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Transforming the Indonesian National Police Assessment Centre into a Competency Information System for Merit-based Career Development

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ABSTRACT: The Indonesian National Police (INP) has developed a relatively strong regulatory and institutional foundation for competency assessment through its Assessment Centre. Formally, competency assessment has been positioned as an instrument for mapping, selection, promotion, transfer, special assignment, and career development. This framework is supported by competency dictionaries, competency profiles, behavioural guidelines, assessor functional-position arrangements, and expanding institutional capacity, including assessor development, internal assessment activities, and external cooperation through non-tax state revenue mechanisms. However, regulatory strength and institutional capacity do not automatically ensure strategic utilisation. This article argues that the main challenge facing the INP Assessment Centre is a strategic utilisation gap, namely the gap between the organisation's ability to conduct assessment activities and its ability to convert assessment results into measurable career-development outcomes. Using a policy, literature, and institutional data review, this article integrates assessment centre literature, competency-based career development, merit-based human resource governance, and INP regulatory documents to develop a conceptual strengthening model. The analysis shows that assessment centres risk becoming episodic assessment events when their outputs stop at scores, rankings, or administrative recommendations. To address this gap, the article proposes transforming the INP Assessment Centre into a competency information system through four strengthening pillars: competency architecture, multi-method assessment quality, governance–transparency–integrity, and career development integration. The proposed model links assessment inputs, processes, outputs, and outcomes by connecting competency profiles, competency-gap diagnosis, structured feedback, individual development plans, talent pools, promotion, transfer, development education, and succession planning. This article contributes to assessment centre scholarship and police human resource governance by repositioning assessment centres as strategic infrastructure for merit-based, evidence-informed, and competency-based career development.

INTRODUCTION

1.1 BACKGROUND

Police organisations need a career development system that not only relies on completeness of administrative filing, ranks, service period, and hierarchy. Although the element of those career developments has relevance to the organisation hierarchy, like police organisations, administrative conditions like ranks and service periods are not compatible with the needs of personnel

capacity and positioning demands (Metcalf & Dick, 2001). Police positioning requires the combination of technical competence, integrity, leadership, decision-making, service orientation, monitoring and also behavioural readiness in order to face a complex and risky situation (Jacobs et al., 2018). Therefore, career development in police organisations needs to be built upon an objective observation and assessment of competence. From a strategic human resource perspective, career development is not only seen as promotion or mutation but also a mechanism in aligning individual capacity, position, organisational priority and the needs of future leadership (Collings & Mellahi, 2009; Cappelli & Keller, 2014).

Competency-based career development is important because a merit system does not work only as an abstract concept. A merit system urging employment decisions based on competency, performance, qualifications, integrity, and organisational needs does not rely on informal proximity or any non-competency consideration (Mulaphong, 2022; Raharjanto, 2019). However, a merit system can only be applied when the organisation has a standardised competency, behaviour indicator, assessment mechanism, competency gap diagnosis, and sustainable development that connects to career decisions (Campion et al., 2011). Therefore, competency-based career systems are not enough with only producing a standardised document, but they have connected the result of assessment with promotion, mutation, developmental education, individual development plans, talent pools, and succession planning. Despite using a formally competent language, a career development system is merely an administrative system if those elements are not connected (Surya and Kasim, 2022).

Assessment centres are thus highly relevant to competency-based career development because assessment produces several behavioural aspects through assessment methods, several assessors, job simulation, systematic observation, behaviour filling and integrated assessment results (Thornton et al., 2015; Rupp et al., 2015). Through the assessment centre, the organisation can observe how an individual demonstrates their competency in such situations regarding the job position (Jensen and Vinkenburg, 2005; Rupp et al., 2015). Several aspects such as leadership, communication, planning, problem-solving, teamwork, supervision and decision-making are precisely assessed through behavioural assessments compared to job history documents or administrative assessments (Waldman and Korbar, 2004). Thus, an assessment centre has a strategic position in competency-based career development, especially for police organisations that need personnel with readiness of behaviour and accountable job capacity.

Nevertheless, the strategic value of assessment centres is not automatically shown because the assessment has just finished. An assessment centre can be reduced to an assessment event (Jacobs et al., 2018), if the results are just stopping with scoring, ranking, or administrative recommendation (Lievens and Thornton, 2005). In these instances, Lievens and Thornton (2005) highlight that assessment centre can produce assessment output but do not necessarily produce changes in the career development system. Assessment centre literature asserting the value of this method not only depends on the quality of the instrument, but also on how the results of assessment can be used for feedback, competency development, talent management, and career decisions (Thornton et al., 2015; Lopes et al., 2015). Hence, the main problems was not how to arrange legally and standardised assessment centre but how to transform the result of assessment centre become a competence information that can be used in career development system, especially in Indonesian National Police.

1.2 THE INP'S ASSESSMENT CENTRE

INP has relatively strong regulation in the implementation of competency assessment. Regulation of the Republic of Indonesia National Police Number 12 of 2024 concerning the Implementation of Competency Assessments of the Republic of Indonesia National Police defines the competency assessment as a process of comparing individual competencies with job competencies through the assessment centre method or other relevant assessment methods (Police Chief Regulation, 2024d). The regulation also places competency assessment as an instrument for mapping, selection, promotion, transfer, special assignments and career development. Thus, *de jure*, the INP Assessment Centre is not only positioned as a job selection tool but also as part of a competency-based career development system (Surya and Kasim, 2022). This position is in line with the assessment centre literature, which emphasises that assessment centres can be used for selection, promotion, development, talent management, and succession planning purposes if they are designed and used appropriately (Thornton et al., 2015; Rupp et al., 2015).

Those foundation regulations have been strengthened by several institutional instruments. Decree No. 1801/X/2024 on the Competency Dictionary and Competency Profile in Competency Assessments by the INP provides the basis for defining competencies, proficiency levels, behavioural indicators, and job competency profiles (Police Chief Regulation, 2024c). This document is important because assessment centres can only produce valid assessments if the competencies being assessed have operational definitions and a clear connection to job requirements (Campion et al., 2011; Meriac et al., 2014). In addition,

Decree No. 1800/X/2024 on the Code of Conduct for Competency Assessments by the INP provides an ethical and procedural basis for protecting assessment centres from conflicts of interest, intervention, manipulation, data leaks, and misuse of assessment results (Police Chief Regulation, 2024b). The arrangement of the functional position of assessor also shows that the competency assessment function has acquired a more formal institutional basis in the Indonesian National Police's HR system (Police Chief Regulation, 2023a, 2023b, 2024a).

Besides regulation, the INP Assessment Centre has evolving institutional capacity. Based on internal institutional data, there has been expansion in the numbers of assessors, number of active assessors, number of certified assessors, volume of internal assessment participants, and competency assessment collaboration with ministries and institutions through the Non-Tax State Revenue (PNBP) mechanism. From this data, it is shown that the INP assessment centre has established an internal assessment function that becomes an institutional capacity that has internal and external roles. However, an increase in the number of assessors, number of activities, or number of participants does not automatically prove that the assessment centre has been used strategically in the career development system. In a critical HR governance perspective, institutional capacity must be distinguished from strategic utilisation (Surya and Kasim, 2022). Furthermore, Surya and Kasim (2022) highlighted the capacity of the organisation's ability to carry out assessments, while strategic utilisation shows the organisation's ability to use assessment results to change the quality of career decisions.

This is where the strategic utilisation gap emerges. The INP has regulations and institutional capacity to conduct competency assessments, but this strength does not automatically guarantee that assessment centre results are consistently used in individual development plans, talent pools, promotions, transfers, development education, and succession planning (Surya and Kasim, 2022). Surya and Kasim's (2022) study of assessment centres at the Bangka Belitung Islands Regional Police (Polda) showed that assessment centre implementation can still face issues with procedures and assessor qualifications. This finding is important because it demonstrates that a strong *de jure* framework still requires quality assurance, assessor standardisation, capacity equity, and mechanisms for integrating assessment results with the career system. If the linkage between assessment centre results and career decisions is weak, assessment centres risk becoming formally powerful but strategically weak instruments (Lopes et al., 2015).

1.3 RESEARCH GAPS AND NOVELTY

Several previous studies have validated assessment centre, competency modelling, talent management, merit systems in the public sector and promotion in police organisations. Assessment centre literature explained the importance of job analysis, use of multiple methods, multiple assessors, behavioural observations, systemic recording, and integration of assessment data (Gaugler et al., 1987; Arthur et al., 2003; Woehr & Arthur, 2003; Rupp et al., 2015; Thornton et al., 2015). Competency modelling literature describes that competencies must be defined, operated, and associated with the needs of the position and human resource decision (Campion et al., 2011). Talent management literature emphasised the importance of talent pools, succession planning, and strategic positioning (Collings & Mellahi, 2009; Cappelli & Keller, 2014). Despite all of this, assessment centre in police organisations that can be transformed into institutional competency information systems while combining assessment output with career development outcomes are still limited.

These gaps are valuable since the fruitfulness of assessment centre cannot be judged solely on the technical validity of the instrument or the implementation of assessment activities (Woehr & Arthur, 2003). In terms of career management, assessment centre have strategic value when the result can be used as competency data for decisions and development (Lopes et al., 2015; Rupp, et al., 2015). The result of the assessment centre should not stop at the recommendation but should be the basis for preparing a competency profile, competency gap diagnosis, structured feedback, individual development plan, talent pool, succession planning, promotion, transfer, and education development (Lievens and Thornton, 2005). Hence, when the function of the assessment centre does not meet its functionalities, the assessment centre can turn into an assessment event, not a career development system. Consequently, this research points to the transformation of the assessment centre from episodic assessment to a competency-based information system for supporting merit-based career development.

The novelty of this research has four aspects. First, integrate the police regulation framework, international assessment centre literature, and secondary institutional data to read the INP Assessment Centre as a regulatory system as well as an organisational system. Second, proposing the perspective of an assessment centre needs to be addressed as a competency-based system, not merely as a selection or promotion tool. Third, using *de jure-de facto* gas mapping to differentiate between formal regulation and operational challenges in utilising the result of the assessment. Fourth, suggesting a strengthening model based on four

pillars, namely competency architecture, multi-method assessment quality, governance–transparency–integrity, and career development integration. With this framework, this research can contribute to the assessment centre literature, competency-based human resource management, and police merit-based career development.

1.4 RESEARCH QUESTIONS

Based on the background written above, therefore, this research is limited to these research questions:

1. How literature explain assessment centres as a competency-based career development instrument?
2. How is the regulation and capacity of the INP in support of the implementation of the assessment centre?
3. What conceptual model can strengthen integration between assessment centre results and career development in the National Police?

LITERATURE REVIEW

2.1 ASSESSMENT CENTRE VALIDITY AND DEVELOPMENTAL USE

Assessment centre is a method for assessing competencies by observing, recording, clarifying and evaluating individual behaviour in situations like job requirements (Rupp et al., 2015). Unlike administrative assessment, which is primarily based on rank, length of service, education or job history, the assessment centre attempts to gather evidence of work behaviours through a number of assessment methods, assessors, work simulations, systematic observation and integrated assessment results (Thornton et al., 2015; Rupp et al., 2015). The multi-method and multi-assessor character has become the core strength because competence is complex (Arthur et al., 2003); such skills as leadership, communication, cooperation, planning, problem-solving, supervision, and decision-making cannot always be adequately measured by a single instrument (Meriac et al., 2014). In this sense, assessment centres are considered relevant in the area of policing for police positions that require behavioural preparedness in dynamic, hierarchical and risky situations.

Assessment centre validity has reached empirical support in psychology industry and human resource management literature, but this validity should not be understood as a quality that is automatically inherent in every assessment centre activity (Arthur et al., 2003). Gaugler et al. (1987) showed that assessment centres have corrected average validity against various criteria, including potential, performance, promotion, and development. Arthur et al. (2003) have shown the dimension of the assessment centre has the correlation with performance criteria, even though the strength of these relationships varies depending on the type of dimension and the quality of the assessment design. According to Woehr and Arthur (2003), the assessment centre validation construct is subject to methodological influences including clarity of dimensions, exercise design and the observation and integration of behavioural evidence by the assessor. Assessment centres are powerful assessment instruments, but only if the design and implementation follow strict scientific principles.

The main requirement for the validity of an assessment centre is a clear connection between the competencies being assessed and the demands of the position (Rupp et al., 2015). Therefore, job analysis or position analysis is an important foundation in preparing competency dimensions, behavioural indicators and assessment simulations (Rupp et al., 2015; Thornton et al., 2015). Without adequate job analysis, assessment centres risk assessing competencies that are too general, overlapping, or irrelevant to job success. Meriac et al. (2014) warn that the dimensional structure of assessment centres is often problematic if organisations use too many dimensions, do not define competencies operationally, or fail to differentiate one competency from another. In such situations, the assessment centre can appear procedurally objective, but substantively weak because the observed behaviour is not clearly connected to the target position.

In addition to job analysis, assessor quality is a crucial prerequisite for the reliability and credibility of an assessment centre (Surya & Kasim, 2022). Moreover, Surya & Kasim (2022) implied assessors are not only tasked with assigning scores, but also observing behaviour, recording evidence, classifying behaviour into competency dimensions, providing ratings, integrating data with other assessors, and compiling feedback. Therefore, assessor training, rating calibration, and evaluating interassessor consistency are essential components of assessment centre quality assurance (Woehr & Arthur, 2003; Rupp et al., 2015). Assessment centres that use multiple assessors can still produce biased or inconsistent assessments if the assessors do not have a shared understanding of behavioural indicators, competency levels, and rating standards (Rupp et al., 2015). In the context of a large organisation like the INP, this issue is even more critical because assessment centres are implemented within central and regional structures with varying capacities, experience, and facilities.

The main risks of assessment centres lie not only in instrument weaknesses but also in implementation errors and misuse of results. Caldwell et al. (2003) identified several classic assessment centre errors, including weak planning, inadequate job analysis, unclear assessment dimensions, irrelevant exercises, unqualified assessors, inadequate assessor training, careless documentation of behaviour, and inappropriate use of assessment results. This criticism is important because assessment centres are often perceived as objective methods, even though such objectivity can only be achieved if the entire process, from competency design to the use of results, is maintained in a disciplined manner. Thus, assessment centres must be understood not only as a technical assessment method, but as a system that requires design validity, process reliability, assessor integrity, and follow-up mechanisms.

The developmental use dimension is a crucial part of modern assessment centres. Assessment centres can be used not only for selection or promotion but also to identify individual strengths, weaknesses, competency gaps, and development needs (Thornton et al., 2015). This developmental function only works if assessment centre results are translated into clear feedback and actionable development plans. Without feedback, assessment centre results risk becoming siloed information that is only useful for decision-makers but does not generate learning for the individuals being assessed (Jacobs et al., 2018). Likewise, the use of assessment centres for career development requires a direct link between assessment results, feedback, individual development plans, and development interventions. At this point, assessment centres begin to move from mere selection tools to strategic instruments in the career development system.

2.2 COMPETENCY-BASED CAREER DEVELOPMENT AND MERIT-BASED HR GOVERNANCE

Competency in human resource management refers to the combination of knowledge, skills, abilities, personal characteristics, values, and work behaviours that enable individuals to perform tasks effectively within a specific job context (Campion et al., 2011; Bartram, 2005). In a competency-based approach, competency is not simply understood as an administrative requirement, such as a diploma, rank, length of service, or job experience (Benayoune, 2024). Competency must be translated into behavioural indicators that can be observed, measured, developed, and linked to job demands (Rupp et al., 2015). Campion et al. (2011) emphasise that good competency modelling must be able to connect organisational goals, job requirements, work behaviours, and human resource decisions. Therefore, competency is important not only as an individual attribute but also as a common language for integrating assessment, development, promotion, transfer, and succession planning.

Competency-based career development can be understood as a process that uses competency information to map individual readiness, identify competency gaps, design development interventions, and determine job mobility more objectively (Azmi et al., 2009; Benayoune, 2024). This approach differs from administrative career development, which primarily follows seniority, rank, or job availability. In competency-based career development, career decisions should be based on the match between the individual's competency profile, the job's competency profile, development needs, and organisational needs (Campion et al., 2011). Therefore, Surya & Kasim (2022) implied promotions and transfers are not simply understood as position changes but as part of the process of talent placement and development based on competency readiness.

From a strategic human resource management perspective, career development has a strategic function because it connects human capital with long-term organisational needs (Surya & Kasim, 2022). Collings and Mellahi (2009) emphasize that talent management is not only concerned with identifying superior individuals but also with placing the right people in strategic positions that impact organisational performance. Cappelli and Keller (2014) also point out that talent management faces practical challenges in linking individual potential, organisational needs, and placement decisions. In this context, competency-based career development is a crucial mechanism to ensure that individuals promoted, transferred, or prepared for succession planning not only meet administrative requirements but also possess the competency readiness relevant to the target position.

The link between competency-based career development and merit-based HR governance is crucial in public sector organisations (Mulaphong, 2022). A merit system demands that personnel decisions be based on competency, performance, qualifications, integrity, and organisational needs, rather than on patronage, informal ties, or subjective preferences (Mulaphong, 2022; Raharjanto, 2019). However, a merit system cannot operate simply by stating the principles of objectivity and fairness. These principles must be translated into testable competency standards, assessment mechanisms, career procedures, and development systems. In other words, competency-based career development is an operational mechanism for realising a merit system in human resource management practices (Surya & Kasim, 2022).

In police organisations, merit-based HR governance is even more urgent because career decisions directly impact leadership quality, service quality, the use of authority, and institutional legitimacy (Surya & Kasim, 2022). Evenmore, in his research, he

proposed that police positions require not only administrative skills but also integrity, service orientation, decision-making, communication skills, supervision, leadership, and the capacity to work under pressure. If career decisions are not supported by adequate competency information, organisations risk placing personnel in positions that do not align with the role's demands (Benayoune, 2024). Thus Benayoune (2024) explains the risk impacts not only the individual but also the organisation's effectiveness. Therefore, career decisions in the police force need to be based on competency profiles, competency gaps, development needs, and organisational requirements, not solely on seniority or administrative completeness (Benayoune, 2024).

However, Benayoune (2024) also highlighted that competency-based system can also become bureaucratic if it simply produces competency standard documents without a concrete connection to career decisions. Benayoune (2024) cautions that competency frameworks require consistent implementation to avoid remaining merely formal designs. In this context, organisations need to ensure that competencies are not only defined but also assessed, developed, utilized, and evaluated. Assessment centres are a crucial instrument because they can provide behavioural data to meet this need. However, competency data from assessment centres will only have strategic value if it is used in a career development system, not simply stored as an administrative assessment result.

2.3 ASSESSMENT CENTRE AS A COMPETENCY INFORMATION SYSTEM

Assessment centres need to be positioned more broadly than simply selection or promotion tests (Lievens and Thornton, 2005). In many organisations, assessment centres are used as a mechanism to determine an individual's suitability for a particular position, Rupp et al. (2015) define this function is important, but insufficient. Thornton et al. (2015) emphasize that assessment centres can be designed for various talent management purposes, including selection, promotion, development, succession planning, and human capital management. This means that assessment centres should not only answer the question of whether an individual is suitable or unsuitable, but also explain what competencies an individual possesses, what gaps need to be addressed, and what development interventions are necessary to prepare individuals for current and future positions.

Within the competency information system framework, assessment centres are understood as mechanisms that generate, process, and connect competency information to human resource decisions (Rupp et al., 2015). Assessment centre outputs should include competency profiles, competency gaps, development recommendations, structured feedback, individual development plans, talent pool input, succession planning input, and the basis for promotion and transfer considerations (Thornton et al., 2015; Lopes et al., 2015). This position differs from an assessment event. An assessment event ends with the assessment and the compilation of results (Jacobs et al., 2018). A competency information system requires that assessment results be used continuously in individual development, talent management, and organisational career decisions (Jacobs et al., 2018).

Jacobs et al. (2018) implies the connection between the assessment centre and feedback is a key prerequisite for assessment results to have developmental value. Fleenor et al. (1990) demonstrated that assessment centres are useful for career development if the results are used to help individuals understand their strengths and areas for development. London and Smither (2002) emphasized the importance of a feedback culture in the performance management and long-term development process. In the context of an assessment centre, feedback is not simply a score or recommendation category. Feedback must explain observed behaviours, established competencies, competencies that need to be developed, and possible improvement steps (Jacobs et al., 2018). Without structured feedback, an assessment centre only provides information to the organisation but does not provide learning direction for the individual (Jacobs et al., 2018).

An individual development plan is a tool that connects assessment outputs with development interventions (Jacobs et al., 2018). Jacobs et al. (2018) stated a good IDP should be developed based on the competency profile and competency gaps identified through the assessment centre. It should include priority competencies, development targets, intervention strategies, organisational support, progress indicators, and evaluation mechanisms. If the assessment centre finds that an individual possesses strengths in communication but gaps in planning or decision-making, the IDP should direct appropriate development. In this way, the assessment centre is not merely a classification tool but rather serves as the basis for developing a more measurable development path (Jacobs et al., 2018).

Assessment centres can also strengthen talent pools and succession planning (Jansen and Vinkenburg, 2006). Jansen and Vinkenburg (2006) demonstrated that overall assessment ratings can have predictive value for long-term managerial career success. This finding suggests that assessment centres can provide important information about an individual's readiness and potential. However, for talent management purposes, assessment centre results should not stand alone (Lopes et al., 2015).

Lopes et al. (2015) demonstrate the importance of integrating assessment centre data with performance appraisals in talent management. Thus, a healthy talent pool needs to combine assessment centre results, performance, job track record, integrity, education, job experience, and the organisation's strategic needs (Jensen and Vinkenburg, 2006; Lopes et al, 2015). Assessment centres provide competency data, but talent decisions must still be made through the integration of various sources of information.

In the context of the INP, the concept of a competency information system is crucial because regulations have placed competency assessments in various career objectives, including mapping, selection, promotion, transfer, special assignments, and career development (Surya & Kasim, 2022). The challenge is not only ensuring assessment centres are implemented but also ensuring that their output is utilised throughout the career cycle. Assessment centre results must answer strategic questions: who is ready for a particular position, who needs development, what competency gaps are most significant, what training or education is required, who can enter the talent pool, and how assessment results are considered in promotions or transfers. If these questions are not answered through the system, the assessment centre risks generating a wealth of data that does not strengthen career decisions (Surya & Kasim, 2022).

Therefore, the assessment centre, as a competency information system, bridges the gap between assessment validity and merit-based career governance. Assessment validity ensures that competencies are accurately assessed; the competency information system ensures that assessment results are used strategically. Without validity, assessment centres produce weak information. Without career integration, assessment centres produce unused information. Therefore, strengthening the INP Assessment Center must focus on two things simultaneously: maintaining the quality of the assessment centre as an assessment method and ensuring that its results are connected to career-development outcomes. This framework is the basis for the four-pillar strengthening model in this article, namely competency architecture, multi-method assessment quality, governance–transparency–integrity, and career-development integration.

3. METHODOLOGY

3.1 RESEARCH DESIGN

This article uses a policy, literature, and institutional data review approach to analyse the strengthening of the INP Assessment Centre in supporting competency-based career development. This approach was chosen because the purpose of the article is not to test causal relationships between variables, but rather to develop a conceptual model based on a synthesis of regulations, academic literature, and secondary institutional data. Therefore, this article is not positioned as a primary data-based programme evaluation or quantitative research on the effectiveness of the INP Assessment Centre, but rather as a conceptual and policy study aimed at explaining how existing regulations and institutional capacity can be operationalised into a competency information system for career development.

Methodologically, this article combines document analysis and an integrative literature review. Document analysis is used to read regulatory documents as sources of policy data that describe the normative basis, institutional structure, competency standards, behavioural guidelines, and the scope for the use of assessment centres within the INP career system (Bowen, 2009). An integrative literature review is used to synthesise literature on assessment centres, competency-based career development, merit-based human resource governance, talent management, organisational justice, and career development (Meriac et al., 2014; Collings and Mellahi, 2009). An integrative approach is relevant because this article not only summarises existing literature but also builds a new conceptual framework by combining several fields of study that were previously often discussed separately (Torraco, 2005; Snyder, 2019).

A conceptual design is used because this article aims to clarify the relationships between concepts and develop a strengthening model for the INP Assessment Centre. Conceptual studies are relevant when researchers seek to develop propositions, explain theoretical relationships, or offer analytical models based on a synthesis of literature and policy documents (Jaakkola, 2020; Webster & Watson, 2002). In this article, the main concepts connected are assessment centre validity, competency architecture, merit-based career governance, institutional capacity, strategic utilisation gap, and career-development integration. Therefore, the methodological contribution of this article lies in the use of regulations, literature, and institutional data as a basis for mapping the de jure–de facto gap and developing a strengthening model based on the four pillars.

3.2 DATA SOURCES AND CORPUS

The corpus analysis in this article consists of three groups of sources: a policy corpus, a literature corpus, and institutional data. The policy corpus was used to examine the de jure basis of the INP Assessment Centre. The literature corpus was used to develop theoretical standards regarding assessment centres, competencies, merit systems, talent management, and career development. Institutional data was used to examine the institutional capacity of the INP Assessment Centre in terms of assessor development, internal assessment scales, and external collaboration through non-tax state revenue (PNBP) mechanisms. All of these corpora were used in a complementary manner so that the analysis went beyond simply reading regulations and also considered scientific standards and institutional conditions.

Table 3.1 The Corpus Analysis

Corpus	Source	Analytical Function
Policy corpus	- Perpol 12/2024; - Kep/1801/X/2024; - Kep/1800/X/2024; - Kep/1635/XII/2023; - Kep/1636/XII/2023; - Kep/1794/X/2024; - Kep/956/IX/2016; - PP 76/2020	Read the de jure basis of the INP Assessment Centre, including the objectives of competency assessment, competency dictionary, behavioural guidelines, assessor functional positions, and the legitimacy of PNBP services.
Literature corpus	Literature about assessment centre validity, competency modelling, merit system, talent management, career development, organisational justice, and police promotion	Reading the theoretical standards and scientific principles used to assess the strengthening of the INP Assessment Centre
Institutional data	- Data on assessors of the INP Assessment Centre 2020–2026; - Data on activities and participants of internal assessments 2009–2026; - Data on collaboration with non-tax state revenues of the INP SSDM Assessment Centre 2012–2026	Reading the institutional capacity, scale of implementation, and external legitimacy of the INP Assessment Centre

The policy corpus was selected because these documents directly form the normative and institutional basis for the INP Assessment Centre. Police Regulation 12/2024 was used to examine the definition, objectives, methods, organisers, and scope of use of competency assessments. Kep/1801/X/2024 was used to examine the competency dictionary, competency profile, proficiency level, and behavioural indicators. Kep/1800/X/2024 was used to examine the ethical, integrity, and behavioural guideline dimensions in administering competency assessments. Assessor functional position documents were used to examine the institutionalisation of the assessor function, while PP 76/2020 was used to examine the position of the National Police Assessment Centre as a non-tax state revenue (PNBP) service. However, these regulatory documents were not treated as evidence of optimal implementation; they were read as a de jure foundation that still needed to be compared with literature and institutional data.

Institutional data was used descriptively, not for causal testing. Data on the number of assessors, active assessors, certified assessors, internal assessment participants, and non-tax state revenue (PNBP) collaboration are used to demonstrate that the INP Assessment Centre has developed institutional capacity. However, these data are not used to conclude that the INP Assessment Centre is effective in predicting job performance, promotions, transfers, or career success. This methodological position is crucial to maintain the article's claims: institutional capacity indicates the ability to administer services, while strategic effectiveness still requires further analysis regarding the utilisation of assessment results within the career system.

3.3 SEARCH AND SELECTION STRATEGY

The literature search was conducted through Scopus, Web of Science, Google Scholar, and national databases such as Garuda and SINTA. The publication period used was 2000–2026, with the last search conducted on July 20, 2026. This timeframe was chosen to cover major developments in the literature on modern assessment centres, competency modelling, competency-based human resource management, merit systems, talent management, and career development. The search used a combination of keywords in English and Indonesian to capture both international and national literature relevant to the INP context.

Keywords used included: "assessment centre", "competency-based career development", "competency-based human resource management", "competency modelling", "talent management", "succession planning", "merit system", "public sector meritocracy", "organisational justice", "police promotion", "police human resource management", "Indonesian National Police", "Assessment Centre Polri", "penilaian Kompetensi Polri", "sistem merit", and "pengembangan karir" (competency-based career development). Literature was retained if it discussed assessment centres, competency modelling, career development, talent management, merit systems, organisational justice, police promotion, or the institutional context of the Polri. Literature was excluded if it contained opinions without academic basis, was irrelevant to human resource management or assessment centres, only discussed police operational issues unrelated to career development, was duplicated, or lacked verifiable publication metadata.

The initial search process yielded 120 candidate documents. After removing duplicates and filtering by title and abstract, 78 documents were retained for eligibility assessment. The documents were then read in full to assess their relevance to the article's focus. After full reading, 46 documents were included in the final analysis corpus. This flow used a PRISMA-style adaptive approach to increase transparency in the selection process, although this article does not claim to be a full systematic review.

Table 3.2 Literature Search

Stage	Records	Description
Identification	120	Candidate documents from Scopus, Web of Science, Google Scholar, Garuda, SINTA, as well as regulatory and policy sources
Screening	78	Documents remaining after deduplication and title-abstract filtering
Included	46	Final document used in synthesis and analysis

3.4 ANALYTICAL STRATEGY

The primary analytical strategy in this article is de jure–de facto gap mapping (Trautendorfer, Hohensinn, & Hilgers, 2025). This approach is used to distinguish between what has been formally regulated and what remains a challenge in the implementation and utilisation of the results of the INP Assessment Centre. 'De jure' refers to the formal basis in INP regulations, such as Perpol 12/2024, the competency dictionary, the code of conduct, and the regulation of assessor functional positions. 'De facto' refers to operational and institutional challenges, such as assessor quality, capacity equity, implementation standardisation, integration of assessment results, feedback, the IDP, the talent pool, and the use of results in promotions, transfers, development education, and succession planning.

The analysis was conducted in five stages, as below:

1. First, regulatory mapping, which identified regulatory provisions related to the definition of an assessment centre, the objectives of competency assessment, the competency dictionary, the code of conduct, assessor functional positions, and PNBP services.
2. Second, literature synthesis, which synthesised the principles of assessment centre validity, competency modelling, merit-based HR governance, talent management, organisational justice, and career development.
3. Third, institutional data description, which describes data on assessors, internal assessment participants, and non-tax revenue (PNBP) collaboration to understand the development of the institutional capacity of the INP Assessment Centre.
4. Fourth, gap mapping, which compares the de jure basis with potential de facto challenges.

5. Fifth, model development, which develops a model for strengthening the INP Assessment Centre as a competency information system.

In gap mapping, this article distinguishes three types of gaps. The design gap refers to the situation when aspects recommended by the literature have not been sufficiently formulated operationally in policy design. The enforcement gap refers to the situation when provisions are in place, but their implementation is potentially inconsistent due to variations in assessor quality, regional capacity, facilities, standard operating procedures (SOPs), or oversight mechanisms. The linkage gap refers to the situation when assessment centres have been implemented, but the results are not yet strongly linked to individual development plans, talent pools, succession planning, promotions, transfers, and development education. The linkage gap is the primary focus of this article because strategic utilisation gaps primarily arise when organisations are able to generate assessment data but are unable to translate it into career development outcomes.

3.5 LIMITATIONS

This article has several methodological limitations. First, it does not utilise primary data such as interviews, surveys, or direct observation of assessors, assessees, assessment centre managers, or career decision-makers. Therefore, it cannot empirically explain the perceptions of INP personnel regarding fairness, transparency, feedback quality, or the use of Assessment Centre results in career decisions. Second, it does not test the predictive validity of the INP Assessment Centre on job performance, promotions, transfers, or long-term career success. Therefore, it does not claim that the results of the INP Assessment Centre have been statistically proven to predict job success.

Third, the institutional data used are descriptive and not designed for causal analysis. Data on assessors, internal assessment participants, and non-tax state revenue (PNBP) collaboration are used only to assess institutional capacity, not to measure the direct impact of assessment centres on career-development outcomes. Fourth, it does not analyse in depth all technical SOPs, operational mechanisms for integrating assessment centre results, or actual career decision-making practices in each work unit. This limitation is important because the gap between regulation and practice often lies at the level of technical procedures, organisational culture, and decision-making mechanisms, which are not always captured in primary regulatory documents. Therefore, the model proposed in this article should be understood as a conceptual framework that can be further tested through empirical research, such as fairness surveys, key actor interviews, assessment centre process audits, predictive validity tests, and longitudinal analyses of the relationship between assessment centre results and career outcomes.

4. FINDINGS AND DISCUSSION

4.1 INSTITUTIONAL CAPACITY OF THE INP ASSESSMENT CENTRE

Institutional data indicates that the INP Assessment Centre has significant institutional capacity. This capacity is evident in three main indicators: the growth in the number of assessors, the volume of internal assessment participants, and the expansion of assessment centre collaboration with ministries/agencies through the Non-Tax State Revenue (PNBP) mechanism. These three indicators are important because an assessment centre cannot function as a competency assessment instrument without adequate assessor resources, implementation intensity, and institutional legitimacy (Surya & Kasim, 2022). However, from a critical HR governance perspective, institutional capacity should not be directly equated with strategic effectiveness (Rupp et al., 2015). Capacity indicates an organisation's ability to conduct assessments, while strategic effectiveness indicates an organisation's ability to translate assessment results into trackable career decisions and development interventions (Rupp et al., 2015; Surya & Kasim, 2022).

Table 4.1 Assessor Capacity of the INP Assessment Centre, 2020–2026

Year	Active Assessors	Inactive Assessors	Total Assessors	Certified Assessors	Certified / Total (%)
2020	1,021	342	1,363	102	7.5
2021	885	143	1,028	100	9.7
2022	1,083	291	1,374	96	7.0
2023	1,268	351	1,619	337	20.8
2024	1,439	341	1,780	400	22.5

2025	1,435	328	1,763	452	25.6
2026	1,466	352	1,814	465	25.6

Table 4.1 shows the development of assessor capacity. The total number of assessors increased from 1,363 in 2020 to 1,814 in 2026, while active assessors increased from 1,021 to 1,466 during the same period. The number of certified assessors also increased from 102 in 2020 to 465 in 2026. This increase indicates a trend toward professionalisation of the assessor function, which is conceptually important because assessment centres require the use of trained assessors capable of observing behaviour, recording evidence, classifying behaviour into competency dimensions, providing ratings, and consistently integrating assessment data (Thornton et al., 2015; Rupp et al., 2015). However, the proportion of certified assessors in 2026 was only around 25.6 percent of the total assessors. This indicates that the certification and calibration agenda cannot be considered complete. Assessment centre literature suggests that many assessors does not automatically increase validity unless accompanied by training, rating calibration, and consistency testing between assessors (Gaugler et al., 1987; Woehr & Arthur, 2003).

Another issue is the equitable distribution of quality between the central and regional levels. The INP Assessment Centre operates within a national organisation involving the INP Headquarters and the regional police. Therefore, the quality of the assessment centre is determined not only by the capacity of the centre but also by the quality of implementation at the regional level (Surya & Kasim, 2022). If there are variations in the number of certified assessors, assessor experience, assessment facilities, SOP discipline, and data integration mechanisms, assessment centre results may differ not due to differences in assessor competency, but rather due to differences in venue capacity. Such conditions have the potential to undermine the comparability, fairness, and legitimacy of the career system. Surya and Kasim's (2022) critique of assessor procedures and qualifications at the Bangka Belitung Islands Regional Police demonstrates that implementation issues at the regional level are not merely theoretical possibilities but rather issues that require institutional attention. Thus, the increase in the number of assessors must be followed by quality parity between the Headquarters and the Regional Police.

Table 4.2 Internal Assessment Activities and Assesseees, 2009–2026

Category	Mabes	Polda	Total	Regional Police Share (%)
Assessment activities	241	2,321	2,562	90.6
Assesseees	15,478	44,074	59,552	74.0

Table 4.2 shows that the INP Assessment Centre has been widely used internally. Between 2009 and 2026, there were 2,562 internal assessment activities with a total of 59,552 participants. Most of these activities took place at the Regional Police level, with 2,321 activities, or approximately 90.6 percent of the total. In terms of participants, the regional police also accounted for 44,074 participants, or approximately 74 percent of the total internal assessment participants. This data demonstrates that the INP Assessment Centre is not merely a central instrument but has become a mechanism heavily dependent on regional implementation. The implication is clear: assessment centre quality standards must be consistent across regions. If most activities are conducted within the regional police, any lack of standardisation at the regional level will directly impact the quality of the assessment centre system nationally.

The large volume of assessments can be interpreted as evidence of institutional reach, but it also creates the risk of quality dilution. Assessment centre literature confirms that this method is complex and sensitive to variations in design, exercise quality, assessor quality, rating consistency, and data integration processes (Meriac et al., 2014; Thornton et al., 2015). The greater the volume of participants and activities, the greater the need for standardised exercise banks, adequate assessor-to-assees ratios, ongoing assessor training, process audits, and monitoring of inter-rater reliability. Without strong quality assurance, volume expansion can lead to a paradox: more assessment centres are conducted, but the quality of the resulting competency information does not necessarily improve. In this context, assessment volume data must be read critically, not simply as an administrative achievement.

Table 4.3 External Cooperation through PNBP, 2012–2026

Period	Assessment Activities	Assesseees
2012–2017	28	4,784
2018–2021	89	6,005
2022–2026	176	6,090
Total	293	16,879

Table 4.3 shows that the INP Assessment Centre also enjoys external legitimacy through collaborations with ministries/institutions. Between 2012 and 2026, there were 293 collaborative activities with a total of 16,879 assessors. This data demonstrates that the INP Assessment Centre is not only trusted for internal needs but is also used as a competency assessment service by external institutions. From an institutional perspective, this can be interpreted as external institutional legitimacy (Rupp et al., 2015). However, external legitimacy also increases demands for accountability. Cross-institutional services must be maintained through validity, reliability, data confidentiality, assessor integrity, and accountable procedures (Rupp et al., 2015). In other words, non-tax state revenues (PNBP) strengthen the institutional position of the INP Assessment Centre but simultaneously demand higher governance standards.

Overall, the data from assessors, internal participants, and non-tax state revenue collaborations indicate that the INP Assessment Centre has adequate regulations and institutional capacity to support a competency assessment system. However, these findings should not be overinterpreted. Capacity does not equate to quality; volume does not equate to validity; and external legitimacy does not equate to strategic utilisation. The INP Assessment Centre has a strong foundation, but the critical question is whether the assessment results are being used as competency information in the career development system. This question points to the strategic utilisation gap.

4.2 STRATEGIC UTILIZATION GAP

The strategic utilisation gap refers to the gap between an organisation's ability to generate assessment data and its ability to use that data for career decisions and competency development (Meriac et al., 2014). In the context of the INP Assessment Centre, this gap arises when regulations, assessors, assessment activities, and assessment data are available, but there is not a robust mechanism to ensure that these results are consistently used in individual development plans, talent pools, promotions, transfers, development education, and succession planning. Therefore, the strategic utilisation gap is not primarily a problem of the existence of an assessment centre but rather a problem of utilising its results (Meriac et al., 2014).

Assessment centre literature supports this critical reading. Thornton et al. (2015) emphasise that assessment centres can be used for various talent management strategies, but their design and utilisation must be aligned with organisational goals. This means that an assessment centre for selection is insufficient if an organisation wants to use it for career development. Lopes et al. (2015) show that assessment centre data becomes more strategic when integrated with performance appraisals in talent management. Conversely, if assessment centre results stand alone and are not connected to other HR systems, the data becomes weak as a basis for decision-making. Meriac et al.'s (2014) critique is also relevant: assessment centres can appear formal and methodological but still face construct validity and usability issues if the dimensions, processes, and use of the results are not carefully managed.

The strategic utilisation gap also reveals the limitations of administrative logic in interpreting assessment centre success (Benayoune, 2024). The number of assessment activities, the number of participants, or the number of assessors are often easily used as indicators of success because they can be counted and reported. However, these indicators only measure administrative output, not career outcomes. In a competency-based career development system, more meaningful indicators are: what percentage of assessment results are converted into IDPs; what percentage of competency gaps are addressed through training, coaching, mentoring, or development education; what percentage of assessment centre results are used as input into the talent pool; what percentage of promotion and transfer decisions consider assessment centre results; and whether assessment centre results are linked to job performance or career success after placement (Benayoune, 2024). Without these indicators, organisations only know that assessments are conducted but do not know whether they result in changes in the career system.

This gap should be read as a linkage gap. De jure, Perpol 12/2024 places competency assessments in career mapping, selection, promotions, transfers, special assignments, and development. However, de facto, the value of this regulation depends on the existence of a mechanism that links assessment results to follow-up actions. If assessment centre results are used solely as administrative requirements or recommendations, then the assessment centre functions as an assessment event (Thornton et al., 2014; Rupp et al., 2015). If assessment centre results are used to map competencies, develop individuals, fill the talent pool, support succession planning, and provide the basis for promotions and transfers, then the assessment centre functions as a competency information system (Thornton et al., 2014; Lievens and Thornton, 2005). Thus, the key issue is not simply regulatory compliance, but the conversion of assessment outputs into career-development outcomes.

Strategic utilisation gaps also have implications for fairness and merit systems (Rupp et al., 2015). Assessment centres can strengthen the merit system if the results are truly used consistently in career decisions (Rupp et al., 2015; Surya & Kasim, 2022). However, Rupp et al. (2015) also highlighted that assessment centres can actually weaken internal trust if personnel see that the results of the assessment have no real effect on promotion, transfer or development. Carter (2017) shows that transparency and understanding of the promotion system influence perceptions of fairness in police promotions. Tyler (2004) also emphasised that procedural legitimacy is closely related to perceptions of fairness, consistency, and accountability of the process. In this context, it is not enough for an assessment centre to be technically valid; it must also be used in a tangible and explainable way within the career system. Without a clear link between assessment results and career decisions, assessment centres risk being seen as a formality.

Therefore, strengthening the INP Assessment Centre needs to be directed at two agendas at once. First, strengthening the quality of the assessment centre as an assessment method through competency architecture, multi-method quality, assessors and governance. Second, strengthening the integration of assessment centre results with the career coaching system. The first agenda addresses the issue of validity and reliability. The second agenda answers the issue of strategic utilisation. The two cannot be separated. Assessment centres that are valid but not used will produce data that has no impact (Rupp et al., 2015). On the other hand, Rupp et al. (2015) extend that assessment centres that are widely used but not valid will lead to poor career decisions. The four-pillar strengthening model in this article is designed to answer these two problems simultaneously.

4.3 FOUR-PILLAR STRENGTHENED ASSESSMENT CENTRE MODEL

4.3.1 COMPETENCY ARCHITECTURE

The first pillar is competency architecture, which is the need to ensure that the competency dictionary, job competency profile, behavioural indicators, and proficiency level are truly linked to job requirements (Benayoune, 2024). Decree No. 1801/X/2024 has provided an important foundation for the competency dictionary and profile in the INP competency assessment. However, from a critical competency modelling perspective, the existence of a competency dictionary is not sufficient (Campion et al., 2011). Campion et al. (2011) emphasised that an effective competency model must be built through a clear link between organisational goals, job duties, work behaviours, and human resource decisions. If the competency dictionary is not linked to an adequate job analysis, the assessment centre risks assessing competencies that are normative but insufficiently predictive of job success (Campion et al., 2011).

Therefore, competency architecture must be strengthened through a job-analysis evidence trail (Meriac et al., 2014). Each competency used in the assessment centre must be traceable to sources of evidence, such as job descriptions, critical incidents, operational requirements, job evaluations, performance data, and input from job experts (Rupp et al., 2015). An evidence trail is crucial to prevent competencies from becoming abstract lists that are difficult to test (Meriac et al., 2014). Meriac et al. (2014) caution that assessment centres can face construct validity issues when dimensions are too numerous, overlapping, or not operationally defined. With an evidence trail, the Indonesian National Police can ensure that the competencies assessed not only align with regulatory documents but also are relevant to the actual demands of the position (Rupp et al., 2015).

This pillar also requires regular revalidation of competency profiles. Police duties change according to technological developments, crime patterns, public service demands, and security dynamics. A competency profile that is relevant in one period may become inadequate in the next. Therefore, competency dictionaries and profiles need to be treated as living frameworks, not static documents (Rupp et al., 2015). Periodic revalidation can be carried out through job evaluations, performance data analysis, feedback from users of assessment results, and simulation updates based on job requirements (Campion et al., 2011; Rupp et al., 2015). Thus, competency architecture serves as the foundation for ensuring that assessment centres remain job-related, valid, and relevant to organisational needs.

4.3.2 MULTI-METHOD ASSESSMENT QUALITY

The second pillar is multi-method assessment quality. Police Regulation 12/2024 stipulates that assessment centres use multiple measurement tools and multiple assessors. This formulation aligns with international assessment centre guidelines, which emphasise multi-method assessment, multiple assessors, behavioural observation, systematic recording, and integrated evaluation (Rupp et al., 2015; Thornton et al., 2015). However, the presence of multiple measurement tools and multiple assessors does not automatically guarantee quality (Thornton et al., 2014). The quality of a multi-method assessment depends on the relevance of the simulation, the clarity of behavioural indicators, assessor training, rating consistency, and data integration (Rupp et al., 2015).

Strengthening these pillars requires a standardised, job-based exercise bank that is regularly updated (Rupp et al., 2015). Exercise banks are essential for maintaining consistent simulation quality across time and regions, but they must remain flexible enough to be tailored to the target position (Thornton and Mueller-Hanson, 2004; Rupp et al., 2015). Moreover, Rupp et al. (2015) imposed that simulations that are too generic can weaken validity by not eliciting truly job-relevant behaviours. Conversely, simulations that are too predictable can compromise the integrity of the assessment. Therefore, exercise banks need to be managed as quality assurance instruments, not simply as a collection of assessment tools (Thornton et al., 2014; Rupp et al., 2015).

Assessors are a critical element in this pillar. Data shows that the number of certified assessors is increasing, but the proportion does not yet cover all assessors. Therefore, strengthening assessment centres needs to include certification, refresher training, assessor calibration, blind cross-scoring, monitoring inter-rater reliability, and assessor performance evaluation. Gaugler et al. (1987) and Woehr and Arthur (2003) indicate that assessment centre quality is influenced by methodological factors, including the rating process and assessment characteristics. Caldwell et al. (2003) also note that unqualified assessors and weak behavioural documentation are classic assessment centre errors. Therefore, multi-method assessment quality must be read as both a technical and governance agenda, as assessor quality determines the credibility of competency information used for career decisions.

4.3.3 GOVERNANCE, TRANSPARENCY, AND INTEGRITY

The third pillar is governance, transparency, and integrity. Assessment centres that impact personnel's careers must be protected from conflicts of interest, interference, manipulation, data leaks, and unauthorized use of results (Rupp et al., 2015). Decree No. 1800/X/2024 provides an important basis for behavioural guidelines, but these guidelines need to be operationalised through clear mechanisms for monitoring, auditing, documenting violations, and following up. In assessment centres, process integrity is crucial because the data generated is sensitive and can impact promotions, transfers, career reputation, and development opportunities.

Transparency in assessment centres does not mean disclosing all assessment materials or individual data (Rupp et al., 2015). The required transparency is procedural transparency, namely clarity regarding the assessment objectives, competencies assessed, implementation procedures, feedback mechanisms, the validity period of results, and how assessment results are used in the career system (Rupp et al., 2015). Tyler (2004) emphasised that perceptions of procedural justice play a crucial role in the acceptance of organisational decisions. Carter (2017) also demonstrated that transparency and understanding of the promotion system influence perceptions of fairness in police promotions. Therefore, assessment centres must be managed not only to be technically valid but also to be credible as a fair process.

This pillar also requires a structured feedback, review, and aggregate reporting mechanism. Structured feedback is necessary for participants to understand the assessment results in terms of competencies, strengths, weaknesses, and development priorities (Rupp et al., 2015). Rupp et al. (2015) review or appeal mechanisms that do not have to involve repeating competency assessments but can focus on procedural compliance, conflicts of interest, administrative errors, or suspected ethical violations. Furthermore, an annual aggregate transparency report can strengthen accountability without disclosing individual data. The aggregate report can include the number of assessments, the number of certified assessors, the distribution of recommendations, the implementation of feedback, development follow-up, and integrity audits. Thus, governance does not stop at ethical norms but works as an accountability system (Tyler, 2004; Rupp et al., 2015; Carter, 2017).

4.3.4 CAREER-DEVELOPMENT INTEGRATION

The fourth pillar is career-development integration, the most crucial pillar in addressing the strategic utilisation gap (Rupp et al., 2015). Rupp et al. (2015) emphasise assessment centre results must be converted into development actions and career decisions, without this integration, assessment centres become mere assessment events. Thornton et al. (2015) assert that assessment centres can be used for different talent management strategies, but their strategic value depends on how the results are utilised. Lopes et al. (2015) also showed that assessment centre data becomes more meaningful when integrated with performance assessment data in talent management. Therefore, INP assessment centre results should be treated as competency information that moves from output to outcome.

The first integration is the mandatory individual development plan. Each assessment centre result must produce a competency profile and competency gap diagnosis that can be translated into an Individual Development Plan (IDP) (Jacobs et al., 2018). In depth Jacobs et al. (2018) stated assessment results identify strengths and development areas, while developmental assessment practice converts these findings into specific, actionable behaviours and a development plan. The IDP should specify priority competencies, development targets, intervention methods, supervisor support, an implementation timeline, and evaluation indicators (Benayoune, 2024). This approach is also supported by Jacobs et al. (2018), which implies developmental assessment practice that asks participants to select strengths and growth areas, identify learning resources, determine how progress will be tracked, and set a follow-up evaluation date. Fleenor et al. (1990) and London and Smither (2002) demonstrate that feedback and development orientation are essential requirements for assessment centres to benefit career development. In the context of the INP, the IDP can be linked to training, development education, coaching, mentoring, special assignments, or development rotations.

The second integration is the relationship between assessment centre results, the talent pool, and succession planning (Lievens and Thornton, 2005). A strong talent pool should not be based solely on seniority, rank, or subjective perceptions. It should combine data on competency, performance, integrity, job track record, education, and organisational needs (Lievens and Thornton, 2005). Assessment centres can provide competency and readiness data, while performance appraisals and job track records provide evidence of actual performance (Rupp et al., 2015). Jansen and Vinkenburg (2006) found that overall assessment centre ratings predicted long-term managerial career success, with a corrected validity of 0.35 among participants who remained in the organisation for the long term. However, their study used assessment centres as one component of a broader selection process that also included recruitment interviews, mental tests, and management interviews. Thus, the INP Assessment Centre can be an important input in succession planning, but it should not be the sole basis for decisions. This final recommendation is a governance implication derived from the study design, rather than a direct causal finding of Jansen and Vinkenburg (2006).

The third integration is the use of assessment centre results in promotions, transfers, and development education. Assessment centres are explicitly used for personnel selection, promotion, training, and development, so their results should have a defined role in the career system (Rupp et al., 2015). If assessment results are ignored or treated as a formality, their contribution to career development and merit-based decision-making is substantially weakened (Surya & Kasim, 2022). Conversely, when assessment centre results are transparently used as one source of evidence for career decisions, they can support a merit system based on competence, openness, selection, and careful quality evaluation (Surya & Kasim, 2022). However, assessment centre results should not be treated as the sole career criterion (Rupp et al., 2015). Arthur et al. (2003) stated assessment centres measure competency and potential, while broader career decisions should also consider performance and other organisationally relevant evidence. The literature recognises assessment centres as one of several personnel-selection methods, alongside interviews, cognitive measures, work samples, and job knowledge assessments (Arthur et al., 2003). Therefore, career-development integration means positioning assessment centre results as a strategic data source within an evidence-based decision-making system, not as a standalone career tool (Campion et al., 2011; Lievens and Thornton, 2005).

Finally, this pillar requires conversion monitoring. The INP needs to monitor the extent to which assessment centre results are actually converted into career outcomes. This is necessary because the impact of a developmental assessment centre should be evaluated through follow-up actions, changes in behaviour, improvement in skills, and organisational effectiveness, rather than merely by counting completed assessments (Lievens and Thornton, 2005). Relevant indicators may include the percentage of assessed personnel who receive an IDP, the proportion of identified competency gaps addressed, the percentage of assessment results entered into the talent pool, the proportion of promotion and transfer decisions that consider assessment centre results, and the relationship between assessment recommendations and post-placement performance (Lievens and Thornton, 2005). These indicators are a proposed operational framework, but they are consistent with research emphasising follow-up

developmental activity, on-the-job behavioural change, and later career outcomes as evidence of assessment-centre impact (Rupp et al., 2015; Lievens and Thornton, 2005). Longitudinal research also demonstrates the importance of examining the relationship between assessment ratings and objective career advancement over time (Jansen and Vinkenburg, 2006). With conversion monitoring, the strategic-utilisation gap can be measured rather than assumed.

4.4 INTEGRATED MODEL: FROM ASSESSMENT EVENT TO COMPETENCY INFORMATION SYSTEM

The integrative model proposed in this article positions the INP Assessment Centre as a competency information system that connects input, process, output, and outcome. This model does not replace existing regulations but rather explains how regulations and institutional capacity can be operationalised so that assessment centre results truly support merit-based career development. In this model, the assessment centre is not understood as an assessment activity that ends with the issuance of a report but as a system that generates competency information for individual development, talent management, and career decisions.

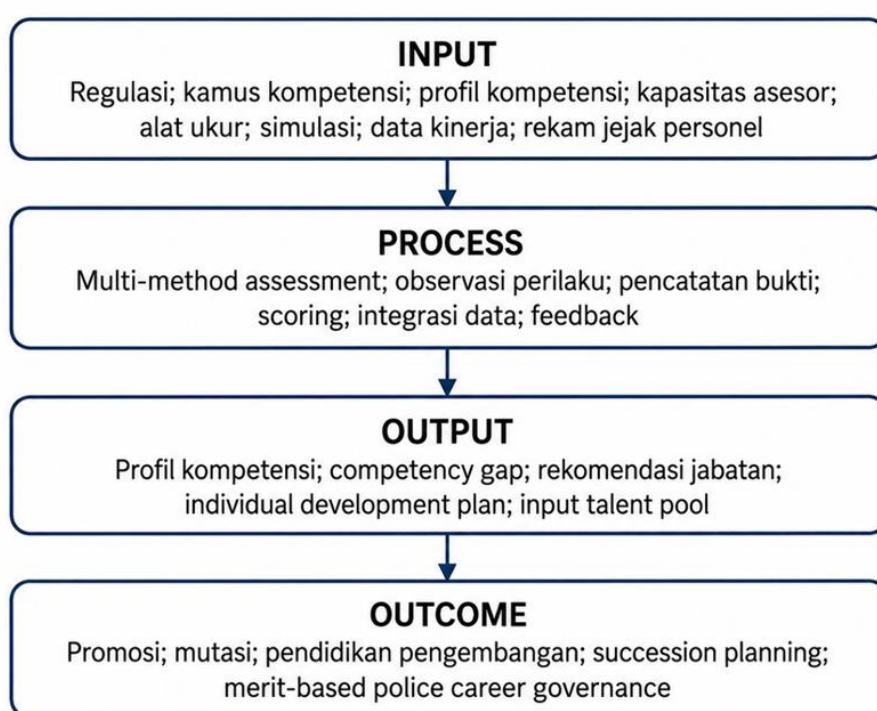


Figure 4.1 Integrated Strengthened Assessment Centre Model

There are four pillars of strengthening along this path that serve as reinforcing layers. Competency architecture reinforces the input by ensuring that competency dictionaries and profiles are grounded in job analysis, behavioural indicators, proficiency levels and periodic revalidation (Campion et al., 2011; Rupp et al., 2015). The use of exercise banks, assessor training, rating calibration, and inter-rater reliability and validity evaluation (Rupp et al., 2015) improve quality in multi-method assessment. Governance, transparency, and integrity maintain the legitimacy of the process and its outputs through a code of conduct, confidentiality, procedural transparency, feedback, review mechanisms, and aggregate reporting (Rupp et al., 2015). Career development is integrated, so that assessment centre outputs are not limited to the level of recommendations but are translated into individual development plans, talent pools, promotion and transfer decisions, development education, and succession planning (Thornton et al., 2004; Rupp et al., 2015; Lievens and Thornton, 2005; Bakti et al., 2025).

This model addresses the main weakness of assessment events (Lievens and Thornton, 2005). Assessment events only confirm that someone has been assessed. Competency information systems ensure that assessment results are used continuously through their integration with human resource management, organisational strategy, feedback, and follow-up mechanisms (Rupp et al., 2015). In assessment events, the primary output is a results report, whereas in competency information systems, the output becomes input for subsequent career decisions (Thornton et al., 2003). This distinction is important because a competency-based career development system requires live, connected, and actionable data that can be aligned with other human resource

functions (Rupp et al., 2015). In other words, this model requires that assessment centre results not only be stored but also used, monitored, and evaluated through clear procedures concerning feedback, access, follow-up support, and reassessment (Rupp et al., 2015).

This model also connects two often-separated demands: technical validity and strategic utilisation. Assessment centre literature emphasises the importance of validity, reliability, job-relatedness, and assessor competence (Gaugler et al., 1987; Woehr & Arthur, 2003; Rupp et al., 2015). Talent management literature emphasizes the importance of talent pools, succession planning, and the integration of HR data into strategic decisions (Collings & Mellahi, 2009; Cappelli & Keller, 2014). The proposed model combines both demands by connecting valid assessment practices with strategic talent-management processes (Collings & Mellahi, 2009). Assessment centres must be valid for their competency information to be reliable, and that information must be utilised for their assessment centres to have career impact. Assessment centre ratings can inform decisions relating to recruitment, promotion, and training, while assessment centre data have also demonstrated predictive relevance for promotion and career potential (Jansen & Vinkenburg, 2006).

4.5 IMPLICATIONS FOR MERIT-BASED POLICE CAREER GOVERNANCE

The main implication of these findings and the proposed model is that the National Police Assessment Centre should be positioned as part of the organisation's governance infrastructure, rather than treated merely as a selection tool. In its narrower role, an assessment centre helps determine whether an individual is suitable for a particular position or selection process (Jansen and Vinkenburg, 2006). In its broader governance role, however, the Assessment Centre provides structured competency evidence that can support more objective, accountable, transparent, and evidence-informed career decisions. Competency models can be connected to recruitment, performance appraisal, promotion criteria, and career development, allowing competency evidence to inform several human resource functions rather than a single appointment decision (Campion et al., 2011).

This broader position is consistent with the role of assessment results in the National Police career system. Existing Polri material identifies competency assessment, transfers, special assignments, personnel information, selection, and career management as interconnected elements of personnel development (Perkap 99/2020). It is also consistent with the use of National Police Assessment Centre results as a basis for personnel placement and merit-based career development (Surya & Kasim, 2022). If Police Regulation 12/2024 is the intended legal reference, the final version should be checked carefully and cited with its exact title, article number, and page before this sentence is retained.

Theoretically, this model expands the discussion of assessment centres beyond assessment validity and toward the strategic use of results in career governance. Assessment centres should not be understood only as psychometric methods or selection procedures (Rupp et al., 2015). Their operation also involves organisational integration, feedback, data access, follow-up support, and alignment with broader human resource and talent-management processes (Rupp et al., 2015). This broader understanding is particularly important in public organisations, where assessment centres may function as instruments of a merit system by providing competency-based evidence for personnel decisions. In the National Police context, assessment centre results are explicitly associated with personnel placement and the prevention of decisions based on patronage, nepotism, corruption, or incompetence (Surya & Kasim, 2022).

The value of the assessment centre, therefore, lies not only in identifying who is suitable for a particular position but also in strengthening the quality of subsequent career decisions. When competency evidence is incorporated into promotion criteria, career development, and personnel placement, it can reduce reliance on seniority or administrative completeness alone and provide a more objective basis for evaluating promotion readiness (Campion et al., 2011). It can also identify competency gaps that require training, coaching, mentoring, or other forms of professional development (Rupp et al., 2015). Thus, the contribution of this article lies in bringing together three areas of scholarship that are often discussed separately: assessment centre validity, competency-based career development, and merit-based human resource governance. The model applies this integrated perspective to the police context, where the effectiveness of an assessment centre should be judged not only by the technical quality of its assessments but also by whether its results improve the fairness, transparency, accountability, and developmental value of career decisions. Assessment centres are increasingly being integrated into recruitment, selection, promotion, development, and succession-planning systems, which supports this broader interpretation of their organisational role (Lievens and Thornton, 2005).

In policy terms, the findings suggest that the main task is not to add more regulations but to make existing regulations operational. The INP already has a normative basis through Perpol 12/2024, a competency dictionary, a code of conduct, and assessor functional positions. The existing assessment framework also includes competency standards, trained and certified assessors, and procedures for conducting competency assessments (Surya & Kasim, 2022). The next challenge is to translate these formal provisions into measurable technical mechanisms. These mechanisms should include documented job-analysis evidence trails, regular revalidation of competency profiles, job-related exercise banks, assessor certification and calibration, structured feedback, mandatory Individual Development Plans, integrated human resource information systems, and monitoring of how assessment results are converted into career and development decisions. Assessment guidelines emphasise that behavioural constructs must be derived from rigorous job analysis, clearly linked to the target job, and expressed through observable behaviours (Rupp et al., 2015). Competency models should also be reviewed and updated over time so that they remain relevant to changing organisational roles and performance requirements (Campion et al., 2011). In this way, regulations move beyond their function as formal norms and operate as practical decision-making systems (Rupp et al., 2015).

In practice, this model opens an important agenda for empirical evaluation. The INP needs indicators that measure not only the scale of assessment centre activities but also the quality and utilisation of their results. The number of activities, assessors, and participants may describe institutional capacity, but these figures do not show whether assessment results influence individual development, talent-pool decisions, promotion, transfers, development education, or succession planning. Competency models are most valuable when they are connected to recruitment, performance appraisal, promotion, career development, and other human resource systems (Campion et al., 2011). The evaluation framework should therefore include indicators such as the proportion of assessment results that lead to IDP, the proportion incorporated into talent-pool decisions, and the extent to which they inform promotion, transfers, development education, and succession planning. It should also monitor whether identified competency gaps are followed by appropriate interventions, such as training, coaching, mentoring, or targeted work assignments (Campion et al., 2011; Benayoune, 2024). Furthermore, the organisation should examine the relationship between assessment centre results and job performance after placement. Assessment centre data can inform recruitment, promotion, and training decisions, while longitudinal research has examined their relationship with later career outcomes and performance (Jansen and Vinkenburg, 2006).

Such evaluation is necessary to determine whether the INP Assessment Centre is not only institutionally established but also effective in supporting competency-based career development. The assessment process should demonstrate that results are interpreted consistently, communicated through structured feedback, connected to development interventions, and used in subsequent career decisions. Assessment centre guidelines identify feedback, follow-up support, monitoring, alignment with human resource functions, reassessment, and controlled access to assessment data as important elements of an effective system (Rupp et al., 2015). Therefore, strengthening the INP Assessment Centre should involve more than expanding institutional capacity. Institutional capacity is a necessary foundation, but it does not by itself guarantee strategic utilisation. The strategic value of an assessment centre emerges when its results provide reliable competency information that guides individual development, personnel placement, promotion, and other career decisions (Thornton et al., 2004; Surya & Kasim, 2024). The transformation from an assessment event into a competency information system is therefore central to strengthening merit-based career governance within the INP. This transformation is consistent with the broader development of assessment centres as integrated components of recruitment, selection, promotion, development, and succession-planning systems (Lievens and Thornton, 2005).

5. CONCLUSION

5.1 MAIN CONCLUSION

This article demonstrates that the INP Assessment Centre has a relatively adequate regulatory framework and institutional capacity to support competency-based career development. De jure, Police Regulation No. 12 of 2024 positions competency assessment as an instrument for mapping, selection, promotion, transfer, special assignment, and career development. This framework is reinforced by a competency dictionary, competency profiles, behavioural guidelines, regulations for assessor functional positions, and the development of the institutional capacity of the INP Assessment Centre. Institutional data on the number of assessors, internal assessment participants, and PNPB collaboration with ministries/agencies indicate that the INP Assessment Centre is no longer merely a limited assessment mechanism but has evolved into a significant institutional capacity within the INP human resources system.

However, the main findings of this article emphasise that regulatory strength and institutional capacity do not automatically translate into strategic utilisation. The primary issue identified is the strategic utilisation gap, namely the gap between an organisation's ability to conduct assessment centres and its ability to translate assessment centre results into measurable career decisions and development interventions. The number of assessors, assessment activities, and participants does indicate an expansion of capacity, but it is not enough to demonstrate that assessment results have been systematically used in individual development plans, talent pools, succession planning, promotions, transfers, and development education. From this perspective, the success of an assessment centre is not measured solely by the implementation of assessments but by the extent to which assessment results are converted into career development outcomes.

This article argues that strengthening the INP Assessment Centre must be directed at transforming it from an assessment event to a competency information system. An assessment event merely ensures that the assessment process has been implemented, and a report has been generated. In contrast, a competency information system requires that assessment centre results be processed, integrated, used, monitored, and evaluated as competency information to support merit-based career development. Therefore, the National Police Assessment Centre needs to be positioned not merely as a selection or promotion tool but as a career governance infrastructure that connects competency profiles, competency gaps, feedback, the IDP (Information Development Planning), the talent pool, succession planning, promotions, transfers, and development education.

The model proposed in this article rests on four pillars of strengthening. First, competency architecture, namely strengthening the competency dictionary, competency profiles, behavioural indicators, and proficiency levels so that they are based on job analysis and periodically validated. Second, multi-method assessment quality, namely, strengthening the quality of measurement tools, exercise banks, assessor certification, rating calibration, inter-rater reliability, and validity testing. Third, governance–transparency–integrity, namely, strengthening the code of ethics, data confidentiality, procedural transparency, structured feedback, review mechanisms, and aggregate reporting. Fourth, career-development integration, namely strengthening the connection between assessment centre results and the IDP, talent pool, succession planning, promotions, transfers, development education, and conversion monitoring. These four pillars are necessary because assessment centres will only contribute to the merit system if they are methodologically valid, credible in terms of governance, and are used effectively in career decisions.

5.2 CONTRIBUTIONS

Theoretically, this article contributes by repositioning the assessment centre as a competency information system, rather than solely as a method for selection, promotion, or individual assessment. Assessment centre literature has emphasised validity, reliability, multi-method assessment, multi-assessor evaluation, and job-related simulation (Gaugler et al., 1987; Arthur et al., 2003; Woehr & Arthur, 2003; Thornton et al., 2015). This article expands on this discussion by positioning assessment centre validity within the framework of competency-based career development and merit-based HR governance. Thus, the value of an assessment centre lies not only in the quality of its measurements but also in its ability to generate competency information for use in the career development system.

From a policy perspective, this article demonstrates that the agenda for strengthening the INP Assessment Centre is not primarily about adding new regulations but rather about operationalising existing regulations. Police Regulation No. 12 of 2024, the competency dictionary, the code of conduct, and the institutional arrangements for assessors have provided an important *de jure* foundation. The next challenge is ensuring that these regulations are translated into technical mechanisms that can be implemented in practice, such as job-analysis evidence trails, competency profile revalidation, exercise bank standardisation, assessor certification and calibration, structured feedback, mandatory IDPs, integration with HR information systems, and monitoring the utilisation of assessment results. Thus, this article's policy contribution lies in shifting the focus from regulatory existence to regulatory operationalisation.

Practically, this article offers guidance for strengthening the INP Assessment Centre managers and HR function supervisors. First, assessment centre results should consistently produce competency profiles and actionable competency gap diagnoses. Second, each assessment result should be linked to structured feedback and an individual development plan to provide participants with a clear development path. Third, assessment centre results should be used as input for talent pool and succession planning, while still being combined with performance, integrity, job track record, education, and organisational needs. Fourth, assessment centre results should have a clear role in promotions, transfers, and development education. Fifth, the INP needs to establish conversion monitoring indicators to assess whether assessment results are actually used in career

development. Without such a mechanism, assessment centres risk remaining a formal instrument with administrative power but limited impact on career development.

5.3 LIMITATIONS AND FUTURE RESEARCH

This article has several limitations. First, it does not utilise primary data in the form of interviews, surveys, or direct observations of assessors, assessees, assessment centre managers, or career decision-makers. Therefore, this article cannot empirically explain the experiences of key actors in the assessment centre process, including their perceptions of fairness, transparency, feedback, process integrity, and the utilisation of assessment results. Second, this article does not test the predictive validity of the INP Assessment Centre on career outcomes, such as job performance, promotion success, transfer effectiveness, or success in developmental education. Therefore, this article does not claim that the results of the INP Assessment Centre have been statistically proven to predict job success.

Third, the institutional data used in this article is descriptive in nature. Data on the number of assessors, internal assessment participants, and non-tax state revenue (PNBP) collaboration are used to gauge institutional capacity, not to measure the direct impact of assessment centres on career development outcomes. Fourth, this article does not analyse in depth all technical SOPs, the mechanisms for integrating assessment centre results into the HR information system, or the actual practice of promotion and transfer decision-making in each work unit. However, gaps between regulations and practice often emerge at the technical-operational level, organisational culture, and decision-making mechanisms that are not always evident in primary regulatory documents.

Future research needs to test the proposed model through an empirical approach. First, in-depth interviews with assessors, assessment centre managers, career development officers, and assessment participants can be used to understand the actual implementation and barriers to utilising assessment centre results. Second, fairness and procedural justice surveys can be used to measure personnel perceptions of the objectivity, transparency, and fairness of the assessment process. Third, predictive validity tests are needed to assess the relationship between assessment centre results and job performance after promotion or transfer. Fourth, longitudinal studies can be used to determine whether assessment centre results truly impact the IDP, talent pool, development education, promotions, transfers, and succession planning. Fifth, comparisons between regional police departments can be conducted to assess variations in assessor capacity, implementation quality, and consistency of assessment centre governance at the regional level. This research agenda is crucial to ensuring that the strengthening of the INP Assessment Centre is not only conceptually and regulatorily sound but also empirically proven to support a competency-based career development system.

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