

Best Practice in the use of Assessments for Optimising Diversity and Inclusion

Using assessment to develop diversity and inclusion within New Zealand recruitment



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PURPOSE

This white paper will explore best practice use of psychometric assessment for recruitment and personnel development, and the relationship between psychometric assessment of individuals and diversity and inclusion in organisations, particularly in New Zealand. Talent assessments are designed to help gather objective insight into candidates to assess an individual's alignment with a company's values and role requirements.

Talegent is committed to good practice and diversity and inclusion. We respect and comply with the State Services Commission PSA Psychometric Assessment¹ guidance to ensure psychometric assessment is consistent with Te Tiriti o Waitangi², gender pay principles, the State Sector Act 1988³, the Human Rights Act 1993⁴ and the Privacy Act⁵.

Talegent aims to develop a deep understanding of each client's talent assessment requirements and then provide customised services that map a candidate's journey from when they apply for a role through to their employment with the organisation. Psychometric assessment is one of a range of proven techniques applied along with innovative approaches such as video introductions to the organisation for candidates and video job interviews.

1 (State Services Commission, Te Kawa Mataaho)

2 (Te Tiriti o Waitangi, Treaty of Waitangi, 1840)

3 (State Services Commission, 1988)

4 (New Zealand Ministry of Justice, 1993)

5 (Ministry of Justice, 1993)

Diversity and Inclusion

What is diversity and inclusion in recruitment?

Diversity typically falls into two categories: inherent diversity or acquired diversity.

- **Inherent diversity** is any natural characteristic, such as race, gender, age.
- **Acquired diversity** refers to things which can be developed and evolve over time like education, experience, values, skills, and knowledge.

When we talk about diversity in an organisation it is the range of individual characteristics, including values, beliefs, experiences, backgrounds, preferences, and behaviours.

Diversity in the workplace is the idea your employees should reflect the general makeup of society. Your staff should be a diverse range of people, whether it be inherent or acquired diversity.

Inclusion is how a diverse workforce is involved across management levels, decision making processes, and development opportunities. To properly implement and leverage a diversity policy, you need to support it with a diverse management team and the framework to provide the same opportunities to everyone.

Why is it important?

We live in a global world that is massively interconnected, leading to better performance for more diverse companies⁶. When recruiting, it is crucial to find employees with the necessary abilities as well as being a good fit for the position and organisation. Organisational culture-fit does not mean that each employee looks, acts and thinks the same, but rather their work goals and values align with each other, and with the organisation⁷. It is important to maintain a fair process which ensures the best candidates are hired based on their abilities and organisational fit.

A key way to develop diversity within the workplace is to work on the talent pipeline: attracting, developing, mentoring and retaining the next generation of leaders at all levels of the organisation⁸.

Diversity can help attract skilled individual employees and develop the organisation. Diversity in the workplace acknowledges that every person

Increase the talent pool

A strong focus on women and ethnic minorities increases the sourcing talent pool, a particular issue in Europe. In a 2012 survey, 40% of companies said skill shortages were the top reason for vacancies in entry-level jobs.

Strengthen customer orientation

Women and minority groups are key consumer decision makers: for example, women make 80% of consumer purchases in the UK.

Gay men and women have average household incomes that are almost 80% higher than average.

Improve decision making

Diversity fosters innovation and creativity through a greater variety of problem-solving approaches, perspectives, and ideas. Academic research has shown that diverse groups often outperform experts.

Enhance the company's image

Social responsibility is becoming increasingly important.

Many countries have legal requirements for diversity (e.g. UK Equality Act 2010).

Increase employee satisfaction

Diversity increases employee satisfaction and reduces conflicts between groups, improving collaboration and loyalty.

Figure 1. Diversity Matters

⁶ (Lorenzo & Reeves, 2018)

⁷ (de Sousa & Porto, 2015)

⁸ (Hunt, Layton, & Prince, 2014)

can contribute with different ideas and solutions⁹. By working together towards a common goal using different sets of skills, diversity can help increase productivity and deliver better results by encouraging creativity and problem-solving. Research shows gender-diverse companies are 21% more likely to outperform their less diverse counterparts, and ethnically diverse companies are 33% more likely to do the same¹⁰ (see Figure 1¹¹).

Genuine diversity helps build a stronger brand and create a positive reputation, making the company a more interesting and desirable employer. Employing people from different cultures and backgrounds can help organisations to compete internationally and provide enhanced customer support. A diverse workforce can optimise an organisation’s ability to meet the needs of different markets and increase its global presence¹². Employee turnover costs are reduced when people feel comfortable, valued, and happy in a workplace with an ethical culture.

Diverse workplaces have been proven to lead to a more profitable working environment, as well as a happier and more innovative workforce. Organisations benefit from being perceived as an entity that wants to make society a better place for

9 (Sokolova, 2015)
10 (McKay, 2018)
11 (Hunt, Layton, & Prince, 2014)
12 (Law at Work, 2017)

everyone to live. The social justice argument is based on the belief that everyone should have a right to equal access to employment, and employees should have equal pay and equal access to training and development, as well as being free of any direct or indirect discrimination and harassment or bullying. This can be described as the right to be treated fairly, and in many countries, labour legislation sets minimum standards.

Diverse and inclusive teams make better business decisions up to 87% of the time, teams that follow an inclusive process make decisions two times faster and with half the meetings, and decisions made and executed by diverse teams deliver 60% better results¹³.

What does a diverse and inclusive workforce look like?

True diversity cannot exist in an organisation without inclusion. Employers and organisations must give the same development opportunities, and potential for promotion, to all employees to maintain an inclusive environment.

Often in organisations, diversity, inclusion, and equality are used interchangeably.

13 (Larson, 2017)

Diversity	Inclusion	Equality
The mixture of differences and similarities that include individual and organisational characteristics as well as inherent and acquired diversity. It is about recognising, valuing and taking account of people's different backgrounds.	Involving diverse parties at decision stages. Implementing a diversity or affirmative action policy means nothing if it doesn't enable a diverse leadership team. All groups possess the inherent potential of diversity, but to leverage it truly you need inclusion.	This is about ensuring that everybody has an equal opportunity to take up opportunities, also to make full use of the opportunities, and to fulfil their potential.

Inclusion and disability

When discussing diversity and inclusion, it is crucial to remember disability access when choosing recruitment assessments. Disability is a term covering personal impairments, activity limitations, and participation restrictions.

Disability¹⁴:

- can result from accident, illness, congenital disorders, or genes.
- can be of many different kinds - physical, intellectual, or mental health-related.
- may be visible or hidden, permanent or temporary, and may have a small or major impact on a person's life.
- may affect mobility, ability to learn, or ability to communicate easily.

It is a legal requirement to not to let the recruitment procedure hinder the employment of people with disabilities who have appropriate skills to do the job¹⁵. In addition to ensuring that relevant measures are used appropriately, some disabled people may have difficulty with the mode of administration of a test or some other aspect of the selection procedure.

Every candidate must have a fair and equitable opportunity to demonstrate their capability in relation to the role for which they are being assessed. The best way to ensure everyone has a fair recruitment experience is to handle candidates with additional requirements on a case by case basis¹⁶. When psychometrics or other tests are included in the hiring process, ensure that any assessments used are accessible, especially with online assessments, and that they relate to the requirements of the job. The format of the test should be discussed with the applicant beforehand to identify any potential problems so that adjustments that can be made¹⁷.

¹⁴ (Ministry of Business, Innovation & Employment, 2020)

¹⁵ (New Zealand Ministry of Justice, 1993)

¹⁶ (Ministry of Social Development, 2020)

¹⁷ (Workbridge, 2020)

Some examples of reasonable adjustments during the selection process for candidates with disabilities are¹⁸:

- allowing extra time to complete a test (for untimed tests only)
- allowing an oral test where someone has difficulty with manual dexterity, instead of using a verbal reasoning assessment
- letting a reader or scribe help with reading or writing during a test

It is, however, important to note that there is no reliable way to compare candidates who complete untimed tests to candidates who have completed timed tests. Talegent recommends that candidates who might be at a disadvantage due to a disability are assessed through alternative methods, as their assessment score might be affected. As always, the assessments should only be used as part of a robust recruitment process.

¹⁸ (Ministry of Business, Innovation & Employment, 2020)

What is Adverse Impact?

The term adverse impact is used in recruitment or employment when an employer uses a practice, procedure, or test in a selection process which disproportionately disadvantages members of a minority group. This can be referred to as disparate impact. This issue is particularly significant in New Zealand given the Te Tiriti o Waitangi¹⁹ and the typical European origin of recruitment assessment.

A test or measure should not produce significant differences in results between different groups of people (based on age, gender, or ethnicity). However, this can occur where socio-economic conditions impact on the educational opportunities available to particular groups, or where a candidate is not a native speaker of the language of the assessment tool. The cause for different results may be something as simple as the perceived threat around the testing process itself²⁰.

Validation showing those who perform poorly on the assessment also perform poorly on the job confirms that rejecting low scoring candidates is reasonable, as they are not being unfairly discriminated against. However, where the validation shows individuals are not performing worse on the job but are scoring lower on the test or questionnaire, adverse impact is occurring²¹.

Why do adverse impact studies and how are they done?

When using an assessment method for recruitment or development, it is key that the method does not disadvantage anyone and the assessment performs equally across different demographic groups (Civil Rights Act, 1964; Equality Act, 2010; Human Rights Act, 1993²²; Racial Discrimination Act, 1975; Sex Discrimination Act, 1984; Age Discrimination Act, 2004).

Assessment scores should not be affected by the gender, ethnicity, primary language, or country of origin of a respondent and no group should be systematically advantaged or disadvantaged. For example, if men score considerably higher in a measure of sociable, they may be more likely to endorse items related to the measure of sociable than women regardless of their actual level of the personality construct.

There are several methods for assessing the degree of adverse impact of a selection method ranging in rigour and statistical complexity.

A simple adverse impact study method is to compare the mean differences in assessment scores across demographic groups. This will identify if a minority group is scoring considerably lower than the majority group. Generally, in western cultures, the majority group is European men²³, between the ages of 30 and 40 years old²⁴.

If a minority group is scoring considerably lower than the majority group, it may suggest the minority group is adversely impacted by the selection or development method. For example, if women are scoring considerably lower than men on a measure of sociability, this may be adversely impacting their selection for roles where being outgoing and sociable is important. Therefore, both the degree of difference between the majority group and the minority group and the direction of the difference is important when investigating whether the use of the assessment method could be adversely impacting a minority group.

23 (United Nations General Assembly, 1979)

24 (90th United States Congress, 1967)

19 (Te Tiriti o Waitangi, Treaty of Waitangi, 1840)

20 (Brown, 2006)

21 (Eatwell & Wilson, 2016)

22 (New Zealand Ministry of Justice, 1993)

How Recruitment Assessments Work for You

What is a psychometric assessment?

Psychometric assessments are designed to provide deep insight into candidates' suitability for a role, and their fit in an organisation. These assessments offer predictive insight into candidates and their potential. Two types of psychometric assessments are often used in recruitment: cognitive and personality assessments.

Cognitive assessments, sometimes known as aptitude tests, measure a candidate's ability and potential to succeed in certain areas, such as their verbal, numerical and logical reasoning abilities.

Personality assessments provide insight into what motivates and drives individuals. They look at how a candidate prefers to do things, such as the way they relate to others, solve problems, and approach their day-to-day tasks. These tests help find the best fit between an applicant's personality and the requirements of the role.

Additional psychometric assessments can include **value assessments** that can indicate a candidate being a good culture-fit, which often improves employee retention. **Skills tests** are often used to assess a candidate ability to use a certain program related to the role, such as accounting software or Microsoft Office products.

Benefits for organisations and candidates

Psychometric assessments are objective and free from the bias that may occur when evaluating candidates using other criteria (educational achievements, work experience, etc.). The 'predicting potential' capacity of psychometric assessments is integral to enabling diverse employment practices.

Furthermore, psychometric assessments can be used to recruit for senior managers who value diversity and inclusion and adopt inclusive behaviours. Managers who adopt more inclusive behaviours and exhibit multicultural competence have been shown to:

- Fairly implement employment practices
- Effectively integrate difference
- Utilise inclusion in decision-making processes

While the origins of testing are European, Palmer (2005)²⁵ argues that the measurement of skills and attributes is central to Māori culture. She advocates

²⁵ (Palmer, 2005)

embracing psychometric assessments to measure skills and attributes more effectively to support policy, health, and evaluation initiatives. Well-constructed psychometric assessments provide standardised information about a candidate and generally lead to better and fairer employment decisions.

International research has found differences in the relationship between scores and job performance can lead to selection decisions that impact negatively on some cultural or gender groups²⁶. To address this, practitioners working in organisations that are International Standards Organisation (ISO) accredited should encourage their employers to adopt the standard for psychological assessment²⁷. Adopting the standard will provide organisational support for practitioners to follow good practice when using psychometric tools.

How to apply different selection methods

Talent measurement assessments are designed to be used as early as possible in the candidate journey to predict relevant on the job behaviours. As there are tasks that differ in terms of complexity, repetition, and reliance on working with others, it is not possible to obtain a complete picture of a candidate's potential and behaviour.

However, there is an opportunity to gather predictive data through pairing assessments, structured and/or video interviews, and of course, drug screens, background checks and reference checks.

Combinations of assessment techniques are better than any individual selection method.

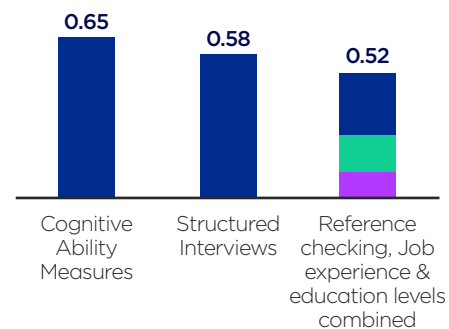


Figure 2

²⁶ (Eatwell & Wilson, 2016)

²⁷ (Bartrum, 2013)

Selection Procedures	Validity	Relative Strength of Procedure	Description
Cognitive ability measures	0.65	Very strong	Relatively inexpensive and generalisable.
Structured job interviews	0.58	Strong	Expensive to develop and time consuming.
Assessment centres	0.36	Moderate	Resource, time and cost expensive. Challenging to standardise and scale.
Personality based EQ	0.32	Moderate	Relatively inexpensive, standardised and useful for development.
Learning agility	0.30	Moderate	A key measure of high-performance potential.
Situational judgement tests	0.26	Moderate	Needs to be customised. Excellent for engaging candidates and providing a realistic job preview.
Reference checks	0.26	Moderate	Depends on the quality of references and questions asked.
Personality based conscientiousness	0.22	Moderate	Relatively inexpensive, standardised and a valid personality measurement.
Graphology	0.20	Weak	The study of handwriting for evaluating job performance.
Years of job experience	0.16	Weak	Often the same amongst entry level applicants
Years of education	0.10	Weak	Quickly outdated in a rapidly changing work environment.
Age	0.00	Very weak	Not applicable to assess on.

Figure 3^{28,29}

Best practices within assessments

While it is best practice to use recruitment assessments alongside other evaluation methods, such as interviews, there are also best practices to follow for the assessments themselves.

Norms

The usage and understanding of norms is essential for the correct interpretation of psychological assessments. To make test scores meaningful, it is necessary to know how well a person scored on a test relative to the scores of others on the same test³⁰.

People vary markedly in their abilities and qualities so the norm group an individual is compared with must be relevant to the role being assessed³¹. We need to make sure the comparison is against a similar group as it is very likely that the conclusions reached will vary considerably when an individual is compared against two different groups – for instance, graduates and executives.

28 (Schmidt, Oh, & Shaffer, 2016)

29 (De Meuse, Hallenbeck, Dai, & Tang, 2009)

30 (Smith & Smith, 2005)

31 (Eatwell & Wilson, 2016)

Talegent offers some standard norms for assessing candidates against. All Talegent norm groups include a minimum sample size of 100:

Norm Group Title	Description
Admin/ Entry Level	Applicants without university backgrounds, without management experience or executive experience.
Graduates	Applicants with a university degree and less than two years' experience.
Professionals	Applicants holding a university degree, with more than two years of experience, but less than two years' management experience.
Managers	Applicants with a university background, more than two years' experience, more than two years' management experience and less than two years' executive experience
Executives	Applicants with more than two years' executive experience.
Incumbent	Those currently employed and completing the assessment for personal interest.

When a client has a large enough employee and candidate base, Talegent can work with them to establish a specific norm group based on existing employees and other candidates. When doing so it is key to be mindful of existing biases in the workforce.

The role of feedback

The Privacy Act 1993³² requires assessors to be honest and open with candidates about why the given assessment instruments are being used and what will happen to the results.

Feedback should be given by people trained and qualified in the assessment tool and should be an open two-way process. Aligning with best practice, Talegent provides reports that translate the raw data into easy to understand graphs for the assessor. Alongside this Talegent encourages all clients to attend our PATH Training Accreditation course hosted by one of our psychologists to learn correct delivery of the candidate results.

Assessment result usage

Individuals change and develop, so psychometric data can become less accurate over time. Therefore, assessment scores should not be kept indefinitely.

32 (Ministry of Justice, 1993)

The time period for which scores are valid will differ depending on the measures and the use made of them. Talegent advises discarding results from assessments taken 12 months ago or if you know the candidate or employee who sat the test has had an impactful life event.

Data Storage

Assessment results, like all personal information, should be stored with the strictest confidentiality. Access should be restricted to those with a need to know and following what has been agreed with the respondent during administration and feedback. Candidate assessment data (name, email, phone number, IP address) is anonymised after two years in Talegent's system under our data anonymisation policies.

This enables clients to use assessment results to develop norm groups and see historical results but removes any identifying candidate information.

TALEAGENT'S APPROACH

Working with our clients

Talegent takes a consultative approach with clients, through which Talegent aims to develop a deep understanding of each client's talent assessment requirements and then provide customised services that map a candidate's journey from when they apply for a role and then through their employment with the organisation. Psychometric assessment is one of a range of proven techniques applied along with innovative approaches such as video introductions to the organisation for candidates and video job interviews.

Starting by mapping your candidate journey, we deliver creative solutions for predicting human performance that are designed to maximise engagement, predict and optimise your employer brand.

As a part of implementing solutions, we provide consultancy services connected to best practices of building a candidate journey. We will work with you to identify the best products to use at each point of your journey. With products and assessments developed to fit each stage of your candidate journey, Talegent helps you to optimise your full recruitment process.

Talent Sourcing

In the sourcing stage, Talegent assists your recruitment team in success profiling. This can

include job analysis alongside competency and values mapping.

Ensuring that clients are assessing for the correct competencies is crucial before they start sourcing candidates. It allows you to tailor the candidate journey to fill role requirements with quality candidates. Values mapping helps you find candidates whose values align with your organisations, with values assessments indicating culture fit.

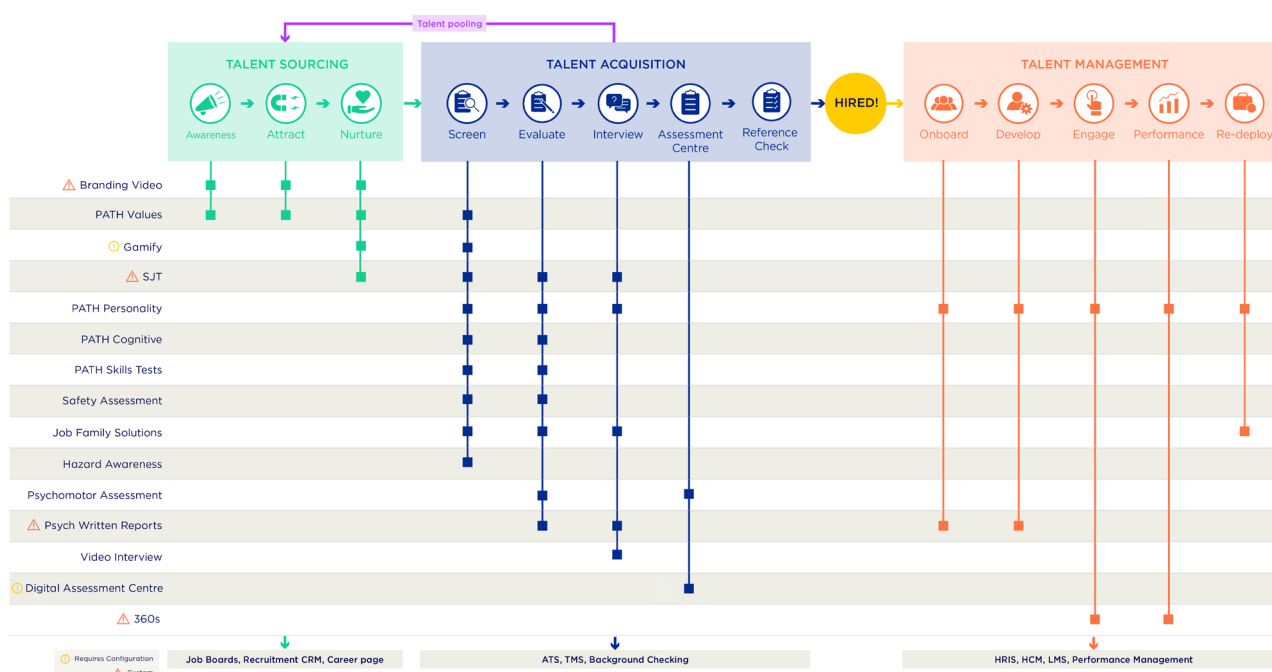
Talent Acquisition

In the acquisition stage, Talegent provides a range of assessments to help you to screen, identify and select those with the highest potential. These assessments are based on the role, competency, and value mapping from the sourcing stage, enabling you to objectively evaluate candidates based not just on the skills required for a given role, but their role and culture fit.

Providing an engaging candidate experience, our branded assessments further develop your employer brand. The solution-specific assessments streamline the application process and provide you and your candidates with feedback while maintaining psychometric validity.

Talent Management

In the management stage, the candidate data from the acquisition stage is applied. The reports generated from the assessments provide you



with in-depth information on your new hires. This information can help you onboard them and create development plans.

Talegent's assessments can also be used for existing employees, to establish current competencies levels and skills. This can be beneficial for both employee and organisational development. If needed, the results can also be used to assist in the re-deployment of employees.

Talegent's Adverse Impact Studies

Talegent's product adverse impact studies have reinforced usage of psychometric assessments in a New Zealand recruitment environment, which aligns with arguments made by Palmer (2005)³³ and shown through various studies as explored by Eatwell & Wilson³⁴

Talegent client case study

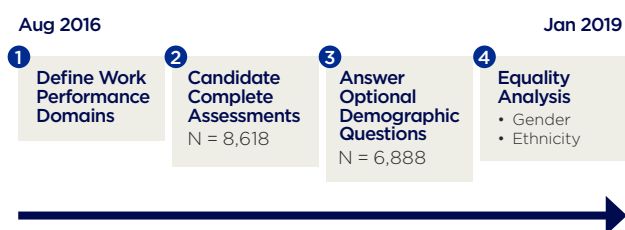
Talegent was engaged to conduct an adverse impact study for a large New Zealand government client to evaluate their recruitment solution for diversity and inclusivity in their frontline roles.

Specifically, the client's sourcing and talent selection journey needed to ensure no ethnicities or gender groups are unfairly impacted by completing the general frontline assessment journey. The results from the analysis have been evaluated to ensure fairness across these specific groups and other minority groups.

33 (Palmer, 2005)

34 (Eatwell & Wilson, 2016)

Analysing equality: our journey



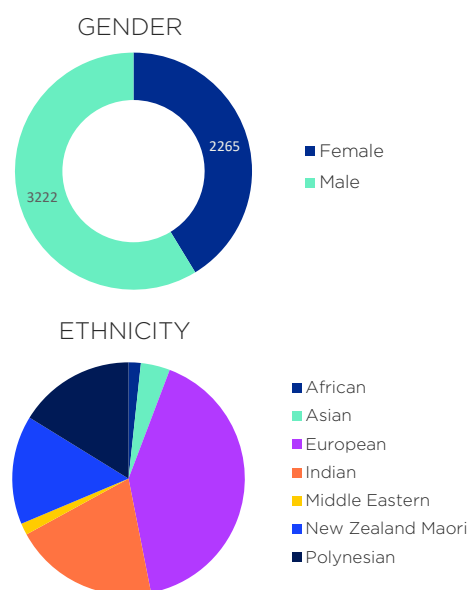
The adverse impact of using the assessment was investigated by analysis of the mean differences between minority groups and the majority group (primarily European, or male applicants). The difference between the majority and minority groups was analysed to identify competencies that might disadvantage the minority group during recruitment.

An overview of the analysis

- Partitioned demographic groups (gender & ethnicity)
- Scores compared across groups

Sample

Applicants for a government organisation with roles across New Zealand
 Applicants = 8,618
 Demographic Information = 6,888



The analysis found the assessment does not adversely impact any minority group when used during recruitment or development. Specific results tied to recruitment within New Zealand show that Māori applicants perform similarly to and are treated equitably to European applicants. Māori are unlikely to be adversely impacted using the assessment during recruitment when the assessment is used as part of a robust recruitment process. The assessment shows no differences between the scores of males and females.

Overall, the assessment scores were not affected by the gender, ethnicity, primary language, or country of origin of an applicant and no group is systematically advantaged or disadvantaged. Although the assessment does not adversely impact any minority group overall, some individual competencies may adversely impact a minority group when used in isolation [which is against best practice guidelines].

How Talegent measured this

The degree of difference between two groups is often measured by Cohen's d which is the absolute differences between the means of both groups expressed in terms of the pooled standard deviations of the two groups. Cohen's d is expressed mathematically in Equation 1 with the mean of sample 1 \bar{x}_1 , the mean of sample 2 \bar{x}_2 , and the pooled standard deviation s calculated through Equation 2.

Equation 1

$$d = \frac{\bar{x}_1 - \bar{x}_2}{s}$$

Equation 2

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Although Cohen (1988) generally empathised considering the practical implications of effect sizes he also provided benchmark thresholds to aid in interpreting the difference between two groups (Table 1). To help understand the practical implication of the differences the percentile standing of each threshold is included in Table 1. The percentiles standing shows where the average person (50th percentile) from the “advantaged” group would fall on the “disadvantaged” group’s distribution given an effect size.

COHEN'S D	PERCENTILE STANDING	EFFECT SIZE THRESHOLD
<= 0.2	50th	No Difference
0.2	58th	Small
0.5	69th	Medium
0.8	78th	Large

Table 1 Benchmark thresholds for interpreting Cohen's d

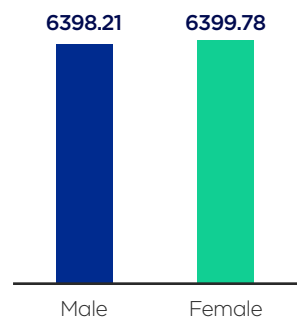
This method will not be able to identify the source of this difference. The difference might come from one group being more likely to endorse an item regardless of their actual level of the construct of interest. The difference might be due to a true meaningful difference in the mean level of the personality construct.

Gender

SCORE	MALE	FEMALE	COHEN'S D	INTERPRETATION
Total Overall Score	6398.21	6399.78	0.00	No Difference

Overall, the assessment shows no differences between the mean of males and females with a Cohen's d of 0.00. The majority of competencies (76.5%) showed trivial differences between males and females with Cohen's d of less than 0.2 suggesting that for these scales there is no meaningful difference between the male and female samples.

There was **no difference** between the overall score between Male and Female candidates, with a Cohen's d of 0.0



The applicant sample was partitioned by gender with Male applicants treated as the majority group.

Ethnicity

Māori

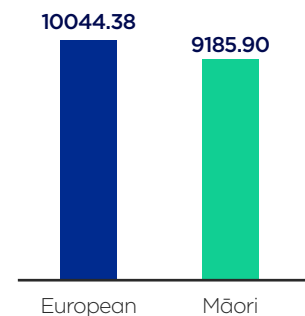
SCORE	EUROPEAN	MĀORI	COHEN'S D	INTERPRETATION
Total Overall Score	10044.38	9185.90	0.11	No Difference

Overall, the assessment shows no differences between the mean of the European and Māori samples with a median Cohen's d of 0.11. The majority of scales (82.3%) showed only trivial differences between European and Māori with Cohen's d of less than 0.2 suggesting that for these scales there is no meaningful difference between the European and Māori samples.

There was **no difference** between the total overall score between European and Māori candidates, with a Cohen's d of 0.11

Graph x axis: European, Māori

The applicant sample was partitioned by ethnicity with European applicants treated as the majority group.



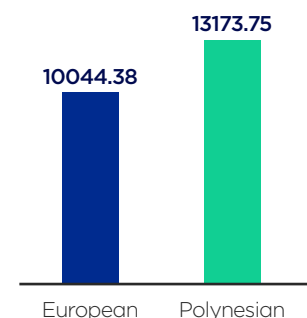
Polynesian

SCORE	EUROPEAN	POLYNESIAN	COHEN'S D	INTERPRETATION
Total Overall Score	10044.38	13173.75	0.11	No Difference

Overall, the assessment shows small differences between the mean of the European and Polynesian samples with a median Cohen's d of 0.36. On average, Polynesian people score slightly higher than European people. The majority of scales (58.8%) showed only trivial differences between European and Polynesian samples with Cohen's d of less than 0.2 suggesting that for these scales there is no meaningful difference between the European and Polynesian samples

There was a **small difference** between the overall score between European and Polynesian candidates, with a Cohen's d of 0.36

The applicant sample was partitioned by ethnicity with European applicants treated as the majority group.



Talegent Product Validation

PATH Personality

The adverse impact of using the PATH personality scale was investigated by analysing the mean differences between minority groups and the majority group. 2713 applicants took part in the study. The difference between the majority group and minority groups was analysed to identify scales which might disadvantage the minority group during recruitment.

The analyses found overall, very few differences exist between minority and majority groups. Any differences which may adversely impact minority groups are small and are likely to make a very small practical difference in the interpretation of the PATH personality scales. This suggests the PATH personality scales are appropriate for use in recruitment and development across genders, ethnicity and age groups³⁵.

PATH Cognitive

The adverse impact of using the PATH cognitive ability assessments was investigated by analysing the mean differences between protected groups and the majority group. Three large independent samples of applicants took part in the study. The difference between the majority group and protected groups was analysed to identify scales which might disadvantage the protected group during recruitment.

The analyses found small differences between the majority and minority group for the gender analysis, largely trivial differences for the age range analysis, and mixed findings for the ethnicity analysis. In general, the difference between the majority and minority groups are small and are likely to make little practical difference in the interpretation of the assessment results. The exception to these small differences are found for the verbal reasoning assessment for the Asian sample showing large differences to European samples, the verbal reasoning assessment for the African sample showing a moderate difference to the European sample, the numerical reasoning assessment for the Indigenous Australians sample showing a moderate difference to the European sample, and moderate differences for verbal reasoning, large differences for numerical reasoning and moderate differences for logical reasoning for the Pacific sample³⁶.

³⁵ (Talegent)

³⁶ (Talegent)

CONCLUSION

Talent assessments are designed to help gather objective insight into candidates to assess an individual's alignment with a company's values and role requirements. Psychometric assessments are one type of proven techniques, that when applied alongside recruitment tools such as interviews and reference checking, helps create a diverse and inclusive workforce.

Aligning with the State Services Commission PSA Psychometric Assessment³⁷, Talegent is committed to good practice and diversity and inclusion when creating and using psychometric assessments. Talegent aims to develop a deep understanding of each client's recruitment requirements and then provide customised services that map a candidate's journey from when they apply for a role through to their employment with the organisation.

³⁷ (State Services Commission, Te Kawa Mata-aho)

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