

Setting a standard for assessing people in work and organizational settings

1

ISO 10667 (PC 230)

**BRIEFING BY
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International
Organization for
Standardization

The aim of the ISO PC230 project was to develop an assessment service delivery standard

2

**ITS FOCUS IS ON ASSESSMENT IN WORK AND
ORGANIZATIONAL SETTINGS**

**IT IS INTENDED TO COMPLEMENT THE
WORK ALREADY DONE NATIONALLY AND
INTERNATIONALLY**



Evolution of the ISO Project

3

- DIN 33430 was developed in Germany and is being used as the basis for test and user certification there.
- DIN proposed that an ISO standard based on this could be developed.
- ISO member nations voted in May 2006 to do so.
- Project Committee (PC230) set up and had first meeting in Berlin in March 2007
- Drafting group set up: L Hornke (Germany), D Bartram (UK), M. Born (Netherlands), G Harris (USA), & A. Sjoberg (Sweden)

Chronology of PC230 meetings

4

- **Initial meeting:**
 - Berlin, March 2007
- **Subsequent meetings:**
 - Vienna, October 2007.
 - Madrid, March 2008
 - Washington, October 2008
 - Oslo, March 2009
 - London, December 2009
- **Public consultation May-August 2010**
- **Final meeting planned for**
 - Berlin, December 2010
- **Between meetings of PC230 there were meetings of the drafting committee and the various national TAGs or shadow committees.**

Function of the standard

5

- It relates to the delivery of assessments used at the individual, group, and 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.

Other stakeholders

6

- In addition to service provider, clients and assessment-participants, stakeholders may include:
 - The end users: People who make ultimate use of the information collected during the assessment. This can include those making hiring decisions, such as line managers.
 - Other intermediaries or indirect users: e.g.
 - Policy makers (HR, Unions, external policy etc)
 - Internal organizational contractors (e.g. HR department assessors)
 - External contractors (e.g. assessment consultancy)
 - Those given delegated authority to carry out some assessment role or function (e.g. a test administrator)
 - Distributors of assessment procedures
 - Developers of assessment procedures

Covers instruments and procedures for

7

- **Assessing people for:**
 - Individual level assessment (e.g. Interviews, career guidance, . . . Selection, succession planning)
 - Group level assessment (e.g. Team climate, performance assessment. . .)
 - Organizational level assessment (e.g. Employee satisfaction, culture change, engagement . . .)
- **The standard covers the delivery of assessments that occur across the employment life cycle:**
 - Recruitment and selection; career/vocational guidance. . .
Personal development; succession planning; outplacement;
etc.

Organization

8

- **The standard is presented in two parts:**
 1. Requirements for Service Providers
 2. Requirements for the Client
- **Each part contains 6 sections or ‘clauses’:**
 1. Scope
 2. Terms and definitions
 3. Principles
 4. Pre-assessment procedures
 5. Assessment delivery
 6. Post-assessment review

'Clauses' 4, 5 and 6:

9

4) Pre-assessment procedures:

- 1) Identification of assessment needs
- 2) Specifications of the assessment services agreement

5) Assessment delivery:

- 1) Planning the assessment
- 2) Informing assessment-participants
- 3) Conducting the assessment
- 4) Interpreting the results
- 5) Preparing and providing reports
- 6) Specifying and providing feedback
- 7) Evaluating the assessment

6) Post-assessment review

ISO 10667 Scope

10

- **The standard**
 - Part 1: 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.
 - Part 2: 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.

What is not in the standard

11

- 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 project 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

Examples of some other standards and guidelines

12

- **National – some examples**

- Germany [DIN33430 based procedures]
- UK [BPS Test user qualification and test registration/review]
- USA [NCME/AERA/APA Standards and documents]
- Norway [Similar to UK, but using ISO standards to quality assure test certification and user certification]
- Finland – separate qualifications for psychologists and non-psychologists

- **International**

- ITC Guidelines (Test Use, CBT, Adaptation)
- EFPA (Test Review criteria; Test User standard)
- EAWOP/EFPA (Occupational Assessment standard)
- EAPA Guidelines for the Assessment Process (GAP)



These focus of many of
the above is on test use in work and organizational settings.
The ISO standard is broader in scope

13

Assessment in work and organizational settings

Define Requirements

Job analysis
Competency
profiling

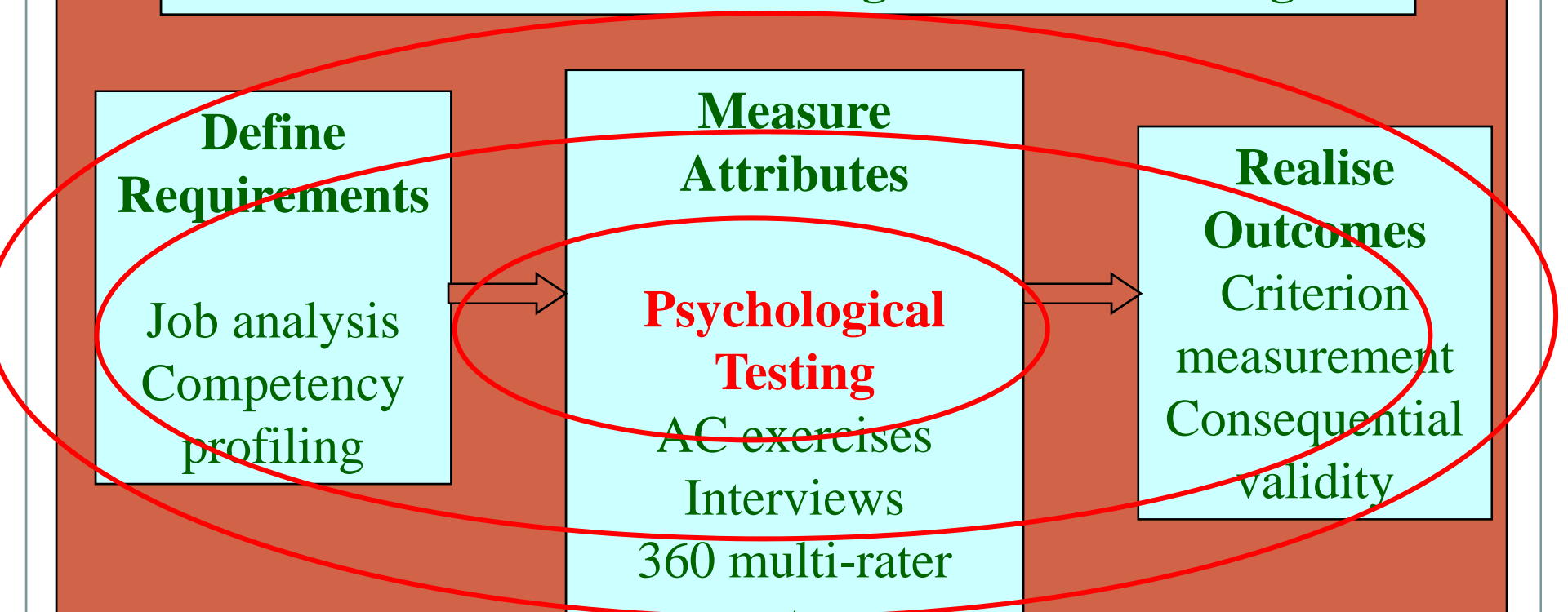
Measure Attributes

Psychological Testing

AC exercises
Interviews
360 multi-rater
etc

Realise Outcomes

Criterion
measurement
Consequential
validity



Why ITC/EFPA/BPS et al focus on Testing?

14

- Tests are a special case and differ from all other w/o assessment methods in being more or less restricted in terms of supply to qualified or certified individuals:
 - By law
 - By professional associations
 - By suppliers
- It is important that the standards governing supply are set and controlled by the psychology profession.
- National variations in conditions of supply can be accommodated through the principle of subsidiarity
- The ISO standard does not address the detail of what the criteria for such qualifications need to be nor will it define a certification procedure.

Questions:

15

1. What are the key potential benefits of an ISO approach to psychological assessment and what are the possible downsides?
2. How do you see it relating to other existing standards and guidelines?
3. What are the pros and cons of having focused on a service delivery standard – rather than a personnel or product standard?
4. How important is ISO certification based on this standard? Do you see this developing in your country?