



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

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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



1975

**STANDARDS AND ETHICAL CONSIDERATIONS
FOR ASSESSMENT CENTER OPERATIONS**

Task Force on Development of Assessment Center Standards
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Endorsed by Third International Congress on the Assessment Center Method
Quebec, Canada
May, 1975



1979

**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

1989

**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



2000

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 28th 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 assessee 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



2009

International Journal of Selection and Assessment

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Guidelines and Ethical Considerations for Assessment Center Operations¹

International Task Force on Assessment Center Guidelines²

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 6th Edition Taskforce, seek your endorsement of proposed 6th Edition
- The proposed 6th 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!

