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### **DEFINING THE IDEAL COMPETENCY MODEL FOR THE UNITED NATIONS MILITARY OBSERVERS (STUDY ON THE INDONESIAN MILITARY OBSERVERS)**

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#### **Abstract**

A military observer is a military officer from a certain country who is deployed as part of a United Nations Peacekeeping Mission. The purpose of this study is to define an ideal competency model for the UN military observers of the Indonesian military by considering certain characteristics embedded in superior military observers that distinguish them from the non-superior ones. This study applied several data collecting techniques such as behavioral event interviews, observation, and library study. Two types of analysis, namely: content analysis and discriminant analysis are utilized to create data weighting and to discover the differentiating characteristics. From this study, it can be concluded that there is a very close and significant relationship between the competency and performance of the UN military observers from Indonesia. Those in the superior category do have three strong differentiating competencies, namely: initiative, relationship building, and impacts and influence production. And then this study also found an ideal competency model for a UN military observer, where the model consists of the three competencies plus eight other competencies, namely: team working, self-controlling, local language skill, local culture knowledge, vehicle driving skill, military knowledge and skills, diplomacy and negotiation skills, and administrative skills.

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#### **INTRODUCTION**

World peace and stability are recognized by the international society as a vital interest.

In order to maintain the stability of international security, a joint and well-coordinated effort is needed, so that the

shared ideals to create conditions of peace in various parts of the world can be achieved. One such effort is organized by an international official body, namely the United Nations (UN), which is called the Peacekeeping Operation (Hutabarat, 2014). For this purpose, then the United Nations Peacekeeping Forces are deployed to improve the security condition in the areas of violent conflicts and also to create peace in those areas. The UN may engage in various disputes or conflicts settlement of one country with other countries or solving security problems happening in a certain country. The UN may act as a mediator or a buffer between warring parties in order to solve the problems which are the causes of the armed conflicts. The UN Forces will try to create a peaceful settlement, or if not possible, try to reduce the escalation or the level of the conflicts (Frängsmyr, 1989).

The first UN peacekeeping mission was the United Nations Truce Supervision Organization (UNTSO) which consisted of a small number of UN Military Observers. This group was deployed in the Middle East, in May 1948, and had a mission to observe and monitor the Armistice Agreement between the state of Israel and several Arab states (Theobald, 2015). Until recently, the UN Department of Peacekeeping Operations (UNDPKO) has deployed more than one million male and female soldiers for UN missions in various parts of the world in order to maintain peace and security. The recent data indicates that the total number of existing operations under the UN flag is 14 operations, consisted of more than 100,000 personnel from military, police, and civilian of 125 countries (UN Peacekeeping, 2019).

The world peacekeeping operation, when associated with the mission and the person executing it, consists of two types of operations, namely the peacekeeping forces, and the military observer groups. The peacekeeping forces are troops consisting of elements of light-armed forces, where the weapons they carry can only be used for self-defense. The military

observer groups have a main mission to collect information for the UN about riel conditions in an operation area. A certain example of this kind of information regards to whether both parties of the conflict commit or obey to the armistice agreement. The military forces have more extended tasks, such as encouraging or forcing the warring parties to a conflict apart and maintaining order in the area of conflict (Frängsmyr, 1989).

The United Nations Military Observers (UNMOs) are observers for the UNDPKO. They are famously called "the eyes and ears of the UN Security Council." There are several military observer missions that have been conducted around the world. Generally, every observer mission has certain kind of tasks, however, the most common tasks for a UN military observer mission are as follows: (i) monitoring the various agreements between the parties on cease-fires, withdrawals, and demilitarization; (ii) patrolling demilitarized zone; (iii) helping resolve local difficulties by conducting communication with all parties of the conflict (iv) patrolling ground, sea and aerial areas of both sides of the conflict; and (v) investigating cease-fire violations or allegations of aggression from a certain party or part of party (UNMO Club, 2009).

Along with the participation of Indonesia in every peacekeeping operation organized by the UN, Indonesia also sends several of its military officers (The Indonesian Defense Forces or TNI) to join several military officers from several other countries and become a UN military observer group or team. The TNI officers are generally middle-ranking officers, namely officers with the major rank of lieutenant colonel. They are recruited from the combat forces owned by the Army, the Navy and the Air Force. After going through the selection stages, then they are trained and prepared in terms of physics, knowledge, and skills, as well as psychology, according to the standards or competencies, set by the UN DPKO.

As an important element of the peace process who works in a foreign country, military observers have to have a set of competencies, called a competency model, which is constructed based on the main duty analysis and information regarding their job performance and previous activities that were obviously conducted by the military observers. Several countries have developed a competency model specific in improving the competency of their military observers because the officials of their military organizations considered the model is a very important instrument. The Indonesian military organization also considers that the competency model needs to be formulated in order to develop the capabilities of its military observers prior to the mission deployment (Fauzia, 2018).

In the process of recruitment, selection, and training of military observers the organization needs to have a competency model. According to (Spencer, LM, 1993), a competency includes five factors, namely: motives, traits, self-concept, knowledge, and skills. The competency model that will be studied covers these five factors of competency. This study will concern mainly how to define a competency model of the UN military observers that suitable for Indonesia. Research questions that will then be answered in this study are as follows: (i) what are the competency model devices for an Indonesian UN military observer? (ii) What are the competencies that differentiate between superior military observers and non-superior military observers? and (iii) what will be the competency model that ideal for an Indonesian UN military observer?

In carrying out his duties as a UN military observer, a person is required to do his job successfully. But for the Indonesian military officers, the main problem is that this task is not their main task or their daily tasks as military officers. In order for them to carry out this task successfully, they are recruited and selected by the TNI

Headquarters, with certain standard requirements set by the UN DPKO. But in reality on the ground, the results of the selection cannot always be used as predictors that they will carry out their tasks successfully. Thus, it is necessary to conduct a deeper study of what is the key to the success of the task for a UN Military Observer. Based on this demand, then it is necessary to formulate an assumption or hypothesis that is needed by the Researcher in developing the research design as well as guidance in conducting the discussion in this paper. The hypothesis that needs to be proven is that "There is a very significant relation between the competencies of a UN Military Observer from Indonesia and his performance when carrying out his duties."

The results of this study are expected to contribute to the development of science in human resource management, in particular, the study of competency formulation, ideal for a certain position. More specifically, the study can be utilized as a reference in the application of the generic competency models of Spencer and Spencer or alternatively a selection of differentiating competencies by using statistical calculations and superior-non-superior dichotomy as an initial benchmark. This study can also be used as a handy reference in the recruitment and selection process for the job of military observers.

The purpose of this study is mainly to participate in the effort to develop science and best practices in human resource management, especially in defining a competency model, ideal for a certain job or position of an organization. The Researcher also expects that the study results can be used as a reference in the application of the common competency model or in defining the differentiating competencies. The Indonesian military organization may also use this study result as an instrument in their activities to recruit, select, prepare, and train their personnel for the UN military observer missions.

**THEORETICAL FRAMEWORK**

**Competency**

Some experts in human resource management have different views regarding the definition of competency. One of the experts (Boyatzis, 1982), defines competency as “an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation.” The proposals of several hundred human resource experts attending a conference on competency in Johannesburg, in 1995, defined competency as:

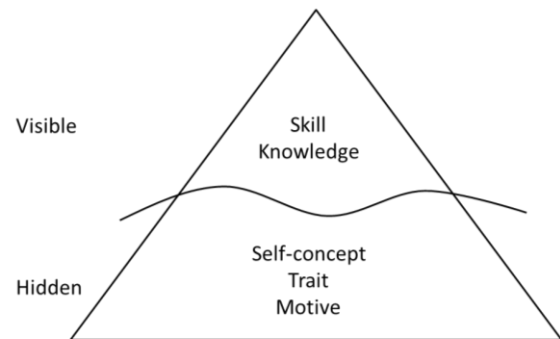
“A cluster of related knowledge, skills, and attitudes that affects a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development” (Lucia AD, Lepsinger, 1999)

From the opinion of the experts, we can see that there are several issues that always come up, namely: (i) competency has always been associated with effective and superior performance; (ii) the superior performance is produced by the ability of individuals consisting of knowledge, skill, attitude; and (iii) the knowledge, skills and personal attitudes can always be improved with effective training and development. Thus, one may conclude that competency is the standards of a person, which consists of knowledge, skill, and a good attitude. These abilities may be improved, to produce effective and superior performance.

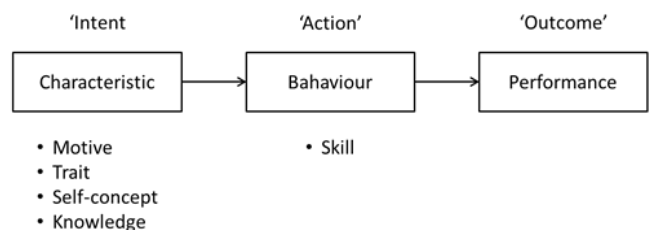
Based on the views of the experts, we can synthesize that there are several issues regarding the competency that frequently mentioned, namely: (i) the knowledge, skills and personal attitudes can always be developed with properly prepared training and development programs; (ii) competency is usually related to effective and superior performance; (ii) the superior performance is the products of individuals who have ability which consists of knowledge, skill, and attitude. Therefore, we can conclude that competency is the

standards of an individual, which consists of knowledge, skill, and the right attitude. These abilities may be developed, in order to create an effective and superior performance in workplaces.

In regards to the characteristics of competency, there are several different views from human resource management experts. One of them comes from (Boyatzis, 1982) which defines that competency, in general, has several characteristics, namely: (i) motive; (ii) trait; (iii) self-concept; (iv) knowledge; and (v) skill. Boyatzis adds some further information that some of these characteristics are visible, however, some others are not really visible (Figure 1). He also has a view that competency characteristics related to motive, trait, and self-concept may forecast the outcome of better future performance, as shown by the relationship model in Figure 2 (Boyatzis, 1982). An intent always inherent in competency, it is a power of the motives and traits led to the emergence of action in order to accomplish the goal of someone.



**Figure 1.** Central and Surface Competencies  
Source: Boyatzis, 1982



**Figure 2.** Competency Causal Flow Model  
Source: Boyatzis, 1982

According to (Spencer, LM, 1993), the competency study will relate to a certain kind of performance, and consist of two types of performance, namely: (i) superior performance, which can be recognized by its statistical standard deviation which is above average; and (ii) effective performance, which is generally considered as the minimum job performance level that accepted by organizational standard. (Newsome, 2004) classify competency into several kinds, namely: (i) core competencies; (ii) group or functional competencies; and (iii) specific task or job competencies. (Spencer, LM, 1993) have a different view, and break-up competency into two groups, namely: (i) threshold competencies; and (ii) differentiating competencies.

In regards to the competency model, some experts have different views. Dubois and Boyatzis (Gallagher, 2003) define that a competency model is a group of competencies that must be possessed and utilized by individuals to make success performance that can be used as an example to other individuals in a certain organization and also to other people outside his or her organization. Other experts, Hughes, Ginnett, and Curphy (Gallagher, 2003), define that a competency model is a group of skills, values or behaviors needed by workers or job holders for the accomplishment of tasks successfully. According to (Spencer, LM, 1993), in a competency model, there are several competencies that can be grouped into several sets of competencies, and every set is called a cluster. There are several kinds of a competency models that have been developed by organizations. In regards to characteristics of the job, Mansfield (Newsome, 2004) states that a competency model can be divided into two types, namely: (i) a competency model for single job; and (ii) a competency model that can be used for all kinds of job or position.

In order to create a competency model that can be used as an important instrument, several approaches can be used to develop

it. Several experts have defined some approaches that can be taken. (Lucia AD, Lepsinger, 1999) state that a common approach to build a competency model is an approach that applies a competency framework that has been validated. (Spencer, LM, 1993) define that in building a competency model, we have to follow several major steps, namely: (i) define the standard of effective performance; (ii) identify the sample of criteria; (iii) collect information and data, by carrying out the behavioral event interview (BEI), the expert panel, expert systems, function/job analysis, and observation; (iv) analyze the information and data that have been collected, and then develop a competency model; (v) validate the model that has been developed; and (vi) implement the competency model.

There are two kinds of competencies, namely soft competencies, and hard competencies. For soft competencies, the competency model is developed by using the existing competency framework based on the vision, mission, and organizational strength. For hard competencies, the competency model is created by applying the major steps that have been defined by Spencer and Spencer in the previous section. In developing a competency model, (Spencer, LM, 1993) has defined generic competencies that can be used as an important instrument. The generic competencies are as follows: (i) achievement orientation (ACH); (ii) concern for other, quality and accuracy (CO); (iii) initiative (INT); (iv) ability to gather information (INFO); (v) ability to understand interpersonal relationship (IU); (vi) ability to provide service to customers (CSO); (vii) ability to produce impact and influence (IMP); (viii) organizational awareness (OA); (ix) ability to build relationship (RB); (x) ability to develop other people (DEV); (xi) Directiveness: assertiveness and use of positional power (DIR); (xii) ability to work in team and cooperate with others (TW); (xiii) ability to lead team (TL); (xiv) ability in analytical

thinking (AT); (xv) ability in conceptual thinking (CT); (xvi) expertise in technical or professional or managerial fields (EXP); (xvii) ability in self-control (SCT); (xviii) self-confidence (SCF); (xix) flexibility in several aspects of life (FLX); and (xx) organizational commitment (OC).

### **Military Observer**

United Nations Military Observers (UNMOs) are military officers appointed to serve temporarily or borrowed on behalf of the United Nations through a request from the UN Secretary-General to carry out a UN mission in the country then he is assigned. In carrying out their duties, they are not allowed to carry weapons at all. UNMOs can only act to carry out their functions based on orders or authorities from the UN Secretary-General or those acting on their behalf. They are not permitted to request or receive assignments from any party other than the United Nations (Mandel, Vartanian, Adams, & Thomson, 2010).

More specifically, the duties of military observers are as follows: (i) make observations and report violations of the ceasefire and their causes; (ii) supervise disarmament of the parties to the dispute; (iii) monitor the troop withdrawals; (iv) conduct supervision of the destruction of weapons; (v) carry out intermediary services for local governments, and parties in need; (vi) monitor areas that have high potential for conflict, including their changes; (vii) observe and report on human rights violations; (viii) assist the implementation that requires a vote or referendum; and (viii) assist the coordination of the United Nations and others in the implementation of work programs in the field (Mandel et al., 2010).

In carrying out its duties, there are four types of operations, namely: (i) peace operations: an operation carried out to ensure the creation of peaceful conditions through the preventive diplomacy, peace-making, peacekeeping, peace-enforcement and peace-building approaches; (ii) conflict resolution: an operation carried out in the

middle of a conflict to reduce the impact that occurs and encourage mediation; and (iii) mediation of dispute: one of the tools used by the military observers in carrying out their duties to reduce the escalation of conflicts that occur (UNDPKO, 2002).

Certain criteria are required by the United Nations in the process of recruiting military observers, namely (United Nations, 2001): (i) nationality: the UN military observer must be a citizen of a member state of the United Nations represented; (ii) professional status: the UN military observer must be a member of the military of a UN member state; (iii) rank: the UN will usually ask member countries to nominate their military officers with ranks of captain until lieutenant colonel can be assigned as UN military observers; (iv) age: UN member states are not permitted to place UN military observers under the age of 25 years and over 50 years; (v) mental and physical health: a UN military observer must be in excellent physical condition and must meet the medical criteria stated in the Medical Support Manual for United Nations Field Operations; (vi) experience and professional competence: the desired experience and competencies of the UN military observer are stated in the mission-specific guidelines or requested by the United Nations.

Some of the professional competencies that must be possessed by UN military observers are (i) previous field experience in the country's armed forces. (ii) knowledge of infantry organization (structure, equipment and capability of troops) in company and battalion level operations; (iii) experience or training in light and medium weaponry, supporting equipment, and general identification of weapons, land vehicles, aircraft, helicopters and ships; (iv) ability to read maps, land navigation (both on foot and by vehicle) and the use of Global Positioning Systems (GPS); (v) able to use tactical and commercial communication equipment, and radio procedures approved by the UN; (vi) basic knowledge of patrolling by foot

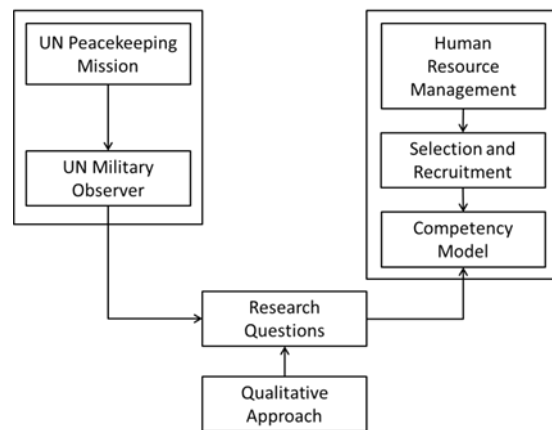
or by vehicle; (vii) basic knowledge of negotiation, mediation and conflict resolution, and interview basic techniques; (viii) basic knowledge of first aid in accidents and stress management techniques; (ix) able to speak and write in the official UN language and other languages, if specifically required; (x) experienced in driving a vehicle, can oversee daily maintenance of light military vehicles and be trained in vehicle repair techniques; (xi) war experience or experience in training war troops, in order to properly evaluate or analyze the situations faced in carrying out their duties; and (xii) staff training or staff experience (UNDPKO, 2002).

**The Previous Studies that Relevant to the Study Object**

In this section, it is necessary to mention several previous studies that relevant to the object of this study, in order to understand what has been found by various researchers regarding the developing competency model. As mentioned previously that competency model is an important aspect of human resource management, especially for preparing human resources to be posted in a certain job or position in an organization. There are several studies which will be mentioned in this section. First is the study conducted by Choi Sang Long from the School of Business and Management, Southern College of Malaysia, and Khairuzzaman Wan Ismail from the International Business School, University Technology Malaysia (Long, C. S., and Ismail, 2008). This study was carried out in order to apply several competencies, and also to define the roles of HRM professionals in the Malaysian industrial companies. The second study is the study conducted by James Lindner, from Texas University (Lindner, 2011). This study was conducted with the intention to develop a competency model for the regional chairmen of the Ohio State University. The third is the study carried out by (Erasmus, B, Loedolff, V.P. and Hammann, 2010),

from the University of South Africa. The study is intended to determine competencies needed by practitioners of the human resources field in several South African organizations and to define the competency levels required to accomplish their works successfully.

The studies mentioned previously focused their attention on the test of competencies for particular positions or jobs and to determine the competencies required for a particular position (Crouse, 2011), but there was no study that explored the competencies in the field of the UN military observer. This study is different from the previous studies because it focuses mainly on the fields of peacekeeping missions. HRM for the practitioners of a peacekeeping mission, especially for the job of a military observer, requires a certain recruitment and selection mechanism based on a special competency model. This study explores a competency model that is ideal for a UN military observer to answer the research questions, by applying a qualitative approach (Figure 3).



**Figure 3.** Theoretical Framework  
Source: Processed by Author, 2019

**The Study Method**

The objective of this study is to develop an ideal competency model suitable for a UN military observer from the Indonesian military. In order to find the model, the competencies that have been defined as requirements for a military observer are translated into an ideal competency model

the job of UN military observer. This study was carried out at several places, namely: the TNI Peacekeeping Centre in Jakarta, where the personnel prepared for the task followed pre-deployment training, and also at some offices where the former Indonesian military observers work. The study was also conducted at several offices of directorates in the Indonesian Ministry of Defense of the Republic of Indonesia in the capital city Jakarta, as well as at the Indonesian University of Defense in Bogor. Data and information required for the study were gathered by interviewing the former military observers, and also by collecting from various relevant documents. The Researcher utilized an important instrument, called behavioral event interview or BEI when interviewing the selected informants for this study. The whole activities of this study were carried out in the year 2017, from January to September.

This research is based on the intention to find out things about how human resources or military personnel involved in UN peacekeeping missions conducting their tasks. Based on this consideration, this study would naturally look at the object of research from the perspective of human resource competencies and UN peacekeeping missions. This research is about the management of human resources that are specific in terms of an aspect of competencies needed for a particular position. The characteristics of this study can be explained as follows. First, competency is about abilities inherent in humans, where it is related to the main characteristics of humans that show how they behave or think, make conclusions from each problem they face, and that ability will remain attached to them in a relatively long period of time. Therefore, competency must show a combination of the behavior of personnel between knowledge and skills, with the characteristics needed to demonstrate their role in the organization. The study of competency must be able to find out the

pattern of thinking and acting from someone in doing his or her job correctly as expected. The study of competency must involve things that are visible, such as knowledge and skills, and also things that are not visible, such as self-concept, traits, and motives. In order to obtain these things, the competency measurement activities must be carried out by giving open questions to the informants, so that they provide sufficiently complete information about what they really do or act in completing the mission given to them.

Second, competency is related to human behavior which is facing a variety of situations. There are several types of situations that require a different response from an individual. In order for the response to the challenge to produce results as expected, there must be a match between the situation that arises with the behavior shown by the person concerned. Different time and environmental conditions will create different situations. In the study of competencies needed by someone in the UN military observer mission, it must be able to find out the type of situation faced by the respondents, so that they do certain actions to respond to the situation. The study also needs to find out which areas they are in charge of, the type of culture of the local population, as well as the political, economic and social conditions in the area. This needs to be carried out so that the conclusions taken are really based on holistic and comprehensive considerations.

Finally, in the UN peacekeeping mission activities, human resources or personnel who have the ideal requirements in fulfilling their duties successfully are needed. The actors of peacekeeping missions must be wise, humble, and have good memories, and the ability to evaluate the strengths and weaknesses of their actions while carrying out the mission given to them. The personnel who carry out the peacekeeping mission must also have the ability to evaluate matters related to important issues based on appropriate considerations, the ability to understand



problems that arise quickly and precisely, and have a system based way of thinking to deduce various information that obtained becomes a thing that can be used as an important reference. Given the complexity of the various competencies required by the UN peacekeeping mission actors, this study must be able to find all the solutions needed to develop a competency model as expected.

The analysis carried out in this study applies a qualitative approach because, with this approach, we can fully understand the peacekeeping mission so that the competencies set are truly in accordance with the demands of the task faced by military observers. This research will implement a procedure that is in accordance with the objectives set and will contain five phases. The first phase is the making of research design, where a preliminary study is conducted to get an initial understanding of the object of research, and the output of this stage is the design of research on competency. The second phase is data collection, by applying several methods, namely library studies, and interviews. Literature studies are conducted in order to make a dictionary of competencies needed. Interviews were conducted by applying BEI techniques to selected informants. The output of this stage is the transcription of interviews which are then coded and arranged in such a way. Before the interview was conducted, a questionnaire was distributed to the informants to determine who were categorized as superior military observers and who were not superior military observers.

The third stage of the whole process is data validation, where the validity test is carried out using the data triangulation method and technique. Validation is conducted by comparing the results of the interviews with the literature studies, and the explanations. The output of this stage is data that has been tested for its validity, which can then be used for subsequent analysis. The fourth phase is data analysis, where the results of interviews are analyzed

using the content analysis method. In this process, each informant's statement relating to matters relating to his competency is weighted according to the competency dictionary that has previously been formulated. The fifth or final phase is the finishing of the competency model, which is carried out by analyzing and evaluating in more detail each of the distinguishing competencies that have previously been determined. The results of this phase are a complete competency model consisting of generic competencies and differentiating competencies.

Data collected in this study are then grouped into two parts. The first group is the primary data, which comes from respondents' answers to the questionnaire for the assessment of UN military observers, the results of interviews conducted to informants, and the results of direct observations of UN military observers from Indonesia. Informants selected and interviewed were those who were still carrying out their duties as the UN military observers or Indonesian military observers who had finished carrying out their duties and had returned to Indonesia. Other criteria from selected informants from this study are related to their level of experience and knowledge regarding the theory and practice of the UN peacekeeping missions. Furthermore, this informant became a research sample for the position of the military observer. The second group is secondary data, which is the data needed to support primary data. This data is primarily about the information of the organization, which is needed to support or help when the Researcher defines a competency directory. This data is obtained specifically through library research.

The qualitative approach described in the previous sections needs to be realized by applying procedures and techniques that are in accordance with the approach. There are several techniques or procedures for collecting data used that will be explained in this section. The first is library research, which is applied to understand theories and

concepts related to human resource management in general and to competency improvement specifically, collect data on the implementation of the UN peace missions, and data on the implementation of missions carried out by the UN military observers from Indonesia. The data and information obtained will then be used in carrying out an analysis of the duties and work of the military observers, which in turn leads to the development of a competency model, both generic and specific. The developed competency model is then analyzed to be developed into a specific competency model for the UN military observers from Indonesia. The second is an investigation into the observational reports of the UN peacekeeping mission actors that have been carried out by the Researcher, where these observations were made of military observers when they were carrying out their duties and functions. The data and information obtained are then used as supporting data for the formulation of specific competencies for the UN military observers from Indonesia.

The third is the submission of a list of questions and the implementation of the BEI. This activity is intended to obtain the classification of anyone from the military observer studied in the superior group and who is in the non-superior group. This effort is made in order to obtain information about what is actually conducted by the UN military observers with superior category and non-superior category. The information is also needed in terms of examining differences in the types of activities and intensity of the activities or efforts carried out by each of these categories in dealing with the problems of their duties in the field. From the list of names submitted, the informants were asked to choose names that they considered superior military observers. From their own choices, the Researcher can determine who is in the superior category, while the rest are categorized as non-superior.

The snowball sampling technique was used to select informants or respondents, where the Researcher selected the first respondent based on knowledge of the Researcher that he or she was a former UN military observer who has a fairly good ability and reputation. The first respondent, then, was asked by the Researcher to recommend names to be the next respondents, and this process went on using the technique. Research on the level of competency possessed by individuals must be able to find their characteristics and behavior beforehand. The interviews with the informants must be able to reveal what actions and thoughts they have actually taken when carrying out their mission as UN military observers, and not their opinions and plans. The results of the interviews were then recorded, which was then used as the main source in carrying out the content analysis.

In terms of data analysis, the Researcher applied an analysis that contained three stages of the process or better known as coding. The three stages are open coding, axial coding, and selective coding. Open coding is carried out by way of detailing data, testing data, comparing data, grouping data, and drafting the model. In this stage, an analysis of the results of the literature study, and the observation reports were carried out. The results of this analysis were used to define the dictionary of generic and specific competencies for the job of military observers. Axial coding is conducted by recollecting existing data but by linking between categories of data. Interview transcripts were read, studied, analyzed, and reduced as needed. Then, the data that has been reduced was interpreted and given a weight according to the dictionary of competencies that have been set. The results of the analysis of this activity were then discussed using discriminant analysis in order to obtain several differentiating competencies. In selective coding, core groups were selected, by linking the categories obtained with other categories, testing the relationships between these

categories, and making further improvements and development. Related differentiating competencies were grouped based on their function and connection. Furthermore, each differentiating competency was further observed, to assist in the process of establishing competency models for the UN military observers from Indonesia.

Because this study applied a qualitative approach, then the data validity test also used qualitative data validity testing techniques, which according to (Moleong, 2000), this technique contained four types of testing, namely tests of credibility, transferability, dependability, and suitability of the obtained data. The credibility test of the data is carried out by using the triangulation technique, which is conducted by comparing the results of interviews with the results of the literature studies, as well as the observation reports. Comparisons were also made between sources of informants who were in the same class as other informants but had different assignments or fields of work. The transferability test is carried out by doing a thick description, in order to get the right explanation of the data within the scope of the research conducted. The dependency test was carried out by using dependency audit techniques, by examining the course of the whole research or data collection activities. The implementation of this activity was carried out in several stages, starting to examine how the focus of the research was determined, how the initial communication between the researcher and the subject of research was conducted, how the level of mastery of related theories, how to conduct research in the field, how to determine the data sources needed, and how to conduct the data analysis and the data interpretation, and finally is how to compile the research report. The suitability test was carried out in order to establish objectivity and was carried out by observing the agreements among the subjects studied regarding various important issues or points.

The focus of this test was on the characteristics of the data obtained and generated. This research uses information obtained from the TNI officers who have actually been assigned as UN military observers, so of course, the number is not large. To get a complete picture of what they are doing in their field of work, what needs to be important attention is about the results of the interview using the BEI. The interview must be carried out carefully and in detail to all informants. Matters that need further study need to be asked in a deeper way by asking them for a more detailed explanation and clarification from other informants' answers.

## RESULTS

After data processing activities had been carried out, there will be the results needed for the next step. For data obtained from the literature studies, data processing was carried out by conducting data investigations, checking data, and combining important references related to the competencies needed by the job of UN military observers. It was intended to obtain the appropriate tool to build an ideal competency model for the UN military observers from Indonesia. From the literature study, it was obtained information regarding the generic competency model set by Spencer & Spencer, however, the model is for universal positions in organizations whose structure and mission are general, not for specific positions and organizations such as the UN military observer. The work of military observations in various conflict areas held by the United Nations are special occupations and positions, therefore, the generic competency model of Spencer and Spencer needs to be supplemented further, to accommodate the peculiarities of the position. Other literature which is also the main source of identifying training, roles, main tasks and functions of military observers, is the work carried out by UNDPKO (2001) on UN military observers. When associated with generic

<b>Table 1.</b> Linkages between Normative Professional Competencies of the Military Observer with Generic Competency of Spencer & Spencer		
<b>No.</b>	<b>Normative Professional Competencies</b>	<b>Generic competencies from Spencer and Spencer</b>
1	Previous field experience in the country's armed forces.	-
2	Knowledge of infantry organization (structure, equipment, and capability of troops) and company and battalion level operations.	Organizational Awareness (OA) Team Leadership (TL)
3	Experience or training in light and medium weaponry, supporting equipment, and general identification of weapons, land vehicles, aircraft, helicopters, and ships.	Technical / Professional / Managerial Expertise (EXP)
4	Ability to read maps, land navigation (both on foot and by vehicle) and the use of Global Positioning Systems (GPS).	Technical / Professional / Managerial Expertise (EXP)
5	Able to use tactical and commercial communication equipment, and radio procedures approved by the United Nations.	Technical / Professional / Managerial Expertise (EXP)
6	Basic knowledge of patrolling by foot or by vehicle.	Technical / Professional / Managerial Expertise (EXP)
7	Basic knowledge of negotiation, mediation and conflict resolution, and interview basic techniques.	Impact and Influence (IMP)
8	Basic knowledge of first aid in accidents and stress management techniques.	Self-Control (SCT)
9	Able to speak and write in the official UN language and other languages, if specifically required.	-
10	Experienced in driving a vehicle, can oversee daily maintenance of light military vehicles and be trained in vehicle repair techniques.	Technical / Professional / Managerial Expertise (EXP)
11	War experience or experience in training war troops, in order to properly evaluate or analyze the situations faced in carrying out their duties.	Analytical Thinking (AT)
12	Staff training or staff experience.	-

Source: Processed by Author, 2019

competencies from Spencer and Spencer, the linkages can be determined as listed in Table 1.

In Table 1, it can be seen the role, the main tasks and the normative functions of UN military observers that can be filled with generic competencies from Spencer and Spencer, but of course the result will not be complete, because the specific competencies required by a military observer cannot be accommodated, due to these competencies are very general in nature. From the normative professional competency requirements for the UN Military Observer determined by the UN, it can be seen that this position has very technical and specific competencies. The

generic competencies formulated by Spencer & Spencer look so broad without touching the technical aspects required. Therefore, it is necessary to formulate a set of specific competencies that touch elements that are more technical in nature.

To obtain data that relates directly to the work of the informants, the interviews with them were carried out using BEI techniques. The selected informants were asked about what they really did while serving as military observers in the conflict area. In this stage, this study seeks to find out the characteristics of military observers based on their experience in carrying out the tasks they perform seen from their behavior in various events in the past. The

Researcher did not ask questions that will provoke answers that were of a personal view or just their future plans. The Researcher mainly asked questions that encouraged them to answer what they did in that particular event. The answers from the informants were then recorded in the form of interview transcriptions, which were then used as an important reference in content analysis activity.

The result of the data analysis in this stage is the weighting, where all the weights of each competency can be collected, and the result can be seen in Table 2. The result in the form of weight recapitulation of these competencies was used to conduct discriminant analysis so that anything that becomes differentiating competencies could be produced. The analysis was also expected to produce competency levels, which was very important for activities in the next step, namely to build an ideal competency model for the UN military observers.

Several observations of the activities were also carried out in this study for some Indonesian military observers when they conducted several activities during missions or pre-deployment training. The activities which are transferred into observation reports are: safeguarding logistics distribution, safeguarding headquarters, patrols with vehicles, and

patrols by foot, and observations at tower post. The reports from observations of Indonesian military observers were used by looking closely at the relationship between the behavior of the military observers and the competencies needed to support their work. From these reports can be determined what competencies they need, namely: (i) ability in intelligence and data collection (IS); (ii) the ability to understand the local cultures (HCK); (iii) skills in the use of local languages (LS); (iv) skills in carrying out diplomacy and negotiation (DNS); (v) military knowledge and skills (MKS); (vi) public relationship (PR); (vii) driving skills (DS); (viii) special technical skills (STS); and (ix) administration skills (ADM).

From the previous explanation, there are twenty generic competencies defined by Spencer and Spencer, and from BEI activities and observations to the military observers, the Researcher finds that there are nine unique and specific competencies required by the military observers. Comprehensively, the Researcher, then, combined specific competencies as listed above with formulated generic competencies from Spencer & Spencer so that a competency model tool can be formulated for the post of UN Military Observer. The result of this compilation can be seen in Table 2.

**Table 2.** Weighting Recapitulation of Competencies

Competency Code	Sample						
	1	2	3	4	5	6	7
Achievement Orientation (ACH)	3	3	5	2	0	2	1
Conceptual Thinking (CT)	2	3	2	1	0	1	1
Initiative (INT)	9	9	7	5	3	5	2
Analytical Thinking (AT)	3	3	3	1	0	1	2
Interpersonal Understanding (IU)	1	2	3	1	1	-1	1
Service to Customers (CSO)	3	4	6	1	2	1	2
Impact and Influence (IMP)	3	5	5	1	1	0	2
Expertise (EXP)	1	2	2	0	-1	1	2
Relationship Building (RB)	6	5	6	0	1	0	1
Developing others (DEV)	3	2	2	0	2	2	2
Directiveness (DIR)	3	3	5	1	2	1	1
Team Work (TW)	6	2	1	2	0	0	1
Team Leading (TL)	4	3	2	-1	0	-1	2
Concern for Others (CO)	2	4	4	0	2	-1	2

Information Gathering (INFO)	3	0	0	0	0	0	1
Organizational Awareness (OA)	3	2	3	-1	0	1	0
Self-Control (SCT)	6	5	4	3	4	4	2
Self-Confidence (SCF)	4	4	3	3	3	2	1
Flexibility in Life (FLX)	5	3	0	0	3	2	2
Organizational Commitment (OC)	2	2	2	2	1	2	1
Intelligence Skills (IS)	1	1	1	-1	-1	-1	2
Host Culture Knowledge (HCK)	3	3	2	2	1	-1	2
Language Skills (LS)	3	4	4	2	3	3	2
Military Knowledge and Skills (MKS)	3	3	4	0	3	1	0
Diplomacy and Negotiation Skills (DNS)	3	3	2	2	2	0	2
Public Relationships (PR)	1	0	1	-1	-1	-1	1
Driving Skills (DS)	2	2	1	0	1	-1	2
Special Technical Skills (STS)	1	1	1	0	-1	-1	1
Administration Skills (ADM)	2	3	2	3	0	1	2

Source: Processed by Author (2019)

To complete this study, it is necessary to collect data by conducting observation activities and competency measurements for informants, or individuals who carry out military observation tasks in the conflict areas. The result of these observations was used to formulate a competency model for UN military observers from Indonesia. To be able to develop a competency model, it is necessary to classify the respondents based on their capability, by asking each respondent to carry out a peer review, the activity of evaluating their own friends. Each respondent was asked to give a score to his friend by referring to the names in the list of respondents considered by the respondent as military observers who were superior or had above average achievements. The result of the assessment was then collected and can be seen in Table 3.

Determining how many respondents included in a certain group is very important. For this reason, the Researcher needed to follow valid rules based on certain scientific methods. One valid rule that needed to be followed was the rule determined by (Spencer, LM, 1993), which stated that the comparison between superior groups and non-superior groups is 2 to 1½, especially for studies that use a number of respondents smaller than 20 people. However, because the number of respondents was seven, the rule could not be

fully followed. For this reason, the Researcher determined that the number of respondents included in the superior category was three persons, while the number of respondents who were in the non-superior category was four persons. The result of the peer review activity conducted was that respondents number 1, 2, and 3 were included in the superior group, while the rest were included in the non-superior group (see Table 3).

**Table 3.** Job Categorization of the UN Military Observers

Military Observer	Freq- uency	Rank- ing	Category
1	6	1	Superior
2	6	1	Superior
3	5	2	Superior
4	2	3	Nonsuperior
5	1	5	Nonsuperior
6	2	3	Nonsuperior
7	1	5	Nonsuperior

Source: Processed by Author, 2019

## DISCUSSION

As we can see in the previous sections that the analysis carried out followed several steps. The first step was to conduct the open coding, where the respondents were divided into two groups, namely the superior group and the non-superior group. After the grouping, an analysis was conducted to establish a set of competencies and also formulate a dictionary of competencies,

which were very useful in the next stage. The results of data collection from direct observation in the field and literature review were used to establish specific competencies from the position of UN military observers. Furthermore, the specific competencies were combined with twenty generic competencies determined by Spencer and Spencer. The result of this merger was a set of competencies that were appropriate for the UN military observers. The competency dictionary, then, could be defined, where the dictionary explained in more detail the operational definitions and assessment ranges for each competency. This dictionary of competencies is then used as a reference in giving the weight of each competency. This was useful as a tool to define the competency weighting process. Then some specific competencies could be established, which were based on the normative rules obtained from the literature study and direct observations in the field. The competencies discussed can be seen in Table 4.

**Table 4.** Specific and Unique Competencies for a Military Observer

No.	Emerging Competencies	Code
1.	Intelligence Skills	IS
2.	Host Country Culture and Knowledge	HCK
3.	Language Skills	LS
4.	Military Knowledge and Skills	MKS
5.	Diplomacy and Negotiation Skills	DNS
6.	Public Relations	PR
7.	Driving Skills	DS
8.	Special Technical Skills	STS
9.	Administration Skills	ADM

Source: Processed by Author, 2019

Determining differentiating competencies was the main target in the axial coding phase. To produce this result, the Researcher used the competency model and the dictionary of competencies that had been formulated as the main reference in

determining the differentiating competencies. At this stage, the content analysis and the discriminant analysis were the main activities, where for the content analysis the Researcher utilized the interview transcripts with the help of the competency dictionary to produce weighted competencies. The next activity was to recapitulate the weighted competencies with the help of information from the job categorization. Through these activities, it could be found a set of differentiating competencies owned by the respondents who belong to the superior group only. Military observers who were in the non-superior category did not have this kind of competency.

The average level of competency for respondents in each group could also be defined at this stage. The analysis in this stage is conducted by searching the average value of descriptive statistics from the recapitulation of weighted competencies that have been found previously. This result was then used as input to determine several supporting competencies for the differentiating competencies. This analysis then produced an ideal competency model for the UN military observers for personnel from Indonesia. In this stage, the Researcher utilized two types of analysis methods, namely discriminant analysis and stepwise methods. The discriminant analysis was carried out to obtain characteristics of the differentiating competencies, while the stepwise method was utilized in order to obtain discriminant functions. The analysis using both methods was assisted by a software called the Statistical Product and Service Solutions (SPSS) version 20. With the help of the discriminant analysis techniques, the data recapitulation for competency levels was changed to normal standards. The result of this analysis can be seen in Table 5, which shows that some of the competencies were changed to become differentiating competencies. This table also can be seen as some competencies that meet the requirements of the discriminant equation.

In this analysis, competencies were entered one by one, and then it can be seen that this analysis which competencies have high F scores, which were then used in the subsequent analysis. From twenty-nine competencies defined from the previous compilation, there are only three competencies that have high F scores, namely: RB competency with F score of 80,083, INT competency with F score of 385,025, and IMP competency with F score of 3200,417.

At each step, the variable that maximizes the Mahalanobis distance between the two closest groups is entered.

- a. Maximum number of steps is 58.
- b. Maximum significance of F to enter is .05.
- c. Minimum significance of F to remove is .10.

d. F level, tolerance, or VIN insufficient for further computation.

Some competencies, namely competency RB, competency INT, and competency IMP, through analysis using discriminant analysis methods, can be defined as differentiating competencies in the competency model, where it can be seen that the average level of these competencies is higher, so it can be concluded that these competencies were indeed owned by the UN military observers who were in the superior group. Thus it can be concluded that in the competency model, the three competencies can be placed in the top positions which can then be considered as the main competencies of the competency model. The result of the analysis is presented in Table 6.

**Table 5.** Variable Entered as Differencing Competencies

Variables Entered/Removed<sup>a,b,c,d</sup>

Step	Entered	Statistic	Between Groups	Min. D Squared			
				Statistic	df1	df2	Sig.
1	Zscore(RB)	80.083	Nonsuperior and Superior	137.286	1	5.000	7.960E-005
2	Zscore(INT)	385.025	Nonsuperior and Superior	264.017	2	4.000	5.653E-005
3	Zscore(IMP)	3200.417	Nonsuperior and Superior	1097.286	3	3.000	4.663E-005

Source: Processed by Author, 2019

**Table 6.** Competency Model Resulting from Discriminant Job Analysis

Competency	Code	Level of Competency
Initiative	INT	9
Relationship Building	RB	6
Impact and Influence	IMP	5

Source: Processed by Author, 2019

**Table 7.** The Ideal Competency Model and its Levels for the Job of a UN Military Observer

No	Competencies	Codes	Levels of Competencies	Description
1	Initiative	INT	9	Being able to take anticipatory actions for more than 10 years ahead
2	Relationship Building	RB	6	Being able to do frequent activities or social contacts



3	Impact and Influence	IMP	5	Being able to take into account to use a dramatic action
4	Teamwork and Cooperation	TW	3	Being able to show positive expectations to colleagues in a collaboration
5	Self-Control	SCT	5	Being able to provide a constructive response
6	Language Skills	LS	4	Being able to use the official language of the destination country actively
7	Host Country Culture and Knowledge	HCK	3	Being able to adapt to the culture of the destination country
8	Driving Skill	DS	2	Being able to master driving skills in carrying out daily tasks
9	Military Knowledge and Skills	MKS	4	Being able to master advanced military knowledge and skills as a must-have thing in carrying out daily tasks
10	Diplomacy and Negotiation Skills	DNS	3	Being able to master diplomacy and negotiation skills in carrying out daily tasks
11	Administration Skills	ADM	3	Being able to use computer technology proficiently for broader administrative needs

Source: Processed by Author, 2019

## CONCLUSIONS

From the discussion above it can be concluded that there is a very strong and significant relationship between the competency and performance of a UN military observer. From the calculations, it can be seen that the UN military observers with the superior category have indeed carried out their duties more successfully when compared to those included in the inferior group. Those who are included in the superior group have competencies that fall into the category of differentiating competencies, which consist of three competencies, namely: (i) competency to work on their own initiative (INT); (ii) competency to build relationships with other people (RB); and (iii) competency to produce impacts and influence their environment (IMP).

From the analysis, it was also found the competency model for the UN Military Observers from Indonesia. The model consists of nine competencies, namely: (i) competency to work on their own initiative

(INT); (ii) competency to build relationships with other people (RB); (iii) competency to produce impacts and influence their environment (IMP); (iv) competency to work together in the team (TW); (v) competency for self-control (SCT); (vi) competency in using foreign languages especially local languages (LS); (vii) competency to understand the local cultures (HCK); (viii) competency in driving vehicles in the operation areas (DS); (ix) competency in knowledge and military skills (MKS); (x) competency in conducting diplomacy and negotiation (DNS); and (xi) competency in carrying out administrative works (ADM).

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