

## Showcasing papers from EAWOP 2022

13 January 2022

| Time        | Paper (including Q&A)   | Presenters   | Overview of paper  |
|-------------|---|--|--|
| 9:30-9:35   | Welcome and overview  | Phil Wilson<br><i>Cabinet Office</i>   |  |
| 9:35-10:00  | Guidelines on the Design & Delivery of Virtual Assessment Centres   | Helen Baron,<br>Natalie Dowell, Max Choi, Charlie Eyre<br><i>Assessment Centre Standards Working Group</i> | Drawing on research and insights of experienced practitioners, the Standards for the Design and Delivery of Assessment Centres (British Psychological Society, 2015) has been widely used as a means of supporting practitioners in the field. Its primary focus was the face-to-face delivery of assessment centres and the needs of practitioners switching to full virtual delivery, with the onset of the Covid pandemic, prompted work on further guidance. The presenters drew together key themes through their own experience of transferring online assessment centres to online format, and also through consultation with practitioners across the UK with recent experience in this area. The broad themes around which the guidelines are structured relate to design issues, technical issues, exercises, assessors, participants, validity and fairness. The paper provides an overview of the new guidelines, and how they can be used by practitioners. |
| 10:00-10:25 | Responding to the Pandemic - Delivering Virtual Assessment  | Sonia Pawson, Phil Wilson, Natalia Thomas<br><i>Cabinet Office</i>   | This paper outlines the transition from a face-to-face graduate Assessment Centre and Final Selection Board, in a public sector context, to a virtual delivery format - driven, above all, by Covid-19 restrictions. The case study provides an example of a successful transition of a volume assessment centre process to online delivery, capturing its development and features. Candidate reaction and diversity outcomes are set out, with future assessment plans highlighted.  |
| 10:25-10:50 | Adapting assessment centres for virtual delivery – experience and best practice<br>Improving consistency in assessor scoring for an online assessment process | Matthew Humphries and Hanna Armstrong<br><i>College of Policing</i>  | An initial assessor package was put in place to support roll out of the online assessment process implemented in reaction to Covid-19. Once the process was live evidence was collated which identified opportunities to enhance consistency in assessor performance and overall reliability of the assessment process. The evidence base consisted of an inter-rater reliability study, speaking to psychologists, quality assurance team and assessors to identify areas to develop. Online training solutions were implemented to help develop assessor consistency and competence.   |

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| <b>10:50-11:05</b> | BREAK  |   |   |
| <b>11:05-11:30</b> | Assessing Personality Accurately:<br>Overcoming Social Desirability              | Alan Howard, Director,<br>Max Choi, Director,<br>Johnny Mitchell, Director<br><i>Mosaic Assessments Ltd.</i>  | Personality is currently assessed by self-report questionnaires which suffers from candidates massaging their responses and people having blind spots. Therefore, we researched and developed a method that assesses personality directly through on-line tasks which overcomes these issues. This is based on Cattell's T-Data approach. For completeness there is a short personality questionnaire as that tells us what the person thinks they are like, whereas the task informs us of what they are really like. So, achieving accurate personality assessment.<br><br>Mosaic won the Psychometrics Forum 2021 Excellence in Psychometrics Award  |
| <b>11:30-11:55</b> | A Multifaceted Approach to Evaluating Subgroup Differences in Assessment Centres | Duncan Jackson, <i>King's Business School</i><br>George Michaelides, <i>Norwich Business School</i><br>Sonia Pawson, Phil Wilson<br><i>Cabinet Office</i> | Subgroup differences in assessment centres (ACs) have traditionally been evaluated using difference statistics applied to raw data (e.g., Cohen's <i>d</i> ). Meta-analytic findings based on this methodology have suggested concerning results, with Black-White differences estimated at over half a standard deviation. By applying an alternative, mixed-model perspective that controlled for the AC measurement model and for multiple predictors of subgroup difference, we found that traditional difference statistics substantially overestimated the magnitude of subgroup differences. We demonstrate a more sophisticated approach to estimating subgroup differences in ACs that can help to advance our understanding of the nature of this phenomenon in the human resource selection literature.  |
| <b>11:55-12:20</b> | Strengths-Based Video Interviews:<br>Assessment Research                         | Lucy Decker<br><i>Ministry of Justice</i>   | Strengths-based interviews and the associated assessor training was developed in the context of face-to-face interactions within the Civil Service. The use of video interviews compared to in-person interviews has risen faster than expected due to the recent global Covid-19 pandemic. A qualitative approach was taken to explore candidate and assessor perceptions of video interviews within a specific public sector assessment process. Quantitative analysis was used to consider a proposed relationship between candidates' Extraversion and Expressivity and their Strength scores, due to a potential impact on their visible signs of engagement. Lastly, a series of live interview observations was also conducted to consider the presence of technical, setting or environmental issues during the video interviews. An overview of the research approach and outcomes will be outlined. |

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| <b>12:20-12:45</b> | Using Q Methodology to explore organisational culture | Ashleigh Bennett<br><i>Ministry of Justice</i><br><i>The Open University</i> | This presentation will examine the use of Q methodology in conducting research on organisational culture and relate this to a case study within a policing context. It will outline what Q methodology is, how it can be utilised, and the benefits that can be realised when conducting research within organisations. It will demonstrate that Q methodology is a versatile tool that can be used by both academics and practitioners to investigate social phenomena, such as organisational culture. |
| <b>12:45-13:00</b> | FINAL THOUGHTS/QUESTIONS/CLOSE                        |  |  |