
**Assessment service delivery —
Procedures and methods to assess
people in work and organizational
settings —**

Part 2:

Requirements for service providers

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*Livraison d'un service d'évaluation — Modes opératoires et
méthodes d'évaluation des personnes au travail et des paramètres
organisationnels —*

Partie 2. Exigences pour les fournisseurs de service

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Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

International Standards are drafted in accordance with the rules given in the ISO/IEC Directives, Part 2.

The main task of technical committees is to prepare International Standards. Draft International Standards adopted by the technical committees are circulated to the member bodies for voting. Publication as an International Standard requires approval by at least 75 % of the member bodies casting a vote.

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights.

ISO 10667-2 was prepared by Project Committee ISO/PC 230, *Psychological assessment*.

ISO 10667 consists of the following parts, under the general title *Assessment service delivery — Procedures and methods to assess people in work and organizational settings*:

- Part 1: *Requirements for the client*
- Part 2: *Requirements for service providers*

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0 Introduction

0.1 General

ISO 10667 presents an evidence-based, measurable perspective of the assessment service delivery process that has world-wide applicability. It will enable organizations to become more effective users of assessment, making better hiring decisions and enhancing the potential, well-being and employee-organization fit of all their employees. This guidance will promote the provision of standardized, appropriate, and equitable delivery of assessment services to assessment participants. It will enable regulatory bodies, other authorities and society at large to have more confidence in assessment procedures.

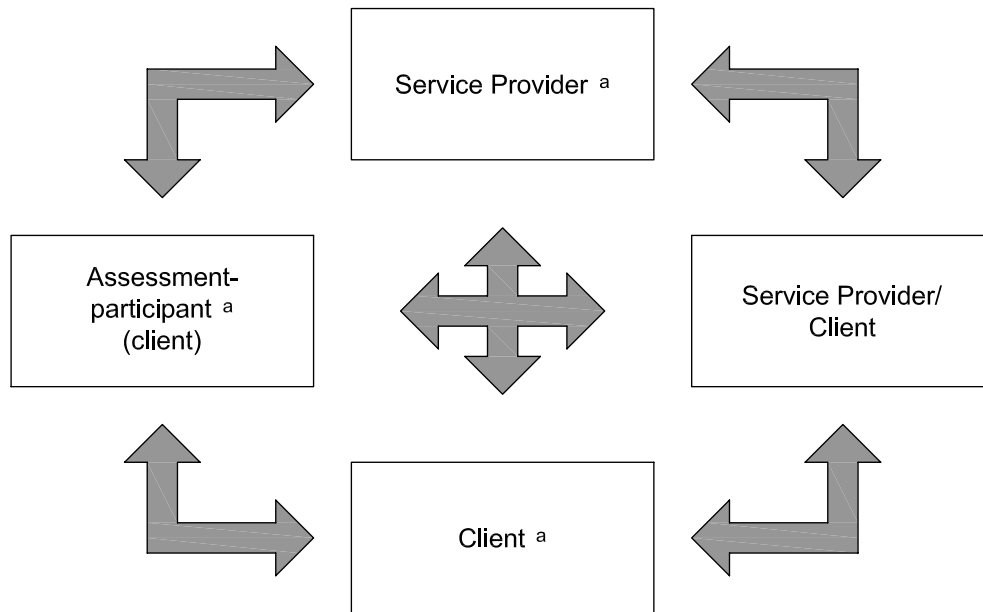
ISO 10667 provides clear and concise guidance for providers of assessment services and the clients of assessment service providers in order to enable all stakeholders to realize the potential benefits of good assessment practices. This is achieved by:

- defining good practice for assessment procedures and methods;
- ensuring equity in the application of assessment procedures;
- enabling appropriate evaluation of the quality of assessment service provision.

It is likely that users of ISO 10667 will possess very different levels of competence, understanding and familiarity with the concepts involved in the development of standardized procedures and methods to assess individuals, groups and organizations in the occupational arena. Accordingly, in order to facilitate its use by a variety of people and to provide guidance about the background of ISO 10667, this introduction presents key information about the intent and layout of ISO 10667.

0.2 Function of ISO 10667

ISO 10667 relates to the delivery of assessments used at the individual, group, and organizational levels. ISO 10667 aims to promote good practice and to encourage clear documentation of the working relationship between clients and service providers. It functions as practical guidance for both clients and service providers involved in the assessment delivery process. It describes their respective obligations and responsibilities before, during and after the assessment process. It also provides guidance on the rights and responsibilities of assessment participants and others involved in assessment procedures, including recipients of the assessment results. Figure 1 gives an overview of the possible interactions between the different parties in the assessment process.



NOTE Different parties in the assessment process have different roles and interact with each other throughout the assessment process. In addition, a single party can serve multiple roles. For example, a participant can also be a client, and a service provider can also be a client. In a career counselling setting, the participant may purchase the services and thus be the client also. Similarly, an internal HR team can provide services to the organization as well as use services provided by external vendors.

^a See Clause 2 for definitions of different roles.

Figure 1 — Roles in the assessment process

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0.3 Intended users of ISO 10667

ISO 10667 is for clients and service providers who need to work both sequentially and collaboratively in order to ensure effective delivery of assessment services. ISO 10667-1 specifies requirements for the client. This part of ISO 10667 specifies requirements for the service provider. Clients should be aware of and adhere to ISO 10667-1 in initiating an appropriate request for assessment services, including fully disclosing its assessment needs and implementing the requirements of ISO 10667. However, if a service provider learns that a prospective client is not aware of, or is not using ISO 10667, it should inform the client of these best practices and encourage the client to act according to ISO 10667-1 with respect to the entire assessment process.

Service providers are those involved in the provision of assessment services in work and organizational settings, both as internal employees of a client or as external contractors. Clients are those people who seek assessment services for themselves or organizations who seek assessment services for individuals or groups within the organization, or for the organization itself.

ISO 10667 aims to promote good practice and to encourage clear documentation of the working relationship between clients and service providers. In both parts of ISO 10667, Annex A informs the assessment participants on their rights and responsibilities in relation to an assessment.

0.4 Other stakeholders

In addition to service providers, clients and assessment participants, stakeholders might include the following:

- a) End users of assessment information within an organization who make strategic and/or operational decisions, e.g. hiring managers in the case of assessment for selection, human resources managers in the case of succession planning or organizational talent management, executive management in the case of mergers and acquisitions.

- b) External intermediaries or indirect users who include, but are not limited to:
- 1) developers and distributors of assessment procedures;
 - 2) recruiters, coaches, and outplacement counsellors;
 - 3) organizations that provide assessment for licensing or certification of people;
 - 4) assessors of training or vocational education programmes;
 - 5) policy-makers, e.g. human resources managers setting organizational assessment policy, trade unions engaged in assessment policy and procedure, external policy makers such as professional bodies, regulatory authorities and others who rely on the results of assessment.

0.5 Types of assessment covered by ISO 10667

ISO 10667 covers procedures and methods for the following types of assessment.

- a) Individual level assessment. Examples include interviews, career guidance, in-depth senior executive coaching, personal development, selection, succession planning.
- b) Group level assessment. Examples include improving team morale and performance assessment aimed at improving the performance of the team as a whole.
- c) Organizational level assessment. Examples include employee satisfaction (data reported at organizational level), culture change due to merger or acquisition, employee engagement levels of organizational business units.

ISO 10667 covers delivery of assessments that occur across the employment life cycle.

Aspects of the employment life cycle can be described in terms of:

- recruitment and selection;
- career/vocational guidance;
- mid-life career change or re-integration into the workforce;
- personal development and coaching;
- promotion and succession planning;
- outplacement and retirement planning.

0.6 Organization of ISO 10667

To build an efficient standard, useful to both the client and the service provider, the assessment process has been divided into four stages:

- agreement procedures;
- pre-assessment procedures;
- assessment delivery;
- post-assessment review.

ISO 10667-1 addresses the requirements applicable to a client who determines that it has a need for one or more assessments for use in the employment life cycle, and then seeks to obtain such assessment services from a service provider whom it selects. This part of ISO 10667 addresses the requirements of a service provider from whom a client seeks recommendations about what assessments might meet its needs, and then provides assessment services to a client once it is selected based on those recommendations.

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In both parts of ISO 10667, each stage is covered in a separate clause (Clauses 3, 4, 5 and 6) as follows.

- a) Agreement procedures (Clause 3) describes mutual responsibilities and obligations of the client and the service provider, as well as the format of their agreement and a description of what must be covered in the agreement.
- b) Pre-assessment procedures (Clause 4) covers:
 - 1) identifying what needs to be assessed and how, together with choosing the criteria for evaluating success and having a clear expectation of the utility of the process;
 - 2) determining whether there are conflicting interests that need to be balanced;
 - 3) providing a clear rationale for the assessment and documenting the agreement between the client and the service provider through a written statement of work, or contract, as appropriate.
- c) Assessment delivery (Clause 5) covers all phases of preparing for and carrying out the assessments.
- d) Post-assessment review (Clause 6) covers reviewing the assessment process to determine whether the outcomes, consequences and utility of the assessment are consistent with the assessment needs, whether the goals are met, and what changes in the assessment process should be adopted for future use by the client.

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Assessment service delivery — Procedures and methods to assess people in work and organizational settings —

Part 2: Requirements for service providers

1 Scope

This part of ISO 10667 establishes requirements and guidance for the service provider in working with a client to carry out the assessment of an individual, group or organization for work-related purposes and to deliver quality assessment services.

This part of ISO 10667 addresses the requirements for the service provider with respect to, among other areas:

- a) the choice, integration, implementation and evaluation of assessment procedures and methods in making recommendations to a client who has an assessment need, in carrying out and delivering such assessments, and in assisting the client in communicating with assessment participants and others;
- b) the interpretation of assessment results and subsequent reports;
- c) the handling and storage of personal data of assessment participants and of assessment data;
- d) the required competence and professionalism of the service provider and others under its control who are taking part in the assessment process;
- e) organizational-related decisions, e.g. training, team building, ascertaining organizational culture or morale.

This part of ISO 10667 also contains guidance for the service provider in the delivery and use of assessment methods and procedures that can be carried out for one or more of the following work-related purposes made by or affecting individuals, groups or organizations, including, but not limited to:

- employment-related decisions, e.g. recruitment, selection, development, appraisal, promotion, outplacement, succession planning and reassignment;
- career-related decisions, e.g. recruiting, coaching, guidance, vocational rehabilitation, and outplacement counselling;
- group decisions, e.g. training initiatives, team building, etc.;
- organization decisions, e.g. restructuring, climate and culture initiatives, mergers and acquisitions, etc.

No technical professional standards form part of ISO 10667. However, the quality of assessment procedures and methods should be considered in relation to the purposes of the assessment, the relevance of the measures involved, their validity, reliability, equity, standardization and any issues relating to special needs of the assessment participant and other factors that affect the practicality, acceptability and utility of the assessment.

NOTE 1 Requirements for clients are specified in ISO 10667-1.

NOTE 2 See Bibliography for examples of various professional guidelines.

NOTE 3 See Annex B for further details of generally accepted technical quality guidelines.

This part of ISO 10667 does not detail the specific competences required for assessors as these are dependent upon the nature of the assessment.

NOTE 4 See Annex C for further information on assessor competence.

2 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

2.1

agreement

specification of the terms and conditions of the engagement between the client and the service provider

NOTE Examples include, but are not limited to, details of the service or products to be delivered, duration, scope, ownership and appropriate use of intellectual property and costs.

2.2

assessment

systematic method and procedure for ascertaining work-related knowledge, skills, abilities, or other characteristics of an individual or group of individuals, or the performance of an individual or group of individuals

NOTE Assessment has outcomes and consequences that can be appraised and used to evaluate its utility. Forms of assessment can include, but are not limited to, structured application forms; biographical data inventories; tests of general and specific abilities; self-report inventories and other instruments relating to competencies, personality, motivation, attitudes, values, beliefs, interests, etc.; structured interviews; individual problem-solving tasks; group exercises; simulations and work samples; group and organizational level measures; employee surveys; multi-rater feedback; and performance evaluations, e.g. assessor interpretations, supervisor performance ratings, etc.

2.3

assessment administrator

person or organization having operational responsibility for the administration of assessments

NOTE Tasks of the assessment administrator include, but are not limited to, face-to-face test administration; setting up online assessments; remote monitoring; management of activities within an assessment centre; and other administrative tasks. In some countries assessment administrators are referred to as “test proctors”, “test assistants” or “monitors”. Assessment administrators can be employees of the service provider or the client, or be third parties contracted for the purposes of the assessment.

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2.4

assessment participant

individual being assessed, whether for himself/herself or for an organization, either individually or as part of a group

NOTE An assessment participant is an individual, including, but not limited to, a job applicant or candidate; an employee of the client who is a candidate for promotion or is being assessed for some other internal organizational purposes; any individual undergoing an assessment, providing information or being given career guidance for his or her own benefit.

2.5

assessor

person or organization responsible for evaluating and interpreting an assessment participant’s performance on the assessment tasks and providing appropriate reporting and feedback to assessment participants and the client

NOTE Assessors are competent to make decisions about the use and interpretation of assessment procedures. In relation to psychological testing, in some countries they are referred to as “test users” to distinguish them from “test proctors”, “test administrators” or “monitors”. Assessors can be employees of the service provider or the client, or third parties contracted for the purposes of the assessment.

2.6

client

individual or organization who arranges with a service provider to deliver the assessment and related components of the assessment service provision

NOTE 1 Clients can be:

- a) individuals, for the benefit of themselves (e.g. career-related decisions informed by assessment results including coaching, guidance, vocational rehabilitation and counselling), or others (e.g. licensure and certification bodies);

- b) organizations, for assessments of organizations themselves (e.g. engagement surveys, assessment of working conditions, work satisfaction surveys) or of individuals and/or groups within organizations (e.g. making employment-related decisions such as recruitment, selection, development, promotion, outplacement, succession planning and reassignment).

NOTE 2 Sometimes the assessment participant is also the client. In this part of ISO 10667, when the client is the individual being assessed, that person is referred to as the assessment participant.

2.7

competence

(in assessment) possession of adequate knowledge and skills by education and/or training to use and interpret assessments specifically or generally, including in the areas of relevant theory, methodology and practice, and to deliver assessment services to a level of performance defined by a standard

NOTE 1 In ISO 10667, competence refers to the assessor as well as to all working under his supervision, where appropriate, and not to the assessment participant.

NOTE 2 Competence does not necessarily imply eligibility to practice in all countries.

2.8

credential

licence, registration, certification or diploma that indicates a level of competence for specific practice

2.9

criteria

work-related measures or outcomes that are used to judge the meaningfulness, predictive value or utility of the assessment results

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2.10

data controller

person or organization who determines the purposes for which and the manner in which any personal data are to be processed, stored and used

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2.11

data processor

person (other than an employee of the data controller) or organization that processes the data on behalf of the data controller

2.12

end user

person or organization that uses the assessment results to guide a decision or further action

NOTE This might be the client or intermediary persons in the assessment process, such as a line manager. In other instances, the end user might be the assessment participant.

2.13

equity

principle that every assessment participant should be assessed using procedures that are fair and, as far as possible, free from subjectivity that would make assessment results less accurate

2.14

evidence-based

attribute of an action or decision, meaning that it is based on inferences from information and data that are grounded in theory and support the quality and relevance of the outcome of the action or decision in a particular context for a particular use

2.15

feedback

information provided to the assessment participants about their assessment results

2.16
informed consent

process of providing information regarding the assessment itself, purpose and its possible consequences, and obtaining consent from the assessment participant to participate in the assessment process

NOTE 1 Consent is often implicit rather than explicit. For example, consent is implied in performance evaluations.

NOTE 2 Pursuant to applicable laws, regulations, or corporate policies, assessment participants may withdraw from an assessment after having provided consent, but doing so might result in consequences that should have been explained to the assessment participant at the time of first providing consent.

2.17
norm

information, based on the scores obtained from a sample (often referred to as a norm group) of some well-defined population of people (often referred to as the norm population), which enables raw scores, e.g. number of questions correct, sum of the ratings given to items on a scale, etc., to be converted into percentile or standard scores (i.e. scores which relate the scores to the distribution of scores in the norm population)

NOTE Typical percentile scores include Grades A to E, based on the top 10 % of a population, the next 20 %, the mid 40 %, the next 20 % and the bottom 10 %, respectively; or deciles, which represent 10 % bands of the reference population. Typical standard scores include: z-scores (with a mean of zero and standard deviation of one); STENS (mean 5,5, standard deviation 2) and T-scores (mean 50 and standard deviation 10).

2.18
personal data

data that are identifiable as relating to a particular assessment participant

NOTE Personal data does not include data obtained from the assessment participant that is anonymous or that has been subsequently rendered anonymous.

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2.19
post-assessment review

procedure designed to evaluate whether and to what extent the assessment met its objectives, including the requirements set out in the written record between the client and the service provider, together with identification of opportunities for improving future assessments

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2.20
professionalism

acting in a manner consistent with conduct and practices, including where applicable a code of ethics, adopted by or associated with the assessment profession, requiring systematic knowledge and proficiency, and being aware of one's limitations and not acting outside one's area of competence

2.21
reliability

degree to which scores are free from measurement error variance, i.e. a range of expected measurement error

NOTE Measurement error can be assessed by examining the consistency of measures produced by assessment participants or assessors within administrations of assessment methods, or over repeated administrations.

2.22
report

information provided to the client

2.23
security

limiting and controlling access to assessment materials, scores, reports and other confidential information to ensure that they are not made available inappropriately

NOTE Security includes, but is not limited to, preventing materials from becoming available in ways that would enable an assessment participant to gain an unfair advantage over other assessment participants or reducing the future value of the assessment materials, and protecting an assessment participant's assessment results from unauthorized use or release.