

# Similarities and Differences among Turkey, International, and Other Country-Specific Assessment Center Standards: An Exploration of Reasons

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# Agenda

- A Chronological History of National Standards
- Brief information about Turkish Standards
- Differences and Similarities among countries
- Highlights
- A General Exploration of the Reasons
- Questions & Suggestions

# Why we are talking about similarities and differences today!

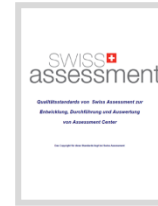


# A Chronological History of National Standards

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1975  
**International AC Standards**  
International Task Force on AC Methods



2007  
**Switzerland AC Standards**  
Switzerland Task Force on AC Methods



1981  
**South Africa AC Standards**  
South Africa Study Group



2013  
**Russia AC Standards**  
Russia Task Force on AC Methods



1992  
**German AC Standards**  
German Task Force on AC Methods



2014  
**British AC Standards**  
British Task Force on AC Methods



2002  
**Indonesia AC Standards**  
Indonesia Task Force on AC Methods

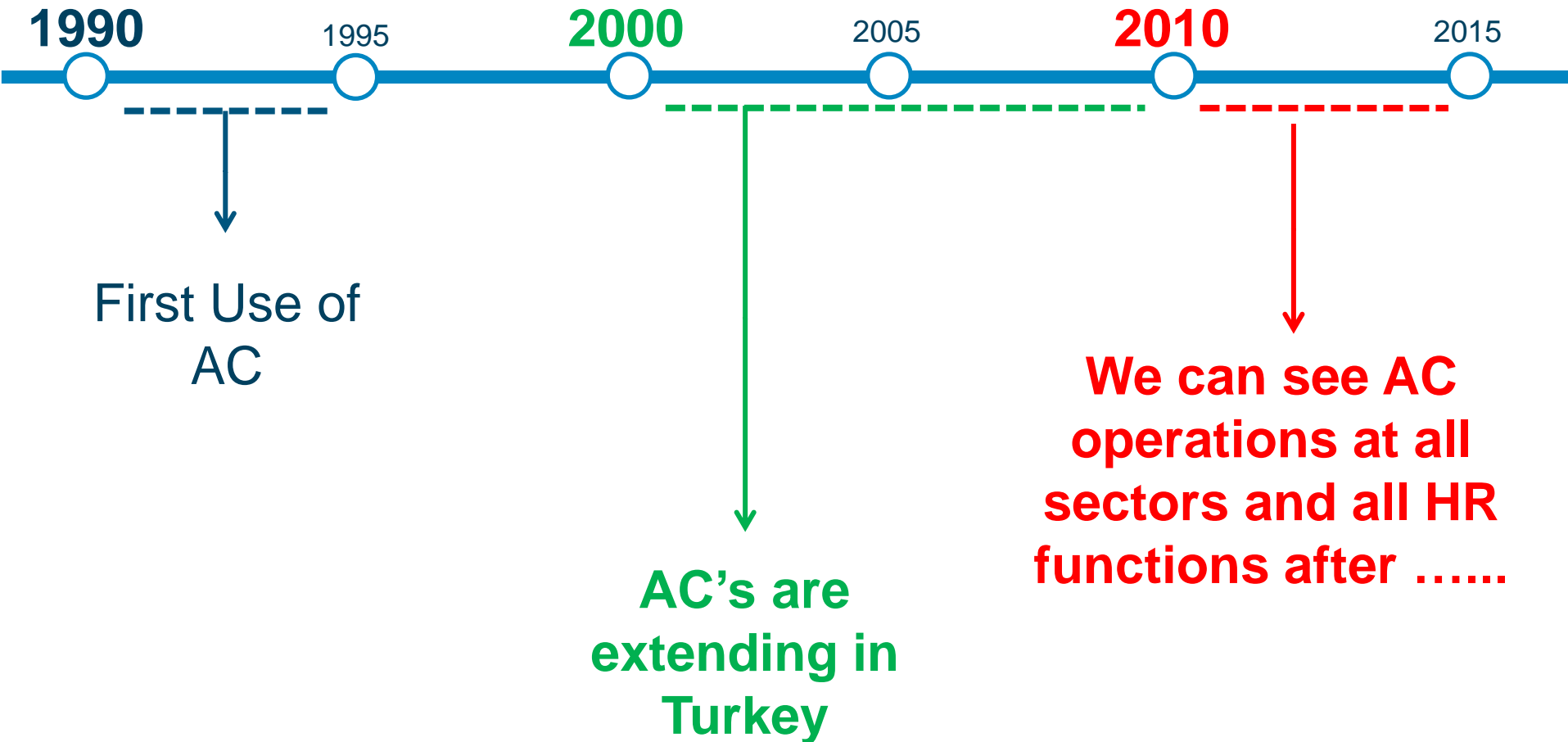


2015  
**Turkish AC Standards**  
Turkish Task Force on AC Methods



# Brief information about Turkish Standards

# Assessment Centers History in Turkey



# Discussions in Turkey...!

- Uncertainty on Assessment Center Definition
- AC Design and Integration Problems
- Test & Inventory Design and Integration Problems
- Logistic Problems in AC's
- Uncertainty on the preparation of AC candidates
- Uncertainty on AC Methodology
- Problems on Vocational Qualifications of Assessors
- Technological Usage Problems in AC's
- Usage of AC Results and Feedback Problems?
- Uncertainty on Rights&Responsibilities of Parties
- Uncertainty on Terms..!



# Turkish Standards

Standard-1	Assessment Center Definition and Usage
Standard-2	AC Design & Integration
Standard-3	Test & Inventory Usage, Design and Adaptation
Standard-4	Preparation before AC and Logistic Operation
Standard-5	Preparation of Candidates
Standard-6	AC Methodology - Essentials
Standard-7	Vocational Qualifications & Certification
Standard-8	Ethical Principles
Standard-9	Technology Usage in AC's
Standard-10	Usage of AC Results and Feedback

# Key Actions for establishing the Standards

- We established a committee, (25 members) representing a wide range of talents and interests from universities, business organizations, consultants, and the psychology profession
- Weekly and Monthly pre-planned Meetings – Subcommittee works
- Studying and comparisons of other countries AC Standards
- Studying and comparisons of International Documents related with personnel selection, testing, assessments etc.
- Receiving advice from other countries' task force members (*Prof. George Thornton, Nigel Povah, Prof. Hennie Kriek*)

# Our Working Methodology

- 1. STEP →** We analysed the index system of all the guidelines and re-structured it with combining them. (So we had more than 30 topics to make content analysis and comparisons)
- 2. STEP →** We decided to focus on 10 standards for our Guideline, so we established 10 subcommittees for these standards.
- 3. STEP →** Every subcommittee focused on the differences and similarities between the other countries' national standards
- 4. STEP →** Every subcommittee presented their suggestions to the main committee by linking them to Turkey's needs.
- 5. STEP →** The Committee accepted, rejected or changed the suggestions, and prepared the final document and presented to PERYON. (*People Management Association of Turkey*).



# Similarities and Differences among Countries

# How will you use the Tables..!

Standard	Sign	Definition
----------	------	------------

1



The Guideline Covers this Topic

2



The Guideline Covers partially this Topic

3



The Guideline doesn't cover this Topic

# Main Topics coverage

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Index	●	●	-	●	●	●
Intented Audience	-	-	●	-	-	●
Purpose	●	●	●	●	●	●
History of Guidelines	●	○	●	●	-	-
Definition of AC	●	-	●	●	●	●
Non-Assessment Center Activities	●	-	●	-	-	●
Assessment Center Purposes (AC & DC)	●	-	●	●	○	●
Assessment Center Policy Document	●	-	-	●	●	-
Assessor Training	●	●	●	●	●	●
Training of Other AC Staff	●	-	●	●	●	●
Validation Issues	●	-	●	●	●	-
Technology	●	-	●	-	●	●
Ethics, Legal Compliance	●	-	●	●	●	●
Cros Cultural Issues	●	-	○	●	●	-
Glossary of Relevant Terms	●	-	●	-	●	●
Key Sources & References	●	-	○	●	-	●

# Essential Elements of an Assessment Center

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Job Analysis before AC	●	●	●	○	●	●
Behavioral Classification	●	○	●	●	●	●
Multiple Assessment Techniques	●	○	●	●	●	●
Competency / AC Component Matrix	●	○	○	●	○	●
Simulations / Exercises	●	●	●	●	●	●
Multiple Assessors	●	●	○	●	○	●
Assessor Training	●	●	●	●	●	●
Recording and Scoring of Behaviors	●	●	●	●	●	●
Data Integration	●	○	●	●	●	●
Standardization	●	○	●	●	●	●

# Preparation for an Assessment Center-1

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Making the decision to use an AC	○	-	●	-	●	●
Job analysis	●	●	●	●	●	●
Identification of competencies	●	○	●	●	●	●
Development and selection of simulations exercises	●	●	●	●	●	●
Types of a simulation	-	-	●	●	●	-
Using psychometric tests in ACs	○	○	●	○	○	●
AC program development	-	-	●	○	●	-



# Preparation for an Assessment Center-2

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Briefing Candidates	●	●	●	●	○	●
Environment	-	○	○	-	●	○
Materials	○	○	○	-	●	○
Stakeholder involvement	○	-	-	-	●	○
Contingency planning	-	-	-	-	●	○
Technical Support	-	-	-	-	●	-
Registering and preparing Participants	-	○	-	-	●	○

# Assessment Center Delivery

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Organization of AC delivery, Facilitation & Management	-	○	○	-	●	○
The Ratio of Participants to Assessors	○	-	○	●	○	-
Observation and Recording of Behaviour	●	●	●	●	●	●
Data Integration	●	○	●	●	●	●
Feedback and Reports	○	●	●	●	●	●

# Issues Related With AC Results

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Feedback to AC participants	○	●	●	●	●	●
Feedback to the customer	○	-	●	-	-	●
Providers of feedback	○	-	○	-	●	○
Mode & Content of feedback	○	○	○	○	●	●
Usage of AC results	○	-	●	-	○	●
Linkage between AC Results and HR Processes	-	○	○	●	○	-
Development Plans	○	○	○	●	-	●
Follow-Up Sessions	○	●	-	●	-	●

# Post-Center Review

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Post-Centre Review	-	-	-	-	●	-
Evaluating the Centre process	○	○	●	●	●	-
Long-term evaluation	○	-	○	●	●	-
Validity estimation procedures	○	-	●	○	-	○

# Training Issues

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Training Content	●	●	●	●	●	●
Training Length	●	●	●	●	●	●
Certification	●	-	-	-	-	●
Recency of Training and Experience	●	-	○	○	○	-
Monitoring of Assessor Performance	●	-	○	○	○	-
Accreditation Association	-	-	-	-	-	●

# Assessment Center Roles-1

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Assessors & Observers	●	●	●	●	●	●
Centre Managers & Facilitators	●	-	●	●	●	●
Centre Administrators	●	-	●	●	●	●
Role-players	●	-	●	●	●	●
Centre Designers	-	-	●	-	●	●
Exercise Designers	-	-	●	-	-	-
Feedback Generation Meeting Chair	-	-	-	-	●	-
Exercise facilitators	○	-	-	-	●	-

# Assessment Center Roles-2

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Organizational Decision Makers	○	-	-	-	-	-
Those who communicate information about the assessment center program	○	-	-	-	-	-
Persons who administer instructions to assessees	○	-	-	-	-	-
Test administrators	○	-	-	-	-	-
Persons who tabulate and report assessment center results	○	-	-	-	-	-
Persons who write reports	○	-	-	-	-	-
Coaches and other persons who are responsible for delivering feedback	○	-	-	-	-	-
Other assistants and administrative support staff	○	-	-	-	-	-

# Legal Issues

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Legal Issues	●	-	-	○	●	-
Equality and Diversity	○	-	-	-	●	-
Disability	-	-	-	-	●	●
Data Protection	●	●	-	-	●	●
Selection for Redundancy	-	-	-	-	●	○
AC materials and rules of their storage	○	-	●	-	●	●



# Ethical Issues

Standard or Issue	International	German	Russian	South Africa	United Kingdom	Turkey
Informed Participation	●	○	●	●	●	●
Assesse / Participant Rights	●	○	●	●	●	-
Assesse / Participant Responsibilities	-	-	●	-	-	-
Copyrights and Intellectual Property	●	-	-	-	-	○
Data Protection	●	-	-	-	●	●
Compliance with Relevant Employment Laws and Regulations	●	-	-	-	○	-
Ethical Responsibilities of Assessors	-	-	-	-	-	●
Ethical Responsibilities of Participants	-	-	-	-	-	●
Ethical Responsibilities of Service Provider	-	-	-	-	-	●
Ethical Responsibilities of Decision Makers	-	-	-	-	-	●

**What do you think about this  
comparison?**

What is your first feelings and thoughts?



# HIGHLIGHTS

# Some Differences on Numbers! (1)

Assessors & Trainings	International	German	Russian	South Africa	United Kingdom	Turkey
Ratio of Assesseees to Assessors (AC)	several variables	-	2	2	2	2
Maximum Participant Number for Assessor In each simulation exercise	-	-	3	-	-	-
Minimum Qualification for Assessor	-	-	-	masters degree in behavioural science	-	-
Training Lenght (minimum)	difficult to specify	-	-	4 days	2 days	-
The time between assessor training and initial service	6 months	-	1 year	1 year	2 months	-
Minimum Assessor Number in each Exercise	-	2	2	-	-	-

# Some Differences on Numbers! (2)

Competencies / Dimensions / Simulations	International	German	Russian	South Africa	United Kingdom	Turkey
Maximum Competency Number in AC	-	-	-	10	-	-
Minimum Simulation Number in AC	-	3	-	2	-	2
Maximum Competency/Dimension Number in each Exercise	-	5	5	5 - 7	-	4 - 6
Each Dimension has to be assessed in...	-	-	-	-	2 Exercise	2 Exercise
Minimum participant Number, for Group exercises	-	-	3	-	-	-

# Some Differences on Numbers! (3)

Other Issues	International	German	Russian	South Africa	United Kingdom	Turkey
Feedback Time	immediately	immediately	-	immediately	in 2 weeks	immediately
Use of Data	2 years	-	2 years	-	-	2 years
Validation Period	-	2-5 years	-	-	2 years	-
AC major revision period	-	-	-	-	3-5 years	-
Timing for Informing the Participant	-	-	-	-	2-3 weeks before	2 weeks before
Maximum Written Report Delivery Time	-	-	-	-	-	5 days
Revision Period of Guideline	-	-	-	-	-	2 years

# Some Differences on Turkish Standards! (1)

- Association for Training Accreditation



- Ethical Responsibilities of Assessors & Participants & Service Provider & Decision Makers
- Testing Standards
  - Translation of «International Test Commission Test Adaptation Guideline»

# Some Differences on Turkish Standards! (2)

- Management of Task Force and Membership
  - Membership Issues
  - Leaving from the Group
  - Management of the Group
  - Advisory Board for Accreditations
- Revision of Guideline
  - Identifying the needs for Revision
  - Methodology of Revision Process



What reasons do you believe countries may want to write guidelines/standards for an individual country?



# General Explorations of the Reasons

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- Country Cultural
- Legal Issues
- Academic Development & Research capabilities – (*lack of I-O Psychology divisions, etc.*)
- Organizational culture
- Talent management objectives (*Prediction Focus & Development Focus*)
- History of testing and assessment in the country and company,
- The origin of the AC coming from other countries.
- Best Practice sharing opportunities



# Suggestions & Questions

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## What are the advantages and disadvantages of....

- To have a common “Global AC Standards” at least for some of the topics (Definition, AC properties, job analysis etc.)
- To have a common “Index System” for the Guidelines.
- To establish a “Global task force”, which will be composed from the representatives of “Different National Task Forces” to work on the common global standards

# Suggestions & Questions

## What are the advantages and disadvantages of....

- To strive for legal enforcement to use some of these standards into the law. (not all).
- To strive for standardization of the competency / behavioural dimension definitions.
- To strive to establish a global competency-dimension framework

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# Thank you for Listening 😊

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