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DEVELOPING POLICING EXCELLENCE

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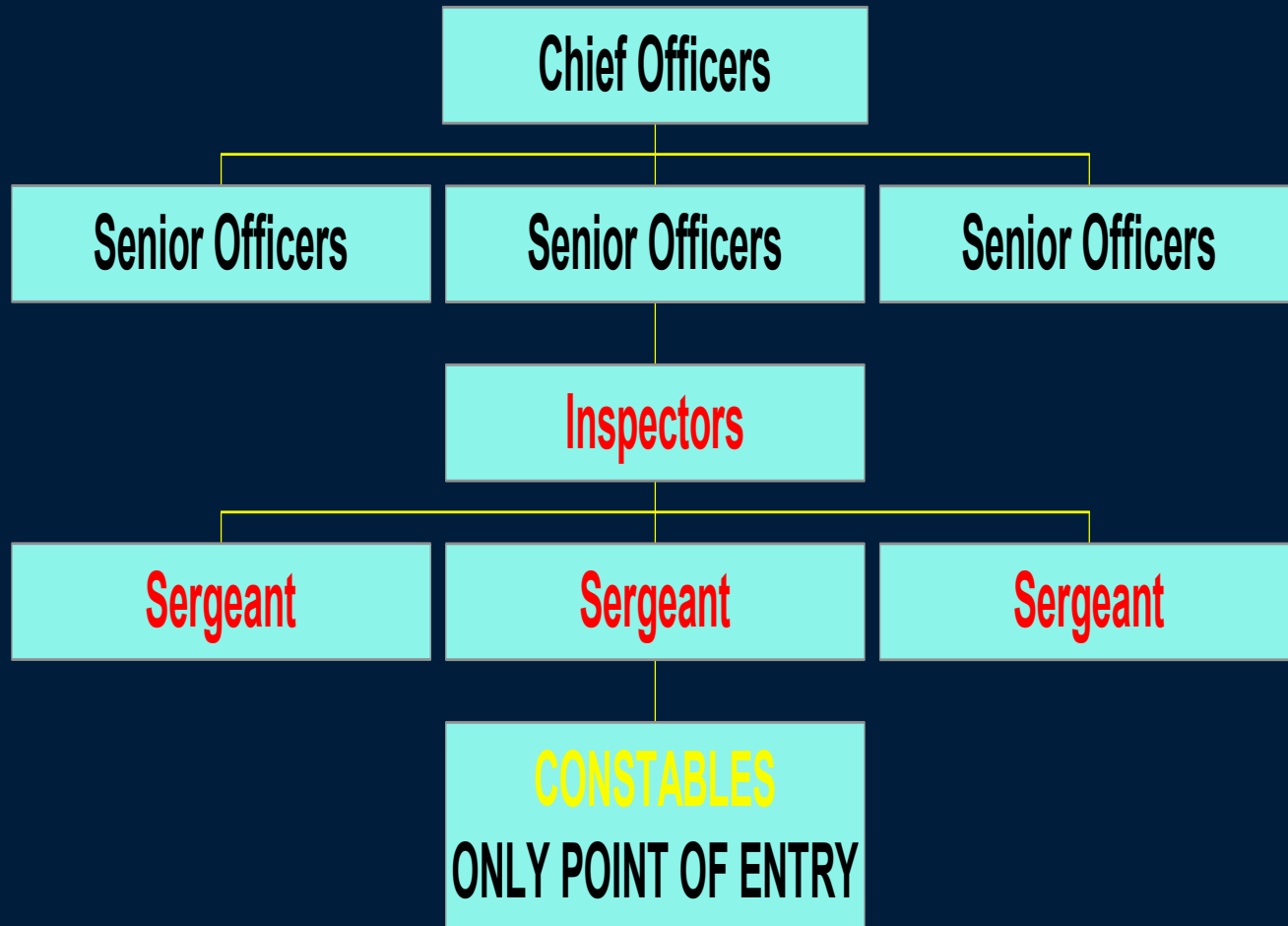
# Sex Differences in the OSPRE™ Part II Assessment Centre

- Police Record - Background
- Convictions - Beliefs
- The Victims/Suspects - Participants
- The Investigation - Research Methodology
- The Evidence - Analyses & Findings
- The Verdict - Conclusion
- The Sentence - Future Research

# Record/Background

- Use of ACs in UK - 60% (Shackleton et al, 1991)
- Use in UK Police Service - 74% (NPT Bramshill, 1998)
- Use in US Police Forces - 60% (Ash, 1990)
- Use in England, Wales & N.I. For all national promotion examinations (since 1992)

# Rank Structure



# OSPRE™ Assessment System

**Part I - Multiple - Choice Exam**  
(Knowledge of Law & Procedure)

**Part II - Assessment Centre**  
(Role-Acted Work Samples)

# OSPPE™ - Assessment Centre

## Sergeants

3000+ Candidates  
3 National Locations  
7 Work Samples  
45 Minutes Preparation  
5 Minutes Activity  
1600 Passes

## Inspectors

1200+ Candidates  
3 National Locations  
7 work Samples  
45 Minutes Preparation  
5 Minute Activity  
600 Passes

# Why ACs?

- Predictive Validity
  - Face Validity
  - Content Validity
  - Transparency
  - Defensibility
- ! Equality & Fairness

# Convictions/**Beliefs**

*“Equality is good”*

*“Equality is good for us”*

*“Equality is good for you”*

*“Equality is good for business\$”*

# Convictions/**Beliefs**

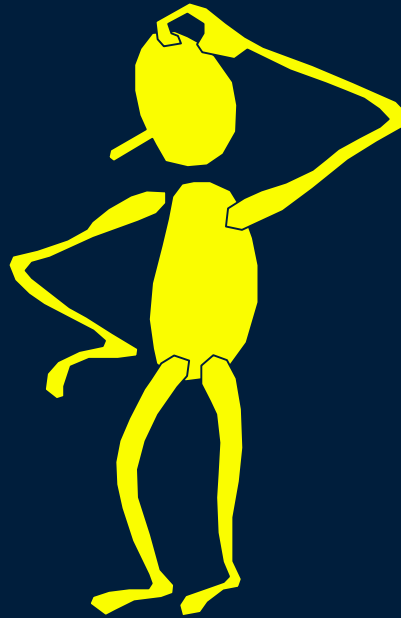
Equality and fairness are paramount!!!!

$$E = AC^2$$

$$E = SR \quad \text{Equality} = \text{Same Results}$$

# Convictions/**Beliefs**

Police AC  
Results



# Convictions/**Beliefs**

## Pass Rates

	Males	Females
1998	47.0%	63.0%
1999	47.4%	63.6%
2000	47.5%	61.3%
2001	48.1%	63.5%

# Convictions/**Beliefs**



# Convictions/**Beliefs**

*“An assessment is fair towards members of a particular group for selection purposes if the respective scores of those candidates are able to predict future on-the-job performance of each group equally well.”*

Adapting Cleary (1968)

# Convictions/**Beliefs**

- **Walsh *et al***, (1987)
- **Neubauer**, (1990)
- **Schmitt**, (1993)

Females outperforming males in ACs  
under certain circumstances !

?

# Convictions/**Beliefs**

Police AC  
Results



# Convictions/**Beliefs**

- **Job analysis samples** (Baron & Janman, 1996)
- **Pilot and validation groups**
- **Definition of dimensions used** (Benner et al., 1990)
- **Stereotypical traits: manager = 'male'** (Schein, 1973 & 1975)
- **Police Service culture** (Reiner, 1992; Walkgate, 1996)
- **Assessors/Candidates** (Walsh et al., 1988)
- **Applying results across cultures** (Baron & Janman, 1996)

# Convictions/**Beliefs**

## Why:

- ? **Higher levels of educational attainment/cognitive ability ?**
- ? **Motivation, preparation, timing ?**
- ? **'Type' of exercise and feminine leadership style ?**

# The Victims/Suspects/**Participants**

## ● **Research Group (n=161)**

- 30% female & 70% male
- Undertaking the Part II for the first time (Sergeants' 2000), having passed the Part I first time

## ● **Control Group (n=768)**

- 20% female & 80% male

## ● **Examination Group (n=3101)**

- 16% female & 84% male

## ● **Candidate Feedback Group (n=475)**

- 17% female & 79% male (4% missing data)

# The Investigation/**Research Methodology**

- Preparation Diary

OSPRE™ Candidate Number: ___-___- <u>JULY</u>		Sat	Sun	Mon	Tues	Wed	Thurs	Fri	
Time spent;		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	Total
Alone	Reading on current issues								
	Looking at feedback								
	Other (please specify)								
With supervisor	Shadowing								
	Talking through issues								
	Role-acting scenarios								
	Other (please specify)								
With other Candidates /Colleagues	Talking through issues								
	Role-acting scenarios								
	Other (please specify)								
With colleagues who have been successful	Talking through issues								
	Role-acting scenarios								
	Other (please specify)								
With colleagues who are OSPRE™ assessors	Talking through issues								
	Role-acting scenarios								
	Other (please specify)								
Candidate Development Programme (CDP)	Provided by force								
	Externally provided								
In force training re Part II (not CDP)									
External training re Part II (not CDP)									
Other (please specify)									
Total									

# The Investigation/**Research Methodology**

- **Preparation Diary**
- **Questionnaires**
- **Psychometric Tests**
- **Post Examination Analysis**

# The Evidence/**Analyses and Findings**

- Overall females performed significantly better than males on the Sergeants' Part II 2000 (47.5% males and 61.3% females were successful).
- This significant difference on the basis of sex was not found with in the research group. (65.5% males and 56.3% females were successful).
  - This would indicate that the style of exercises do not advantage a female style of leadership.
- Academic attainment was not found to be related to performance on the Part II.

# The Evidence/**Analyses and Findings**

- There was no evidence of variant preparation strategies nor any significant difference in the time dedicated to preparation between males and females in the Research Group.
- There was no evidence of an assessor sex bias. Therefore assessors observing and evaluating differences accurately.
- The Research Group (65.5%) had a higher percentage of successful candidates than the Examination Group (49.6%).
- There was a greater percentage of females in the Research Group (29.8%) than in the Examination Group (15.7%).

# The Verdict/**Conclusions**

- **Being involved in the research may have focused the preparation of the members of the Research Group.**
- **All the members of the Research Group were volunteers and therefore it may be that both the males and the females in the Research Group were more motivated to prepare than their colleagues who did not volunteer to take part.**

# The Sentence/**Future Research**

- **Differential Validity Study**
- **More research into Preparation and Motivation**