



Division of
Occupational Psychology



The
British
Psychological
Society

8

recommendations that could improve your AC practice

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Agenda

- Introduce the Standard for The Design and Delivery of Assessment Centres
- How could it influence practice
- What does it have to say to experienced practitioners
- 8 Recommendations

The Standard

- Developed by group of experts under auspices of British Psychological Society
- Based on
 - Research evidence of effectiveness
 - Ethical consideration
 - Good practice
- Consistent with ISO 10667

Using the standard

- To define good practice for assessment procedures and methods
- Enhance equity in the application of assessment procedures
- Enable appropriate evaluation of the quality of assessment service provision
- Defining training requirements
- Evaluating practice
- Supporting resource requirements
- Certification

Structure of Standards

1. Introduction
2. Definitions
3. Specifying the purpose and scope for the Centre
4. Designing the Centre
 - The standards of competence and professional behaviour required of the different roles involved in the Centre process
5. Preparing for delivery
6. Implementing the Centre
 - Managing the data derived from the Centre including access, use and storage
7. Data integration and decision making
8. Appropriate reporting and feedback of Centre results
9. Evaluation of Centres

Appendices to Standards

1. Example Centre Contract
2. Training Issues
3. Developing an Organisational Policy Statement
4. Legal Issues
5. Accommodating Participants with Disability Related and Other Needs
6. Impact of Information and Communication Technology in Centres
7. Piloting a Centre

Standards address

Ethical

- Fairness
- Participant Experience

Professional

- Accuracy
- Evidence Based
- Effectiveness

Quasi-Legal

- Data Protection
- Equalities

Practical

- Checklists
- Timetables
- Communication

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Definitions

Standards
Section 2

Practical
Help Clients understand the language of
assessment centres

Quasi-Legal

Ethical

Professional

2.22 Client. An individual, department or organisation who establishes an Agreement with a Service Provider to deliver the Centre(s) and all associated elements, in order to meet the specified requirements.

2.71 Service Provider. The person or organisation that supplies Centre services on behalf of the Client. May be an external contractor or direct employee of the Client.

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Contracting and Scoping

Standards
Section 3

Practical

3.15 The Client shall be responsible for determining the assessment need and ensuring that the Centre addresses an appropriate and legitimate aim.

Quasi-Legal

3.26 The Service Provider shall, with the Client, agree and document a detailed plan for the Centre including the assessment rationale, ... the methods and procedures to be used, ... the resources required ... and the timing and scheduling of procedures and other logistics.

Ethical

3.4 The Service Provider shall advise the Client where a Centre may not offer the most appropriate response for the proposed assessment need.

Professional

3.10 The service provider **shall** take an evidence based approach to centre provision and **should** provide clients with access to documentation supporting the validity of the approach

Evidenced Based Practice – Definition

- is about making decisions through the conscientious, explicit and judicious use of the best available evidence from multiple sources by:
 - Asking: translating a practical issue or problem into an answerable question
 - Acquiring: systematically searching for and retrieving the evidence
 - Appraising: critically judging the trustworthiness and relevance of the evidence
 - Aggregating: weighing and pulling together the evidence
 - Applying: incorporating the evidence in the decision-making process
 - Assessing: evaluating the outcome of the decision taken to increase the likelihood of a favourable outcome.
- (www.cebma.org)

Evidenced Based Practice - Implications

- Increases effectiveness of interventions
- Best research evidence:
 - Systematic reviews and meta-analyses
 - Single Published studies
 - Local studies
- Requires expertise to evaluate the quality and relevance of the evidence and its implications for local context and practice

Documentation

- Good practice
- Allows audit
- Makes you do it!

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Design and Planning

Standards
Section 4

Practical

4.33.3 Venue staff should be briefed regarding the Centre process and how they can contribute to its success and avoid hindering the process.

Quasi-Legal

4.45 The Client shall ensure that their organisation has a Centre policy statement which covers ... Ethics, diversity, security, the briefing of Participants ...

Ethical

4.22 Exercise design shall not unfairly aid or disadvantage any sub-group within the pool of Centre Participants.

Professional

4.31 Descriptive anchors shall be provided for at least two points on the rating scale to ensure consistent interpretation of the scale by all assessors. A fully defined behaviourally anchored rating scale should be used where possible.

Behaviourally Anchored Rating Scale (BARS)

Organisational Skills



Never
initiates
action



Frequently
initiates
action

Talks over
others
contributions



Shows respect for
others contributions
but does not
encourage them

Encourages
others to
contribute on
several
occasions

Behaviourally Anchored Rating Scales

- Improves convergent and divergent validity
 - Increase criterion related validity
 - Increases accuracy
 - Increases inter-rater reliability
 - Reduces leniency
 - Reduces central tendency
 - Reduces halo effect in competency ratings
- (Depnath, Lee and Tandon, 2015)

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Preparing for Delivery

Standards
Section 5

Practical

5.46 The Participants shall be asked to notify the Client in advance if they have any particular requirements or disability related needs.

Quasi-Legal

5.1.6 Participants have been provided with sufficient information prior to the Centre to make an informed decision to consent to participate.

Ethical

5.45 The briefing provided shall be sufficient for Participants with disability related or other needs to anticipate if they need to request accommodations.

Professional

5.21 There shall be at least one Assessor for every three Participants as a minimum. Ideally there should be at least one Assessor for every two Participants. Where the Centre design allows a lower ratio the reasons why this is appropriate should be explicitly noted in the Centre documentation.

Limitations of Cognitive Capacity

- Magic number 7 ± 2 (Miller, 1956)
- System 1 thinking (quick intuitive) vs
- System 2 thinking (deliberate, considered)
(Kahneman, 2011)
- Increase in stereotyping with cognitive load
(Biernat, Kobryniewicz and Weber, 2003).

Impact of breaching limits on cognitive capacity in a Centre

- Increase number of dimensions decreased rater accuracy (Gaugler and Thornton, 1989; Lievens and Conway, 2001)
- Biases less well controlled with greater cognitive load (Martell, 1991)
- Criterion and construct validity improved when assessors rated fewer candidates (Melchers, Kleinmann and Prinz, 2010)

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Centre Delivery

Standards
Section 6

Practical

6.3 The Centre Manager shall confirm that all planned venue facilities, equipment and documentation is ready for use prior to the Centre commencing.

Quasi-Legal

6.10 The Centre Manager shall maintain a record of any events occurring during Centre delivery which may impact on the assessment process including how these were dealt with.

Ethical

6.5 The Centre Manager shall ensure that Participant briefings make it clear when they are, and when they are not, being assessed.

Professional

6.2 The Centre Manager shall ensure that all required Centre staff are present onsite or available online in the case of a Virtual Centre. Reserve staff should be called up in the event of unexpected absence. Only staff deemed competent by the Service Provider shall be used.

Evidence Regarding Assessor Training

- Lack of opportunity for assessors to practice
- Untrained people being brought in as assessors at the last minute (Dewberry, 2014)
- Assessor training increases accuracy of ratings (Wirz et al, 2013)
- Assessor training increases reliability and accuracy
- Longer training has greater impact (Woehr and Arthur, 2003)
- Experienced assessors are more accurate than inexperienced assessors (Kolk, Born, van der Flier and Olman, 2002)

At the design stage

- Consider the capacity of assessors
 - Experience
 - Training and briefing opportunities
 - Cognitive capacity
- Design the exercises and rating process to match this capacity
 - Rating scales
 - Number of dimensions
 - Number of candidates

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Data Integration

Standards
Section 7

Practical

7.8 Where developmental feedback is to be presented to Participants, the data recording process shall include procedures for recording relevant qualitative information about the Participant's performance.

Ethical

7.5 The Client shall ensure when making decisions using Centre outcomes, that the decision makers are supported by a person who is appropriately trained and understands the meaning of the assessment data.

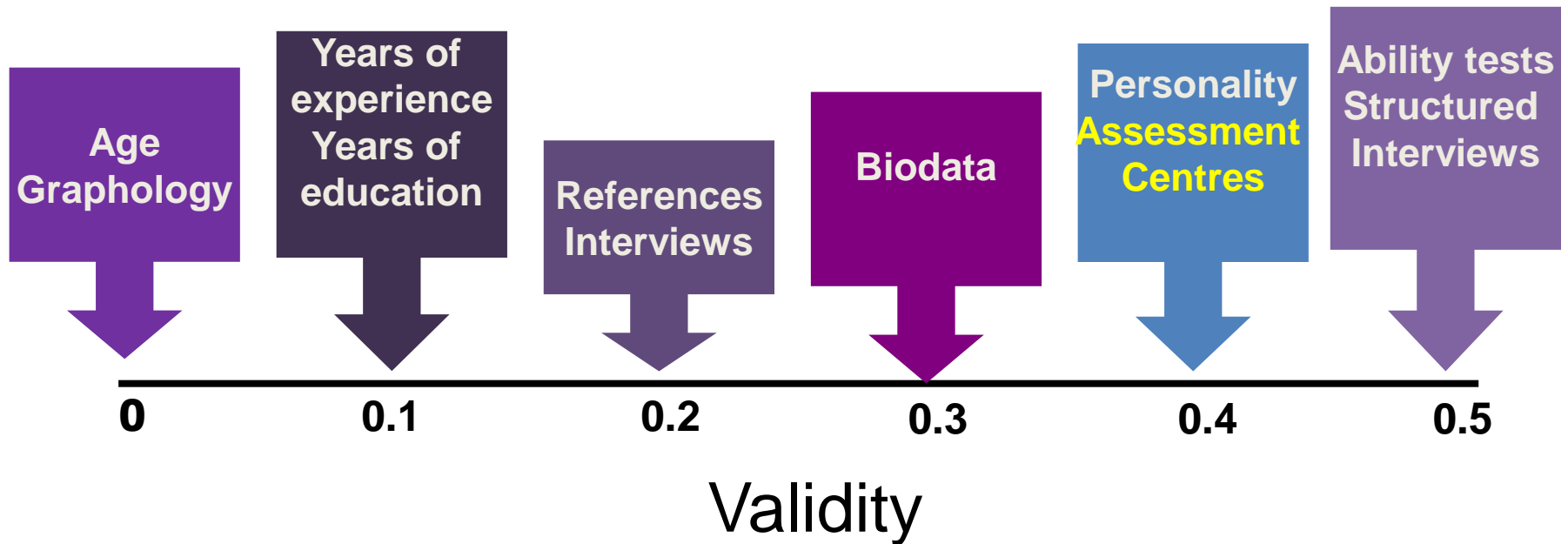
Quasi-Legal

7.1 The Client shall be responsible for all decisions about Participants that arise as a consequence of the Centre procedures and outputs.

Professional

7.4 Arithmetic approaches shall be used to determine the Overall Centre Rating whenever the Centre is designed to facilitate selection decisions

Assessment Centre Validity



Paradox

- Mean AC validity ~ 0.4
- Similar to or less than validity of many simpler shorter single measures.

Mechanical score combinations have higher validity

Criterion	Validity – Clinical	Validity - Mechanical
Job Performance	0.28	0.44
Advancement	0.36	0.42
Training outcomes	0.16	0.31
Educational	0.48	0.58

(Meta-analysis, Kuncel, Klieger, Connelly, & Ones 2013).

Unit weighting & optimal weighting similar

Predictor	Validity
Overall assessment rating	0.36
Unit Weighted composite of AC dimensions	0.44
Optimally weighted composite of AC dimensions	0.45

- Incremental validity above tests and personality questionnaires (Meta-Analysis, Dilchert and Ones, 2009)

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Communicating Outcomes

Standards
Section 8

Practical

8.6 The Service Provider shall ensure that the reports are accurate and conform to the agreed style and format.

Quasi-Legal

8.2 Any report of the outcomes of the Centre should clearly state that decisions using the information are the responsibility of the Client.

Ethical

8.3 Assessment outcomes shall be communicated to Participants as part of the feedback process either during or following the Centre. In addition Participants should be provided with qualitative feedback on their performance at the Centre.

Professional

8.8 Reports shall be independently verifiable, in that there will be evidence that relates the conclusions in the report to the Centre data and the qualities of the assessment methods.

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Post Centre Review

Standards
Section 9

Practical

9.8 An on-going series of Centres should be evaluated at least annually. A major review and revaluation should be undertaken every three to five years or whenever the context of the assessment has undergone substantial change.

Quasi-Legal

9.7 The Client may commission the Service Provider or another independent entity to carry out the evaluation.

Ethical

9.11 Quantitative evaluations should be undertaken by professionals with appropriate knowledge and skills in research methodology and Centre good practice.

Professional

9.9 The evaluation plan shall address the reliability, validity, diversity and participant impact and utility of the Centre and should include qualitative and quantitative approaches.

Benefits of working with standards

- Good practice increases validity
- Reduces risk of bad practice or unfair assessment
- Increases defensibility of practice
- Supports challenges to pressure to compromise standards due to cost, time and resource constraints
- External perception and brand image improved by adhering to standards
- Facilitates training design
- Enables quality checks
- Supports commissioning activity

How to Access the standards



- www.bps.org.uk/dop/acswg

Thanks for listening
Any questions?

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