Competency Assessment in the Position of Police Personnel: Comparison of Several Countries

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Abstract

The police have a duty to ensure the safety of all citizens. This needs to be done competently by each member of the police force based on the position he holds. Therefore, before occupying a position, it is necessary to assess whether a person is suitable and can carry out his duties in that position properly. Existing practice in several countries suggests different approaches to conducting competency assessments for this purpose. This paper aims to compare the competency assessment process as the basis for placement in several countries, namely the United States, England, Germany & France and Indonesia. The research was conducted using a literature study method and involved collecting data from various literature sources such as books, journals and relevant documents. Descriptive analysis was then used to describe the findings. The results showed that competency assessment in all countries was carried out to match competencies with vacant positions. Competency assessment in the United States is based on behavior, in England with a functional approach, in France and Germany with a multidimensional approach, while in Indonesia with an assessment center. The difference between Indonesia and other countries can be seen from the use of psychological tests and/or the involvement of psychological experts in the assessment process. In addition, in Indonesia the training is carried out before the assessment while in other countries the training is carried out after the assessment and before taking the position. This is ultimately expected to be able to provide personnel who work according to their positions and then improve the performance of the Police.

I. Introduction

Police is a government organization that has a function as a protector and public servant. This function then requires the police to have certain competencies based on the position held in the organizational structure of the institution. Competence refers to the ability to carry out or carry out a job or task given to everyone based on skills and knowledge and is supported by the work attitude required by the job (Lubis, Wibisono, & Satriawan, 2020). Competence then shows a person's eligibility to hold certain positions in an organization. Therefore, in the placement of positions a comprehensive assessment of the competencies that must be possessed is required.

Positioning is an activity to decide and place competent people who have passed the selection process according to their fields because the right placement in the right position can help the company achieve the expected goals (Lubis, Wibisono, & Satriawan, 2020). Positioning is one of a series of human resource management (HR) processes carried out to ensure that the performance of the police is always excellent. Therefore, the placement of

positions must be carried out properly. The job placement process cannot only be seen from the test results and some other basic requirements. Inappropriate way of placing positions will cause police personnel to have difficulty adapting to the tasks that must be carried out. The main reason is because they do not have background knowledge that is suitable for the position they occupy. This, if left unchecked, will have a negative impact on the provision of security services and hinder the progress of the Police themselves (Sagala & Syahputra, 2018).

Research conducted by Siahaan, Gultom and Lumbanraja (2016) shows that the performance of an organization can be significantly improved if the organization is able to find employees who have adequate competence and try to always improve employee competence and place employees in the right place, and pay attention and provide opportunities employee career development. This shows that a person's professional competence as the basis for employee placement will improve organizational performance. Professional competence is seen as an asset in a particular professional practice, where assets are valued along a desirable or undesirable continuum (Lindberg & Rantatalo, 2015). Competency is a person's capacity, including an individual's power to pass and implement this expertise and experience in new circumstances and increase the accepted value, to produce satisfactorily at work (Mudiarsono et al, 2021).

The process of determining positions in the police then currently focuses on developing a professional competency model according to the specific functions of police activities depending on the category of position, which allows solving problems of formation, development, rational and efficient use of human resources (Bondarenko & Kuzo, 2018). This then led to the emergence of various competency approach frameworks in HR management practices, especially in determining positions. The approach taken by the United States is carried out behaviorally (based on behavior) while the approach taken by the UK is carried out functionally, on the other hand Germany and France adopt an approach that can be said to be multidimensional (Bondarenko & Kuzo, 2018). Indonesia itself conducts an assessment for positioning by implementing an assessment center. Assessment using the assessment center is carried out with certain aspects or indicators of assessment to determine the appropriateness of a police officer to occupy a certain position (Meutia & Liu, 2019).

This article aims to make a comparative study of the merit system-based job placement process carried out by several observed countries, namely: a) the United States of America; b) English; c) Germany; d) French; and e) Indonesia. This comparative study provides its own insight into the merit system-based job placement process that can be used as a reference for the better management process in the National Police.

II. Research Method

This research was conducted using a literature study approach or literature study. Literature research is a theoretical study, references and other scientific literature related to culture, values and norms that develop in the social situation under study (Sugiyono, 2012). This is done systematically to collect, process, and conclude data using certain methods/techniques to find answers to research problems (Sari & Asmendri, 2020). In this study, various literature sources were used, including books, previous research journals and various documents relevant to the research topic. The analysis was then carried out descriptively. Descriptive analysis is an attempt to collect and compile data, then analyze the data (Surachman, 1990). This will provide a comprehensive discussion of the data found so that the research can be concluded well. This technique is carried out with the aim

of revealing various theories that are relevant to the problems being faced/researched as reference material in the discussion of research results. The research was conducted using a literature study method and involved collecting data from various literature sources such as books, journals and relevant documents. Descriptive analysis was then used to describe the findings. The competency assessment indicators in the United States are based on behavior, in England with a functional approach, in France and Germany with a multidimensional approach, while in Indonesia with an assessment center

III. Results and Discussion

The efficiency of official police activities is basically determined by the level of skill and professional competence of the police who work in it. These skills and competencies are needed to be able to carry out their duties effectively (Bondarenko, Okhrimenko, Tverdokhvalova, Mannapova, & Prontenko, 2020). These competencies are also used to assess a person's suitability to be able to occupy positions in the police. The existing competency-based performance appraisal system generally assesses the skills, knowledge, and abilities of employees. Employees who are declared passed based on the assessment are then entitled to a salary increase or promotion (Jamaiudin, 2015). This is also true in police organizations, but in practice in some countries this is done based on different indicators. This section discusses competency assessment in several countries.

3.1 Behavioral Competency Assessment in the United States

Research conducted by the European Police College (CEPOL) (2011) shows that the United States (US) in assessing staff competence uses a behavioral approach based on the identification of each person's functional responsibilities. This shows the basic fixed actions that lead to the implementation of the best results in the process of activities of the police organization in the country. Competency assessment is embodied in the professional monitoring process, so in most cases it is based on behavioral characteristics of police officers. Based on this approach, the US began to develop tests to evaluate competencies that allow for predicting job effectiveness after graduating from higher institutions with high predictive validity (Roché, 2011; Bondarenko & Kuzo, 2018).

In the United States there is the development of professional selection technology in the police force. The development is carried out by considering the qualities required by members of the police force from each particular service. There is a shift from the bureaucratic recruiting method to the scientific method. Moreover, there has been increased attention and improvement in the professional competence of members of the police force from various police services. The professional competency profile is determined by the methods of observation, interviews, questions and answers, analysis of operational situations and services that must be carried out in certain positions. In addition, universal functions inherent in many police specialties are defined, this includes priority tasks, which include detention and carrying out of arrests, gathering evidence, reviewing crime scenes (TKP), ending family conflicts, as well as highlighting actions to be taken in situations critical. The competencies that a police officer must possess are specified specifically, for example in psychological tests, professional competence is defined by the presence of initiative, responsibility, ability to act independently in difficult conditions, ability to contact representatives of different social, cultural and ethnic groups, ability to react quickly to changing situations, ability to adapt quickly to technological changes, desire to help people in trouble, ability to understand others, maturity (Roché, 2011; Bondarenko & Kuzo, 2018).

3.2 Assessment of Functional Competence in the UK

In the UK, the competency approach involves the pursuit of functionality through the integration of knowledge, values and skills. The functional approach implies that a person must demonstrate the ability to perform work according to certain professional standards. Professional standards define key roles, which are then described as a set of competencies. In each of these defined competencies, sub-level competencies are then allocated, and at each of these sub-levels determine certain work criteria used in the evaluation procedure. Professional police work in the UK is almost the same as any other profession in the country. The main task of the police is to serve the community, citizens, then the state and government (Bondarenko & Kuzo, 2018).

Robert Mark, a prominent police chief in England stated that the function of the police is one of the most valuable and noble functions in a free society (Pagon, 1996). Police are considered to represent citizens with power through consent, but not power. The statement reflects the evolving philosophy of police service in the UK and the European Union. These characteristics are then attached to the professional selection efforts of law enforcement officers in the region. So as to facilitate the selection and improve its quality, a preliminary analysis is carried out to recruit candidates who have a future career outlook and meet national and regional requirements. In professional psychological selection there is a lot of attention focused on knowing the motivation of candidates, especially in providing services (Bondarenko & Kuzo, 2018).

3.3 Competency Assessment Based on A Multidimensional Approach in France and Germany

There are two approaches to competency assessment in France, namely personal and knowledge. The personal approach focuses on the behavior of each employee, and the collective one focuses on the construction of the competency models necessary for effective work group organization and participation in this work as a member of a team. While the knowledge approach refers to experience and behavioral characteristics as the basis of competence (Antonmattei, 2002). In Germany, the competency assessment approach is more holistic, individual-oriented and versatile. Professional competency profile includes subject, personality and social competencies. In the Police of the North RhineWestphalia region, a professional profile (psychogram) has been prepared for all positions in the field of public order and safety protection to carry out employee certification and competitive selection. In the process of describing the job profile, different competencies are identified, depending on the existing position, including personal, social, methodological, pedagogical, managerial. This is done to ensure the success of the police in carrying out their duties based on that position or position (Bondarenko & Kuzo, 2018).

Competencies are evaluated by experts, either direct supervisors or more senior ones based on the analysis of the results of professional activities, during discussions, observations, as well as during the work of the commission in the assessment center and the results of psychological tests. In this case, the assessment center is tasked with conducting an assessment of the employee's personality based on an analysis of his presentation of abilities, employee responses to questions posed by members of the assessment center (including situational problems) and behavior in role playing. The staff capability analysis then determines the employee's career path both vertically (managerial career) and horizontally (career specialization) (Ballantajn & Pova, 2008).

3.4 Competency Assessment using an Assessment Center in Indonesia

Assessment center, in Perkap No. 5 of 2016 concerning the Implementation of an Assessment Center, is defined as a method to assess a person in handling future or current work based on a number of competency parameters within an organization. This is considered a means to measure one's competence by predicting future behavior through the use of behavioral simulations that can measure a person's ability to deal with the responsibilities of a position (fit to the job) (Meutia & Liu, 2019).

The assessment conducted through the assessment center is based on a merit system. The merit system is defined as the management of human resources based on merit (merit), namely all employee work behavior in its form as good or bad, which has a direct effect on the increase or decrease in income or employee careers (Hasibuan, 2012). One of the sub-systems of the merit system is the policy of assessing work performance for positions. This is done through competency tests and interviews with police officers who wish to increase their positions.

In a series of competency assessments using the assessment center, participants must go through three stages of activity, namely psychometric tests, group discussions, and interviews. This is done by several methods, namely (Meutia & Liu, 2019, p. 12): (1) Psychometry and Intray, which was carried out using the Computer Assisted Test (CAT). (2) Behavioral Event Interview, is an effort to collect various information about the past that has been carried out by the assesse using structured, directed and patterned interview techniques. (3) Problem Analysis, which analyzes problems to identify and solve problems (4) Games, namely games for problem solving where participants take on the role of partners in groups. (5) Individual Presentation, where each participant gives a short oral presentation on several topics about new things, by conveying the existing facts. (6) Leaderless Group Discussion, which is a discussion without a leader to see the assesse's contribution to the group.

3.5 Lesson Learned

Police is a profession that is closely related to very complex tasks, has high pressure and requires good and swift problem solving based on conditions in the field. Therefore, in carrying out their duties a professional police officer is needed. Professional competence is seen as an asset in a particular professional practice, where assets are valued along a desirable or undesirable continuum (Lindberg & Rantatalo, 2015). This professional competence is then used as an assessment of whether a police officer has been able to carry out his duties properly based on the position he has. Competence is a combination of a number of personality characteristics, traits, abilities, skills and motivational peculiarities that a person must possess to successfully work in a particular position competence. Evaluation of competence from one person to another can provide completely different results (Bondarenko & Kuzo, 2018).

The discussion of competency standards used in the placement of personnel in the police structures of the United Kingdom, United States, Germany and France shows some typical conditions in these countries. First, there is high competition for vacancies, so candidates will do well. Second, there is a comprehensive study of the various skills and qualities of applicants. Third, there is a clear sequence in the promotion stage, starting from the initial selection to become a member of the police force, selection for further training and transfer to positions that require higher qualifications, to the selection of candidates who apply for management positions. Lastly, the participation of specialists in professional psychological selection. In addition, after acceptance, each person gets additional training before actually taking up the position (Bondarenko & Kuzo, 2018). In

Indonesia, training is the fourth sub-system of the merit system with the main objective of optimally improving aspects of employee knowledge, skills and work attitudes (Meutia & Liu, 2019). The training is only held for candidates who will take part in a competency assessment in a certain position.

Finally, competency assessment as a competitive approach in police staffing has a number of advantages, namely (1) in personnel policy being able to combine intellectual components, experience, value of professional activities and ensuring full coverage of organizational arrangements in personnel deployment; (2) have the necessary integrative nature, including homogeneous or similar groups of skills and knowledge, which are included in various units of service activities; and (3) the basis for personnel placement is an objective analysis of the professional profile of the position (Bondarenko & Kuzo, 2018).

IV. Conclusion

This study has compared the practice of competency assessment as a basis for placement in several countries. The results showed that the United States conducted a competency assessment based on behavior, while the British approach was carried out functionally. On the other hand, Germany and France adopted a multidimensional approach. Indonesia itself implements what is called an assessment center. Basically, the entire competency assessment process is adjusted to the position to be filled. However, there is a striking difference between the practices that exist in these countries compared to Indonesia, namely the existence of psychological tests and/or the involvement of psychologists in personality assessments, which are not carried out in Indonesia. In addition, in these countries, training is carried out after the competency assessment and before taking the position, while in Indonesia the training is carried out before the competency assessment.

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