Guidelines and Ethical Considerations for Assessment Center Operations

Proposed 6th Edition

The International Taskforce on Assessment Center Guidelines
The International Task Force on Assessment Center Guidelines

Deborah E. Rupp, Purdue University, USA Chair
Brian J. Hoffman, University of Georgia, USA Co-Chair
David Bischof, Deloitte, South Africa, Co-Chair
William Byham, Development Dimensions International, USA
Lynn Collins, Fenestra, USA
Alyssa Gibbons, Colorado State University, USA
Shinichi Hirose, International University of Japan, Japan
Martin Kleinmann, University of Zurich, Switzerland
Jeffrey D. Kudisch, University of Maryland, USA
Martin Lanik, Pinsight, USA
Duncan J. R. Jackson, Birkbeck, the University of London, UK
Myungjoon Kim, Assesta, South Korea
Filip Lievens, University of Ghent, Belgium
Deon Meiring, University of Pretoria, South Africa
Klaus G. Melchers, Universität Ulm, Germany
Vina G. Pendit, Daya Dimensi, Indonesia
Dan Putka, Human Resources Research Organization, USA
Nigel Povah, Assessment and Development Consultants, UK
Doug Reynolds, Development Dimensions International, USA
Sandra Schlebusch, Lemasa, South Africa
John Scott, APTMetrics, USA
Svetlana Simonenko, Detech, Russia
George Thornton, Colorado State University, USA
Extraordinarily Important Document for our Community

• Guidance to industrial/organizational/work psychologists, organizational consultants, human resource management specialists and generalists, and others who design and conduct assessment centers

• Information to managers deciding whether or not to institute assessment center methods

• Instruction to assessors serving on the staff of an assessment center

• Guidance on the use of technology and navigating multicultural contexts

• Information for relevant legal bodies on what are considered standard professional practices in this area
STANDARDS AND ETHICAL CONSIDERATIONS
FOR ASSESSMENT CENTER OPERATIONS

Task Force on Development of Assessment Center Standards
Joseph L. Moses, Ph.D., Chairman

Albert Alon
Douglas W. Bray, Ph.D.
William C. Byham, Ph.D.
Donald L. Grant, Ph.D.
Lowell W. Hellervik, Ph.D.
James R. Huck, Ph.D.
Cabot L. Jaffee, Ph.D.
Alan I. Kraut, Ph.D.
John H. McConnell
Leonard W. Slivinski, Ph.D.
Thomas E. Standing, Ph.D.
Edwin Yager

Endorsed by Third International Congress on the Assessment Center Method
Quebec, Canada
May, 1975
STANDARDS AND ETHICAL CONSIDERATIONS FOR ASSESSMENT CENTER OPERATIONS

TASK FORCE ON ASSESSMENT CENTER STANDARDS

Endorsed by the VII International Congress of the Assessment Center Method, New Orleans, June 1979
Guidelines and Ethical Considerations for Assessment Center Operations

Task Force on Assessment Center Guidelines

Endorsed by the Seventeenth International Congress on the Assessment Center Method May 17, 1989 Pittsburgh, Pennsylvania Monograph XVI
Guidelines and Ethical Considerations for Assessment Center Operations

International Task Force on Assessment Center Guidelines

Visit www.assessmentcenters.org to download the document.

Endorsed by the 38th International Congress on Assessment Center Methods, May 4, 2000, San Francisco, California, U.S.A.

In 1989, IPMA published the then current Guidelines and Ethical Considerations for Assessment Center Operations. The following document is an update of those guidelines. These guidelines were developed and endorsed by specialists in the use of assessment centers. The guidelines are a statement of the considerations believed to be most important for all users of the assessment center method. For instance, the use of job-related simulations is a core concept when using assessment centers. Job simulation exercises allow individuals to demonstrate their abilities in situations that are important on the job. As stressed in these guidelines, a procedure should not be represented as an assessment center unless it includes at least one, and usually several, job-related simulations that require the assesse to demonstrate a constructed response. Other important areas covered include considerations for assessor selection and training, using “competencies” as the target dimensions, validation issues and issues involving participant rights. If followed, these guidelines should maximize the benefits to be obtained by users of the assessment center method.

—Dennis A. Joiner, Assessment Center Specialist
Guidelines and Ethical Considerations for Assessment Center Operations

International Task Force on Assessment Center Guidelines

This document is an update of several prior editions of guidelines and ethical considerations for assessment center operations dating back to 1975. Each set of guidelines was developed and endorsed by specialists in the research, development, and implementation of assessment centers. The guidelines are a statement of the considerations believed to be most important for all users of the assessment center method. For instance, the use of job-related simulations is a core concept when using the method. Job simulation exercises allow individuals to demonstrate their abilities in situations that are important on the job. As stressed in these guidelines, a procedure should not be represented as an assessment center unless it includes at least one, and usually several, job-related simulations that require the assessee to demonstrate a constructed behavioral response. Other important areas include assessor selection and training, using 'competencies' as dimensions to be assessed, validation, participants' rights, and the incorporation of technology into assessment center programs. The current guidelines discuss a number of considerations in developing and using assessment centers in diverse cultural settings.
Today!

• We, the 6\textsuperscript{th} Edition Taskforce, seek your endorsement of proposed 6\textsuperscript{th} Edition
• The proposed 6\textsuperscript{th} Edition was emailed to all registered delegates 10 days prior to today’s session
• Copy provided within conference materials
Summary of Revisions/Additions

• Use of the term “behavioral construct” throughout as a general term for that which is assessed within an assessment center

• More comprehensive coverage of ACs for different purposes and used to serve different talent management (and strategic management) functions

• Statement added about the importance of incorporating behavioral cues throughout the AC process (exercise design, rating tools, assessor training)
Summary of Revisions/Additions

• New sections:
  – Responsibilities and training of other AC staff (beyond assessors)
  – Technology
  – Ethics, Legal Compliance, and Social Responsibility

• Addition of detail pertaining to
  – Translations/cross-cultural applications
  – Data security and (international) data transfer
  – National AC Guidelines

• Expanded Appendices (Glossary, Relevant Professional Guidelines, Key Sources/Recommended Readings)

• Editing, smoothing, and updating throughout entire document
Comments

• Taskforce member comments
• Congress delegate comments

• Formal request of endorsement from the 38th International Congress on Assessment Center Methods
Thank You!