UDC 374.7:65.01

Efforts in improving managerial competency of executing and supervisory position with competency based training method

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Submitted:
8 April 2020
Accepted:
17 June 2020
Published online:
29 June 2020

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Abstract

The purpose of this study was to determine whether the learning method through competency based training designed according to the results of the competency gap can improve managerial competencies in cooperation and communication of executing office holders and managerial competencies in self and others development as well as decision-making of the supervisory office holders. The research was conducted in Jakarta in one of government agencies by taking the executing and supervisory officials as research target. The research method used in this study is the method of action research, which among its aims is to find solutions to problems that exist in a particular study area. The results of the study showed that (1) there are significant differences between before and after holding competency based training for executing officials. The average Post-CBT value for executing positions was 3.45 which is higher than the average Pre-CBT value of 1.75. It illustrates that the learning method through competency based training designed according to the results of competency gaps can improve managerial competencies in cooperation and communication of executing office holders, and (2) there are significant differences between before and after holding competency based training for supervisory office holders. The average Post-CBT value for supervisory positions was 3.60 which is higher than the average Pre-CBT value of 1.80 which illustrates that the learning method through competency based training designed based on the results of competency gaps can improve managerial competencies in self and others development as well as decision-making for supervisory office holders.

Keywords: competency based training; competence; managerial competencies.

INTRODUCTION

Article 16 Law No. 5 of 2014 on the State Civil Apparatus (ASN) mandates that each position can be determined in accordance with competencies needed. In Article 6, it is stated that the position of state civil apparatus consists of Government Civil Servants and Government Employees with Work Agreements. While in Article 13, it is stated that the position of state civil apparatus consists of: administrative positions, functional positions, and high leadership positions. What is meant by administrative position is similar as in Article 14 which consists of administrator positions, supervisor positions, and

executive positions. The qualification level of the executive positions in the provision is equivalent to staff, while the qualification level of supervisory positions is equivalent to the section head/subdivision.

The number of civil servants who served as structural and executives according to data of Ministry of Administrative and Bureaucratic Reform in 2018 totaled 2,315,694 or about 47.69% of the total 4,855,772 civil servants. From the total structural and executing officials who hold structural positions at the level of high leadership, administrators, and supervisors had total number around 485,087 people or around 9.99% of the civil servants in Indonesia.

This means that there are around 9.99% of officials who control the running of government and development which is assisted by around 1,830,607 executors and 2,540,028 or around 52.31% of functional positions. According to The 2017 Performance Report of State Civil Apparatus Commission, it is known that the results of competency assessments of 4,000 civil servants who hold structural positions both at the center and in regions only produce about 13.48% of structural officials who are considered to have optimal performance. This means that the rest have performances that is considered to be less than fulfilling expectations to perform functions as structural official of controlling government and development.

The low quality of leaders in the bureaucracy is one of the obstacles to improve the government performance. Of course, these conditions need to get serious attention, especially in the implementation of appointment to leadership positions and career building and increasing the competency of the state civil apparatus. One of the efforts performed by the government to improve the competency of state civil apparatus is through competency development, as stipulated in Minister of Administrative and Bureaucratic Reform Regulation No. 38 of 2017 on the Competency Standards of State Civil Apparatus.

Essentially, the Position Competency Standard is intended to provide reference standards in an effort to meet the minimum competency requirements that must be possessed by a state civilian apparatus in performing his office duties. In the research, Pratama et al. (2015) affirmed that the competence of state civil apparatus is very important since it is able to encourage the achievement of Master Plan for Acceleration and Expansion of Indonesian. Yuryeva, Butov, Malganova, and Pratchenko (2015) said that competency for a state civil servant is needed to improve the effectiveness of work functions, especially in types of competencies such as organizational strategic planning, analytical thinking, performance management, cooperative ability, communication skills, initiatives, and managerial responsibilities.

In his research report, Horton in (Skorková, 2016) argues that Professional Skills for Government that must be owned by a state apparatus to perform the government modernization agenda is the ability to perform innovation, entrepreneurship, flexibility, social and interpersonal skills, and transformational leadership. In line with that, Marijani (2017) conclude that to

perform government duties in providing services to public, a state apparatus should have a set of leadership competencies (public service leadership competency framework), including: establishing clear directions, creating shared vision, assess customer needs, encourage continuous innovation, build effective teams, and communicate ideas clearly.

In order to achieve competence as a minimum reference standard that must be possessed by a state civil apparatus, especially managerial competency, then a training method that aims to fulfil the gap in competency result assessments is needed. One of the distinguishing characteristics of competency based training methods according to Hodge (2007) is emphasis on the stages of identification and learning objectives that highlight the fulfillment of the competency gaps that occur from measurement results. Identifying training needs based on the competency gaps obtained from the assessment results according to Manna, Singh, and Sharma (2016) will make employees more competent in performing their job duties.

Based on the problems mentioned above, this study aims to improve the managerial competencies for executing and supervisory positions within Government Agencies using the competency based training method approach. The competency gaps obtained from the result of assessments to executing and supervisory positions, will be directly used as a reference in developing competency based training modules. Furthermore, the module is used to develop the competencies of the stakeholders through competency based training as a corrective action towards the achievement of previous competency assessment results.

Problem formulation

Based on the background of problems, the research problem can be formulated as follows:

- 1) Is the learning method through competency based training designed according to the results of the competency gap can improve the managerial competencies in cooperation and communication of executing office holders?
- 2) Is the learning method through competency based training designed according to the results of the competency gap can improve managerial competence in self and others development and decision making of supervisory office holders?

CONCEPTUAL FRAMEWORK

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1. Competence

Competence is a behavior that refers to characteristics that underlie behavior motive, personal characteristic (characteristic), self-concept, values, knowledge or expertise brought by a superior performers at work (Palan, 2007). A person has competence to manage work, or is more specifically competent to

plan a series of activities to achieve target as cited by Prihadi inside ([Handayani, 2015](#))

Berger & Berger ([2007](#)) provide a definition of competence as a characteristic (or a combination of several characteristics) that can be measured reliably and relatively long-lasting (stable) that someone, team or organization has and can statistically predict performance level criteria (size). Competence as a set of knowledge, skills, and attitudes has a very important contribution to individual and organizational performance achievement ([Chouhan & Srivastava, 2014](#))

Konigova, Urbancova, and Fejfar ([2012](#)) argue that competence refers to a term commonly used for employees who have potential for real work within organization. In Article 1 of Head of State Civil Service Agency Regulation No. 7 of 2013 concerning Guidelines for Preparing Civil Servants Managerial Competency Standards, it is stated that what is meant by competence is work characteristics and abilities that cover aspects of knowledge, skills and work attitudes according to job duties and/or job function. Whereas managerial competencies, like those regulations, are grouped into soft competency types.

2. Cooperation

Referring to Minister of Administrative and Bureaucratic Reform Regulation No. 38 of 2017 concerning State Civil Service Position Competency Standards, cooperative managerial competencies are defined operationally as ability to establish, build, maintain effective working relationships, have commitment to help each other in completing tasks, and optimize resources to achieve the strategic goals of organization. Cooperation according to Sanyal and Hisyam ([2018](#)) is a group of individuals who work together to achieve a certain goal. The study conducted by Wu and Chen ([2014](#)) shows that work teams that are able to produce high performance rely heavily on team integration, mutual trust and mutual support among team members.

3. Communication

Referring to the Minister of Administrative and Bureaucratic Reform Regulation No. 38 of 2017 concerning on State Civil Service Position Competency Standards, communication managerial competencies are defined operationally as an ability to explain views and ideas clearly, systematically with logical arguments in ways that are appropriate in both verbally and writing. It is ensuring understanding, listening actively and effectively; persuading, convincing and persuading others in order to achieve organizational goals. Communication leadership can be inspiring and able to encourage the individuals or groups to share information by using a good communication skill. A leader in the organization must have high self-confidence when communicating, and everyone in the organization must believe that communication built by a good leader will be able to inspire and encourage high performance achievement ([Luthra & Dahiya, 2015](#)).

4. Self and Others Development

Referring to the Minister of Administrative and Bureaucratic Reform Regulation No. 38 of 2017 concerning State Civil Service Position Competency

Standards, managerial competencies of self and others development are operationally defined as ability to increase knowledge and complete self-skills. It inspires others to develop and complete knowledge and skills relevant to work and long-term career development, encourages willingness to learn throughout life, provide advice/assistance, gives feedback, and gives guidance to help others to develop their potential. According to Aboalshamat, Xiang, and Strodl (2014) self and others development aims to improve self-confidence or that of others. The results of Odom's study (Odom, Boyd, & Williams, 2012) stated that there are at least 5 (five) components of the self-development, which are (a) deepening self-awareness, (b) building self-confidence, (c) forming successes in interpersonal relationships, (d) constantly applying new skills, and (e) broadening motivation.

5. Decision Making

Referring to the Minister of Administrative and Bureaucratic Reform Regulation No. 38 of 2017 concerning on State Civil Service Position Competency Standards, managerial competence is defined operationally as ability to make a good decision in a timely manner and with self-confidence after considering precautionary principle, systematically formulated and carefully based on various information, alternative solutions to problems and their consequences, as well as responsible for the decisions taken. In his research, Ahmed and Omotunde (Ahmed & Omotunde, 2012) stated that decision making is a stage of identifying and choosing from some alternatives or the best options in accordance with organization's goals. Helena (Negulescu, 2014) also stated in her research that the decision-making process involves the existence of decision problems that are understood by decision makers and accurately determined to get opportunity to solve these problems.

6. Competency Based Training

Acquah, Frimpong, and Borkloe (2017) in their study propounded that competency based training is a development program in which skills, knowledge, and attitudes are described in development instruments that are prepared according to measurement the result of gap value with purpose to achieve a competency standard required by each position. According to (Putri, 2016) a competency based training is related to efforts made to help someone get expertise and knowledge that is in accordance with task and requirements of certain standards required in office.

A competency based training is designed based on the standards and qualifications of position contained in the position competency standards and job descriptions. Training is given in accordance with competency gap that results from job competency assessment. A competency based training according to Brightwell and Grant (2013) describes process of developing a person's ability to perform certain tasks. The concept of efforts to develop according to job assignments is interpreted as a way to adjust between what must be mastered according to standard in his position. Thus competency based training is intentionally designed to fulfill qualifications of an employee's job duties.

The method that used in this study is action research methodology which one of the aims is to find solutions for problems that exist in a particular study area. Action research can be defined as "an approach where action researchers and clients collaborate in the diagnosis of problems and in developing solutions based on diagnosis." In other words, one of the main features of action research is related to the collaboration between researchers and members of the organization to solve the organizational problems ([Bryman & Bell, 2011](#)).

Action research emphasizes on the efforts to improve managerial competence in cooperation and communication of executing positions and managerial competencies in self and others development and decision making for supervisory positions, using learning methods through competency based training.

Here is the action model proposed in the action study (see [Fig. 1](#)).

Figure 1. **Action model of this study**

Source: own study

The figure above explains on the two other aspects. First, it shows that although the basic sequence remains the same in both fields, different actions will occur in it. Second it explicit that one must plan changes in practice and evaluate the impact of changes in practice. This is important in action research because planning on how to evaluate the effects of changes in practice is

generally far more stringent than in many other types of action investigations (Tripp, 2005). The Action research uses in this study is based on Kurt Lewin model with 4 (four) stages of action, namely planning, implementation, observation, and reflection.

The stages of the research action taken are as following table (see Table 1).

Table 1. Stages of research action

No	Action research stage	Stage activities details
1	Planning	a) Develop a plan for implementing action research; b) Compile instruments of managerial competency measurement in cooperation and communication for executing officials, as well as managerial competencies for self and others development and decision making for supervisory officials, according to the competency reference standards of each position.
2	Implementation	a) Assess managerial competencies for executing and supervisory officials in accordance with the specified competencies, to determine the initial conditions; b) Provide competency based training for executors and supervisors who have substandard values.
3	Observation	a) Conduct observations on the development of each trainee; b) Conduct managerial competency assessments for executing and supervisory officials according to the specified competencies, to determine the conditions after participating in training in accordance with the position competency indicator material.
4	Reflection	The results of the subsequent observations were analyzed to determine whether there was an improve of managerial competence in cooperation and communication of executing officials as well as managerial competencies in self and others development as well as decision making for supervisory officials

Source: own study

RESEARCH RESULTS

The stages of planning in action research are performed by carrying out two main activities, those are; composing action research plans and managerial measurement instruments in cooperation and communication for executing officials as well as managerial competencies for self and others development and decision making for supervisory officials. The plan for executing action research is given to 20 executors and 10 supervisors whose results of their managerial competency assessment are not in accordance with standard of each position.

Instrument which used to determine competency gap value and competency assessment result after being given competency based training was Leaderless Group Discussion (LGD) and Behavioral Interview Event (IDX). In conducting managerial competency assessments, researcher were assisted by 2 psychologists, while in providing competency based training after initial measurement, researcher were assisted by 2 government teaching position.

Implementation of competency improvement through competency based training is performed by creating customized learning designs according to the level of each competency. Learning methods through competency based training provided to executive and supervisory officers including; face to face/classical, group discussions, assignments, and independent learning.

As for procedure for action research performing is as follows:

1) As many as 20 executive officials and 10 supervisory officials whose competency values are still below standard according to the previous measurements result, following the competency assessments through Leaderless Group Discussion (LGD) and Behavioral Event Interview (IDX), the result of which would be initial value before being given learning through the competency based training.

2) The researcher composes modules and competency based training materials for the type of managerial competences in cooperation and communication at level 1, and managerial competencies for self and others development and decision making at level 2. As for the references for level 1 and 2 descriptions and indicators are according to the Minister of Administrative and Bureaucratic Reform Regulations No. 38 of 2017 concerning State Civil Apparatus Competency Standards.

The following (see [Table 2](#)) is a behavior indicator for each level in each competency.

3) Then all participants took part in learning through competency based training guided by 2 government teaching officials for each level of position.

4) After participating in competency based training, all executive and supervisory officials followed competency assessments through Leaderless Group Discussion (LGD) and Behavioral Event Interview (IDX) again, the results of which were final values after being given learning through competency based training.

5) Assessment technique performed by assessors, both in initial competency assessment and post-competency based training, are providing grades on a scale of 1-5 for each level, with a capability threshold value of 3.

6) The results of the action research were then compared to find out whether there was an increase in managerial competence in cooperation and communication for executing officials and managerial competencies in self and others development and decision making for supervisory officials after competency based training.

Based on the results of the executing office competency assessment, it is known the value of comparative research before and after following competency based training as in [Table 3](#) below.

Table 2. Behavior indicator

No	Competencies	Levels	Descriptions	Behavior indicators
1	Cooperation	1	Able to effectively build work teams to improve organizational performance	a) Participate as a good team member, perform the tasks/parts, and support team decisions; b) Listen and appreciate input from others and give suggestions for the benefit of the team; c). Able to establish social interactions to complete tasks
2	Communication	1	Deliver information clearly, completely, with the same understanding	a) Delivering information (data), thoughts or opinions clearly, concisely and precisely by using appropriate way/media and following a logical path; b) Ensuring the same understanding of instructions received/given's. Able to conduct correspondence activities according to the organization's script
3	Self and Others Development	2	Improve the ability of subordinates by giving examples and explanation of how to perform a job	a) Improve the ability of subordinates by giving examples, instructions, explanations and clear practical instructions to subordinates in completing a job; b) Helping subordinates to learn new processes, programs or systems c) Use other methods to ensure that others understand the explanation or direction
4	Decision Making	2	Analyze the problem in depth	a) Perform in-depth analysis of available information in an effort to find solutions; b) Consider various alternatives before making conclusions; c) Make operational decisions according to conclusions from various sources of information in accordance with existing guidelines.

Source: own study

Table 3. Result of Competency Assessment Executing Position

Respondent	Pre CBT (Level 1)					Post CBT (Level 1)				
	1	2	3*	4	5	1	2	3*	4	5
Respondent 1		X						X		
Respondent 2		X						X		
Respondent 3		X						X		
Respondent 4	X							X		
Respondent 5	X							X		
Respondent 6	X							X		
Respondent 7		X							X	
Respondent 8		X							X	
Respondent 9		X							X	
Respondent 10		X						X		
Respondent 11	X							X		
Respondent 12	X								X	
Respondent 13		X							X	
Respondent 14		X							X	
Respondent 15		X							X	
Respondent 16		X						X		
Respondent 17		X						X		
Respondent 18		X						X		
Respondent 19		X							X	
Respondent 20		X							X	

Explanation

* *Threshold Value*

Source: own study

The results of competency assessment after learning through competency based training for executing officials for managerial competence in cooperation and communication are concluded as follows:

1) There is an improvement of managerial competence in cooperation and communication for 4 executors or around 20% from value 1 to value 3 after being given competency based training for managerial competence in cooperation and communication;

2) There is an improvement of managerial competence in cooperation and communication for 7 executors or around 35% of value 2 to value 3 after being given competency based training for managerial competence in cooperation and communication;

3) There is an improvement of managerial competence in cooperation and communication for 4 executors or around 5% from value 1 to value 4 after being given competency based training for managerial competence in cooperation and communication; and

4) There is an improvement of managerial competence in cooperation and communication for 8 executors or around 40% from value 2 to value 4 after being given competency based training for managerial competence in cooperation and communication.

The result of testing the treatment before and after the existence of competency based training using T-Test parametric test to find out the independent comparison between before and after being given competency based training for the executing office concluded in the following [Table 4](#).

Table 4. T-Test Parametric Test, Independent Comparison Executing Position

Treatment	N	Mean	Std. Deviation	Std. Error Mean
Assessment Value Pre CBT	20	1.75	.444	.099
Assessment Value Post CBT	20	3.45	.510	.114

Assessment Value	Levine's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differen- ce	95 % Confidence Interval of the Difference	
								Lower	Upper
Equal Variances Assumed	5.544	.024	-11.235	38	.000	-1.700	.151	-2.006	-1.394
Equal Variances Not Assumed			-11.235	37.291	.000	-1.700	.151	-2.007	-1.393

Sources: own study

Based on T-Test table ([Table 4](#)), it is known that the average value of Post-CBT assessment is higher (3.45) than the Pre-CBT average value (1.75) with a 2-way (2-tailed) significance value less than 0.05. This means, with the learning method through competency based training designed according to the results of the competency gap, it can improve managerial competencies in cooperation and communication of executor officeholders.

While the results of supervisory position competency assessment are known to be the value of comparative action research before and after competency based training as the following table (see [Table 5](#)).

The result of competency assessment after learning through competency based training for supervisory officials for managerial competencies in self and others development and decision making are concluded as follows:

1) There is an improvement of managerial competence in self and others development and decision making in 2 supervisors or around 20% from value 1 to value 3 after being given competency based training for managerial competencies in self and others development and decision making;

Table 5. Result of Competency Assessment Supervisory Position

Respondent	Pre CBT (Level 1)					Post CBT (Level 1)				
	1	2	3*	4	5	1	2	3*	4	5
Respondent 1		X							X	
Respondent 2		X							X	
Respondent 3		X							X	
Respondent 4		X							X	
Respondent 5		X						X		
Respondent 6	X							X		
Respondent 7		X							X	
Respondent 8		X							X	
Respondent 9	X							X		
Respondent 10		X						X		

Explanation

* Threshold Value

Source: own study

2) There is an improvement of managerial competence in self and others development and decision making in 2 supervisors or around 20% of value 2 to value 3 after being given competency based training for managerial competencies in self and others development and decision making; and

3) There is an improvement of managerial competence in self and others development and decision making at 6 supervisors or around 60% from value 2 to value 4 after being given competency based training for managerial competence in self and others development and decision making.

The results of testing the treatment before and after the existence of competency based training using T-Test parametric test to find out the independent comparison between before and after being given competency based training for supervisor positions concluded in the following [Table 6](#).

Based on T-Test table (see [Table 6](#)), it is known that the average Post-CBT assessment value is higher (3.60) than the average Pre-CBT value (1.80) with a 2-way (2-tailed) significance value less than 0.05. This means that the learning method through competency based training is designed according to the results of the competency gap can improve managerial competencies in self and others development as well as decision-making by supervisors.

In line with that, Panda and Mishra ([Gayatri Panda & Sumita Mishra, 2018](#)) in concluding the results of their research revealed that training design should be based on employee job competencies and be able to bridge the gap between current competencies and future needs.

Table 6. T-Test Parametric Test, Independent Comparison Supervisory Position

Treatment	N	Mean	Std. Deviation	Std. Error Mean
Assessment Value Pre CBT	10	1.80	.422	.133
Assessment Value Post CBT	10	3.60	.516	.163

Assessment Value	Levine's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differ- ence	Std. Error Differ- ence	95 % Confidence Interval of the Difference	
								Lower	Upper
Equal Variances Assumed	3.429	.081	-8.538	18	.000	-1.800	.211	-2.243	-1.357
Equal Variances Not Assumed			-8.538	17.308	.000	-1.800	.211	-2.244	-1.356

Sources: own study

CONCLUSIONS

The results of the study can be summarized as follows:

1) There are significant differences between before and after holding competency based training for executing officials. The average post-CBT value for executing positions of 3.45 which is higher than the Pre-CBT mean value of 1.75 illustrates that the learning method through competency based training designed according to the results of competency gaps can improve managerial competencies in cooperation and communication executing office holders;

2) There are significant differences between before and after holding competency based training for supervisory officials. The average post-CBT value for executive positions of 3.60 which is higher than the Pre-CBT mean value of 1.80 illustrates that the learning method through competency based training designed according to the results of competency gaps can improve managerial competence in self-development and people others as well as decision-making by supervisory office holders.

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