STANDARDS OF PRACTICE FOR ASSESSMENT AND DEVELOPMENT CENTRES

Max Choi – Quest Partnership

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AGENDA

◦Why do we need standards?

◦How do standards work – ISO 10667 example

◦AC Standards – Under development

◦Discussion – Do we have consensus?

WHY DO WE NEED STANDARDS?

Max Choi

Do candidates feel vulnerable?

Observed Bad Practices

- Assessors assessing candidates during the evening meal
- Shakespeare passages in a complex written exercise
- Counting inputs in a Group Exercise
- Recruiting Manager takes over the Wash-Up process & ignores AC data

Protection of the Public

- Financial products - protected
- Surgery - protected
- House surveying – protected
- Electrical work – protected
- Gas installation - protected
- Dental work – protected
- Assessment Centres – NOT protected

The damage to individuals and organisations can be immense!

Public Not Protected

- No AC Standards
- Anyone can design exercises
- Anyone can run ACs
- Anyone can act as an Assessor
- Anyone can provide Assessor Training
- No formal certificate/ accreditation to ensure competence

Validation of ACs

- Recent meta-analysis findings suggest that ACs not high
- Tests provide higher correlation coefficients

Why Poor AC Outputs

- No training
- Poor training
- Poorly designed exercises
- Training inappropriate people
- AC poorly administered
- Exercise Results poorly integrated
- Lack of knowledge around other related areas e.g. Diversity issues
- and quite a few more….

BPS Testing Standards

- Established standards for Level A and Level B

- Recognised and taken as a standard beyond the UK

- Accreditation and certification

HOW DO STANDARDS WORK – ISO 10667 EXAMPLE

Dave Bartram

ISO 10667-1 & 10667-2

Assessment service delivery – Procedures and methods to assess people in work and organizational settings –
Part 1: Requirements for the client
Part 2: Requirements for service providers

This is the first ISO standard dealing with 'psychological assessment'

Introduction

"ISO 10667 presents an evidence-based, measurable perspective of the assessment service delivery process that has world-wide applicability.

It will enable organizations to become more effective users of assessment, making better hiring decisions and enhancing the potential, well-being and employee-organization fit of all their employees.

This guidance will promote the provision of standardized, appropriate, and equitable delivery of assessment services to assessment participants.

It will enable regulatory bodies, other authorities and society at large to have more confidence in assessment procedures."

Introduction - continued

ISO 10667 provides clear and concise guidance for providers of assessment services and their clients in order to enable all stakeholders to realize the potential benefits of good assessment practices.

This is achieved by:

— defining good practice for assessment procedures and methods;

— ensuring equity in the application of assessment procedures;

— enabling appropriate evaluation of the quality of assessment service provision.

Function and scope of the standard

- It relates to the delivery of all types of assessment covering all stages of the employment life cycle, at the individual, group, or organizational levels

- It aims to promote good practice and encourage clear documentation of the working relationship between clients and service providers.

- It functions as practical guidance for both clients and service providers describing their respective roles and responsibilities before, during, and after the assessment process.

- It provides guidance on the rights and responsibilities of assessment-participants and others involved in assessment procedures.

ISO and ISO Standards

- ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies): e.g. ANSI in the USA, BSI in the UK.

- The work of preparing International Standards is carried out through ISO technical/project committees. Draft International Standards adopted by the committees are circulated to the member bodies for voting.

- Publication as an International Standard requires approval by at least 75 % of the member bodies casting a vote.

- For ISO 10667, 93% voted in favour (13 out of 14).

The language of standards

- Standards include what '*shall*' be done and what '*should*' be done:
  - '*Shall*' is taken to mean that something is obligatory. If an entity fails to meet a 'shall' condition they could not be certified as compliant with the standard.
  - '*Should*' is taken to mean 'recommended but optional'.
- The '*shall*'s define good practice, the '*should*'s define best practice.
- Wherever possible, the ISO 10667 project committee tried to use '*shall*' rather than '*should*'.

Organization of the standard

- **The standard is presented in two separate documents:**

  - Part 1: Requirements for the Client (20 pages). Establishes requirements and guidance for the client working with the service provider to carry out the assessment of an individual, a group or an organization for work-related purposes.

  - Part 2: Requirements for the Service Providers (22 pages). Establishes requirements and guidance for service providers for the use of procedures and instruments in the assessment of an individual, group or organization for work-related purposes.

Structure of the Parts

- Each Part contains 6 sections or 'clauses' with four assessment stages (3-6):

    1. Scope

    2. Terms and definitions

    3. Agreement procedure

    4. Pre-assessment procedures

    5. Assessment delivery

    6. Post-assessment review

- Both Parts also contain Annexes and a Bibliography

Structure and content of the standard

- (Clause 5) **<u>Assessment delivery</u>** covers all phases of preparing for and carrying out the assessments.

- Seven steps are described:

  1. Planning the assessment;

  2. Informing relevant stakeholders

  3. Conducting the assessments

  4. Interpreting results

  5. Preparing and providing reports

  6. Providing feedback

  7. Continuous evaluation of the assessment process

Informative annexes: contained in both parts

A. Rights and responsibilities of assessment participants: Guidelines and expectations

B. Supplemental information on technical documentation of assessment methods and procedures

C. Supplemental information on analysis and interpretation of reports

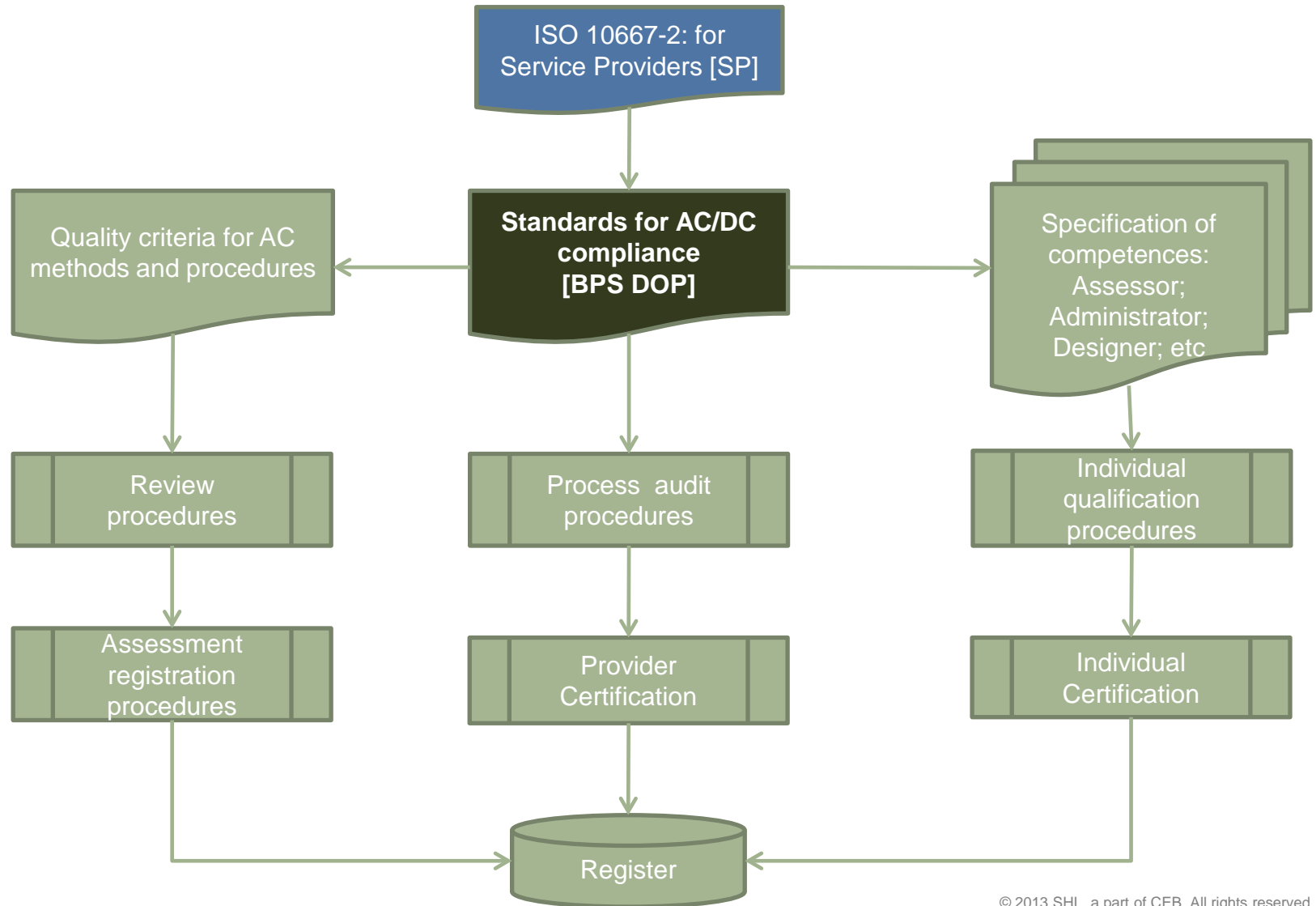D. Supplemental information on reporting.

Bibliography

What is *not* in the standard

- The standard does not include detailed technical requirements for instruments, methods or procedures. It does require that they be technically sound and fit for purpose.

- The standard does not specify in detail the competences required of assessors but it does requires that they be competent to carry out the roles assigned to them.

- The ISO committee recognised the need to use this Standard as an overarching framework within which one could fit more specific product and personnel related standards and qualifications.
  - These are covered in the informative Annexes and Bibliography

How does this relate to AC/DC standards?

- It is the first standard produced by ISO in the area of psychological assessment and as such brings this into the 'mainstream' of commercial good practice issues.

- It highlights the importance of the relationship between client and provider and does not put all the responsibility onto the provider.

- Professional bodies, like the BPS should now look at incorporating it into their guidance. At the very least we should expect members of our profession who are assessment service providers to be compliant with the standard.

- However, it is not specific about particular forms of assessment.

- It provides a framework within which to articulate such more specific standards

- This is where the current project fits with its focus specifically on AC/DCs.

SHL Talent Measurement

ISO 10667-2 and DOP A&DC contextualisation, audit procedures, qualifications etc.

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                          ┌──────────────────────────┐
                          │ ISO 10667-2: for         │
                          │ Service Providers [SP]   │
                          └──────────────────────────┘
                                       │
                                       ▼
┌────────────────────┐    ┌──────────────────────────┐    ┌────────────────────────┐
│ Quality criteria   │◄───│  Standards for AC/DC     │───►│ Specification of        │
│ for AC methods and │    │  compliance              │    │ competences:            │
│ procedures         │    │  [BPS DOP]               │    │ Assessor;               │
└────────────────────┘    └──────────────────────────┘    │ Administrator;          │
         │                             │                    │ Designer; etc           │
         ▼                             ▼                    └────────────────────────┘
┌────────────────────┐    ┌──────────────────────────┐                │
│ Review             │    │ Process  audit           │                ▼
│ procedures         │    │ procedures               │    ┌────────────────────────┐
└────────────────────┘    └──────────────────────────┘    │ Individual              │
         │                             │                    │ qualification           │
         ▼                             ▼                    │ procedures              │
┌────────────────────┐    ┌──────────────────────────┐    └────────────────────────┘
│ Assessment         │    │ Provider                 │                │
│ registration       │    │ Certification            │                ▼
│ procedures         │    └──────────────────────────┘    ┌────────────────────────┐
└────────────────────┘                │                    │ Individual              │
         │                             │                    │ Certification           │
         │                             ▼                    └────────────────────────┘
         │                   ┌──────────────┐                        │
         └──────────────────►│   Register   │◄───────────────────────┘
                             └──────────────┘
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What is the value of building on an ISO Standard?

- It is seen as providing an international view of good practice from an authoritative body which does not have a 'vested interest' – as do professional societies or industry bodies.

- ISO has wide acceptance as a standard provider within industry and commerce.

- Organizations assessing providers for compliance would be able to use the BPS standards to support their audits against ISO 10667.

CEB | SHL Talent Measurement

AC STANDARDS – UNDER DEVELOPMENT

Helen Baron

Development Process

Sponsored by the Division of Occupational Psychology of the British Psychological Society

Development Team of Occupational Psychologists

◦ Consultants

◦ Internal HR Teams

◦ Academics

Why psychologists?

Psychologists have developed and researched

Assessment Centre Technology

They engage in evidence based practice

The have a strong ethical concerns

Progress

- Conference symposium – January 2012
- Review of existing guidance and decision to develop standards
- Creation and population of structure
- Draft due for completion December 2013
- Qualitative and quantitative research into standards of practice
- Next Steps
  - Public review of draft standards (January 2014)
  - Data collection for quantitative study (Ongoing)
  - Revision following comments (May 2014)
  - Internal BPS acceptance
  - Publication (Autumn 2014)

Research

- To understand the frequency and type of violations of good practice

- Qualitative study asked respondents to describe experiences of anything that might have undermined the quality of the assessment centre

- 271 respondents identified 245 dysfunctional processes

- Follow up quantitative research to estimate the frequency of each type of dysfunctionality

- Standards will be reviewed to ensure they address the most important and most frequent issues in sufficient detail

- Dewberry, 2013

Respondent Type	No of events identified	Example Response
Centre designers	30	Assessment centre staff altering elements of the assessment centre design when they are not authorised to do so
Centre administrators	44	Assessors being given incorrect forms
Centre assessors	59	Assessors discussing their views about candidates before the assessment centre formally begins
Centre assessors	57	Junior assessors deferring to more senior ones in wash-ups
Candidates: positive perceptions	31	Taking time to settle candidates and listen to their feelings
Candidates: negative perceptions	46	Being given the impression that there were no explicit criteria against which candidates were being assessed

Structure of the standards

1. Introduction
2. Scope
3. Terms and Definitions
4. Contracting and Scoping
5. Design and Planning
6. Preparing for Centre Delivery
7. Centre Delivery
8. Data Integration and Decision Making
9. Providing Feedback
10. Post Centre Review
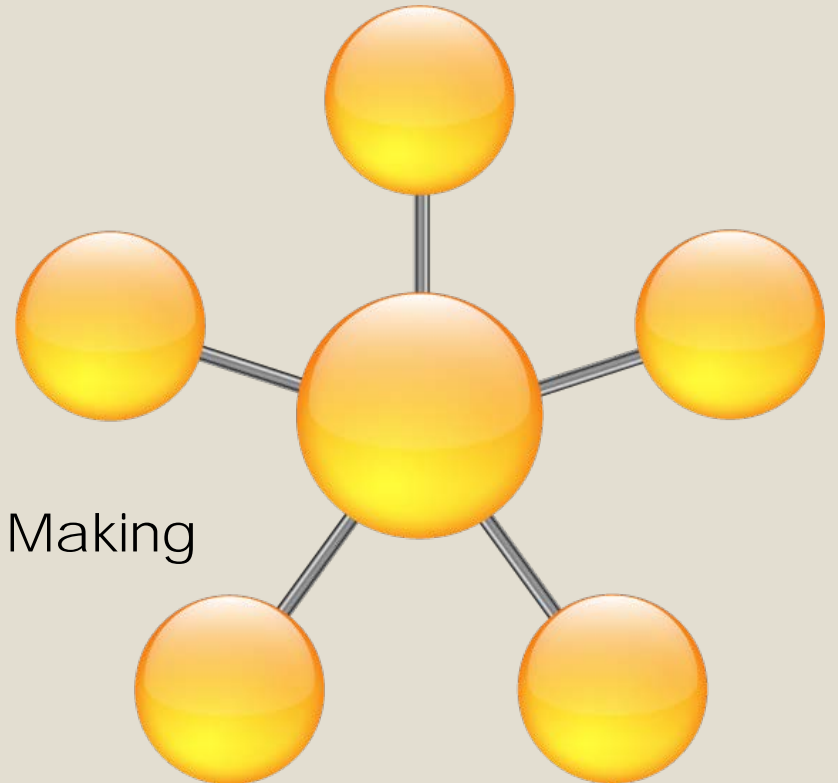
Features

- Differentiates Client and Service Provider

- Not sequential

- Based on research evidence wherever available

- Differentiates minimum acceptable standards

  - All Centre personnel **shall** be asked to provide the Centre Manager with their feedback on the Centre.

- And recommendations for best practice

  - Where possible Participants **should** be asked for their evaluation of the Centre with the information included in the evaluation.

Why standards?

- For clients
  - For guidance on good practice
  - To review current practice
  - To evaluate service provider offerings
  - To provide upward pressure on standards

- For service provider
  - For guidance on best practice
  - As a benchmark for practice
  - As leverage to persuade clients to adopt good practice

- For participants
  - To ensure assessment is fair and effective
  - To ensure they are treated with respect

Additional Guidance

- Supplemental Annexes to discuss important topics
- Impact of Information Technology
- Training issues in Assessment and Development Centres
- Example Organisational Policy Statement
- Example Contract for Assessment Services
- Legal Issues and Assessment and Development Centres
- Accommodating Participants with Special Needs
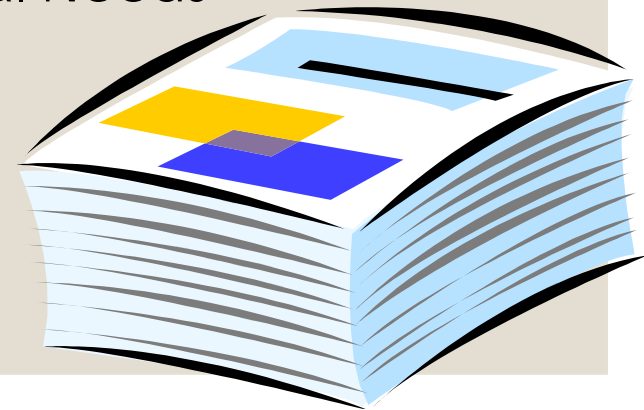
SOME ISSUES

WHAT IS AN ASSESSMENT CENTRE?

Multiple assessment process involving a number of individuals undertaking a variety of activities (including Simulation Exercises, standardised tests, structured interviews etc.), observed by a team of trained Assessors who evaluate performance against a set of pre-determined, job-related dimensions. It is likely to be a pass or fail event.

In this standard an Assessment Centre will have most, if not all, of the following features:

- used to support decision making in a selection, placement or promotion context with the Participants competing against each other
- more than one Assessor who will observe, record, classify and evaluate Candidates
- multiple Candidates; these may be external applicants, people already employed, or a combination of the two
- multiple exercises
- at least one exercise that requires Candidates display keys skills and other behaviours which simulate or are closely related to successful job performance.

Underpinning the design of the Centre will be a dimensions by assessment methods matrix which indicates the activities from which evidence about each dimension will be collected.

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IS ROLE-PLAYER HYPHENATED?

SHOULD ALL CENTRES BE PILOTED?

Of course – otherwise how can you know that everything is working effectively and make necessary adjustments before working with real participants.

It is not realistic to pilot every Centre – particularly one-off processes. Pilots might be used for the first in a long series of centres.

THE WASH-UP

Wash-up Issues

◦ What is the purpose of the wash-up?
  ◦ To agree scores
  ◦ To ensure assessments are objective
  ◦ To identify aberrant assessors and scores
  ◦ To share scores
    ◦ With other assessors
    ◦ With decision makers
  ◦ To make decisions
 ◦ To evaluate the centre
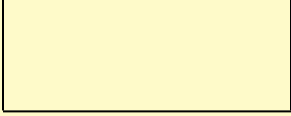 ◦ To agree feedback

What does the research say?

- 90% of ACs have a data integration session (Dewberry, 2013)

- Meta-analysis of validity (Dilchert and Ones, 2009; Kuncel, Klieger, Connelly, & Ones, 2013)
  - Simple sums of scores 50% more valid than results of consensus discussions
  - Simple sums of scores had incremental validity over personality and cognitive ability tests
  - Consensus discussion results had no incremental validity over personality and cognitive ability tests.

    - How can we justify the time and expense of wash-up meetings?

External Information

- Should external information be integrated into Assessment Centre decision making?
  - Never
  - Only when available for all candidates
  - Always when relevant

- Should we separate Assessment Centre outcomes and final decision making - e.g. who should be appointed.
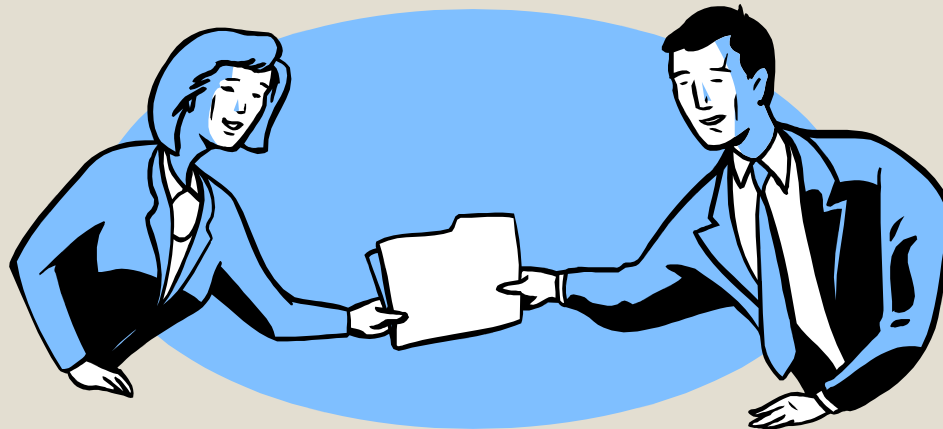
SHOULD THERE BE FULL STOPS AT THE END OF BULLET POINTS?

WHAT ABOUT DEVELOPMENT CENTRES?

What standards are shared between assessment and development centres?

Is there a difference between an assessment centre for development and a development centre?

DO WE HAVE CONSENSUS?

Let's Discuss

When helping to administer or run an assessment centre, have you ever observed or experienced anything which may have undermined the quality of the assessment centre as an objective, thorough, and fair way of assessing candidates?

What are the three most important things a … should do?

Designer
Service Provider
Client
Assessor
Role Player
Participant
Centre Manager

What are the three most important things a … should avoid?

Designer
Service Provider
Client
Assessor
Role Player
Participant
Centre Manager