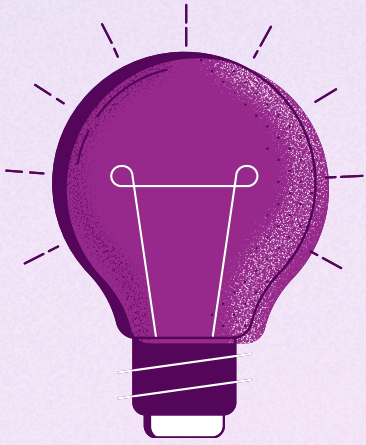


WHY SHOULD PSYCHOMETRIC TESTS BE USED IN RECRUITMENT?

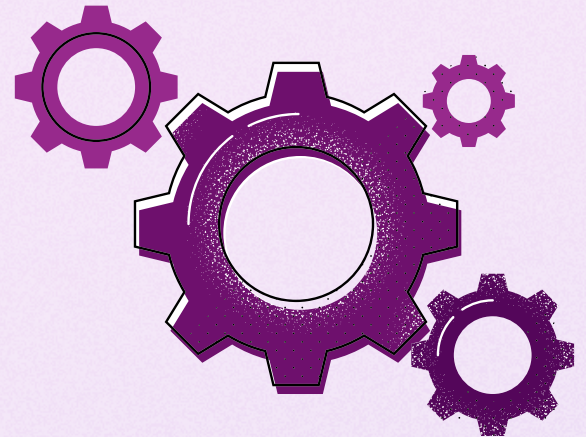


Objective

Psychometric tests provide a more objective assessment of a person's abilities and other characteristics, by quantifying psychological constructs and not relying solely on individual judgement.

Standardised

Psychometric tests are a standardised form of measurement and therefore ensure that the recruitment process is the same for all candidates.



Predictive

Using predictive validity studies, psychometric assessments can provide insight into how a candidate is likely to behave in the role. This helps to ensure that the most suitable person is employed.

HOW TO CHOOSE THE RIGHT PSYCHOMETRIC TEST IN RECRUITMENT

1

Establish the requirements of the role

Using this information, decide which characteristics are most important to the job role and how these should be assessed.

For example, would you want to measure someone's organisational skills with an ability test, personality assessment or using a CV?

Conduct a job analysis and refer to the **job description** and **person specification** to ensure you understand the role and therefore the requirements of the candidates.

2

Identify what needs to be measured

If you choose to use a psychometric assessment, you should only select one that has a sufficient level of **reliability** and **validity**.

You should also consider other practical issues, such as the availability of norm groups and the mode of delivery.

3

Check the reliability and validity

REMEMBER:

Psychometric assessments should not be used as the sole basis for any employment decisions.

ABILITY TESTS

Ability tests are the most common form of occupational testing. They are designed to measure an individual's cognitive ability by assessing what they are currently capable of doing, not just what they have learnt.

VERBAL

Which word would be best to replace the word cheerful?

She was a very cheerful person.

- a) Happy
- b) Emotions
- c) Optimism
- d) Miserable



NUMERICAL

The company has 10 full time admin staff, 2 part time receptionists, 25 full time consultants and 3 managers.

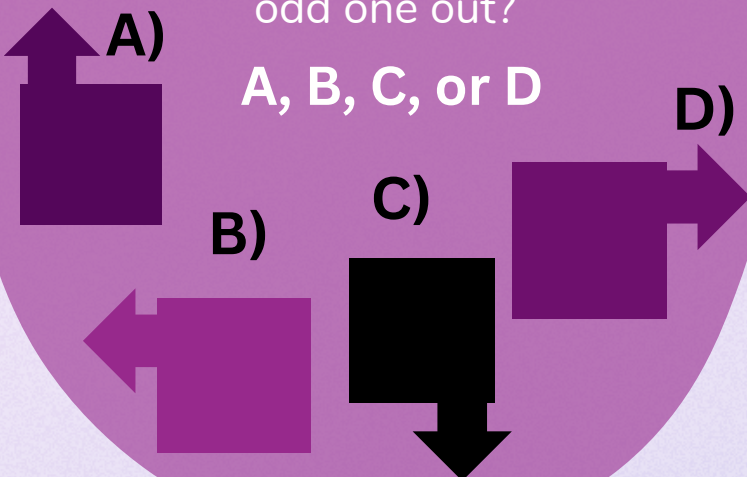
Excluding the management team, how many full-time members of staff are there?



ABSTRACT

Which of these shapes is the odd one out?

A, B, C, or D



WHAT ARE PERSONALITY TRAITS?

Personality traits are common underlying characteristics that can explain the behaviours we see people showing. It is these traits which define our personalities and make us unique.



Each personality trait can be possessed to a greater or lesser extent. They can be regarded as forming a continuum from low to high.

LOW ←————→ **HIGH**

One of the most popular and widely used set of personality traits is the **Big Five** model. The Big Five traits are:



EXTROVERSION

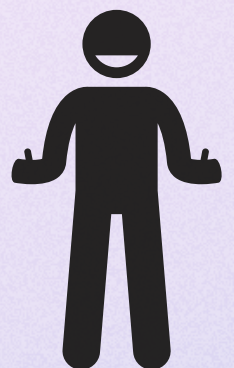


EMOTIONAL STABILITY / NEUROTICISM



CONSCIENTIOUSNESS

AGREEABLENESS



OPENNESS TO EXPERIENCE



psysoft
realising *your* potential

THE IMPORTANCE OF RELIABILITY AND VALIDITY

Reliability

THE EXTENT TO WHICH THE TOOL PROVIDES ACCURATE AND CONSISTENT RESULTS



Reliability allows us to quantify the accuracy of the test by indicating the degree to which a person's actual test score is a result of their 'true score', and how much it is due to 'error'.

It is important to recognise the degree of error inherent in any psychological measurement so that you can treat the results in accordance to their accuracy and not over-interpret test scores.

Validity

THE EXTENT TO WHICH THE TOOL MEASURES WHAT IT IS DESIGNED TO MEASURE

Validity confirms that a test is measuring the constructs that it claims to measure. This ensures that the test is suitable for the purpose or context in which it is being used.

This means that validity needs to be established each time a test is used for a new purpose.



It is important to note that a test cannot be valid without being reliable, although it is possible to be reliable and not valid.

USING PSYCHOMETRIC TESTS FOR EMPLOYEE DEVELOPMENT

5. Follow up on their progress

Reinforce development goals and establish next steps.

4. Set development goals

Set development goals that are both meaningful and relevant to the employee's role.

3. Provide feedback on their results

Establish expectations and provide feedback based on areas of strength and areas for development.

2. Ask employee to complete assessment

Clarify that the assessment is for development purposes only and explain how their results will be used.

1. Select an appropriate test

What area of development would the employee or organisation like to focus on?

**START
HERE**

WHAT IS EMOTIONAL INTELLIGENCE?

The EQ-i 2.0 model of emotional intelligence defines EI as a **set of emotional and social skills that collectively establish how well we:**

- Perceive and express ourselves
- Develop and maintain relationships
- Cope with challenges
- Use emotional information in an effective and meaningful way



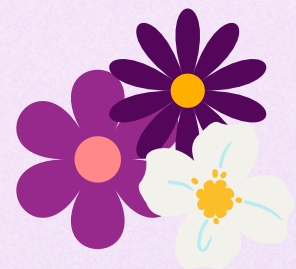
According to research, emotional intelligence has been associated with:



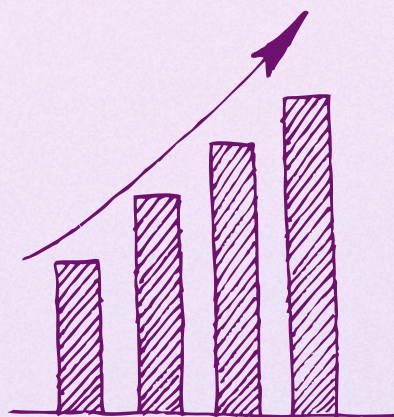
Job performance



Leadership



Wellbeing



Importantly, individuals can develop and build on their emotional intelligence across time.

“

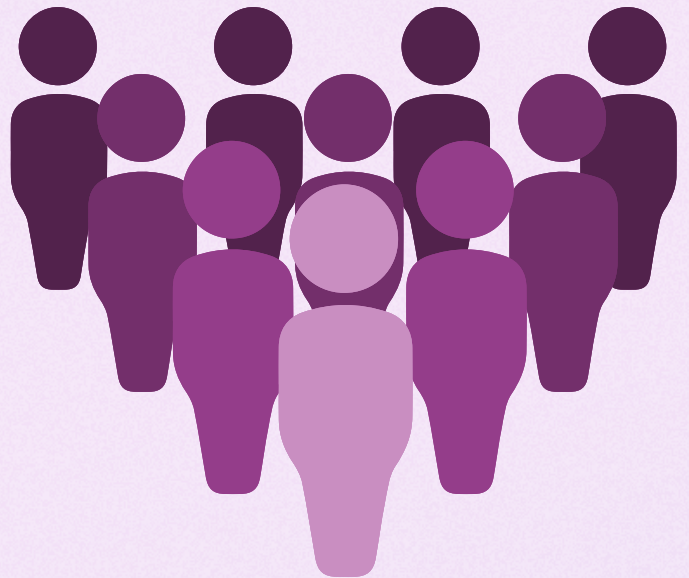
It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head – it is the unique intersection of both. **David Caruso**

”

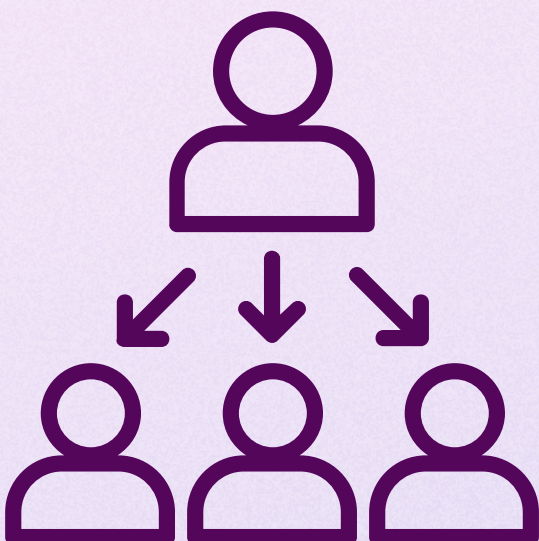
WHAT ARE NORM GROUPS AND WHY ARE THEY IMPORTANT?

In psychometric testing, an individual's score is often compared to a group of people who have previously taken the test (also known as a **norm group**).

This is important because it provides an indication of how someone is functioning in relation to the rest of the population, helping you to interpret the test results.



You must always aim to select the **most representative** norm group.



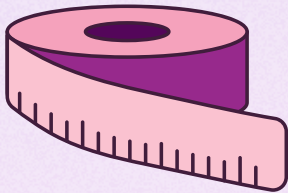
For example, a recent graduate may be compared to other graduates who have taken the assessment.

Whereas, a leader of a team may be compared to other professionals and managers who have previously taken the assessment.

WHAT IS A PSYCHOMETRIC TEST?

The term "psychometric" is derived from two words:

- "**Psycho**" relating to the mind
- "**Metric**" meaning measurement.



The **British Psychological Society (BPS)** defines a psychometric test as:



An assessment procedure designed to provide objective measures of one or more psychological characteristics.



Psychometric tests include:

- **Ability:** used to measure an individual's cognitive ability by assessing what they are currently capable of doing.
- **Attainment:** used to assess learned knowledge or acquired skills.
- **Aptitude:** used to measure the mental abilities that affect the likelihood of someone acquiring skills for a specific job.
- **Personality:** used to measure someone's typical behaviour and preferences.



TYPES OF VALIDITY

In judging a test's validity, it is common for users to look to a number of sources for evidence before making an overall judgement. Let's look at some examples...

Face Validity

Face validity is the extent to which the test taker perceives the test to be measuring something relevant to the purpose of assessment. This is important because it affects the test taker's motivation to complete the test.



Criterion Validity

Criterion validity is the link between test scores and external criteria such as performance measures. It is thought to be one of the most important types of validity.

Construct Validity

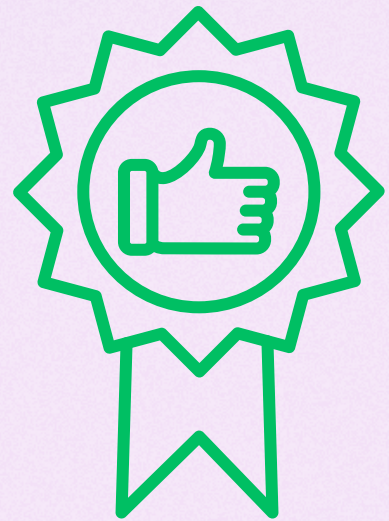
Construct validity uses statistical evidence to determine the extent the test measures what it claims to. This can be done by observing the correlation between the scores on one test and scores on another. If the correlation between scores on two tests is high, it can be assumed that they measure similar constructs.



PSYCHOMETRIC TESTING POLICY

To ensure that all members of the organisation adhere to the principles of best practice, it is useful to have a **psychometric testing policy**.

By making the guidelines clear, it is easier for all employees to conduct testing in the same way following the principles of **best practice**. It also means that all test-takers will be treated equally.



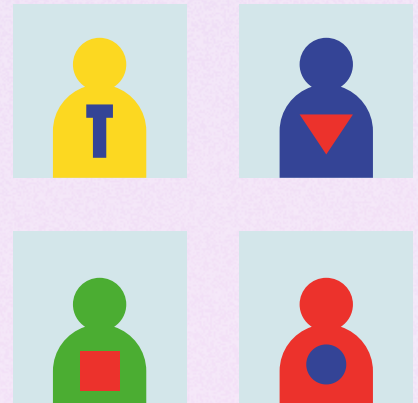
Here are the key areas to cover within a psychometric testing policy:

- 1) MISSION STATEMENT
- 2) RESPONSIBILITIES FOR TESTING STANDARDS
- 3) WHEN TESTS ARE USED
- 4) HOW TESTS ARE CHOSEN
- 5) COMMITMENT TO EQUAL OPPORTUNITIES
- 6) HOW TEST SCORES WILL BE USED
- 7) CONFIDENTIALITY & STORAGE OF RESULTS
- 8) RESPONSIBILITY TO TEST TAKERS
- 9) MONITORING OF TESTING
- 10) COPYRIGHT IMPLICATIONS STATEMENT



WHAT ARE PERSONALITY TYPES?

Type theories are based on the idea that people can be categorised into personality types that are different from each other.



Type theory of personality is one of the most dominant and popularised theories in the 21st century and gives researchers and assessors a systematic framework which can underpin assessments.

The most successful classification appears to derive from **Carl Jung's** theory of personality types.

He developed a theory which included introverted and extraverted attitudes, and these were subdivided into those with preferences for **sensing, intuition, thinking** and **feeling**.

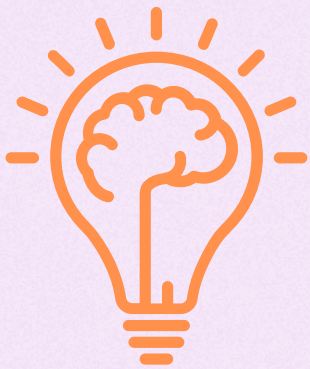


USING PERSONALITY ASSESSMENTS IN RECRUITMENT

Hiring someone new can cost a company large amounts of time, money and resources. Therefore, it is important they use all the information they can to get it right.



Personality assessments can be used in a selection context to:



- Understand the individual's motivations
- See if they fit the organisational and team culture
- Predict future competencies in the role
- Predict any potential concerns
- Support diversity and inclusion practices

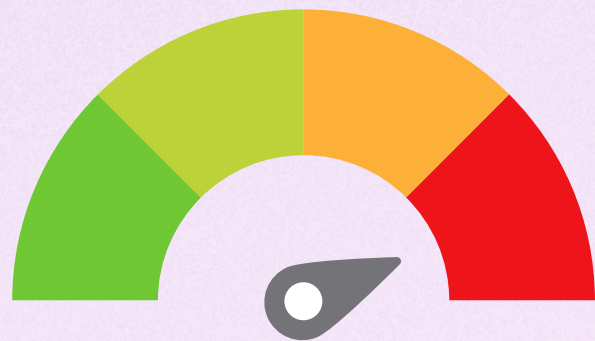
ETHICAL CONSIDERATIONS:

- Personality assessments should never be used as the sole reason for a hiring decision, instead they should be used in conjunction with other assessment methods.
- There is no "good" or "bad" personality, some personalities may be more useful in certain roles than others.
- Personality assessments measure preference, not ability.
- Candidates should always be offered feedback based on their personality assessment results.

TYPES OF BIAS IN RECRUITMENT

Rating scales are a popular tool for assessing multiple candidates in a selection process.

They allow the assessors to rate each candidate based on pre-selected competencies.



However, there are a number of potential sources of bias that can occur when using a rating scale during interviews and assessments.

Here are some examples:

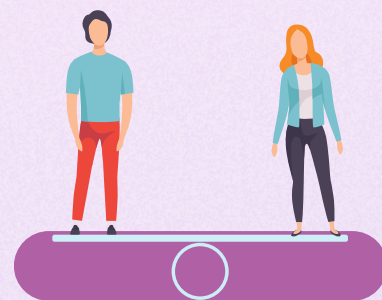
THE HALO EFFECT



Rating a candidate highly on one competency because they rated highly on other competencies

CONTRAST EFFECT

Rating candidates against each other rather than against the competency



LENIENCY BIAS

Rating all of the candidates highly, regardless of how well they performed in the assessments and exercises

RECENCY BIAS

Rating candidates based on their most recent events and ignoring their previous performance



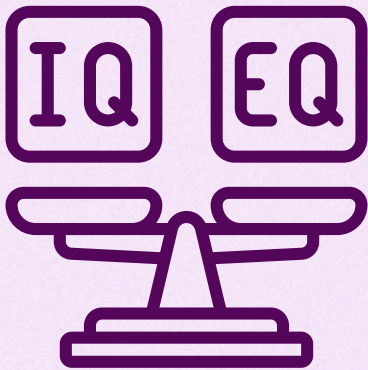
EQ VS IQ

EMOTIONAL QUOTIENT (EQ):

A measure of how well we perceive, understand, use and manage our emotions.

INTELLIGENCE QUOTIENT (IQ):

A measure of our cognitive intelligence and mental abilities.



Emotional intelligence and IQ are **not** highly correlated.

This means there is no evidence to suggest that if IQ is high then emotional intelligence will be high or inversely, if IQ is low emotional intelligence will be low.

According to Daniel Goleman, **two out of three** abilities required for effective job performance are accounted for by emotional competencies, rather than academic competencies.



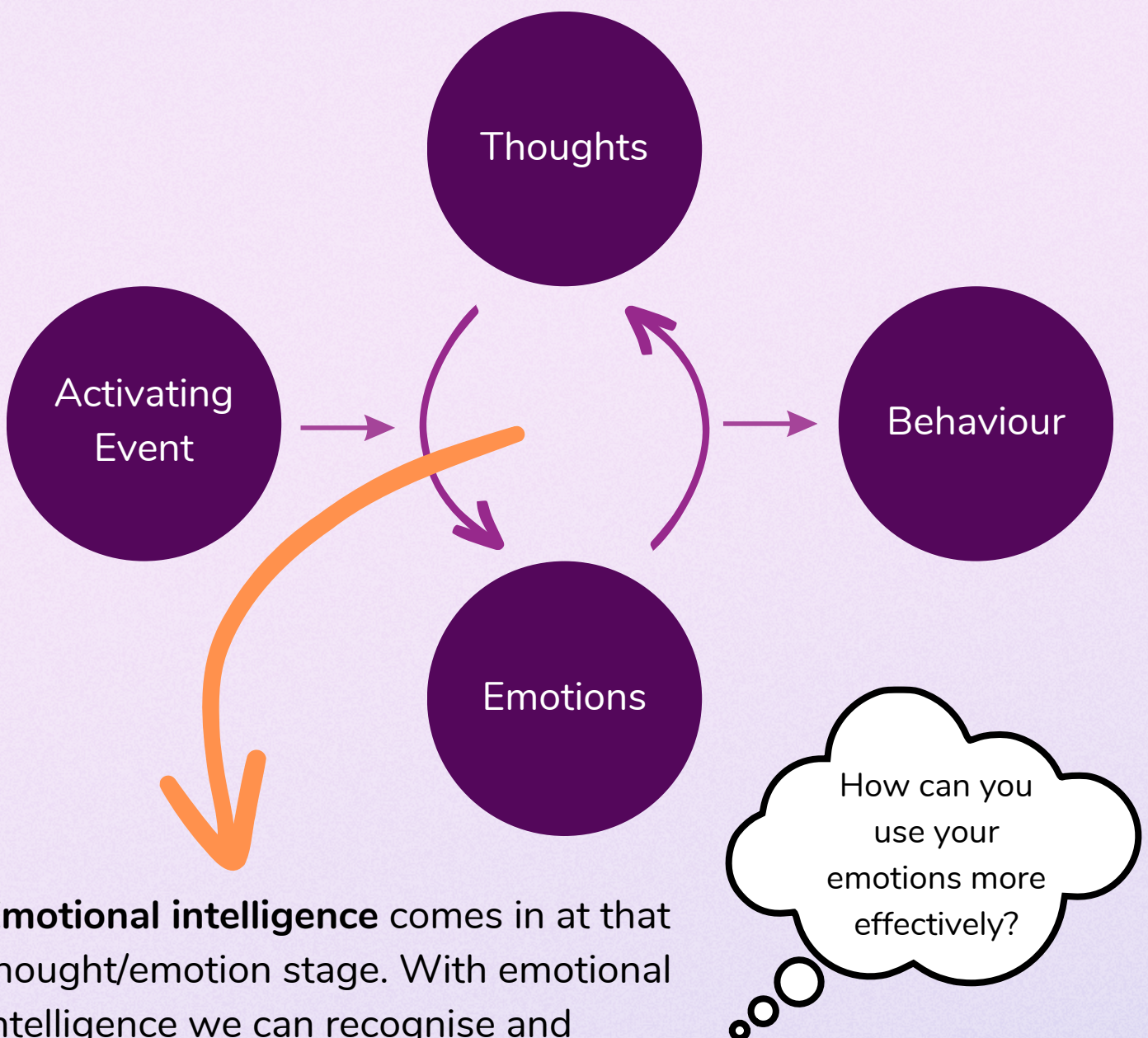
Emotional intelligence can be **developed** and tends to increase with age whereas, IQ tends to be fixed.

WHAT ARE EMOTIONS?

The Oxford English dictionary defines an **emotion** as:

"a strong feeling deriving from one's circumstances, mood, or relationships with others."

Ultimately, we produce thoughts and emotions as a response to an event. Our thoughts and emotions then feed in to each other, which will then impact our behaviour.

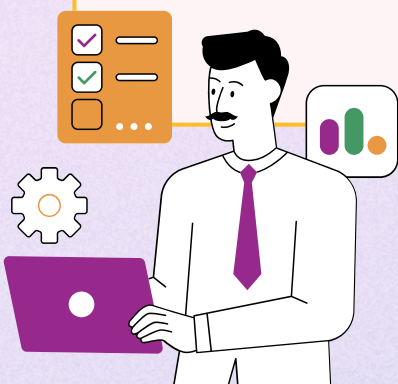


Emotional intelligence comes in at that thought/emotion stage. With emotional intelligence we can recognise and understand our emotions and use them more effectively, which then results in more effective behaviour.

TEST ADMINISTRATION

When planning a test session using internet-based testing, the appropriate 'mode' of administration needs to be considered.

Testing Condition	Description
Open Administration	Tests are freely accessed over the internet with no requirement to identify the test-taker. They are completed without supervision.
Controlled Administration	No supervision is required, but test-takers are required to register before completing the tests.
Supervised Administration	Test-takers must register and confirm their identity. Supervisors confirm tests are completed appropriately.
Managed Administration	Administrator provides control over testing environment, introduces and administers the test, and is on hand to provide support if needed.



360-DEGREE FEEDBACK

What is 360° feedback?



360 degree feedback or 'multi-rater' feedback, is a process in which an individual receives feedback gathered from people that know them; for example, their colleagues, direct reports, or their manager. The individual also provides a self-evaluation.

What are the benefits of 360° feedback?



- Provides a well-rounded view of the individual's strengths and development areas by gaining insight from different perspectives



- Increases an individual's self-awareness by highlighting any developmental 'blind spots'



- Identifies areas that need additional support or guidance



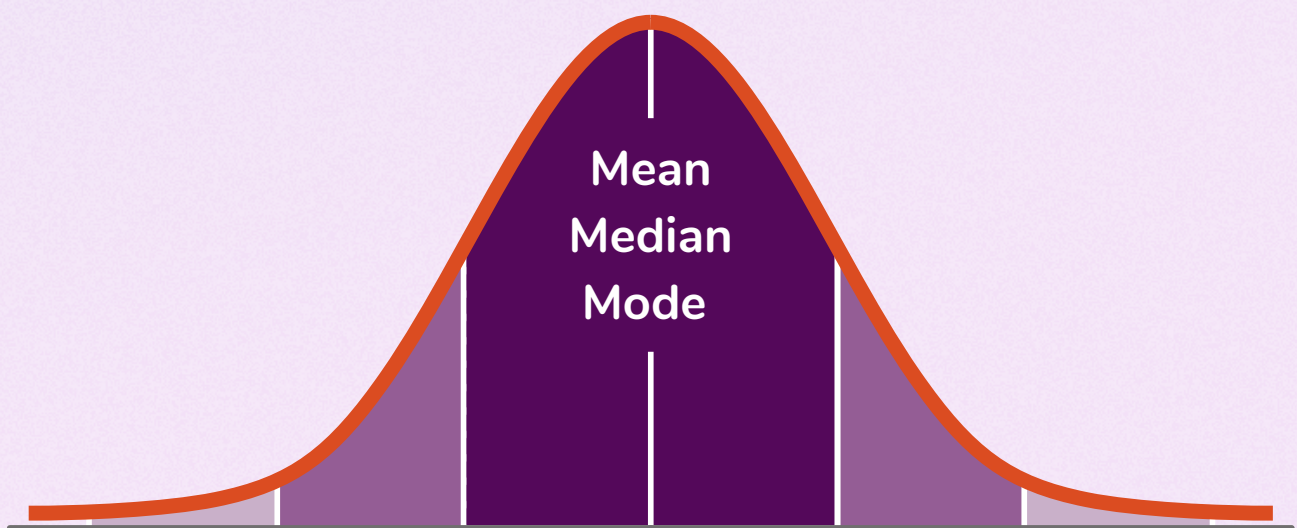
- Highlights differences or similarities in the way individuals behave towards different groups of people



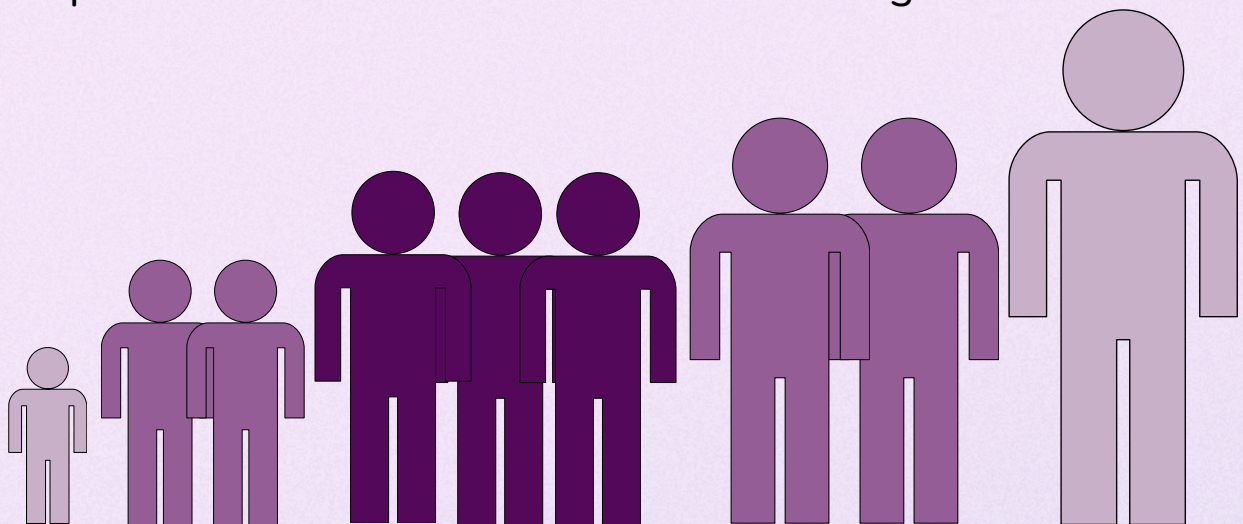
- Promotes open and honest communication

NORMAL DISTRIBUTION

Also known as the “bell curve” due to its shape, normal distribution reflects the tendency for observations (or scores) to cluster around the mid-point and fall off towards the ends or “tails” of the distribution.



An example that follows normal distribution is height...



In the general population, we would expect the majority of individuals to be average height (observations would fall in the mid-point), and fewer individuals to either be very short, or very tall (observations would fall towards the tail ends).

In psychometrics, normal distribution helps us to know how many people are likely to have scored higher or lower than a given test score.