**Analysis of methids and techniques used in the psychological assessment for personnel selection within th Romanian Ministry of Internal Affairs**

Psychological assessment is one of the main components of the psychological activity in the Romanian Ministry of Internal Affairs. Psychological assessments is defined, according to art. 3, lit. a), O.M.A.I. 23/2015 – the documents that regulates the psychological activity undertaken within the Ministry, as the process of investigation and quantitative and qualitative estimationof psychological functioning through the use of specific instruments, methods and techniques.

Psychological assessment for selection is either part of human resources procedures or is performed for assignment to tasks and missions that are highly psychologically demanding. Psychological assessment as part of human resources procedures has as objective selection of the Ministry's personnel and is performed in the following situations:

a) Recruitment of candidates for Ministry of Interior training schools;

b) Selection of law enforcement personnel for entry-level positions;

c) Promotion

d) Selection for a higher professional body;

e) Transfer of personnel from other defense or national security public institutions.

Psychological assessment for assignment to tasks and missions that are highly psychologically demandinghas as objective to assess the individual ability, from a psychological perspective, to perform a proffesional activity with demaning tasks, concerning the nature, duration and intensity of the mental effort.

Psychological assessment for assignment to tasks and missions that are highly psychologically demanding is performed in thefolowing situations:

a) Selection for international missions;

b) Selection for internal affairs attaches vacancies

c) Teaching positions, excepting teaching positions in universities

d) Performing coding activities

e) Certification as artificers and pyrotechnists

f) Certification as firearms trainers

g) Performing activities which imply psycho-social risks

h) Certification for sailing positions

i) Certification as trainers and evaluators of applicants for driving licence

j) Certification for driving work vehicles

k) At the request of the physician specialist in labor medicine, for other employees, according to legislation regarding protection of employees' health

l) In other justified situations, according to existing regulations

**GUIDELINES FOR PREDICTORS USED IN PSYCHOLOGICAL ASSESSMENT**

The predictors used in psychological assessment for personnel selection are outlined below. For each individual difference considered, empirical data the support its predictive validity for job performance and training success are shown. The data presents below is mainly from meta-analyses or from research within the European Union or using law enforcement samples. Also, information that allow for a better undestanding of the results are mentioned.

## COGNITIVE ABILITY

Meta-analyses results show that cognitive abilityis the best predictors of job performance and training success, across job domain or culture, and the general mental ability (GMA) is the most important individual difference determinant of job performance, across situations, organizations or jobs. The predictive validity of cognitive ability is not moderated by situational variables, validation strategy, criterion measurement , or cultural context (Ones, Viswesvaran & Dilchert, 2005).

I. *Prediction of training success*

| Predictor | Validity | Study | Sample |
|---|---|---|---|
| *General mental ability* | | | |
| *GMA* | *0,54* | Salgado et al, 2003 | heterogeneous jobs, Europe |
| *GMA* | *0,74* | Salgado et al, 2003 | high complexity jobs, Europe |
| *GMA* | *0,53* | Salgado et al, 2003 | medium complexity jobs, Europe |
| *GMA* | *0,36* | Salgado et al, 2003 | Low complexity jobs, Europe |
| *GMA* | *0,25* | Salgado et al, 2003 | Police, Europe |
| *Cognitive ability* | *0,41* | Aamodt, 2004 | police |
| *Verbal ability* | *0,64* | Hirsh et al, 1986 | police and detectives |

| | | | |
|---|---|---|---|
| *Verbal ability* | *0,44* | Salgado et al, 2003 | different jobs, Europe |
| *Numerical ability* | *0,48* | Salgado et al, 2003 | different jobs, Europe |
| *Numerical ability* | *0,63* | Hirsh et al, 1986 | police and detectives |
| *Reasoning ability* | *0,61* | Hirsh et al, 1986 | police and detectives |
| *Verbal reasoning ability* | *0,71* | Hirsh et al, 1986 | police and detectives |
| *Cognitive ability* | *0,77* | Barrett et al, 1999 | fire-fighters |
| *Specific cognitive abilities* | | | |
| *Mechanical comprehension* | *0,62* | Barrett et al, 1999 | fire-fighters |
| *Memory* | *0,41* | Hirsh et al, 1986 | police and detectives |

- Cognitive ability is the most important individual differences determinant of acquisition of job knowledge;

- Training success was measured by supervisor ratings or course grades;

- Validity coefficients for GMA, verbal and numerical ability have values between 0.30 and 0.70; for GMA tests, valitity coefficients have values around0.50 - 0.60 (Ones, Viswesvaran & Dilchert, 2005);

- Criterior – relatedvaliditiesare higher for higher level of complexity of the learning tasks (Hunter, 1983; Salgado et al, 2003).

II.  *Prediction of job performance*

| Predictor | Validity | Study | Sample | Criterion |
|---|---|---|---|---|
| *General cognitive ability* | | | | |
| *GMA* | 0,62 | Salgado et al, 2003 | heterogeneous jobs, Europe | supervisor ratings |

| | | | | |
|---|---|---|---|---|
| *GMA* | 0,64 | Salgado et al, 2003 | high complexity jobs, Europe | supervisor ratings |
| *GMA* | 0,53 | Salgado et al, 2003 | medium complexity jobs, Europe | supervisor ratings |
| *GMA* | 0,51 | Salgado et al, 2003 | low complexity jobs, Europe | supervisor ratings |
| *GMA* | 0,24 | Salgado et al, 2003 | Police, Europe | supervisor ratings |
| *GMA* | 0,47 | Hunter, 1983 | different jobs | job performance |
| *Cognitive ability* | 0,42 | Barrett et al, 1999 | fire-fighters | supervisor ratings |
| *Verbal ability* | 0,18 | Hirsh et al, 1986 | police and detectives | job performance |
| *Verbal ability* | 0,35 | Salgado et al, 2003 | heterogeneous jobs, Europe | supervisor ratings |
| *Numerical ability* | 0,52 | Salgado et al, 2003 | heterogeneous jobs, Europe | supervisor ratings |
| *Numerical ability* | 0,26 | Hirsh et al, 1986 | police and detectives | job performance |
| *Reasoning ability* | 0,17 | Hirsh et al, 1986 | police and detectives | job performance |
| *Specific cognitive abilities* | | | | |
| *Mechanical ability* | 0,54 | Barrett et al, 1999 | fire-fighters | supervisor ratings |
| *Perceptual ability* | 0,52 | Salgado et al, 2003 | heterogeneous jobs, Europe | supervisor ratings |
| *Memory* | 0,56 | Salgado et al, 2003 | heterogeneous jobs, Europe | supervisor ratings |
| *Memory* | 0,10 | Hirsh et al, 1986 | police and detectives | job performance |

- Validity coefficients for prediction of job performance are lower than the ones for prediction of training success (Ones, Viswesvaran & Dilchert, 2005);

- For large sample studies, including a large occupational area, the estimated validity of cognitive ability is around 0.50 (Ones, Viswesvaran & Dilchert, 2005);

- Validity coefficients for GMA are at least as high as those for specific cognitive abilities (Ones, Viswesvaran & Dilchert, 2005);

- Validity coefficients are higher for high complexity jobs (Ones, Viswesvaran & Dilchert, 2005).

### III. *Prediction of performance in leadership positions*

| Predictor | Validity | Study | Criterion |
|-----------|----------|-------|-----------|
| *Cognitive ability* | 0,33 | Judge, Colbert& Ilies, 2005 | Leadership effectiveness |
| *GMA* | 0,64 | Salgado et al, 2003 (*high complexity jobs*, Europe) | Supervisor ratings |

### *Specific cognitive abilities versus general mental ability*

From a criterion-related validity perspective, research did not show any increase associated with the use of specific cognitive ability tests versus tests of general mental ability. Still, it is not possible to measure specific abilities without measuring GMA and vice versa. But it is more practical to use tests of GMA. Selection is rarely performed for a specific vacancy, employees move on different positions within the company and the nature of tasks changes in time. For these reasons, the predictive validities of specific abilities varies with the change of tasks, and assessing GMA remains the best option (Ones, Viswesvaran & Dilchert, 2005).

**PERSONALITY TRAITS**

Research has shown the incremental validity of personality traits above the GMA. Studies in the European Community, meta-analytically reviewed by Salgado (1998) showed an incremental validity associated with Conscientiousness of 11% and of 10% for Emotional Stability, both for job performance and for training. More recent data, using larger samples and more advanced techniques in meta-analysis show the incremental validity if three personality dimensions when the criterion is job performance: Conscientiousness – 30.3%, Agreeableness – 20.12%, and Emotional Stability – 9.07%. When the criterion is training success, the incremental validity over GMA is: 24.2% for Conscientiousness, 22.24% for Openness to experience, 18.04% for Extraversion, and 7.47% for Agreeableness. These data show that in practice it is important to combine tests of GMA with measures of Conscientiousness, Emotional Stability and Agreeableness in the prediction of job performance, and tests of GMA with measures of Conscientiousness, Extraversion, and Openness to experience in the prediction of training success.

I. *Prediction of training success*

| Predictor | Validity | Study | Sample |
|---|---|---|---|
| | 0,23 | Barrick& Mount, 1991 | USA |
| *Conscientiousness* | 0,39 | Salgado, 1997 | Europe |
| | 0,31 | Barrick et al, 2001 | |
| *Emotional stability* | 0,27 | Salgado, 1997 | Europe |
| | 0,31 | Salgado, 1997 | Europe |
| *Agreeableness* | 0,14 | Barrick et al, 2001 | |
| | 0,26 | Barrick& Mount, 1991 | USA |
| *Extraversion* | 0,28 | Barrick et al, 2001 | |

| | 0,25 | Barrick& Mount, 1991 | USA |
|---|---|---|---|
| *Openness to experience* | 0,33 | Barrick et al, 2001 | |
| | 0,26 | Salgado, 1997 | Europe |

## II. *Prediction of job performance*

| **Predictor** | **Validity** | **Study** | **Sample** | **Criterion** |
|---|---|---|---|---|
| *Conscientiousness* | 0,22 | Barrick& Mount, 1991 | heterogeneous jobs | all criteria |
| | 0,25 | Salgado, 1997,1998 | heterogeneous jobs–European Community | all criteria |
| | 0,33 | Salgado, 2004 | heterogeneous jobs | job performance |
| | 0,26* | Salgado, 2002 | | counterproductive behavior |
| | 0,31* | Salgado, 2002 | | job turnover |
| | 0,23 | Barrick, Mount& Judge, 2001 | | general work performance |
| | 0,31* | Berry, Ones&Sacket, 2007 | | counterproductive behavior |
| | 0,22 | Barrick, Mount& Judge, 2001 | police | job performance |
| *Emotional stability* | 0,22 | Barrick& Mount, 1991 | heterogeneous jobs | all criteria |
| | 0,21 | Salgado, 2004 | heterogeneous jobs | job performance |
| | 0,35* | Salgado, 2002 | | turnover |

| | | | | |
|---|---|---|---|---|
| | 0,11 | Barrick, Mount& Judge, 2001 | police | job performance |
| | | | | |
| *Agreeableness* | 0,19 | Salgado, 2004 | heterogeneous jobs | job performance |
| | 0,20* | Salgado, 2002 | heterogeneous jobs | counterproductive behavior |
| | 0,22* | Salgado, 2002 | heterogeneous jobs | turnover |
| | 0,10 | Barrick, Mount& Judge, 2001 | police | job performance |
| *Extraversion* | 0,20* | Salgado, 2002 | heterogeneous jobs | turnover |
| | 0.10 | Salgado, 2004 | heterogeneous jobs | job performance |
| *Openness to experience* | 0,14* | Salgado, 2002 | heterogeneous jobs | turnover |
| | 0.09 | Salgado, 2004 | heterogeneous jobs | job performance |

*reversed

- Meta-analyses show that *Conscientiousness* is the best predictor for job performance, training success, and counterproductive behaviors. The incremental validity of Conscientiousness is moderated by occupational area and job complexity, but for most occupations a value of 0.36 is the best estimation of predictive validity for job performance.

- *Emotional stability* is the second dimension of personality predictor of job performance, with a general predictive validity of 0.24. The predictive validity of this dimension is

moderated by occupational area and job complexity. Emotional stability is a good predictor of turnover.

- *Conscientiousness and emotional stability* have predictive validity for job performance, for all occupations and all criteria (Hurts & Donovan, 2000; Salgado, 1997, 1998).

- *Agreeableness* has predictive validity for job performance for medium complexity jobs, with a value estimated at 0.25. Agreeableness has also predictive validity for counterproductive behavior, such as deviant behavior and turnover.

- *Extraversion* and *Openness to experience* have a predictive value of 0.28 and 0.33 for training success. The two dimensions are also predictors of turnover.

**III.** *Prediction of performance inleadership positions*

| Predictor | Validity | Study | Criterion |
|---|---|---|---|
| *Conscientiousness* | 0,28 | Judge, Bono, Ilies, Gerhardt, 2002 | leadership |
| | 0,33 | Judge, Bono, Ilies, Gerhardt, 2002 | Leadership emergence |
| | 0,16 | Judge, Bono, Ilies, Gerhardt, 2002 | Leadership effectiveness |
| *Emotional stability* | 0,24 | Judge, Bono, Ilies, Gerhardt, 2002 | leadership |
| | 0,24 | Judge, Bono, Ilies, Gerhardt, 2002 | Leadership emergence |
| | 0,22 | Judge, Bono, Ilies, Gerhardt, 2002 | Leadership effectiveness |
| *Agreeableness* | 0,21 | Judge, Bono, Ilies, Gerhardt, 2002 | Leadership effectiveness |
| *Extraversion* | 0,31 | Judge, Bono, Ilies, Gerhardt, 2002 | leadership |
| | 0,33 | Judge, Bono, Ilies, Gerhardt, 2002 | Leadership emergence |
| | 0,24 | Judge, Bono, Ilies, Gerhardt, 2002 | Leadership effectiveness |
| *Openness to experience* | 0,24 | Judge, Bono, Ilies, Gerhardt, 2002 | leadership |
| | 0,24 | Judge, Bono, Ilies, Gerhardt, 2002 | Leadership emergence |

| | 0,24 | Judge, Bono, Ilies, Gerhardt, 2002 | Leadership effectiveness |
|---|---|---|---|

The multiple correlation coefficient for Big Five dimensions and leadership was 0.48; for leadership emergence was 0.53 and for leadership efficience is 0.39 (Judge, Bono, Ilies, Gerhardt, 2002). The main difference between leadership emergence and efficience is Agreeableness that, although not relevant for emergence is important for effectiveness.

Job complexity moderates the relationship between personality traits and job performance. For medium complexity jobs (about 68% of all occupations), three dimensions have proved their validity: Conscientiousness, Emotional Stability and Agreeableness. The values of validity coefficients were of 0.36, 0.24 and 0.25(Salgado, 2004).

Data show higher validity coefficients in studies that used instruments developed to measure Bog Five.

To avoid social desirability effects, norms specially developed for selection should be used (Ones& Viswesvaran, 1998).

**METHODS AND TECHNIQUES USED IN PSYCHOLOGICAL ASSESSMENT**

Methods and techniques used in psychological assessment with the above mentioned objectives are: interviews, personality inventories, ability tests, bio data etc.

Psychological tests used in the selection process have as objective to gather reliable and valid data on candidates personality traits and abilities. Tests gather in a short time frame, data that are precise, objective and quantificable on psychological characteristics of the testee (Hăvârneanu, 2000).

A good psychological test has to discriminate between testees, to be standardized, to have norms on representative populations, to be reliable and valid. To conclude, to be used in selection, psychological measures have to have a strong empirical support (Virga, 2005).

Using data based on tests (along with data provided by other methods and techniques used in psychological assessment) predictions related to future job performance of persons assessed are made. An accurate prediction, based on the use of adequate instruments in the psychological assessment, leads to an improved employee and organizational performance, and to o better image of the organization in the community. On the other hand, the use in the psychological assessment of outdated instruments, with unknown psychometric properties, leads to employee stress, motivation, low job satisfaction, having direct and indirect costs for the organization related to turnover, absenteeism, presenteism, etc.

The methods, techniques and psychological tools set up for use in psychological assessments are presented below for each of the situations where psychological evaluation is carried out.

1. **Filling higher - level education vacancies**

1.1. **Filling officer vacancies and other higher - level education vacancies** - is performed by using the following methods and tools: anamnesis, two attention tests, two intelligence tests, two tests of personality investigation and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

1.2. **Filling secondary education vacancies** - is performed by using the following methods and tools: anamnesis, two attention tests, two intelligence tests, two tests of personality investigation and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

1.3. **Occupation of vacant / temporary job vacancies corresponding to the contractual functions of M.A.I. for which secondary or secondary education is required** - is performed by using the following methods and tools: anamnesis, one attention test, two intelligence tests, two tests of personality investigation and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

2. **Filling leadership vacancies**

2.1. **Filling leadership vacancies for officers** - is performed by using the following methods and tools: anamnesis, two attention tests (concentration capacity and attention distributivity are assessed), two intelligence tests (general intelligence and specific parameters are measured), two tests of personality investigation, a decision-making test and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

**2.2. Filling leadership vacancies for agents (medium education positions) -** is performed by using the following methods and tools: anamnesis, two attention tests (concentration capacity and attention distributivity are assessed), two intelligence tests (general intelligence and specific parameters are measured), two tests of personality investigation, a decision-making test and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

3. **Psychological assessment for assignment to highly demanding tasks and missions**

**3.1 Selection for international missions -** is performed by using the following methods and tools: anamnesis, two attention tests (concentration capacity and attention distributivity are assessed), two intelligence tests (general intelligence and specific parameters are measured), two tests of personality investigation and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

**3.2 Selection for internal affairs attaches vacancies -** is performed by using the following methods and tools: anamnesis, two attention tests (concentration capacity and attention distributivity are assessed), two intelligence tests (general intelligence and specific parameters are measured), two tests of personality investigation and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the

personality is investigated in terms of normality and possible psychopathological tendencies.

**3.3 Teaching positions, excepting teaching positions in universities -** is performed by using the following methods and tools: anamnesis, two attention tests (concentration capacity and attention distributivity are assessed), two intelligence tests (general intelligence and specific parameters are measured), three clinical trials to investigate personality and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

**3.4 Performing coding activities -** is performed by using the following methods and tools: anamnesis, two attention tests, one intelligence test, one test of personality investigation and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

**3.5 Certification as artificers and pyrotechnists -** is performed by using the following methods and tools: anamnesis, two attention tests, two intelligence tests, two tests of personality investigation and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

**3.6 Certification as firearms trainers** - is performed by using the following methods and tools: anamnesis, two attention tests, one intelligence test, two tests of personality investigation, one of which is clinical and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

**3.7 Performing activities which imply psycho-social risks** - is performed by using the following methods and tools: anamnesis, two attention tests, one intelligence test, three tests of personality investigation, one of which is clinical and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

**3.8 Certification for sailing positions** - is performed by using the following methods and tools: anamnesis, two attention tests, one intelligence test, two tests of personality investigation and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

**3.9 Certification as trainers and evaluators of applicants for driving licence** - is performed by using the following methods and tools: anamnesis, two attention tests, one intelligence test, two tests of personality investigation, evaluation of reaction time and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and

concentration, in the case of practical samples being evaluated reaction time and motor coordination, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

3.10 **Certification for driving work vehicles** - is performed by using the following methods and tools: anamnesis, two attention tests, one intelligence test, two tests of personality investigation and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

3.11 **At the request of the physician specialist in labor medicine, for other employees, according to legislation regarding protection of employees' health** - is performed by using the following methods and tools: anamnesis, two attention tests, one intelligence test, two tests of personality investigation, evaluation of reaction time and on a case-by-case basis structured interview. Attention is investigated under the aspects of mobility and concentration, in the case of practical samples being evaluated reaction time and motor coordination, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

3.12 **Jobs with particular working conditions (e.g. working at height, working in very high, high, medium and low voltage networks, security agents)** - is performed by using the following methods and tools: anamnesis, two attention tests, two intelligence tests, two tests of personality investigation, evaluation of reaction time and on a case-by-case basis

structured interview. Attention is investigated under the aspects of mobility and concentration, intelligence is evaluated both in verbal and nonverbal form and the personality is investigated in terms of normality and possible psychopathological tendencies.

The following table presents the methods, techniques and psychological tools used in psychological assessments, depending on the purpose.

| | Anamnesis | Attenton Test 1 | Attenton Test 2 | Intelligence Test 1 | Intelligence Test 2 | Personality Test 1 | Personality Test 2 | Personality Test 3 | Test Decision-making capability | Reaction time assessment | Interview |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Filling higher - level education vacancies** | | | | | | | | | | | |
| Filling officer vacancies and other higher - level education vacancies | X | X | X | X | X | X | X | | | | X |
| Filling secondary education vacancies | X | X | X | X | X | X | X | | | | X |
| Occupation of vacant / temporary job vacancies corresponding to the contractual functions of M.A.I. for which secondary or secondary education is required | X | X | | X | X | X | X | | | | X |
| **Filling leadership vacancies** | | | | | | | | | | | |
| Filling leadership vacancies for officers | X | X | X | X | X | X | X | | X | | X |
| Filling leadership vacancies for agents (medium education positions) | X | X | X | X | X | X | X | | X | | X |
| **Psychological assessment for assignment to highly demanding tasks and missions** | | | | | | | | | | | |
| Selection for international missions | X | X | X | X | X | X | | | | | X |
| Selection for internal affairs attaches vacancies | X | X | X | X | X | X | | | | | X |
| Teaching positions, excepting teaching positions in universities | X | X | | X | X | X | X | X | | | X |
| Performing coding activities | X | X | X | X | | X | | | | | X |
| Certification as artificers and pyrotechnists | X | X | X | X | X | X | X | | | | X |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Certification as firearms trainers | X | X | X | X | | X | X | | | | X |
| Performing activities which imply psycho-social risks | X | X | X | X | | X | X | X | | | X |
| Certification for sailing positions | X | X | X | X | | X | X | | | | X |
| Certification as trainers and evaluators of applicants for driving licence | X | X | X | X | | X | X | | | X | X |
| Certification for driving work vehicles | X | X | X | X | | X | X | | | | X |
| At the request of the physician specialist in labor medicine, for other employees, according to legislation regarding protection of employees' health | X | X | X | X | | X | X | | | X | X |
| Jobs with particular working conditions | X | X | X | X | X | X | X | | | | X |

An analysis of the above mentioned measures highlight the lack of adequacy/ improper use of a number of them for use in psychological assessment for selection. There are several arguments for this lack of adequacy:

- Some of these measures are publicly disclosed, especially online.Although test materials were kept securely within the Ministry of Internal Affairs, some instruments are available online (e.g. http://www.scritub.com/sociologie/psihologie/ Testul-Praga-test-de-atentie-d155321237.php, http://documents.tips/documents/testul-de-atentie-concentrata-toulouse-pieron.html). These are instruments developed in the '60 – '80. The usefulness of these instruments is as a consequence severely impaired, and test performance is unfairly influenced.

- For some of the instruments used in the psychological assessment the technical and user documentation does not provide enough data to evaluate their validity and reliability and recent investigations of their psychometric characteristics have not been undertaken. As an exemple, the tests developed by George Bontilă and described in "Abilities and their

measurement"and its supplement "Ability tests" published in 1971, does not offer sufficient information on their validation process. Moreover, recent empirical investigations of their psychometric properties on relevant populations were not undertaken.

- Many of the instruments used are outdated, being at least 20 years behind current theories and models in the literature. For example, none of the personality inventories in use does not assess the Five Factor model (Big Five), which a 'mainstream' personality taxonomy, although meta-analytic data show that the five dimensions represent valid predictors of job performance, and higher validity coefficients were found for inventories developed to assess the Five factor model;

- Some of the instruments used in the psychological assessment are now protected by copyright law and can no longer be used. Their purchase and of other instruments protected by copyright law was possible just for a limited number of uses compared to the number of persons assessed, due to bugetary constraints.

- Empirical data on (possible) group differences in test performance are not available. Evidence on validity to support intended use of instruments in test takers groups are not available.

- The psychological assessment includes unstrutured interviews which were proven to have lower validity coefficients, compared to structured interviews;

- Moreover, psychological assessment does not include integrity tests, while corruption represents one of the vulnerabilities or threats in the case of a public institution.

So, guidelines for good practice, outlined also by theGuidelines for test use (ITC, 2001) issuedby the International Test Commission:choice of technically sound tests appropriate for the

situation(the test's technical and user documentation provides sufficient information to enable evaluation of the representativeness of test content, appropriateness of norm groups, difficulty level, etc., accuracy of measurement and reliability demonstrated with respect to relevant populations, validity (with respect to relevant populations) and relevance for the required use,freedom from systematic bias in relation to the intended test taker groups, acceptability to those who will be involved in their use, including perceived fairness and relevance; avoidance of the use of tests that have inadequate or unclear supporting technical documentation;use of tests only for those purposes where relevant and appropriate validity evidence is available), consideration given to issues of fairness in testing (the tests are unbiased and appropriate for the various groups that will be tested; evidence is available on possible group differences in performance on the test; empiricaldata relating to differential item functioning (DIF) is available, where relevant; evidence support the intended use of the test in the various groups; effects of group differences not relevant to the main purpose - e.g., differences in motivation to answer, or reading ability - are minimised); review appropriateness of the test and its use(monitor and periodically review changes over time in the populations of individuals being tested and any criterion measures being used; monitor tests for evidence of adverse impact; updating information regarding the norms, reliability and validity of the test) etc. (ITC; 2000).

Moreover, several internal analyses of the Center for Psychosociology (e.g., a SWOT analysis from 2010 and a Progress Report from 2012) outlined, in highlighting the most important weaknness and constraintsidentified, the lack of technical and methodological instrumentsnecessary in the professional activity, that will comply with the requirements of Romanian Board of Psychologists.The documents stress that the problemes identified areseverely

influencing the quality of professional activityand the image of the institution and of the profession.

The documents also mention the strenghts of the institution, such as its long tradition (it was established in 1971; after 1991, following the restructuring and reorganization of the defence, national security and justice system, several independent institutions resulting from this process such as the Romanian Foreign Intelligence Service, the Romanian Intelligence Service, the Protection and Guard Service, the Special Telecommunications Service have established their own psychological units what are staffed with psychologists from Psychological Testing Center), its prestige at national level (*at the moment the Center for Psychosociology represents one of the biggest institutions of its kind in Romania considering the number of psychologists employeed, the annual number of psychological acts performed and the number of employees that are the beneficiaries of the psychological services offered*), the institutional regulating norms are generally aligned with the national legislation regarding psychology, the highly specialisted personnel, disponibility to cooperate with national and international partners.

To conclude, new tools, methods and techniques to be used in the psychological assessment of personnel are highly needed in order to improve the personnel selection process, employee job performance and finally to contribute to an increased level of efficiency of the institution.

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