fully implemented as it should and makes the goal has not been achieved.

Furthermore, the purpose of *Assessment Center* is to support the promotion of open positions as stated in the Budget Activity Plan contain in the Ministry of Institutions (RKAKL). The competency assessment method used tends to be only 3 (three) methods, namely: psychometry; Behavior-based interviews (Behavior Event Interviews); and Leaderless Group Discussion.

Assessment centers can be used for very different purposes: promoting or promotion of a person; diagnosing the strengths and weaknesses of the manager on duty; and developing managerial skills, where the dimensions and exercises used will differ from each other. In the implementation of The Indonesian National Police *Assessment Center*, the purpose of the implementation of The Indonesian National Police *Assessment Center* is for the promotion of positions, so that the assessment method used should be able to identify employees with long-term potential success. In every competency that will be assessed, not all assessment methods can

accommodate or explore these competencies. This means that to explore a competency of a position needs to be planned from the beginning, what assessment method is most appropriate and not only use 3 (three) assessment methods as mentioned earlier.

Human Resource

Human resources have an important role in the implementation of assessment centers. Assessors, especially in the Head Police Region (Polda) are members of the Police and Civil Servants of the Police who have structural positions, so that in the implementation of the *Assessment Center* becomes constrained when the assessor prioritizes the completion of their main task rather than conducting *Assessment Center* activities. This is because the task as an assessor is an additional task. The number of human resources owned by organizations mandated to implement a policy will affect the capacity of the organization in carrying out its mission to realize organizational goals (Gregory, & Howard 2009; Van Rensburg, Basson, & Carrim, 2011). Therefore, assessors who are inactive and not present in *Assessment Center* activities because there are other activities make the organization in this case of The Indonesian National Police *Assessment Center* being unable to carry out its duties properly, therefore the goal is not achieved.

Likewise, with assesses, in research, some assesses state that *Assessment Center* activities used for promotion purposes, never know the results and follow-up, so it is felt that the activity is only formality and administration. This certainly has an impact on assesses who are only limited to carrying out orders only in participating in *Assessment Center* activities. Assesses becomes less motivated to know what its competence itself.

According to Meier et al., 1987, stated that to understand the success of implementation in a narrow sense is to look at the compliance of implementers implementing policies following standard operating procedures (SOP) solely. Implementation that is part of the policy

Robertho, A. R., & Warsono, H. (2022). The implementation of the police assessment center of the Indonesian national police in supporting of open promotion. *STED Journal*, 4(1), 127-135.

cycle is only a matter of administration and management, as in the implementation of the POLRI *Assessment Center*, where human resources in this case assesses has followed all stages of the *Assessment Center* even though it is felt that its activities are only administrative.

Financial Support and Resources Needed to Work

Financial support and resources needed, is one of the influences of the organization's capacity in determining the success or absence of policy implementation. In every *Assessment Center* activity, the amount of budget used tends to be only for office stationery (ATK) and consumption (snacks and lunches) for assessors, assesses and administrators. In the implementation of the *Assessment Center*, assessors who have structural positions at the Head Regional Level (Polda) in participating in activities are not supported by budget for accommodation. This has an impact on the reduced assessor present and makes the assessor's motivation reduced.

Other resources needed in the implementation of the POLRI *Assessment Center* are facilities and infrastructure. In its implementation, the facilities and infrastructure in the POLRI *Assessment Center* room are still not fully sufficient because some activities still use other rooms. Due to lack of insufficient facilities and infrastructure in the implementation of *Assessment Center* which is one element in the capacity of the organization will make the implementation of policies do not work properly.

CONCLUSION

Implementation of The Indonesian National Police *Assessment Center* policy in a narrow sense has basically been implemented. While in the broadest sense, the implementation of *Assessment Center* policy can be said to have not been successful. Currently, the implementation of *Assessment Center* policy also has not had a positive policy impact. This is

because the capacity of the POLRI organization which is a bureaucratic organization has not been able to realize optimal conditions or support each other among the four elements (organizational structure; mechanism of work; human resources; financial support and resources needed to work).

The implementation of the POLRI *Assessment Center* in support of the promotion of open positions still does not have a clear goal. Therefore, there is difficulty in distinguishing with other *Assessment Center* objectives, be it for mapping personnel competence or diagnosing the strengths and weaknesses of personnel on duty, or for the purpose of developing managerial skills and expanding organizational development. As for the advice for the progress and good implementation of the POLRI *Assessment Center* in supporting the promotion of positions, namely as follows:

- Clarity of purpose of use of *Assessment Center*, socialization and commitment and strong integrity of the *Assessment Center* organizers, so that when determining the requirements of the Competency Standard (SKJ) and competency assessment methods can be adjusted to the applicable provisions. In addition, with clarity of purpose use *Assessment Center*, socialization and commitment and strong integrity will make assesses, assessor and administrator become motivated in the implementation of *Assessment Center*.
- Financial support is needed for accommodation, training and development in order to improve the competence of assessors, in addition to optimization of *Assessment Center* facilities and infrastructure so that in implementation it will become better.

Robertho, A. R., & Warsono, H. (2022). The implementation of the police assessment center of the Indonesian national police in supporting of open promotion. *STED Journal*, 4(1), 127-135.

LITERATURE

- Bobrow, W., & Leonards, J. S. (1997). Development and validation of an assessment center during organizational change. *Journal of Social Behavior and Personality*, 12(5), 217.
- Borthakur, A. K. (2019). *The Administration of Justice in Assam (1826–1874)*. London and New York: Routledge. Retrieved November 23, 2021, from <https://doi.org/10.4324/9780429243745-7>
- Cherkesova, E. Y., Belikova, S. S., Popova, E. M., Sukhova, A. A., & Demidova, N. E. (2015). Mechanism of development of human capital within human resources management of modern organization. *Mediterranean Journal of Social Sciences*, 6(5), 399-399. Retrieved November 3, 2021, from <https://doi.org/10.5901/mjss.2015.v6n5s2p399>
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. LA: Sage publications.
- George, J. M., & Jones, G. R. (1997). Organizational spontaneity in context. *Human performance*, 10(2), 153-170. Retrieved October 3, 2021, https://doi.org/10.1207/s15327043hup1002_6
- Gregory, A. G., & Howard, D. (2009). The nonprofit starvation cycle. *Stanford Social Innovation Review*, 7(4), 49-53.
- Haripin, M., & Siregar, S. N. (2016). The Defects of Police Reform in Indonesia. *Journal of Indonesian Social Sciences and Humanities*, 6(2), 53-64. Retrieved October 12, 2021, from <https://doi.org/10.14203/jissh.v6i2.40>
- Horton, D., Alexaki, A., Bennett-Lartey, S., Brice, K. N., Campilan, D., Carden, F., de Souza Silva, J., Duong, L.T. Khadar, I., Maestrey Boza, A., Kayes Muniruzzam, I., Perez, J., Somarriba Chang, M., Vernooy, R., & Watts, J. (2003). *Evaluating capacity development: Experiences from research and development organizations around the world*. The Hague, Netherlands: International Service for National Agricultural Research; Ottawa, Canada: International Development Research Centre.
- Howlett, M. (2019). Moving policy implementation theory forward: A multiple streams/critical juncture approach. *Public Policy and Administration*, 34(4), 405-430.
- Peraturan Kepala Kepolisian Negara Republik Indonesia. (2016). Nomor 5 Tahun. Retrieved January 15, 2022, from <https://kalsel.polri.go.id/perkap/2016/>
- Kleinmann, M., & Ingold, P.V. (2019). Toward a better understanding of assessment centers: A conceptual review. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 349-372.
- Kord, H., & Thornton III, G. C. (2020). Behavioral assessment of expert talent competencies: Analysis, decision making, and written and verbal communication skills. *Personnel Assessment and Decisions*, 6(1), 4.
- Kunnanatt, J. T. (2008). Emotional intelligence: Theory and description - A competency model for interpersonal effectiveness. *Career Development International*, 13(7), 614-629.
- Kyriakidou, N. (2010). The Handbook of Human Resource Management Practice - By Michael Armstrong. *International Journal of Training and Development*, 14(1), 77-79. Retrieved December 12, 2021, from <https://doi.org/10.1111/j.1468-2419.2009.00342.x>
- Langton, N. (2013). Values, attitudes and diversity in the workplace. In Robbins, S., Judge, T. A., Millett, B., & Boyle, M. (Eds.), *Organizational behavior*, (pp 58-81). Australia: Pearson Higher Education.
- Meier, K. J., Ripley, R. B., & Franklin, G. A. (1987). *Policy Implementation*.

- Robertho, A. R., & Warsono, H. (2022). The implementation of the police assessment center of the Indonesian national police in supporting of open promotion. *STED Journal*, 4(1), 127-135.
- Public Administration Review*, 47(4), 353-354.
- Mwaniki, R., & Gathanya, J. (2015). Role of human resource management functions on organizational performance with reference to Kenya power & lighting company–Nairobi west region. *International Journal of Academic Research in Business and Social Sciences*, 5(4), 432-448. Retrieved November 21, 2021, from <https://doi.org/10.6007/ijarbs/v5-i4/1584>
- Ratković-Njegovan, B., & Kostić, B. (2014). Impact of organizational socialization towards employees' social adaptation. *Journal of engineering management and competitiveness (JEMC)*, 4(1), 34-40. Retrieved November 21, 2021, from <https://doi.org/10.5937/jemc1401034r>
- Raven, J. (2001). The McClelland/McBer Competency Models. *Counterpoints*, 166, 225-236.
- Schermerhorn Jr, J. R., & McCarthy, A. (2004). Enhancing performance capacity in the workplace: a reflection on the significance of the individual. *Irish Journal of Management*, 25(2), 45-60.
- Schuler, H. (2008). Improving assessment centers by the trimodal concept of personnel assessment. *Industrial and Organizational Psychology*, 1(1), 128-130.
- Skorková, Z. (2016). Competency models in public sector. *Procedia-Social and Behavioral Sciences*, 230, 226-234. Retrieved December 2, 2021, from <https://doi.org/10.1016/j.sbspro.2016.09.029>
- Soltis, S. M., Brass, D. J., & Lepak, D. P. (2018). Social resource management: Integrating social network theory and human resource management. *Academy of Management Annals*, 12(2), 537-573.
- Tra, D. H., & Linh, N. T. D. (2021). A competence model to assess and develop designing competence assessment tool. *International Journal of Learning, Teaching and Educational Research*, 20(2), 81-103. Retrieved November 21, 2021, from <https://doi.org/10.26803/ijlter.20.2.5>
- Tummers, L., & Bekkers, V. (2014). Policy implementation, street-level bureaucracy, and the importance of discretion. *Public Management Review*, 16(4), 527-547. Retrieved November 21, 2021, from <https://doi.org/10.1080/14719037.2013.841978>
- Van Rensburg, H., Basson, J., & Carrim, N. (2011). Human resource management as a profession in South Africa. *SA Journal of Human Resource Management/SATydskrif vir Menslikehulpbronbestuur*, 9(1), Art. 336.
- Weick, K. E. (2017). Perspective construction in organizational behavior. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 1-17. Retrieved December 2, 2021, from <https://doi.org/10.1146/annurev-orgpsych-032516-113043>
- Williams, M. J. (2021). Beyond state capacity: bureaucratic performance, policy implementation and reform. *Journal of Institutional Economics*, 17(2), 339-357. Retrieved November 21, 2021, from <https://doi.org/10.1017/S174413742000478>