

# 2018 ACSG Conference Programme – Conference Days

*Adapting to Disruption: Assessment Centres in the Future*



Thursday, 15 March 2018			
07:00 – 08:00	<b>Registration &amp; Refreshments</b>		
08:00 – 08:30 Ballroom 3	<b>Welcome &amp; official opening</b> <ul style="list-style-type: none"> <li><i>Jaco de Jager (Chairman, ACSG)</i></li> </ul>		
08:30 – 09:30 Ballroom 3	<b>Key trends and practices in assessing young talent</b> <ul style="list-style-type: none"> <li><i>Cathy Sims (South African Graduate Employers Association (SAGEA), South Africa)</i></li> </ul>		
09:30 – 10:30	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Open Space Session 1</b></p> <p>A paperless Assessment Centre approach: Making use of technology to create an optimal candidate and assessor experience</p> <p><i>Stacy Isaacs &amp; Jessica Techlenburg (ABSA, South Africa)</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Open Space Session 2</b></p> <p>Middle management Assessment Centre in the public service: Analysis, design, implementation and evaluation</p> <p><i>Cobus Gerber (SARS, South Africa)</i></p> </td> </tr> </table>	<p><b>Open Space Session 1</b></p> <p>A paperless Assessment Centre approach: Making use of technology to create an optimal candidate and assessor experience</p> <p><i>Stacy Isaacs &amp; Jessica Techlenburg (ABSA, South Africa)</i></p>	<p><b>Open Space Session 2</b></p> <p>Middle management Assessment Centre in the public service: Analysis, design, implementation and evaluation</p> <p><i>Cobus Gerber (SARS, South Africa)</i></p>
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13:00 – 14:00	<b>Lunch</b>		
14:00 – 15:00	<b>Ignite – Adapting to Disruption: ACs in the Future</b> <ul style="list-style-type: none"> <li><i>Kim Dowdeswell (Gartner, South Africa), Julian Hewitt (Jakes Gerwel Fellowship, South Africa), Martin Lanik (Pinsight, USA), Terry Meyer (Leadership SA, South Africa), Coenie Middel (Dondoo Studios, South Africa) and Nicola Taylor (JvR, South Africa)</i></li> </ul>		
15:00 – 15:30	<b>ACSG</b> – Annual General Meeting – Discussing and adopting constitutional changes		
15:30 – 16:30	<b>The South African Leadership Standard: An Opportunity for leadership assessment, development and performance improvement</b> <ul style="list-style-type: none"> <li><i>Marius Meyer (South African Board for People Practices (SABPP), South Africa)</i></li> </ul>		

16:30 – 19:00 **Cocktail function** on the Ballroom Terrace

## Friday, 16 March 2018

07:00 – 08:00	<b>Registration &amp; Refreshments</b>	
08:00 – 09:00 Ballroom 2	<b>Candidates' self-presentation when responding to personality inventories, interviews and Assessment Centres</b> <ul style="list-style-type: none"> <li>• <b>Ute-Christine Klehe (Justus-Liebig University in Giessen, Germany)</b></li> </ul>	
09:00 – 10:00	<b>Open Space Session 7</b> Corporate turnaround and Assessment Centres: Its role in the turnaround in the financial fortunes of a large South African manufacturing concern <i>Pieter Bronkhorst (Evalex, South Africa)</i>	<b>Open Space Session 8</b> Selecting young future entrepreneurs in Southern Africa: Key findings and learnings from a scholarship and fellowship study <i>Carl Herman (Allan Gray Orbis Foundation, South Africa)</i>
10:00 – 10:30	<b>Refreshment Break</b>	
10:30 – 11:30	<b>Open Space Session 9</b> <b>TBA</b>	<b>Open Space Session 10</b> Digitalisation of business processes in a changing world: Game based psychometric assessments <i>David Ambler, Megan De Chalain, Angelique Diedericks &amp; David Lambiotte (PwC, South Africa)</i>
11:30 – 12:30	<b>Open Space Session 11</b> Establishment and development of a Development Assessment Centre in the Department of Mineral Resources: Lessons learnt along the way <i>Headman Mbiko (Department of Mineral Resources, South Africa) &amp; Deon Meiring (University of Pretoria, South Africa)</i>	<b>Open Space Session 12</b> Make future talent work through Coaching Development Centres <i>Renchia Strauss (SAA, South Africa)</i>
12:30 – 13:30	<b>Lunch</b>	
13:30 – 15:00 Ballroom 2	<b>Code of Ethics for Assessment Centres in South Africa</b> <ul style="list-style-type: none"> <li>• <i>Deon Meiring (University of Pretoria, South Africa), Sandra Schlebusch (LEMASA, South Africa) and Rodney Lowman (CSPP / Alliant International University, San Diego, USA)</i></li> </ul>	

## Key Trends and Assessment Practices in Assessing Future Graduate Talent

SAGEA was founded in 2004 with a small group of dedicated employers who had an interest in pursuing a build-strategy as part of their talent programmes. SAGEA has since grown to represent more than 200 organisations with the key objective to enhance the performance of each and every member.

This presentation will present an analysis of graduate assessment practices across a cross-section of South African organisations. In-depth information on benchmarks of best practice across the entire graduate employment lifecycle from attraction to retention will be discussed. In addition, key insights from young talent as to their hopes and dreams of what a fulfilling career looks like in South Africa will be shared with delegates. The presentation will share key trends in building future talent and in-depth insight into how colleagues working in the assessment space can assist in navigating sought after talent in the future.

### A Paperless Assessment Centre Approach: Making Use of Technology to create an Optimal Candidate and Assessor Experience

**Objective:** Absa annually embarks on a large recruitment and selection process for scarce and critical skills. The competitive banking environment dictates that only top-quality graduates be appointed to feed the overall bank and leadership pipeline. Competition for appointing top quality graduates is prevalent as the war for top talent increases. The fourth industrial revolution creates an imperative need for Absa to develop scarce skills, compete with digital disruptors and perpetually evolve.

An integral part of the Rising Eagles Graduate Programme recruitment process is the graduate Assessment Centre (AC). The graduate ACs identifies top talent and exposes candidates to the Absa brand. The talent demand results in up to ten Assessment Centres run across Africa with an average of 30 candidates and 15 assessors.

The resources invested in the ACs are large scale. A key focus is on streamlining ACs while creating a candidate centred experience. In keeping all the above in mind, constant technological advancements as well as the savvy mind-set of a millennial, Absa wanted to create an AC that left a positive, memorable impression with the graduates and a hassle free day for the assessors: a paperless Assessment Centre.

**Theoretical Foundation:** The case study is contextualised in terms of business trends in paperless ACs and technological advancements. The Absa AC method is based on the traditional AC design model of Schlebusch and Roodt (2008). The design also includes considerations for Best Practice (International Task Force on Assessment Guidelines, 2009; Meiring & Buckett, 2015). The AC was designed using Trait Activation Theory (Lievens, Schollaert & Keen, 2014; Lievens, Tett & Schleicher, 2009) and interactionist theories (Lievens, 2008; Lievens, Schollaert & Keen, 2014). Each of these steps and theoretical underpinnings will be integrated and applied within the case study.

**The Focus of the Presentation:** A practical case study will be shared that will enable the audience with a step by step paperless Assessment Centre design. The presentation will share the learnings and critical considerations which are encountered in this design as well as empower others to move beyond paper based assessments.

Other aspects that will be shared are: the impact on the assessor training sessions; the logistics to make this happen; and the value that this approach offered for assessors, candidates and the organisation. A tool or framework for delegates to take home and refer to when designing their own paperless Assessment Centres will be shared in the session.

## **Middle Management Assessment Centre in the Public Service: Analysis, Design, Implementation and Evaluation**

**Objective / Research Problem / Problem Statement:** The assessments unit of the participating organisation, a macro organisation in the public service sector, was challenged to contain assessment costs and to maximise the use of assessment outcomes. In-house middle management Assessment Centres was introduced to partially meet these challenges.

The objective of this research is to provide a case study of the implementation of the above mentioned middle management Assessment Centre. This is a qualitative research project.

**Theoretical Foundation and Research:** The middle management Assessment Centre of this case study finds application within the boundaries of the South African legislative framework as well as the policies, procedures, guidelines and ethical frameworks from the ACSG, Board for Psychology, and the participating organisation (Muleya, Fourie, Schlebusch, 2017). This context gives rise to unique ethical considerations. The considerations during the different design stages and steps of Assessment Centre implementation as suggested by Roodt and Schlebusch (2008) will be discussed as central theme and practical advice will be provided to participants. An ethical risk matrix will be proposed as both a design instrument for ethical Assessment Centres as well as an evaluation tool.

Different steps followed during the *Analysis* stage of Roodt and Schlebusch (2008) will be presented first. Emphasis will be provided on how the targeted competencies were identified for the middle management Assessment Centre as well as ethical risks and mitigating factors during this stage.

Thereafter the different steps followed in the *Design* stage (Roodt and Schlebusch 2008) of the Assessment Centre will be presented. During this stage the practical lessons learned during the pilot, the design centre, as well as the design of simulations will be shared with the audience. Ethical risks and mitigating factors will further be identified during this stage.

Lessons learned during the *Implementation* stage (Roodt and Schlebusch 2008) will be shared thereafter. All the matters before, during and after the centre will be discussed up until the fully operational Assessment Centre had seen light. Again, ethical risks and mitigating factors will be identified during this stage.

**Conclusion:** During the *Evaluation* stage (Roodt and Schlebusch 2008) the initial attempts of validation and evaluation of the performance of the middle manager Assessment Centre against its bespoke ethical risk matrix will lastly be discussed within the context of the participating organisation. This will answer the question if the Assessment Centre should be retained as is, rejected or improved.

### **What about the Front Line? Using Gamification to Apply Assessment Centre Concepts to the Recruitment of Entry Level Workers**

Whilst the value of Assessment Centre (AC) technology has been known for a long time, the cost and time involved in running ACs meant that these technologies have seldom been applied to blue collar / entry level positions, especially where the candidates in question do not have a certain minimum level of education. Typical competencies assessed in traditional ACs tend to be slanted towards leadership ability and therefore have no direct link to predicting success in unskilled / entry level roles. The objective of this study was to assess whether Assessment Centre technology and gamification could be used successfully in this context.

In order to address this problem, a series of nine "games" were designed on a sophisticated IT platform, in essence fusing typical Assessment Centre methodologies and new trends in gamification. Several simulations were presented to candidates that mirror generic work tasks typical of work at entry level / blue colour positions. For example, candidates could be asked to learn process flows to complete several tasks or follow and extrapolate from a series of instructions. These games were scored using set frameworks to yield results for candidates on a range of key skills and competencies such as instruction assimilation, response to training, English literacy, clerical accuracy, numerical literacy and productivity.

To test our hypothesis, that AC technology can in fact be used effectively to assess the trainability and competence of candidates applying for entry level roles, these “games” were piloted in a range of companies and industries on several roles with a similar job complexity (i.e. security guards, pickers and picking auditors). Actual, verifiable performance data was collected for both high performance and low performance samples. The performance of the two different groups was compared. We plan to share the challenges we experienced when designing these games and adapting traditional AC methodologies to work in an automated, online and gamified manner and to share the findings of this study which were very positive. The results show that high performers consistently out-performed low performers on the assessments. Through the application of Assessment Centre technology and gamification, it is possible to apply Assessment Centre methodologies successfully to entry level / blue collar roles cost effectively.

These findings have large ramifications as they suggest that the traditional assessment methodologies and models usually used at the lower levels can be updated to include AC techniques and gamification in the future.

### **96 Countries, 2200 People and Four Assessments: A Customised Experiential Assessment Centre for One of the World’s Leading Companies**

**Background:** Pharmaceutical companies face complex issues that grow more challenging by the day. Healthcare reform and changes in technology, various governments’ policies and consumer expectations are revolutionising relationships with key stakeholders and impacting operations in unforeseen ways. There is a bigger shift in focus for medical affairs towards informing disease management through a variety of health information including real-world evidence, advanced analytics, data linkage and integration. Some of the crucial questions are what competencies will be required to navigate this complex and changing landscape and how does current medical professionals compare?

**Methodology:** Forward thinking medical affairs competencies were mapped and validated. Once the functional/technical competencies were mapped and strategic areas of capability building identified, the focus shifted onto supporting soft skills and leadership competencies needed to help deliver into the medical affairs strategic objectives.

A data-driven approach to product development and service delivery was followed. While competency based assessment is often used to address immediate operational needs, its benefits are only fully realised when it is embedded in a larger developmental framework. The integrated organisational and behavioural assessment development model reflected the integrated consultancy approach and aligned itself perfectly with the OD model. This model was used to ensure that all the elements of the assessment process were contextually grounded and aligned with the client’s business strategies. In this way competency assessment was conceptualised as a vehicle for individual, group and organisational development.

A partially customised simulation and – case study exercise as well as a SJT were used. The technical competencies were assessed via a self-evaluation based on the company’s medical competency framework. All assessments were completed online.

Various, i.e. individual, business unit, country, management, etc. reports were created to reflect the results.

**Objectives:** The Company stated the following objectives: To bring medical knowledge and functional know-how required by BUs to a world-class level and to develop scientific leadership.

**Results, Implications and Conclusion:** The expected number of participants is 2200. Once all the participants have completed the online assessment, rigorous statistical analysis will be conducted to determine correlations between the simulation exercise, case study exercise and the SJT as well as the technical questionnaire. Further analysis will be done to determine the criterion-related validity, content validity, construct validity and reliability of the assessments used.

**Additional Information:** What would be interesting about this presentation?

The project management and implementation of such a large-scale project, especially since the client is based in France and there was limited face-to-face contact.

The value this project has for the organisation, especially in terms of their talent development and management. Did the project contribute to the objectives and live up to the expectations?

What is the impact of a complete online assessment, particularly as it pertains to the case study exercise where participants had to choose answers instead of having the freedom to express themselves freely (open text responses).

There will surely be many lessons learned and unexpected revelations.

### **Observers in Assessment Centres: A Dying Art or Possibility for Re-invention?**

Assessment Centres have been within the South African context for decades, very often with great success. One of the possible reasons for this success was the high-touch approach Assessment Centres provided, which left candidates with a positive impression after assessments and management with an expert opinion of candidates after a centre would take place. In turn, ACs are one of the most used assessments methodologies for selection as well as development.

However, with the introduction of new technology such as Watson from IBM, Alexa from Amazon, Hire from Google, Cambridge Analytica and the Snoop phenomena as termed by Prof. Sam Gosling to only name a few, a question does arise as to what that would mean for the assessment centre methodology and practitioners. In an ever changing, technology driven world, what disruption has already hit the Assessment Centre method? In addition, what will be next?

In a current world of work where routine jobs can, and have been, replaced by mechanics, Assessment Centre practitioners cannot be oblivious to the opinion that human interaction introduces interesting insights but also imperfection into a process and very few organisations would willingly introduce imperfection into recruitment processes. This is further exacerbated by the vast technological advances produced daily specifically in the field of artificial intelligence and equipping it toward human behaviour and observing it. This begs the question, for how long will observers and administrators still be needed as an integral part of the Assessment Centre process, or will they merely oversee it in the very near future.

In this paper, the mechanics of the Assessment Centre method were investigated to determine where the possible next disruption will take place and what that disruption could be. An intensive literature review of the Assessment Centre method, latest research on observer training and Assessment Centre design as well as innovation and more specifically technology innovation were conducted and small practical experiments were run to investigate certain hypothesis further.

Findings regarding the influence of artificial intelligence on the role of the observer within the Assessment Centre context, the administration and methodology used to design and run centres as well as the impact on the Assessment Centre practitioner and the future of their roles within an Assessment Centre will be discussed. Possible practical and theoretical interventions will also be shared to better equip practitioners to incorporate and embrace future technological disruptions.

### **A Case Study in the Design and Implementation of a Multi-method, Multi-location Assessment Centre as part of the Development of a Diverse Sample of Executives in the Aviation Industry**

**Background:** In the aviation industry, like in many others, Assessment Centres are commonly used for selection and development purposes. Aviation psychologists and HR professionals are perpetually considering cost-effective recruitment and staff development initiatives to drive commercially sound assessment and development initiatives – especially when their operations span a network across regions and continents.

Despite the fact that the Middle East is set to be the fastest-growing region in the world for the airline industry in 2017, with the highest growth in terms of both airline capacity and revenue passenger kilometres, the bright predictions come with worrying signs of a sharp fall in profits and staff reductions among the region's legacy carriers. Whilst the Middle East may be the strongest market, its lead is at risk amidst a very competitive aviation industry.

**Objective:** In an attempt to manage risk and to maintain the competitive advantage, one of the world's largest airlines situated in the Middle East embarked on a journey to leverage their leadership and management potential across their international network. The intent was to conduct a talent capability audit through the application of Assessment Centre methodology to enhance talent decisions with a robust data set.

**Theoretical Foundation:** The organisation used a multi-method assessment approach and applied an algorithm to integrate scores from the various assessment tools. Questionnaire and assessment dimensions were conceptually mapped to the organisation's leadership and talent competency framework.

**Methodology:** The participant pool comprised 88 regional and country managers across the organisation's operational network. Participants were required to complete a personality and cultural agility questionnaire, three reasoning assessments (verbal, numerical and abstract), a career aspirations questionnaire, a bespoke analysis exercise, a presentation as well as a competency-based interview. All questionnaires and assessments were completed online and unsupervised. Assessors worked in pairs and included an HR professional as well as a senior commercial manager. All assessors were trained on behavioural assessment and competency-based interviewing and were specifically involved in the scoring of the simulation and interview exercises. Scoring was based on pre-defined behavioural indicators within a commercial context. The assessment process was supervised and monitored by a senior business psychologist. All results were captured online using a structured rating form. Data was aggregated and presented via a management report and data visualisation tools to the organisation's executive leadership team. Participants received individual development reports, supported by a webinar to facilitate virtual feedback sessions and guide development planning. Finally, development interventions were designed and implemented to address universal as well as individual development opportunities as highlighted by the capability audit.

**Conclusion:** The talent capability audit served as a pilot project to introduce an automated, integrated assessment approach to the organisation. Stakeholders provided unsolicited feedback as well as structured feedback through an online reactionnaire. Feedback was overwhelmingly positive. The highly successful talent capability audit served as impetus to drive assessment design and methodology to a new maturity level within the organisation.

### **The South African Leadership Standard: An Opportunity for Leadership Assessment, Development and Performance Improvement**

Our South Africa of the mid to late 2010's is generally acknowledged to be experiencing a crisis of leadership. We have been confronted daily with examples of organisational failures in all spheres of the economy and in many institutions of our society. This must be dealt with through strong and effective leadership which, unfortunately, is largely lacking. The results are under-performance, scandals, corruption and damage to people. Admittedly, the role and task of leadership is complex in modern times. A volatile and increasingly uncertain business environment, a lack of economic growth, uncertainty, increased compliance requirements, business and political scandals, rapid change, technological advancement, disruptive technologies, globalisation and a myriad of other factors complicate the role of leaders.

Against the backdrop of this leadership crisis, the SA Board for People Practices (SABPP) developed a national leadership standard to assist in developing authentic leaders and enabling them to apply clear guidelines for leadership practice. We need a common platform of understanding what leadership means for South African leaders in all fields so that we can unlock the potential in SA's workforce and society in general. A standard is needed to guide leaders in their daily leadership practice and a common understanding on the demands of leadership which can serve two important functions: (1) to present to leaders in simple terms what is expected of them; and (2) to form the basis from which to understand current failures of leadership in many sectors.

Across and within organisations, inconsistencies in leadership and people management practices occur. The intention with this South African Leadership Standard is to provide one simple framework against which organisations and individual leaders can reflect on their leadership. The leadership standard consists of five key dimensions, i.e. instilling a vision, delivering value which creates results, influencing people, and reflecting for improvement. Although these areas may be relevant to leaders world-wide, they were specifically contextualised for South Africa, and therefore include leadership practices appropriate to our unique socio-economic challenges.

The leadership standard provides an opportunity for leadership development and assessment experts and HR Managers to position leadership as the top priority in organisations. Ideally, sound leadership development programmes based on assessments are needed to ensure that South Africa appoints and develop leaders who are able to take their teams, organisations and society forward. Thus, the leadership standard provides a framework for leaders to improve on their leadership in setting their organisations up for success.

### **Candidates' Self-presentation when Responding to Personality Inventories, Interviews and Assessment Centres**

A classic concern during personnel selection is candidates' self-presentation behaviours, that is, (a) impression management behaviours such self-promotion and ingratiation, (b) response distortion in personality inventories, and finally (c) outright faking, i.e., deceptive attempts to intentionally distort one's behaviour in order to receive a better

evaluation. The proposed presentation addresses antecedents and consequences of such self-presentation behaviours when responding to different selection methods employed during Assessment Centres, namely to personality inventories, low fidelity simulations such as structured selection interviews, and high fidelity simulations such as role-plays and group discussions. Data stemmed from Assessment Centre application trainings for university graduates, laboratory studies, and organisational settings.

Results reveal that some of this self-presentation is actually not quite as troublesome as traditionally thought: Observable impression management behaviours in the context of low- and high-fidelity simulations (i.e., interviews, role-plays, and group discussions) proved decent construct-related validity and meaningfully predicted performance in comparable yet non-evaluative situations, suggesting that impression management behaviours represent meaningful personal traits activated under relevant conditions.

Similar findings also emerged for candidates' response distortion on personality inventories. Results from three studies (i.e., from another simulated selection procedure, an experimental laboratory study, and an organisation's selection data) suggest that the inflated personality scores and the poor construct-related validity observed during personnel selection stem from candidates presenting themselves as an 'ideal employee'. The corresponding 'ideal employee factor', as identifiable via confirmatory factor analysis, was meaningfully predicted by candidates social perceptiveness in the form of their ability to identify criteria (Kleinmann, 1993), their test motivation and the perceived difficulty of the personality inventory. As the social perceptiveness is also related to job performance, it did not surprise to find candidates' scores on the ideal employee factor to be able to predict performance.

Regarding candidates' outright faking, a final set of studies (some still ongoing) suggest that faking does indeed occur in both low- and high-fidelity simulations (i.e., also role-plays and group discussions are not except to faking), but that it becomes more difficult to plan for in high-fidelity simulations, even when candidates know the dimension on which they are being evaluated. Further, results suggest that faking may not always lead to the positive evaluations intended. Indeed, faking fosters candidates feeling inauthentic and stressed, which in turn can interfere with their performance during the selection situation. The presentation will end with implications for practice and an outlook of research questions currently under study.

### **Corporate Turnaround and Assessment Centres: Its Role in the Turnaround in the Financial Fortunes of a Large Scale South African Manufacturing Concern**

How effective is the Assessment Centre as an intervention strategy in assisting corporate turn-around? The AC is mostly used in the selection and leadership development space. What is its return on investment when a company needs to be recovered?

The shareholders of a large South African manufacturer with an eight-year track record of declining revenues and profitability decided to "head hunt" a new CEO with the task of turning the business around.

The newly appointed CEO implemented an Assessment Centre as part of a talent management solution to assist him in building a high-performance team.

The corporate recovery and growth literature contains multiple research studies showing the "quality of the management team" to be one of two most influential causes of decline. The other is "lack of financial discipline." Successful recovery and growth programs put huge emphasise on building intellectual capital, in particular the sub-set of human capital.

Six months into the process, the revenue and profit line started to improve dramatically and has been doing so for two years.

The CEO utilised three major intervention strategies. The first being building a high-performance management team, the second market research and client segmentation and the third, focussing on production processes.

In this case study presentation, the leadership assessment process and how it informed the specific management changes the CEO brought about and the positive outcome these achieved will be articulated.

Further the role that the Assessment Centre played in building a talented leadership team and how this correlated with the subsequent financial results will be discussed.

Finally, the return on investment will be discussed. Was it a worthwhile exercise and how does the cost compare to the financial benefits achieved.

The CEO is of the opinion that the leadership assessment process that under-pinned the talent management process was and still is the major driver in the businesses success, as it empowered and enhanced the results of the other interventions now being led by higher calibre talent.

### **Selecting Young Future Entrepreneurs in Southern Africa: Key Findings and Learnings from a Scholarship and Fellowship Study**

**Context:** Given South Africa's current socio-economic challenges the early identification and development of entrepreneurs that contribute positively to socio-economic development remains key to creating economic wealth and equality in our region. As South Africa's education system and transformation efforts are slow to produce the entrepreneurial culture required to stimulate socio-economic growth, the early identification and development of future entrepreneurs becomes ever more pressing.

**Research Purpose:** The research study evaluates the predictive validity of a selection procedure aimed at identifying primary and high school learners with the highest likelihood of success to develop an entrepreneurial mindset through various educational, personal development, and mentoring interventions.

**Research design, approach and methodology:** A criterion-related predictive validity study of two programmes, namely the Scholarship selection procedure for the period 2014-2016 was conducted (n=180) and Fellowship selection procedure for the period 2013-2016 was conducted. The reliability and construct validity of the selection assessments as well as the relationship between the selection assessment and various success indicators were established via reliability analyses, (exploratory and confirmatory) factor analysis, and regression analysis. In addition, an actuarial selection rule for the selection of future scholars was developed.

#### **Results**

- A closure look at the utility of the assessment tools and its validity and reliability for Scholarship and Fellowship
- A qualitative review and its findings related to the Success Profile methodology
- The utility of using AC's for selection of young high potentials
- A closer look at the Foundation's decision-making rules, and the development of actuarial decision-making rules for selection
- Utility of using multi-hurdle approach for selection of young high potentials

**Practical implications:** The predictive validity study is expected to provide empirical evidence supporting the High Impact Entrepreneur Success Profile that was developed by the Foundation to identify and develop young entrepreneurs in Southern Africa. The results show varying degrees of support for the use of the selection instruments as measures of the identified success factors and predictors of entrepreneurial potential. The empirical evidence is currently guiding the Foundation to the rejection, refinement, and/or sustained use of the various selection assessments, with the aim of increasing the utility of the selection procedure. Practical recommendations for the improvement of the Scholarship and Fellowship selection procedures will be shared.

**Contribution:** The Allan Gray Orbis Foundation is one mechanism that aims to identify and develop future high impact entrepreneurs in South Africa. Through the empirical evaluation of the predictive validity of the Foundation's Fellow selection procedure, key insights are gained into the factors that predict entrepreneurial and academic success in high school and university students.

### **Digitalisation of Business Processes in a Changing World: Game-based Psychometric Assessments**

**Introduction:** As the world continues its journey into the digital age very few business facets remain unchanged. Psychometric assessments stand as one of these facets which have seen significant advancements in terms of their availability, reach, capability and application. Employers have an increasing demand for faster, more efficient and more affordable assessment processes to be introduced to Assessment and Development Centres. Game based assessments are increasingly being considered and recognised as a potential solution to meet these needs. Gamification is essentially the application of game mechanics and game design principles to non-game contexts in order to engage and motivate people to achieve a specified objective. Gamification taps into the basic desires and needs of user impulses which revolve around the notion of status and achievement.

**Methodology & Theoretical foundation: Engaging people through gamification and the creation of a game based assessment:** To keep up with the pace of a digitally enabled workforce and to remain at the forefront of modern trends and innovation our assessment team have developed a gamified psychometric measure applicable for multiple purposes. The values based 'game' has been developed based on the well-known theory of spiral dynamics. The theory aims to explain individual worldviews and what that will mean in real life scenarios. This measure uses an ipsative approach to measure an individual's values through six factions which draw from the values orientation theory presented by Graves, Beck and Cowan. The 'gamers' are taken on an intergalactic journey to save the universe where they are continuously prompted to apply their judgement to a series of scenarios in order to complete their mission and save the day. All responses and scenarios chosen are calculated accordingly in order to indicate the degree of alignment each individual displays to each value meme.

This assessment further aims to reposition psychometrics within the Assessment Centre field as being a more accessible, affordable and engaging method for assessing candidates. In terms of application, this measure is proving to be useful as an instrument in various areas, including candidate placement, alignment of values and team development. Research and testing using this assessment is starting to show diverse effects from the application of gamification in a practical setting and as part of Assessment Centre activities. Data from the pilot study is being gathered from offices on a global scale and validation testing is being conducted in order to understand the underlying psychometric properties of this type of assessment. This research is providing practical insights into a relatively under researched yet trending topic, the research

being conducted using this game based assessment hopes to provide empirical evidence relating to psychometric properties of a game based assessment.

**Conclusion:** In conclusion, there are numerous advantages associated with the utilisation of game based assessments within Assessment and Development Centres. This form of testing offers an immersive, rich, fun and interactive session for candidates yet still provides reliable and usable data as shown from an internal case study. The data analytics generated can be used in a concise and meaningful manner relevant to business needs and digital transformation, and the process involves minimal administrative coordination. Game based assessments are transcending standard business practices and are elevating workplace processes to an exciting new level. Our presentation aims to shed light on the practical application of gamification and to highlight how this relatively new concept is making headway within organisations.

### **Establishment and Development of a Development Assessment Centre in the Department of Mineral Resources: Lessons Learnt along the Way**

**Background and problem statement:** Designing, implementing and institutionalising a large-scale Development Assessment Centre (DAC) in the Department of Mineral Resource (DMR) is a complicated and challenging process. The DMR set out to establish a fully operational DAC for the assessment and diagnosis of human capital. The focus was to identify individual strengths and development areas on different managerial levels in order to diagnose development needs that will facilitate more effective job performance, career development and advancement. This in turn will contribute to the attainment of greater organisational success within the DMR.

**Theoretical foundation:** The DAC had to be developed from scratch (competency framework, context specific exercise) validated, assessors trained, buy-in obtained from key role players and most importantly the department and individual impact of such a development assessment had to be demonstrated. The DMR adopted the Schlebusch & Roodt (2008) designing mode and the best practice guidelines for the use of the Assessment Centre Method in South Africa (5th Edition) as the theoretical foundation to develop the DAC.

**How the problem was addressed:** Similar to private industry organisations in South Africa, public service departments are also faced with the challenge to identify and develop their high potential managers through capacity building programmes. The DMR operates in a very dynamic and challenging environment. Different levels of management need assessment and diagnosis of development needs that will facilitate more effective job performance and /or career development and advancement, which in turn will contribute in achieving the DMR mandate. The design and development of a DAC was envisaged as the first step in the right direction towards capacity building of senior and middle management cadres in the Department.

**Results, Implications and Conclusion:** In this presentation, a case study will be used to showcase the process the DMR followed in designing, implementing and institutionalising a large-scale DAC. Time will be spent on looking at how the DMR initiated the DAC project and gained buy-in and support from senior management. Secondly, an overview will be presented on the DAC methodology followed and how it was practically executed. Thirdly, attention will be given on important lessons learned in each of the different phases (before, during & after) of the DAC. Finally, the outcomes of the DAC will be presented to demonstrate the value the DMR drew from implementing the DAC process in the DMR.

**Make Future Talent Work through Coaching Development Centres**

Potential has become a commodity. The global shortage of skills and top talent has forced companies to ensure that when they develop talent, the investment in time, money and resources will eventually reap the benefit. Therefore it is paramount that when selection of talent is made for development or succession purposes the 'right talent for the right level or position' is selected. At SAA a succession planning programme for level 2 management (senior) was introduced to put in place an accelerated development programme that will ensure a readiness level for senior management level positions within a three year period.

Potential candidates went through a selection process that included paper selection, an interview and a written assessment. Once accepted into the succession programme, all participants were assessed and a unique development plan drawn-up for each participant. During their first year a dedicated focus was on intra and interpersonal development, followed by a focus on other critical areas during year two and year three of the succession programme. Coaching Development Centres were used to assist participants to make cognitive, emotional and functional shifts. The participants were introduced to self-introspection, enhancing new ways of thinking and operating styles during the Coaching Development Centres. The Coaching Development Centres assisted them to understand their current level of proficiency and areas of development assisting them to improve their readiness levels.

During the Coaching Development Centres emphasis was on competencies related to the SAA leadership framework, as well as typical situations they would be expected to handle effectively. They were exposed to an in-box, a one-on-one role-play, as well as a group discussion.

During this presentation detail about the process will be shared with the audience, as well as the benefits that both SAA and participants experienced from the Coaching Development Centres. Coaching Development Centres are a very important aspect of development and should be included as a foundation in all development programmes. It is a strong departure point for accelerated development, gives confidence and coping skills to the participants and direct flow in acquiring new competencies.