

# The Keil Centre

## Supporting Diversity & Inclusion in Leadership Selection using Psychometric Testing

*The Keil Centre Psychologists strongly believe that psychometric assessment of candidates, when conducted thoughtfully and correctly by trained professionals, can and should play an important part in supporting diversity in recruitment.*

Historically, the introduction of psychometric assessment as part of recruitment and selection activity was, in part, a direct consequence of the need to reduce the potential for biases that exist in more 'traditional' forms of assessment, such as unstructured interviews. By following best practice guidance, both in relation to the content of the assessments and the process by which they are conducted, we aim to fulfil this initial ambition to apply psychometric assessment to improve the fairness, quality and consistency of recruitment decision-making.

The Keil Centre's leadership psychometric assessments provide information about each candidate that is underpinned by valid and reliable data, interpreted by experienced Chartered Occupational Psychologists. Our strengths-based Candidate Reports support a Panel's ability to distinguish between candidates fairly on the basis of role-specific requirements; we aim to challenge the ideal of a 'perfect fit' between candidates and roles, rather highlighting the multiplicity of ways in which the role might be performed successfully.

As psychologists experienced in leadership assessment and development, we also continually and actively challenge the notion of 'leadership' being the exclusive prerogative of a particular group of people. We believe and promote the idea that different candidates may perform the same role effectively in different ways.

The following is further information on our current practice.

### ***We use only valid and reliable psychometric assessments.***

The Keil Centre is not a test publisher and we are not commercially tied to a specific set of test. We evaluate the properties of individual assessments and make professional judgements about their utility, fairness, reliability and validity; this means we evaluate the extent to which an instrument measures what it purports to measure and that performance is not adversely affected by characteristics that are not role-relevant, such as the candidate's age, gender or ethnicity. (See also further information for each test overleaf). We also seek to use combinations of measures to triangulate and generate corroborative data, reducing reliance on the output of a single test or assessment.

### ***Our assessments are supported by trained Psychologists, following best practice guidelines***

The Keil Centre's Chartered Psychologists have received comprehensive training in psychometric assessment and have many years' experience in the choice, administration and interpretation of different measures. We are aware of and follow the guidelines set out by our professional bodies to support best practice in testing in both assessment and development contexts. The Chartered Occupational Psychologists involved in both interpreting psychometric data and reviewing the profiles with candidates and Panels do so with a deep understanding of human behaviour and the importance of managing conscious and unconscious biases.

### ***We act to reduce the possibility of bias***

As psychologists, we are not immune from unconscious bias. We therefore understand that we have to take proactive steps to reduce the possibility of bias affecting our perceptions, judgements and decisions. Our psychologists are purposefully 'blind' to other aspects of the recruitment process and do not have access to the candidate's CV or application form. All our Candidate Reports are also reviewed by someone other than the Psychologists writing them to ensure clarity of language and expression.

### ***We do not use 'cut-off' scores***

We advocate that, when using psychometrics for leadership selection, Panels need to consider a holistic picture of the candidates, integrating multiple information about candidates' abilities, personality and development journey. We do not use a pre-determined 'cut-off' scores on either personality or ability testing and explicitly recommend that no single assessment score is interpreted in isolation.

### ***We provide a supportive assessment setting***

Psychometric assessment can be an opportunity for candidates to showcase their strengths and their personal leadership style. However, we understand that the assessment process is also a considerable undertaking for candidates and that many factors, other than ability, can influence individual assessment performance. We therefore we take time and care to ensure that all candidates feel supported throughout the assessment and to create the conditions that allow test takers to perform at their best. We allow time for asking questions at all stages, can point to relevant practice materials and routinely answer questions about the specific assessments used and how they impact on the wider selection process. We make reasonable adjustments to test conditions based on the candidate's needs (e.g. dyslexia), with reference to test publishers' guidance and available evidence.

### ***We think beyond the data to the individual***

We engage with candidates through our feedback process to allow them to provide input to what 'scores' on personality measures might signify; this is a joint exploration and their comments, where appropriate, are integrated into our reports and feedback. We also highlight the time-bound nature of our reports and continually reinforce the value of the assessment for individual leadership style development.

Reading that has shaped our thinking:

CIPD Research report *Diversity management that works: an evidence-based view*

[https://www.cipd.co.uk/Images/7926-diversity-and-inclusion-report-revised\\_tcm18-65334.pdf](https://www.cipd.co.uk/Images/7926-diversity-and-inclusion-report-revised_tcm18-65334.pdf)

British Psychological Society: *Design, Implementation and Evaluation of Assessment and Development Centres Best Practice Guidelines*

[https://ptc.bps.org.uk/sites/ptc.bps.org.uk/files/guidance\\_documents/assessment\\_and\\_development\\_centres1.pdf](https://ptc.bps.org.uk/sites/ptc.bps.org.uk/files/guidance_documents/assessment_and_development_centres1.pdf)

British Psychological Society *Code of Good Practice for Psychological Testing*

[https://ptc.bps.org.uk/sites/ptc.bps.org.uk/files/guidance\\_documents/ptc09\\_code\\_of\\_good\\_practice\\_amended.pdf](https://ptc.bps.org.uk/sites/ptc.bps.org.uk/files/guidance_documents/ptc09_code_of_good_practice_amended.pdf)

TalentFocs *Diversity and Inclusion in Assessment*

<https://www.talentfocs.co.uk/whitepaper/diversity-and-inclusion/>

(best practice guidelines from Test Publisher)

Occupational Psychologists' Pearn Kandola Diversity & Inclusion Hub resources, including:

Reducing bias in recruitment: Why the phrase 'good fit' should always be challenged

<https://pearnkandola.com/diversity-and-inclusion-hub/bias/bias-in-recruitment/>