



4 - 8 APRIL 2016

# 36<sup>TH</sup> ANNUAL ACSG CONFERENCE

**ADDRESSING LEADERSHIP CHALLENGES USING  
ASSESSMENT & DEVELOPMENT CENTRES**



# 36<sup>th</sup> Annual ACSG Conference

## *Addressing leadership challenges using Assessment and Development Centres*

### **With thanks to our Sponsors:**

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### **Abstract Selection Process:**

The submission format review process and acceptance of abstracts were handled by the ACSG committee.

All abstracts submitted were subjected to a blind peer review process. Reviewers included: Anne Buckett, Eugene de Bruin, Petrus Nel, Danie Oosthuizen, David Purdy, Sandra Schlebusch and Callie Theron.

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## Welcome from the ACSG

It is a great pleasure and an honour to welcome all our local and international delegates to the 36<sup>th</sup> annual Assessment Centre Study Group (ACSG) Conference at The NH Lord Charles in Somerset West, South Africa from the 4<sup>th</sup> to the 8<sup>h</sup> April 2016. The theme for the 2016 conference is *Addressing Leadership Challenges using Assessment and Development Centres*.

The 2016 ACSG conference will focus on the use of Assessment and Development Centre (AC/DC) technology in dealing with various leadership challenges, such as

- the assessment and development of leadership;
- leadership as a mission-critical organisational capability;
- using big data to solve assessment centre challenges;
- the dark side of leadership;
- ethical issues in assessment and development centres; and
- application of the Best Practice Guidelines for Assessment and Development Centres.

We are very excited that a broad range of local and international thought leaders are participating in this year's conference. Their contributions focus on how AC methods and technologies have been developed and / or applied to leadership challenges. Presentations will also focus on research conducted with ACs indicating which methods and approaches are deemed to provide the best quality and depth of data for leadership assessment and development.

We will also be sharing our progress and initiatives as a committee over the past year.

The ACSG would like to thank each of you for attending our conference and bringing your expertise to our gathering. Throughout this conference, we ask you to stay engaged, keep us proactive and help the ACSG shape the future of Assessment Centres.

We trust that you will have an engaging, interesting and enjoyable conference and use the opportunity to connect in the beautiful setting of Somerset West!

### **The ACSG Committee**

David Bischof, Tebogo Kgatle, Petrus Nel, Danie Oosthuizen,  
Ndayi Takawira, Mo'aaza Wadvalla and Judith Williamson

# Assessment Centre Study Group (ACSG)

## ACSG Committee (2015 – 2016)

Chairperson	Petrus Nel
Outgoing Chairperson	David Bischof
Conference Coordinator	Tebogo Kgatle
Marketing and Communications	Lydia Mdluli (resigned)
	Mo'aaza Wadvalla
Special Projects	Ndayi Takawira
Treasurer	Danie Oosthuizen
Company Secretary	Judith Williamson

## ACSG Honorary Members

George Coetzee  
Eugene de Bruin  
Hennie Kriek  
Deon Meiring  
Sandra Schlebusch  
Herman Spangenberg

## Past Chairpersons

1981 – 1984	Hermann Spangenberg (SBW)
1985 – 1985	Albert van der Merwe (Sasol)
1986 – 1987	Hermann Spangenberg (SBW)
1988 – 1995	George Coetzee (Naspers)
1996 – 2001	Hennie Kriek (SHL)
2002 – 2003	Willie Marais (Old Mutual)
2004 – 2005	Charmaine Swanevelder (SHL)
2006 – 2007	Deon Meiring (SAPS)
2008 – 2009	Anne Buckett (Precision HR)
2010 – 2011	Sandra Schlebusch (LeMaSa)
2012 – 2013	Lydia Cillié-Schmidt (The Talent Hub)
2014 – 2015	David Bischof (Deloitte)

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[www.acsg.co.za](http://www.acsg.co.za)

**SA ASSESSMENT CENTRE STUDY GROUP NPC**  
**Statement of comprehensive income for the year ended 31 May 2015**

(Figures in Rand)

	<b>2015</b>	<b>2014</b>
Revenue	619 357	720 017
Cost of sales	(506 908)	(587 472)
Gross profit	112 449	32 545
Profit on exchange differences	31 973	-
Overhead expenses	(151 535)	(366 617)
Finance cost	-	(287)
<b>Total comprehensive loss for the year as per audited statements</b>	<b>(7 113)</b>	<b>(234 359)</b>
Revenue not included in the audited financial statements*	210 965	-
<b>Adjusted profit (loss)</b>	<b>203 852</b>	<b>(234 359)</b>

\* Exhibitors' income of R210 965, which was not included in the revenue for the 2015 financial year, will be deferred to the 2016 financial year. This was due to an unresolved inter invoice difference between Tusk Event Management and ACSG at the end of the 2015 financial year.

The full annual financial statement is available on the ACSG website.



## List of Acronyms

AC	Assessment Centre(s)
AC/DC	Assessment and Development Centre(s)
ACSG	SA Assessment Centre Study Group (South Africa)
DC	Development Centre(s)
COMENSA	Coaches and Mentors of South Africa
HPCSA	Health Professions Council of South Africa
HSRC	Human Sciences Research Council
IACCP	International Association for Cross-cultural Psychology
I/O	Industrial and Organisational (Psychology)
IPM	Institute for People Management
SA	South Africa
SABPP	South African Board for People Practices
SARS	South African Revenue Services
SIOPSA	Society for Industrial and Organisational Psychology of South Africa
SIOP	Society for Industrial and Organisational Psychology
SJT	Situational Judgement Test
SSA	State Security Agency
TAT	Trait Activation Theory
UCT	University of Cape Town
UJ	University of Johannesburg
UP	University of Pretoria
UNISA	University of South Africa
US	University of Stellenbosch

# Programme

## ACSG Academy Training Workshops

<b>Monday, 4 and Tuesday, 5 April 2016</b>		
07:00 – 08:00	<b>Registration and Refreshments</b>	Foyer
08:00 – 17:00 Lourensford	<p><b>Introduction to behaviour observation during an Assessment Centre</b> (Observer 101)</p> <ul style="list-style-type: none"> <li>• <i>Anne Buckett (Precision HR, South Africa)</i></li> </ul> <p>10:00 – 10:30 Refreshment Break 12:30 – 13:30 Lunch 15:00 – 15:30 Refreshment Break</p>	<i>Abstract on page 12</i>
08:00 – 17:00 Cloetenberg	<p><b>The design and development of an Assessment Centre</b> (Designing Centres 101)</p> <ul style="list-style-type: none"> <li>• <i>Sandra Schlebusch (LeMaSa, South Africa)</i></li> </ul> <p>10:00 – 10:30 Refreshment Break 12:30 – 13:30 Lunch 15:00 – 15:30 Refreshment Break</p>	<i>Abstract on page 13</i>

## Tuesday, 5 April 2016

13:00 – 17:00 **Exhibitors' build-up time**

15:00 – 17:00 **Registration for pre-conference workshops on 6 April 2016**



# Programme

## Pre-Conference Workshops

<b>Wednesday, 6 April 2016</b>			
07:00 – 08:00	<b>Registration and Refreshments</b>		Foyer
08:00 – 12:30 Somerset 1	<b>1</b>	<b>Introduction to Assessment Centres</b> <ul style="list-style-type: none"> <li><i>Petrus Nel (University of the Free State, South Africa)</i></li> </ul> <p style="text-align: right;">10:00 – 10:30 Refreshment Break</p>	<i>Abstract on page 15</i>
08:00 – 12:30 Somerset 2	<b>2</b>	<b>Classic and promising new routes for cross-cultural Assessment</b> <ul style="list-style-type: none"> <li><i>Marise Born (Erasmus University Rotterdam, The Netherlands)</i></li> </ul> <p style="text-align: right;">10:00 – 10:30 Refreshment Break</p>	<i>Abstract on page 16</i>
12:30 – 13:00	<b>Lunch</b>		
13:00 – 17:30 Somerset 1	<b>3</b>	<b>Introduction to Development Centres</b> <ul style="list-style-type: none"> <li><i>Sandra Schlebusch (LeMaSa, South Africa)</i></li> </ul> <p style="text-align: right;">15:00 – 15:30 Refreshment Break</p>	<i>Abstract on page 17</i>
13:00 – 17:30 Somerset 2	<b>4</b>	<b>Introduction to research</b> <ul style="list-style-type: none"> <li><i>Marié de Beer (M &amp; M Initiatives, South Africa)</i></li> </ul> <p style="text-align: right;">15:00 – 15:30 Refreshment Break</p>	<i>Abstract on page 19</i>

15:00 – 19:00 **Registration for Conference on 7 & 8 April 2016**

# Programme

## Conference Day One

Thursday, 7 April 2016		
07:30 – 08:30	<b>Registration and Refreshments</b>	Foyer
08:30 – 09:00 Somerset	<b>Welcome, official opening and feedback on ACSG matters</b> • <i>Petrus Nel (Chairman, ACSG)</i>	
09:00 – 10:00 Somerset	<b>Assessment and development of which leadership?</b> • <i>Marise Born (Erasmus University Rotterdam, The Netherlands)</i>	<i>Abstract on page 21</i>
10:00 – 10:30	<b>Refreshment Break</b>	
10:30 – 11:15	<b>Practitioner Session 1</b> Executive Development Centres and 360-degree Leadership Effectiveness Assessments: Complimentary or duplication <i>Cobus Gerber (SARS, South Africa)</i>	<b>Research Symposium</b> (Somerset 2, abstract on page 26)  A number of different speakers will make short presentations on and discuss their current Masters and Doctoral research on ACs and DCs
11:15 – 12:00	<b>Practitioner Session 2</b> (Somerset 1, abstract on page 22) Exploring why competency based interviews scores often differ from other Assessment Centre scores <i>Anthony Wilson (Consultant, South Africa)</i>	
12:00 – 12:45	<b>Practitioner Session 3</b> (Somerset 1, abstract on page 24) Using elite leadership teams for leadership development and application <i>Marcel Harper (Omnikor, South Africa)</i>	
12:45 – 13:30	<b>Lunch</b>	
13:30 – 14:30 Somerset	<b>Panel Discussion – Questions and answers on ACs and DCs</b> • <i>Petrus Nel (Chairman, ACSG) and others</i>	
14:30 – 15:00	<b>Refreshment Break</b>	
15:00 – 16:00 Somerset	<b>IGNITE – Leadership Potential</b> • <i>Martin Lanik (Pinsight, USA)</i>	<i>Abstract on page 31</i>
16:00 – 17:00	<b>Plenary Session – Ethical practice of Assessment Centres in the workplace</b> • <i>Rodney Lowman (CSPP/Alliant International University in San Diego, USA and visiting researcher at UNISA, South Africa)</i>	<i>Abstract on page 32</i>

19:00 – 22:00 **Conference Function** at 96 Winery Road

# Programme

## Conference Day Two

Friday, 8 April 2016		
07:30 – 08:30	<b>Registration and Refreshments</b>	Foyer
08:30 – 09:30 Somerset	<b>Leadership as a mission-critical organisational capability: The pressing need for a large scale organisational intervention perspective</b> <ul style="list-style-type: none"> <li>Theo Veldsman (University of Johannesburg, South Africa)</li> </ul>	<i>Abstract on page 34</i>
09:30 – 10:30 Somerset	<b>Plenary Session – Deeper insights through big data: Assessment Centres beyond 2015</b> <ul style="list-style-type: none"> <li>Martin Lanik (Pinsight, USA)</li> </ul>	<i>Abstract on page 36</i>
10:30 – 11:15	<b>Refreshment Break</b>	
11:15 – 12:00	<b>Practitioner Session 6</b> (Somerset 2, abstract on page 39)  The dark side of leadership: Cause and effect of leadership derailment  <i>Sandra Van Den Ordel</i> (JvR, South Africa)	<b>Practitioner Session 4</b> (Somerset 1, abstract on page 37) Perspectives on the “2015 Best Practice Guidelines of the Assessment Centre Method in South Africa”: A practitioner’s view <i>Wilma Botha (Consultant, South Africa)</i>
12:00 – 12:45		<b>Practitioner Session 5</b> (Somerset 1, abstract on page 38) A case study on identifying high-potentials for leadership development <i>Leonie Els (Deloitte, South Africa)</i>
13:00 – 14:00 Somerset	<b>Plenary Session – A code of ethics for Assessment Centre practice</b> <i>Deon Meiring (University of Pretoria, South Africa)</i> <i>and Sandra Schlebusch (LeMaSa, South Africa)</i>	<i>Abstract on page 41</i>
14:00 – 14:15	<b>Closing</b>	
14:15 – 15:15	<b>Late Lunch</b>	

# ACSG Academy Training Workshops: 4 & 5 April 2016

## Introduction to behaviour observation during an Assessment Centre (Observer 101)

**Track:** Training Workshop

**Presenter:** *Anne Buckett (Precision HR, South Africa)*

**Venue:** Lourensford

**When:** Monday, 4 and Tuesday, 5 April 2016 from 08:00 – 17:00 each day

### Purpose

Part of the reliability and validity of an Assessment Centre depends on using competent observers – people who have proven their competence in **O**bserving behaviour, **N**oting behaviour, **C**lassifying behaviour and **E**valuating behaviour (ONCE). However, these are skills that need to be learned and continuously practiced to ensure competence.

The purpose of Observer 101 is to introduce the potential observer to ONCE and to lay the foundation for eventually becoming a competent observer.

### Course Outcomes

We follow a behavioural approach to assessing behaviour displayed during simulations by Centre participants. Observer 101 will therefore focus on training potential observers on ONCE. At the end of the two days, the delegates will have an understanding of:

- Accurately identifying behaviour;
- Correctly **O**bserving behaviour during an interactive simulation;
- Accurately **N**oting behaviour during an interactive simulation;
- Objectively **C**lassifying behaviour according to competencies;
- Fairly **E**valuating behaviour according to norms.

### Target Group

- Psychometrists;
- Psychologists;
- People working in Human Resources or Training and Development;
- SETA registered assessors; and
- Anyone with a solid academic background in Human Behaviour.



**Anne Buckett** is an Industrial Psychologist with extensive experience in Assessment and Development Centres in industry. She is presently the managing consultant of Precision HR with a primary focus on Assessment and Development Centres. She has worked for several large international consulting firms in various capacities applying her I/O experience across a wide range of HR interventions. Anne is trained on a variety of tools, techniques and methodologies across a large number of well-established test publishers. Her experience covers both private and public sector organisations. Anne has served on various industry committees over the years, namely; PAI, SIOPSA and the ACSG (Chairperson 2008 – 2009). Anne is currently in the process of completing her doctorate on Assessment Centres in South Africa.

# ACSG Academy Training Workshops: 4 & 5 April 2016

## The design and development of an Assessment Centre

(Designing Centres 101)

**Track:** Training Workshop

**Presenter:** *Sandra Schlebusch (LeMaSa, South Africa)*

**Venue:** Cloetenberg

**When:** Monday, 4 and Tuesday, 5 April 2016 from 08:00 – 17:00 each day

Assessment Centres (ACs) are often challenged on whether or not they assess what they claim to assess, and whether or not an AC assesses the same aspects under the same conditions time after time. These challenges apply to the design of an AC and the subsequent implementation thereof. This training programme focuses on all the critical elements that form part of the design phase of ACs.

**Purpose:** The purpose of Designing Assessment Centres 101 is to lay the foundation for delegates to design an AC that will meet the important research components required for AC validation. Careful design will therefore support AC validity and practitioners will have a solid platform to support practical initiatives with their clients.

Although a short training programme is not enough to ensure competence, the aim of this training programme is to transfer sufficient skill so that, with practice, the delegates are on the road to competence.

### Course Outcomes

- Being able to build a Business Case for an AC
- Being able to identify competencies and simulations for use during the AC
- Being able to compile an AC Blue Print that can be followed for AC design
- Knowing how to involve the appropriate stakeholders during the design of the AC
- Having a basic understanding of designing simulations and simulation documentation
- Being able to design the simulation sequence during the AC
- Knowing how to compile an AC Manual, and AC Technical Manual
- Being able to deliver a fully functional AC ready for implementation

### Target Groups

- IO Psychologists
- HR Professionals
- Psychometrists
- Anyone with a solid background in Human Behaviour



**Sandra Schlebusch** is the managing director of LEMASA (Pty) Ltd and the owner of LeCouSa Consulting. She obtained a BCom Honours degree in Industrial Psychology at the Potchefstroom University for Christian Higher Education. She continued her studies in business and management-leadership and obtained an MBA during May 2004 at the University of the Northwest, Potchefstroom Campus. Her current

studies include compiling her doctoral proposal on a comparison of learning during centres with a development purpose. She has extensive work experience across industries. Her experience covers the whole spectrum of human and organisational development. Her passion is using simulations and Assessment Centres for developmental purposes. She received an Award of *Recognition for Continuous Contribution to the field of Assessment Centres in South Africa* for the year 2007 from the Assessment Centre Study Group (ACSG). She is co-editor of the book *Assessment Centres: Unlocking Potential for Growth* (2008), and a previous chairman of the ACSG. She was awarded Honorary Membership of the ACSG in 2012. Her additional Assessment Centre related involvement, apart from numerous presentations at conferences, includes being a member of the task group that updated the 2007 *Guidelines for Assessment and Development Centres in South Africa* (4<sup>th</sup> Ed), as well as the task group that updated the current *Guidelines for Best Practice in the use of the Assessment Centre Method in South Africa* (5<sup>th</sup> Ed), 2016. She was one of the few international people requested to comment and provide input on the *Russian Assessment Centre Standards* as part of the establishment of the standards towards the end of 2013, and she was part of the International Taskforce on Assessment Center Guidelines to update the *Guidelines and Ethical Considerations for Assessment Center Operations* (6<sup>th</sup> Ed). She established the *ACSG Academy*, a part of the ACSG, in 2012 with the aim to educate and skill potential Assessment Centre users.

## Pre-Conference Workshops: 6 April 2016

### Introduction to Assessment Centres

**Track:** Workshop  
**Presenter:** *Petrus Nel (University of the Free State, South Africa)*  
**Venue:** Somerset 1  
**When:** Wednesday, 6 April 2016 from 08:00 – 12:30

The purpose of this workshop is to provide delegates with basic knowledge on the use of Assessment Centre technology. The aim is to provide HR practitioners with an understanding of Assessment Centre methods so that they can make informed decisions on how and where Assessment Centres can be utilised in their organisations. Delegates will not become Assessment Centre practitioners after attending this half-day workshop, but will at least have a good source of reference on which informed decisions can be based.

#### **The topics that will be discussed are:**

- What is an Assessment and Development Centre?
- Uses of Assessment Centres;
- Why are competency models important in Assessment Centres?
- Types of Assessment Centre exercises;
- Compiling an assessment matrix and the selection of appropriate exercises;
- The role of the observer;
- The process of data integration and report writing;
- Feedback principles;
- Assessment Centre ethics; and
- Steps in designing an Assessment Centre.

Given that this is an introductory type of workshop, information will mainly be shared through presentations and questions and answers.



**Petrus Nel**, PhD, has been in the higher education sector for the past 14 years. He is the co-editor of four books in Industrial Psychology and People Management. He has published before and regularly presents papers at both national and international conferences. His areas of expertise are mainly psychometrics, applied psychological and performance assessment and personnel psychology. Petrus is currently interested in the application of structural equation modelling and item response theory in dealing with bias and equivalence in psychometric instruments. He is registered as an industrial psychologist with the HPCSA. He holds a PhD from the University of Stellenbosch and a Master's degree from the University of Pretoria.

## Classic and promising new routes for cross-cultural assessment

**Track:** Workshop  
**Presenters:** *Marise Born (Erasmus University, Rotterdam, The Netherlands)*  
**Venue:** Somerset 2  
**When:** Wednesday, 6 April 2016 from 08:00 - 12:30

This workshop focuses on standards and guidelines which have been developed for testing and assessment in an international and cross-cultural context. Several guidelines of the International Test Commission (ITC) ([www.intestcom.org](http://www.intestcom.org)) and the ISO 10667 standard on assessment service delivery ([www.iso.org](http://www.iso.org)) will be discussed amongst others. Marise Born has been directly involved in the development of the ISO standard and several ITC guidelines. The goal is to discuss their usefulness for South African purposes.



**Marise Born** is professor of Personnel Psychology at the Erasmus University Rotterdam and extraordinary professor of Industrial and Personnel Psychology at the Free University Amsterdam in The Netherlands.

Marise's research interests are in personnel selection, cross-cultural psychology, test development and assessment, and personality and individual differences. Her PhD-students focus on diverse topics such as the psychometric qualities of the video CV and the webcam test, judgment accuracy of interviewers in personnel selection, leadership and *OCB*, and person-organisation fit. To date, fourteen of her PhD-students have successfully defended their dissertation.

She has published as (co)author over 100 articles in peer-reviewed journals.

From 2008-2010 she was president of the International Test Commission (ITC) ([www.intestcom.org](http://www.intestcom.org)). Together with Dr. A.V.A.M. Evers, she organized the 8<sup>th</sup> conference of the ITC in Amsterdam, July 2012, on 'Modern advances in assessment, testing and digital technology, policies and guidelines'. Presently, she is chair of the NSVP (Dutch Foundation for Psychotechnics, [www.nsvp.nl](http://www.nsvp.nl)) and for many years she was member of COTAN, the Committee of Testing Affairs of the Dutch Institute for Psychologists NIP.

Marise was part of the task force of ISO 10667, a world-wide ISO standard on assessment of people for work-related purposes launched in 2010 ([www.iso.org](http://www.iso.org)). In 2006, she co-founded the Dutch-Flemish network for recruitment and selection research, in collaboration with Prof. Rob R. Meijer, Groningen University, which each year in October organises a topical symposium. From 2009-2015 she was chair of the Institute of Psychology at the Erasmus University Rotterdam.



## Introduction to Development Centres

**Track:** Workshop  
**Presenter:** *Sandra Schlebusch (LeMaSa, South Africa)*  
**Venue:** Somerset 1  
**When:** Wednesday, 6 March 2016 from 13:00 – 17:30

Assessment Centres (ACs) can be used for two purposes: assessment and development. Most people are familiar with using ACs for selection purposes; only some will use ACs for development purposes. Development interventions can be expensive. Line managers are hesitant to send their subordinates for training if they do not see the results of the training in the work environment. Employees themselves are reluctant to attend training since it does not address development needs as perceived by them. Therefore chances are that training and development interventions may not be successful.

The purpose of a Development Assessment Centre (DAC) is to identify the participant's current areas of strength and current areas needing further development so that future development can be aligned with real needs. When development interventions are truly needs-driven the organisation can include these interventions as part of its Workplace Skills Plan and eventually claim some of the levies back. When DAC participants buy into their individual development needs they will be more committed to address these particular needs. The subsequent training and development interventions will therefore be more effective.

This workshop introduces DACs and how to successfully implement a DAC within an organisation so that the organisation can reap the benefits of needs-driven training and development interventions.

The objective of the workshop is to open up the possibility of using an AC for developmental purposes. During the workshop theoretical input will be delivered along with practical hints. The differences between an Assessment Centre used for selection purposes and an Assessment Centre used for developmental purposes, as well as the different variations of a DAC will be discussed. After attending the workshop the delegates will be able to implement a DAC effectively within their organisation.



**Sandra Schlebusch** is the managing director of LEMASA (Pty) Ltd and the owner of LeCouSa Consulting. She obtained a BCom Honours degree in Industrial Psychology at the Potchefstroom University for Christian Higher Education. She continued her studies in business and management-leadership and obtained an MBA during May 2004 at the University of the Northwest, Potchefstroom Campus. Her current studies include compiling her doctoral proposal on a comparison of learning during centres with a development purpose. She has extensive work experience across industries. Her experience covers the whole spectrum of human and organisational development. Her passion is using simulations and Assessment Centres for

developmental purposes. She received an Award of *Recognition for Continuous Contribution to the field of Assessment Centres in South Africa* for the year 2007 from the Assessment Centre Study Group (ACSG). She is co-editor of the book *Assessment Centres: Unlocking Potential for Growth* (2008), and a previous chairman of the ACSG. She was awarded Honorary Membership of the ACSG in 2012. Her additional Assessment Centre related involvement, apart from numerous presentations at conferences, includes being a member of the task group that updated the 2007 *Guidelines for Assessment and Development Centres in South Africa* (4<sup>th</sup> Ed), as well as the task group that updated the current *Guidelines for Best Practice in the use of the Assessment Centre Method in South Africa* (5<sup>th</sup> Ed), 2016. She was one of the few international people requested to comment and provide input on the *Russian Assessment Centre Standards* as part of the establishment of the standards towards the end of 2013, and she was part of the International Taskforce on Assessment Center Guidelines to update the *Guidelines and Ethical Considerations for Assessment Center Operations* (6<sup>th</sup> Ed). She established the *ACSG Academy*, a part of the ACSG, in 2012 with the aim to educate and skill potential Assessment Centre users.

## Introduction to Research

**Track:** Workshop  
**Presenter:** *Marié de Beer (M & M Initiatives, South Africa)*  
**Venue:** Somerset 2  
**When:** Wednesday, 6 April 2016 from 13:30 – 17:30

**This workshop will be targeting the beginner research level – so no previous exposure to or experience in research is required.** The aim of this workshop is to provide an overview of research – to unlock delegates' potential for growth in the domain of research.

Individuals who have not been involved in research sometimes tend to view it as difficult – or boring? It is neither! Research simply involves following a logical and scientifically accountable process in order to gather appropriate information to answer specific questions. The only way to find proper and scientifically justifiable answers is by doing scientific research! In this workshop some of the basics of doing research will be discussed.

Research follows a logical process – which will be explained along with specific examples in this workshop. Some of the aspects that will be covered are:

- An overview of research - what are the broad and general steps in the overall research process – in a nutshell, how does research work?
- The importance of ethics in research.
- What are some of the approaches and methods for doing research? (Quantitative, qualitative, mixed methods, survey research)
- How do you identify a suitable research problem and research question(s)?
- How do you contextualise your research within the existing body of scientific knowledge?
- How do you obtain the relevant information (data) required and how do you ensure that the quality of the information (data) that you use is scientifically justifiable (reliable and valid)?
- How do you analyse the data to find answers to your research question(s)?
- How do you contextualise the results within the broader scientific domain and within the particular context from which the data was obtained?
- Some pitfalls in research in organisations.

In addition to the above, the workshop will provide guidelines and some examples as to how the above relates to conducting research in the field of Assessment and Development Centres.



***Marié de Beer*** is a registered Research Psychologist and currently works for Mindset and Managing Initiatives doing contract research and psychological test development research. Marié started her career as a high school mathematics teacher. She then worked as researcher/programmer at the Atomic Energy Corporation for a period of five years and as a researcher at the Human Sciences Research

Council for six years, where she was involved in psychological test development. She was a lecturer and later research professor in the Department of Industrial and Organisational Psychology at Unisa. For 21 years she was involved in teaching (psychological assessment and research methodology), community engagement and research. She has supervised and co-supervised 25 Masters' and 6 Doctorate students. She has been involved in assessment related research and psychological test development for more than 25 years. She regularly presents papers at both local and international conferences and has published articles in accredited local and international journals and chapters in academic textbooks. For her Doctorate research she developed and standardised the Learning Potential Computerised Adaptive Test (LPCAT) which is used in a number of countries in Africa (South Africa, Botswana, Namibia, Zambia, Mauritania, Ethiopia, Mozambique), in Europe (Finland, The Netherlands) and in the East (Nepal, Vietnam, Cambodia, Sri-Lanka). Current research includes development a career preference measure, a new cognitive measure based on African (indigenous) art and updating the LPCAT for online assessment.

## Conference Day One: 7 April 2016

### Assessment and development of which leadership?

**Track:** Keynote Address  
**Speaker:** *Marise Born (Erasmus University Rotterdam, The Netherlands)*  
**Venue:** Somerset  
**When:** Thursday, 7 April 2016 from 09:00 – 10:00

This keynote will focus on the relevance of models and types of leadership in a diverse and complex world. An analysis of the well-known notion of transformational leadership will be given in terms of its classic conceptualisation and its measurement. Alternative leadership notions, their usefulness and the degree to which empirical support has been found for these ideas will then be explored. Destructive leadership, shared leadership, and fear for leadership will be emphasised. What can be learned for the South African context?



**Marise Born** is professor of Personnel Psychology at the Erasmus University Rotterdam and extraordinary professor of Industrial and Personnel Psychology at the Free University Amsterdam.

Marise's research interests are in personnel selection, cross-cultural psychology, test development and assessment, and personality and individual differences. Her PhD-students focus on diverse topics such as the psychometric qualities of the video CV and the webcam test, judgment accuracy of interviewers in personnel selection, leadership and *OCB*, and person-organisation fit. To date, fourteen of her PhD-students have successfully defended their dissertation.

She has published as (co)author over 100 articles in peer-reviewed journals.

From 2008-2010 she was president of the International Test Commission (ITC) ([www.intestcom.org](http://www.intestcom.org)). Together with Dr. A.V.A.M. Evers, she organized the 8<sup>th</sup> conference of the ITC in Amsterdam, July 2012, on 'Modern advances in assessment, testing and digital technology, policies and guidelines'. Presently, she is chair of the NSVP (Dutch Foundation for Psychotechnics, [www.nsvp.nl](http://www.nsvp.nl)) and for many years she was member of the COTAN, the Committee of Testing Affairs of the Dutch Institute for Psychologists NIP.

Marise was part of the task force of ISO 10667, a world-wide ISO Standard on assessment of people for work-related purposes launched in 2010 ([www.iso.org](http://www.iso.org)). In 2006, she co-founded the Dutch-Flemish network for recruitment and selection research, in collaboration with Prof. Rob R. Meijer, Groningen University, which each year in October organizes a topical symposium. From 2009-2015 she was chair of the Institute of Psychology at the Erasmus University Rotterdam.

## Conference Day One: 7 April 2016

### Exploring why competency based interviews scores often differ from other Assessment Centre scores

**Track:** Practitioner Session  
**Presenter:** *Anthony Wilson (Consultant, South Africa)*  
**Venues:** Somerset 1  
**When:** Thursday, 7 April 2016 from 11:15 – 12:00

The presenter was involved in a series of Assessment Centres (ACs) for selection and promotion. Clients sometimes asked assessors why there is a difference between Competency-Based Interview (CBI) scores and scores obtained from simulation exercises. Assessors had noted this from previous ACs. They were often able to adequately explain ratings for simulation exercises, but less so for CBIs

The obvious reason for this difference is that CBIs and AC exercises are designed to gather and evaluate information derived from different sources i.e. reported, past behaviour for the CBI and observed, current behaviour for simulation exercises. There may be other explanations to be discovered.

The presentation explores non-obvious reasons for differences between CBI scores and simulation exercise scores. Firstly, data from the AC matrices were statistically analysed to determine whether CBI scores were higher than scores for simulation exercises. Secondly, assessor evaluations must be supported by tangible evidence demonstrating reliable and valid aggregations of observations. Therefore, information from wash-up sessions was analysed to determine how assessors obtained their scores. Thirdly, assessors completed questionnaires. These probed among other things, interviewing style, questioning and probing techniques and particularly what interviewers did when they suspected discrepancies between what candidates said they did and how they did it, and what they may have actually done. Fourthly, semi-structured interviews were conducted. Interview questions were derived from information collected thus far: issues surfacing in the wash-up sessions and in analysed questionnaires. All data were integrated and a thematic analysis done to determine if unexpected factors contributed to CBI scores.

The presenter will discuss non-obvious explanations for higher CBI scores. Learning points obtained from the interviews will be shared along with tips to avoid assigning unsubstantiated scores for CBIs.



**Anthony Wilson** is an AC practitioner in Africa and the Middle East, a certified emotional intelligence coach and a practitioner member of COMENSA. He was the managing consultant at CEB, SHL Talent Measurement in Dubai, UAE and a consultant at Saville Consulting and a trauma counsellor for ABSA.

Anthony holds an MPhil and diplomas in Jungian psychology and psychotherapy. He is considered an expert in dream analysis using Jungian-oriented, symbolic-

synthetic method. He has published 100+ articles and presented papers at international conferences for 25+ years.

Anthony was on the task force of the 2007 ACSG Guidelines for Assessment and Development Centres. He was the external examiner for Business School Netherlands, examining MBA dissertations and chairing PhD defence panels. He was senior lecturer at De Montfort University Business School and Business School Netherlands, teaching the following MBA modules: Organisational Behaviour, Strategic Human Resources Management, Action Learning and Research Methodology. He co-authored UNISA's Workplace Wellness certificate course.

## Conference Day One: 7 April 2016

### Using elite leadership teams for leadership development and application

**Track:** Practitioner Session  
**Speaker:** *Marcel Harper (Omnikor, South Africa)*  
**Venue:** Somerset 1  
**When:** Thursday, 7 April 2016 from 12:00 – 12:45

**Objective:** We present a case study of how elite teams can benefit organisational growth and development, especially in regards to leadership capacity and leadership challenges in the modern world of work.

**Application:** Elite teams were constructed within a financial services company by using a multi-dimensional selection process that included Assessment Centres, psychometric measurement, and management input. This process was embedded inside of a larger, advanced leadership development programme with the explicit aim of increasing leadership capacity within the organisation.

Elite leadership teams and their selection differ from regular management teams in several important aspects and tend to be distinct from normal teams within an organisation because they:

- are composed of cross-functional members who function as part of the team over and above their normal function to the business;
- are tasked with special tasks and objectives that serve cross-divisional goals which are identified as specifically vexing to an organisation as a whole (i.e. problems that have had a long history within an organisation of being resistant to being solved); and
- are identified as such within the organisation. It is this public identification that we hypothesise as essential to activating the benefits inherent in social fusion of identity (Swann & Buhrmester, 2015)

In addition to the above, the selection of elite leadership teams is integral to their functioning and potential benefit. Therefore, assessments and management input are not merely a means of selection (i.e. fit-to-role) as would generally be the case in normal management teams. While assessments serve this function as well in elite team composition, the entire selection process also has another function: to enhance elements of identity fusion for individual members, and therefore accrue positive psychological benefits, based on group membership (e.g. willingness to defer personal gratification in favour of group functioning (Swann & Buhrmester, 2015)).

This is accomplished by using assessments and management processes that are especially stringent and serve not only to select appropriate individuals, but to place candidates under psychological pressure that is shared and mutually enforcing of group identity.

In the case study, we present a potential framework of elite leadership team selection based on our experiences. In addition, we detail the outcomes of elite



leadership team development with specific reference to gains made by the organisation in terms of:

- financial benefits;
- leadership capacity for future challenges;
- embedding the principles of elite teams within the organisation; and
- cross-functional and diversity benefits of elite teams

**Theoretical Framework:** In designing this intervention, we have drawn on multiple theoretical frameworks from scientific literature with specific reference to the work done by Swann and Buhrmester (2015) on identity fusion and social identity theorists (e.g. Hornsey, 2008). We hypothesise that these social psychological dynamics are especially critical in shaping elite leadership teams and their members and that phenomena such as social fusion are especially salient in creating group and individual conditions for extreme behaviours and high performance.

**Conclusion:** Our presentation concludes with several lessons learnt and suggestions for application and future research. Most notably, we provide a working example of elite leadership team selection as applied within a business environment as well as a theoretical framework that may provide insights into elite team functioning.



**Marcel Harper** is a psychological scientist and registered psychologist currently heading strategy and digital innovation at Omnicor in Rosebank, Johannesburg as their chief strategy officer (CSO). Before joining the business world, he taught psychology at the University of Johannesburg where he conducted research on social perception, cognition, and behaviour change. In his professional life he has been involved in executive coaching, team development, and the scientific underpinnings of organisational behaviour.

Apart from his role as CSO, he heads up Omnicor's social media and online marketing team and is the principal architect of many of Omnicor's digital HR system offerings. He has published peer-reviewed articles in both local and international scientific journals and presented at international conferences. Marcel is a member of the Association for Psychological Science and has appeared in past editions of the *Who's Who in the World* and *Who's Who in Science and Engineering*.

## Conference Day One: 7 April 2016

### Research Symposium

**Chairman:** *Deon Meiring (University of Pretoria, South Africa)*

**Discussant:** *Marise Born (Erasmus University Rotterdam, The Netherlands)*

**Venues:** Somerset 2

**When:** Thursday, 7 April 2016 from 10:30- 12:45

#### 1. **The Evolution of the AC Research Focus Area – “From infancy to early adulthood”**

The AC research focus area was conceived at the 2008 ACSG conference where Deniz Ones, from the University of Minnesota, USA challenged the ACSG to conduct systematic research on ACs. She encouraged AC practitioners, scholars and students in South Africa to get engaged in the research debate locally and internationally. She advocated that if AC practitioners and academics want to gain the respect of their peers they would have to do “heroic things” in the AC field.

The AC research focus area was established at the 2009 ACSG conference with the following vision, mission and goals:

- the **vision** of the AC research focus area is to demonstrate academic excellence in the study of Assessment and Development Centres (AC/DCs) that has practical / applied value in South Africa.
- the **mission** is to provide original, interesting and rigorous research aimed at a broader scientific understanding of AC/DCs within both the South African context and the broader international arena:
  - to facilitate the transfer of knowledge from research through postgraduate training that contributes to practical application of ADCs in the real world of work in South Africa.
  - to share expertise with the broader scientific community, organisations and practitioners to contribute to the sustainability of the research programme.
- The **goals** were to make a meaningful contribution to the body of knowledge by generating local and international research publications and presenting findings at local and international conferences:
  - Collaborate with reputable international researchers in the field of AC/DCs.
  - Utilise teaching and mentoring inputs of international experts to build research capacity and strengthen the research culture in AC/DCs in South Africa.
  - Recruit Master’s and Doctoral students to conduct their studies within the focus area and identify funding opportunities.

During this session background to the establishment of the AC research focus area will be given along with a short overview of AC research that have been presented at the ACSG conferences from 2009 up to 2014.



**Deon Meiring**, who has a PhD in Industrial and Organisational Psychology from Tilburg University in the Netherlands, is an associate professor at the Department of Human Resource Management, Faculty of Economic Management Sciences at the University of Pretoria. Before joining UP in 2010, he practised as senior Industrial Psychologist at the South African Police Services (SAPS) and was responsible for the development and implementation of the Assessment Centre for senior management in the SAPS. He was also appointed an assistant extraordinary professor in the Department of Industrial Psychology at Stellenbosch University in 2007.

Deon specialises in advanced assessment practice and has extensive experience in Assessment and Development Centre design, teaching on ACs and personality test construction. He consults on a part-time basis on executive and specialised assessment projects to industry. He has contributed to publications on ACs in the SA Journal of Industrial Psychology – “Guidelines for best practice in the use of the Assessment Centre Method in South Africa (5<sup>th</sup> Edition)”, 2016 - “Investigating the Construct Validity of a Development Assessment Centre, 2013” and academic books “Employee Recruitment, Selection, and Assessment. Contemporary Issues for Theory and Practice” – Construct Validity of AC”, 2015; Assessment and Development Centres: Strategies for Global Talent Management. Gower Publishing Ltd, Wey Court East, Union Road, Farnham, Surrey GU9 7PT, England. “Computer-based Simulation Technology as part of the AC and DC: A Global South African Review”, 2011. He was also the chairperson of the task force on the Guidelines for best practice in the use of the Assessment Centre Method in South Africa (5<sup>th</sup> Edition).

## **2. Positive and negative social desirability in relation to Assessment Centre ratings**

Recent work done by Hoffman and colleagues (2014) suggest that Assessment Centres (ACs) may have a tendency to systematically provide higher scores for leaders with narcissistic and Machiavellian tendencies. This observation may be explained, in part at least, by the fact that decisiveness, clear communication and charisma are valued attributes of leaders in the western business context. The problems with leaders with narcissistic tendencies are that they are able to modify their behaviour with impression management to present a favourable view of themselves or the team that they lead.

However, we know relatively little of social desirability in AC ratings. In other words, is there a correlation between social desirability and final dimension ratings in AC scores? Furthermore, it is still unclear if impression management are uniformly utilised as strategy across AC exercises. Stated differently, we would expect interactive exercises (e.g. interview and leaderless group exercise) to provide greater opportunity for participants to engage in self-promoting activities compared to exercises that are not interactive (e.g. case study, in-basket, presentation).

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Against the background of the foregoing section, the primary goal of the presentation is to investigate the impact of positive and negative social desirability on AC ratings across three exercise formats (in-basket, interview, and presentation) on a sample of post-graduate students in a high-stakes selection scenario.



**Jürgen Becker** specialises in building structural and mathematical models that can be applied to diagnose and inform human capital, structural, and financial solutions in the workplace. Personnel selection as a broad discipline and Assessment Centres in particular, forms part of Jürgen's research focus areas. He is currently employed in the Department of Industrial Psychology at the University of the Western Cape.

### 3. Not much more than g: The link between Assessment Centres and cognition

The link between general cognitive ability and psychometric tests is well established both locally and internationally. The most notable finding is that of subgroup differences in cognitive test performance between different ethnic groups. To this end, alternative predictors have been supported when used as part of a selection process to reduce adverse impact and increase fairness. Assessment Centres (ACs) are one such example of an alternative predictor that purports to reduce adverse impact and, consequently, subgroup differences. However, evidence exists to suggest that this might not necessarily be the case (Goldstein, et al., 1998).

The current study aims to investigate the extent of subgroup differences between Africans and Whites on the in-basket, role-play and group exercise. An independent samples t-test was conducted with the overall exercise score per simulation exercise representing the dependent variable and the two ethnic groups of interest representing the independent variables. Not surprisingly, the results show that the in-basket exercise accounts for the greatest proportion of subgroup differences with 18.2% of the variance of in-basket exercise scores being attributable to ethnicity. Within the theoretical context of Cognitive Load Theory (Sweller, 1988) the impact of this finding will be discussed for practitioners and organisational decision-makers. In the quest for representation and diversity in the South African workplace and selection fairness, the findings are significant for those using different AC simulation exercises as part of selection procedures.



**Anne Buckett** is an Industrial Psychologist with extensive experience in Assessment and Development Centres in industry. She is presently the managing consultant of Precision HR with a primary focus on Assessment and Development Centres. She has worked for several large international consulting firms in various capacities applying her I/O experience across a wide range of HR interventions. Anne is trained on a variety of tools, techniques and methodologies across a large number of well-established test publishers. Her experience covers both private and public sector organisations. Anne has served on various industry

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committees over the years, namely; PAI, SIOPSA and the ACSG (Chairperson 2008 – 2009). Anne is currently in the process of completing her doctorate on Assessment Centres in South Africa.

### 4. Construct validity implications of trait activation theory on Assessment Centres

Despite a vast amount of evidence in support of the predictive validity of Assessment Centres (ACs) very little evidence exists to support the construct validity of ACs. Previous studies concerning the construct validity of ACs have neglected to investigate the nature of assessee performance in ACs. This study sought to address this gap by using trait activation theory (TAT) as a conceptual framework with which to investigate the interaction between competencies and exercises in explaining AC behaviour. The study aimed to successfully incorporate TAT into the design of certain exercises in a mixed-model AC so as to arrive at suggestions for improving AC design and construct validity.

A quasi-experimental research design was employed to draw inferences about the effects of TAT as an intervention. Two intact (pre-existing) groups of candidates (from 2013 and 2014) participated in the AC at the University of Pretoria for the purposes of selection into the M Com Industrial Psychology programme. The control group (2013) was not exposed to TAT-designed exercises while the experimental group (2014) was exposed to these exercises. Overall, the results suggest that the incorporation of TAT yielded a greater frequency of dimension-relevant behaviour and that there was greater variance among dimensional ratings in different exercises. However, mixed results were obtained regarding improved convergent and discriminant validity of the dimensional ratings after incorporation of TAT. It is further advised here to not use single evidence of construct validity by means of determining convergent and discriminant validity of assessor ratings of dimensions in exercises.

This is the first study conducted in South Africa regarding the use of TAT in AC design and the implications for AC construct validity. There is an increasing need to scientifically investigate behavioural differences as they reflect tasks, dimensions and their interactions



**Suzanne Stone** is an Industrial Psychologist at EOH Human Capital Solutions. She completed her Master's degree in Industrial Psychology at the University of Pretoria on the topic of Assessment Centres under supervision of Deon Meiring and Jürgen Becker. She has co-authored a chapter with Deon Meiring in a textbook that was released beginning 2015: "Employee Recruitment, Selection, and Assessment: Contemporary Issues for Theory and Practice." Her contribution covers the need for and use of trait activation theory in ACs and how this theory can enhance the probability of high AC construct validity. Suzanne developed a successful training programme for EOH HCS Industrial and Clinical Psychologists that includes the

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design of a truly bespoke AC solution and the incorporation thereof into different phases of the talent management cycle.

### 5. **Assessor constructs that enable Judgment Accuracy – A look at current and completed research**

The judgment accuracy of assessors has been an enduring research topic in the personnel selection field. Assessors produce ratings of candidates that ultimately affect the quality of personnel selection decisions. Although it is well known that assessors differ in judgment accuracy, we do not yet understand why this is so. Drawing on social cognition literature and judgment accuracy models, we studied assessor constructs that may predict judgment accuracy in personnel selection. We present research findings of a collection of current and completed empirical studies in our research group, conducted over the last six years. The general project goal is to determine the extent to which assessor individual differences are able to explain judgment accuracy in personnel selection ratings.

In this presentation, specific studies' findings will be highlighted. To initiate the research programme, a systematic review of empirical literature was conducted to determine what we know and do not know about the 'good judge'. In subsequent empirical investigations, the role of specific individual difference constructs in judgment accuracy was explored.

These included general mental ability, dispositional reasoning (the complex knowledge of traits, behaviours, and situations), personality traits, chronically accessible personality traits (the degree to which individuals differ in the readiness with which constructs are utilized in information processing of behavioural stimulus input), and demographic variables. In the studies presented here, we also explored the role of assessor constructs in various judgment contexts, including interview dimensions, Assessment Centre dimensions, personality traits, Facebook profiles, and candidates' deceptive impression management. Together, the research aims to develop an integrative profile of the 'good judge' in various applied judgment contexts. In doing so, our findings may help advance contemporary practices designed to select and train assessors.



**François de Kock** is senior lecturer of I/O Psychology at the School of Management Studies, University of Cape Town. His research and consulting interests are in the areas of personnel selection, rating accuracy, and test development and validation. He completed his PhD research (I/O Psychology, Erasmus University of Rotterdam) on the topic of individual difference constructs that explain judgment accuracy in personnel selection. Prior to his academic career, he spent over ten years in the South African National Defence, first as an army officer at the Military Academy and later as I/O psychologist at the Military Psychological Institute (MPI). He has contributed to research published in various academic journals (including *Human Performance*, *Journal of Personality*, and the *SA Journal of Industrial Psychology*) and academic books (including the *Handbook of Industrial, Work and Organizational (IWO) Psychology* (2nd Ed.) and *Introduction to Psychological Assessment in the South African Context*).

## Conference Day One: 7 April 2016

### IGNITE – Leadership potential

**Track:** Plenary Session  
**Presenter:** *Martin Lanik (Pinsight, Denver, USA)*  
**Venues:** Somerset  
**When:** Thursday, 7 April 2016 from 15:00 – 16:00

“The war for talent is over, and the talent won”, rightfully proclaimed Josh Bersin few years ago, and organisations have been feeling the impact ever since:

- 63% of CEOs worry about skills gaps (PwC, 2014)
- 36% of global employers cannot fill jobs due to lack of leadership skills (Manpower, 2013)
- 69% of applicants would turn down a job offer even if they were unemployed (Corporate Responsibility Magazine)
- 33% of leaders say they are not ready to tackle a VUCA world (Johansen, 2009)

### **In today's VUCA world, how can organisations utilise the Assessment Centre (AC) method to identify and develop leadership potential, and so better prepare leaders to succeed?**

In this series of IGNITE talks, each speaker will have 5 minutes to present 20 slides that automatically advance after 15 seconds. Speakers will answer the above question from the perspective of their practice and scientific research. More specifically, speakers will discuss how to (a) define leadership potential, (b) distinguish potential from readiness, (c) assess leadership potential and readiness, (d) decide who to invest in developing, and (e) most effective leadership development interventions.

Some of the participating speakers are Antoni Barnard, Kim Dowdeswell, Linda Hall, Rodney Lowman, Danie Oosthuizen and Sandra Schlebusch.



***Martin Lanik's*** curiosity and breadth of talent-management experience led him to believe there must be a more accurate, cost-effective solution to strategic talent management based on objective analytics. He's found the solution using big data, live assessors, and proprietary algorithms.

Recognised as a global leader in talent-management technology, Martin has connected with the world's leading experts to bring his vision to life. As the CEO of Pinsight™, Martin pushes his global team to constantly innovate and create higher value to Pinsight™'s clients. He has been invited to speak at conferences around the world on topics related to talent assessment and development.

Martin's an organisational psychologist. He earned a PhD in Industrial/Organisational Psychology from Colorado State University. In the past 10 year, he's consulted for organisations in most industries and spanning most continents.

## Conference Day One: 7 April 2016

### **Ethical Issues in Assessment Centre Practice**

**Track:** Plenary Session

**Presenter:** *Rodney Lowman (CSPP/Alliant International University in San Diego, USA and visiting researcher at UNISA, South Africa)*

**Venue:** Somerset

**When:** Thursday, 7 April 2016 from 16:00 – 17:00

Although Assessment Centres (ACs) have been well-established and are widely applied, there are numerous ethical issues that arise in their use. These include:

- informed consent;
- misuse of Assessment Centre methodologies for purposes of selection;
- validation concerns including poorly designed centres or simulations;
- retention, storage, and access to collected data;
- role conflicts;
- confidentiality and control over data; and
- what to do when unethical behaviour is encountered.

This presentation will focus on both the types of ethical problems encountered in AC practice and what can be done about them. An initial question is what ethical standards apply to this work. Although there are emerging standards specific to ACs (though questions exist about their enforceability) professionals such as psychologists are also governed by additional ethical requirements. Indeed, the appropriate qualifications of AC personnel (e.g., designers of ACs, role players, feedback providers) are in itself an ethical issue.

Other ethical issues will be discussed. For example, use of ACs designed for purposes of development for subsequent selection decisions are problematic. Informed consent requires disclosure at the beginning of an AC of all the uses to which the data will be put, a careful explanation of the procedures and measures that will be used, the expected outcomes (and risks), confidentiality, provisions, whether feedback will be provided, and the condition under which the participant may withdraw from the process (and with what consequences). Whether feedback will or will not be provided to participants, by whom, and about what also raises ethical issues.

Validity also is an ethical domain. How AC users combine disparate data into validated profiles is a neglected area of analysis. Drawing conclusions that exceed the ability of the data raise the potential of inappropriate conclusions being drawn.

Finally, responsibilities of professionals to report unethical behaviour they encounter will be discussed.



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**Rodney L. Lowman**, PhD, distinguished professor at CSPP/Alliant International University in San Diego and visiting researcher at UNISA, is an internationally recognised authority and consultant on professional ethics, career assessment, work dysfunctions, and professional ethics. A PhD graduate of Michigan State University with specialisations in Industrial-Organisational and Clinical Psychology, Dr Lowman is the author or editor of nine books and monographs, has published over 100 publications of a scholarly nature and made hundreds of professional presentations all over the world. His books include: *An Introduction to Consulting Psychology: Working with Individuals, Groups, and Organizations*, *Internationalizing Multiculturalism: Expanding Professional Competencies for a Globalized World*, *The Ethical Practice of Psychology in Organizations* (2nd Ed), *Handbook of Organizational Consulting Psychology*, *The Clinical Practice of Career Assessment*, and *Counselling and Psychotherapy of Work Dysfunctions*. He has also edited two journals: *The Psychologist-Manager Journal* and currently edits the *Consulting Psychology Journal: Practice and Research*, the premiere journal in the field of consulting psychology.

## Conference Day Two: 8 April 2016

### **Leadership as a mission-critical organisational capability: The pressing need for a large scale organisational intervention perspective**

**Track:** Keynote Address

**Speaker:** *Theo Veldsman (University of Johannesburg, South Africa)*

**Venue:** Somerset

**When:** Friday, 8 April 2016 from 08:30 – 09:30

Leadership pertains to acts of persuasive influence exercised by a collection of individuals, engaging a set of followers regarding a joint course of action, intended to bring about a collective outcome with a desired effect within a specific context, past, present and future referenced. Leadership as the centre-piece in the success of organisations have been demonstrated unequivocally: Leadership does make a difference. Up to a 40% difference a recent, comprehensive study has shown.

Why does leadership make a difference? Because leadership is about conceiving possible futures and realising a chosen, desired future for its constituencies. Through its leadership, organisations need to engage in a radically changing and significantly different world with different criteria for success;

- the need to craft innovative strategic intents, giving a sustainable competitive edge in this emerging, new world order;
- the need to re-invent their organisations' delivery logic to fit the re-conceived strategic intents; and
- the need to lead followers who have significantly different/ shifting needs, expectations and aspirations.

The future therefore forms the crux of leadership and leading. Leaders, who proactively take charge of their organisation's future through pursuing a chosen desired future, will be architects of their future not victims.

If leadership is a critical contributor to, and enabler in making organisations future-fit, it can be argued that the pressing need exists to approach leadership as a large-scale, integrated organisational intervention in order to ensure that leadership is available timeously as a mission-critical organisational capability. This paper intends to elucidate leadership from the perspective of a large-scale, integrated organisational intervention.

The purpose is to map the make-up of the leadership value chain as the focus of such an organisational intervention. Few organisations adopt this perspective. Most common at present is a fragmented, silo-ed approach to the respective building blocks making up this value chain which is dealt with in a stand-alone fashion.

I will propose that this value chain consists of the following interdependent, sequential building blocks, forming a systemic, holistic whole:

- understanding the future leadership context with its demands, challenges and requirements;
- establishing the required future leadership excellence and brand;

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- determining the future desired leadership profile with its commensurate abilities, fitness and maturity levels;
- crafting and institutionalising an integrated leadership talent management process: the identification, development and growth of leadership;
- creating a vibrant leadership community, typified by constructive and healthy leadership dynamics, culture and climate;
- dealing pro-actively with leadership transitions and life cycles;
- sustaining leadership well-being, and countering leadership dysfunction; and
- tracking leadership outcomes and impact against the expected leadership excellence criteria.



**Theo Veldsman** is professor and HOD at the department of Industrial Psychology and People Management, Faculty of Management at the University of Johannesburg.

He is regarded as one of the thought leaders in South Africa with respect to people management and the psychology of work. Over many years he has demonstrated his ongoing ability to pro-actively identify emerging people and leadership needs and arrive at fit-for-purpose, innovative solutions that are simultaneously theoretically and practically sound. He has a proven ability to move seamlessly between theory and practice.

Theo obtained extensive research and development, as well as consulting experience over the past 35 years in the fields of strategy formulation and implementation; strategic organisational change; organisational (re)design; team building; leadership / management and strategic people / talent management. He is the author of nearly 200 technical / consulting reports/articles covering the abovementioned areas. He is the author of two books. He has contributed to nine book chapters.

He has led the profession of Psychology and Industrial Psychology nationally as president on several occasions. Theo is a Fellow of the Society of Industrial and Organisational Psychology of SA (SIOPSA) and was given an Award for Life Long Achievement by the SA Board for People Practices (SABPP) in 2012.

## Conference Day Two: 8 April 2016

### Deeper insights through big data: Assessment Centres beyond 2015

**Track:** Plenary Session  
**Speaker:** *Martin Lanik (Pinsight, Denver, USA)*  
**Venue:** Somerset  
**When:** Friday, 8 April 2016 from 09:30 – 10:30

Although virtual Assessment Centres (ACs) have been slowly evolving since the late 1990s, the method made a giant, revolutionary leap this year. For the first time in history, AC technology is capable of capturing and analysing more data points than any number of human observers ever could! Surely 2015 will go down in history as the year that big data forever changed the AC method.

Our talk will focus on these four disrupting forces: (1) Automatically integrating personality and learning agility measures with assessor observations enhances validity of inference, removes consultant bias, and builds insight about maximal vs. typical performance of candidates. (2) Passive behavioural data (click patterns, physiological measures, language analysis, etc.) captured by technology reveals previously unseen patterns. (3) Uber-like technology capable of scheduling thousands of assessors around the world ensures that the valuable, live, human role-play interactions become scalable. (4) Dynamic analytics and reporting make AC results always relevant in the ever-changing business environment.



***Martin Lanik's*** curiosity and breadth of talent-management experience led him to believe there must be a more accurate, cost-effective solution to strategic talent management based on objective analytics. He's found the solution using big data, live assessors, and proprietary algorithms.

Recognised as a global leader in talent-management technology, Martin has connected with the world's leading experts to bring his vision to life. As the CEO of Pinsight™, Martin pushes his global team to constantly innovate and create higher value to Pinsight™'s clients. He has been invited to speak at conferences around the world on topics related to talent assessment and development.

Martin's an organisational psychologist. He earned a PhD in Industrial/Organisational Psychology from Colorado State University. In the past 10 year, he's consulted for organisations in most industries and spanning most continents.

## Conference Day Two: 8 April 2016

### Perspectives on the “2015 Best Practice Guidelines of the Assessment Centre Method in South Africa”: A practitioner’s view

**Track:** Practitioner Session  
**Presenter:** *Wilma Botha (Consultant, South Africa)*  
**Venue:** Somerset 1  
**When:** Friday, 8 April 2016 at 11:15

The Assessment Centre Study Group of South Africa regularly establishes professional guidelines and communicates ethical considerations for users of Assessment Centres (ACs) in South Africa. These guidelines are not meant to be restrictive rules that regulate specific practices. Their intention is rather to provide general principles which may be used as an aid in guiding the application of the AC method.

The purpose of this presentation is to report on the experiences, considerations and challenges of Assessment Centre (AC) practitioners who frequently interpret and implement the Guidelines to navigate their way towards valid and reliable ACs.

Data was gathered from interviews and semi-structured questionnaires to determine the extent to which AC practitioners consulted the guidelines and whether it influenced and guided their application of the AC method. Practitioners were asked to comment on a number of issues, including whether the Guidelines had enhanced quality and contributed to improvement in AC technology, and if wider acceptance and appreciation of the method and the results in organisations had been achieved. They were invited to add their comments and their recommendations to fellow practitioners.

Based on a thematic analysis of the data, this presentation will cover the following issues:

- practitioners’ views on the practicality of the guidelines, what they find useful, challenges of implementation and suggestions on dealing with requests from line managers or clients to deviate from the guidelines;
- whether the implementation of the guidelines adds to achieving the objectives of an AC;
- whether the guidelines have value when dealing with ethical dilemmas, legal compliance and cross-cultural considerations;
- whether the guidelines could be used to help in promoting ACs in organisations; and
- whether the guidelines are a helpful reference when writing an organisation’s assessment policy.



**Wilma Botha** is registered to practice both counselling and clinical psychology. She obtained her MA in Psychology from the University of Pretoria, an MBA from the University of Stellenbosch and a DPhil from the University of Johannesburg.

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Her career commenced at the HSRC. She then went to the SANDF where she gained experience in occupational assessment, job analysis, OD and the development of assessment centres at the Military Psychological Institute. Later, as head of the department of psychology at 2 Military Hospital, her duties included designing employee assistance and diversity management programs, psychotherapy and supervision.

She joined SHL in 2000 where her responsibilities included training, coaching and the design and facilitation of Assessment and Development Centres. She joined the SSA in 2007. She regularly presents the findings of her research projects at local and international conferences.

### **A case study on identifying high-potentials for leadership development**

**Track:** Practitioner Session  
**Presenters:** *Leonie Els (Deloitte, South Africa)*  
**Venue:** Somerset 1  
**When:** Friday, 8 April 2016 at 12:00

The objective of this case study was to identify high-potentials from nine (9) African countries to be selected for the client's internal Leadership and Mentoring programme.

The request from the client was to provide an assessment solution as part of their evaluation process to identify twenty four (24) leaders from nine (9) African countries (Botswana, Ghana, Kenya, Nigeria, Sierra Leone, South Africa, Sudan, Tanzania and Zambia) to partake in the client's internal leadership and mentoring programme. In consultation with the client, competencies were identified to be measured through a managerial Assessment Centre. Considering feasibility, costs, spread of participants, resource requirements and value to the client, we suggested an online managerial Assessment Centre to assess the fifty seven (57) candidates.

Deloitte utilises DDI (Development Dimensions International) talent management technologies to meet the assessment, development and talent management requirements of our clients.

The client used the assessment outcomes together with internal evaluation criteria which included interviews and actual performance indicators to select twenty four (24) high-potentials for their internal leadership and mentoring programme. It was evident that the highest scores based on group averages were achieved on the following competencies: judgement; delegation & empowerment; and planning & organising. The lowest scores were achieved on: managing relationships; guiding interactions; and influencing which were recommended to be included in the development programmes.

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The learning experiences we encountered include practical factors to consider, e.g. the impact of internet band-width, Assessment Centres being a first-time experience for most participants, load shedding in South Africa.



**Leonie Els** has been an employee of Deloitte for over eight years and is currently acting as an Industrial Psychologist in the Assessment Centre of the Human Capital division. In this role she specialises in project management, Assessment Centres, employee engagement and skills audits. Leonie commenced her journey at Deloitte as a relationship consultant in the Graduate Assurance Graduate Recruitment division and thereafter transferred to Talent & Transformation where she was involved in general HR related projects for the Audit division.

Leonie holds a Masters' degree in Industrial Psychology from the University of Pretoria.

### **The dark side of leadership: Cause and effect of leadership derailment**

**Track:** Practitioner Session Workshop  
**Presenter:** *Sandra Van Den Ordel (JvR, South Africa)*  
**Venue:** Somerset 2  
**When:** Friday, 8 April 2016 at 11:15

According to Hogan (2007), personality matters because who leaders are determine how they lead, for better or worse.

Zaccaro, Kemp and Bader (2004) maintain that the essential attributes of a leader should include cognitive abilities, personality strength, motivation, values, interpersonal skills, leader expertise and knowledge. Weakness in any of these areas may lie dormant for a long time and slowly emerge over time, often triggered by circumstances in the work environment (Lowder, 2007). In good times, such leadership problems could remain hidden, but in difficult times poor leadership may become a recipe for disaster (Zenger & Folkman, 2009).

Marshall (2013) clusters the reasons for leadership derailment into 4 main categories which include:

- the lack of awareness and indifference as to how others react to them;
- an exaggerated sense of entitlement;
- an exaggerated need for approval and social support; and
- insecurity and low self-confidence.

Sometimes what is recruited for in leaders and what is highly valued in corporate environments is the very thing that can cause derailment. What starts out as a strength can become a weakness. For example, the strengths of being *Bold* include courage, confidence and charisma. As a derailer, it results in the inability to admit mistakes and having an arrogant sense of entitlement.

Using the principles of personality structure and personality disorders, Hogan & Hogan (2009) studied the way in which self-defeating expressions of normal personality could appear in the workplace. They researched and constructed a robust assessment over more than two decades whereby they identified 11 scales which would describe the potential risk for derailment and behavioural aspects that may be demonstrated when managers and leaders derail.

During this workshop, the behaviours that lead to the inability to build teams, to motivate staff, to partner with others, and to be seen as trustworthy and sincere will be explored. Personality characteristics that may be portrayed as leadership derailment will be discussed as researched by Hogan (2007) and Kets de Vries (2006). Furthermore, delegates will gain insight into strategies for individuals and organisations to manage derailment more effectively.



**Sandra Van Den Ordell** is a lead consultant at the Cape Town branch of JvR Consulting Psychologists. She is registered as an Industrial Psychologist with the HPCSA. Sandra is passionate about maximising business benefit and value through processes that motivate and educate individuals, teams and leaders in organisations in a way that results in peak performance. Sandra has extensive experience across various industries and organisations. She focuses on people development in the areas of Leadership Development, Emotional Intelligence, Team Dynamics, Mentoring and Career Development. Sandra speaks at various breakfast sessions, networking sessions and motivational events. Prior to JvRC, Sandra ran her own business for 11 years. She has 15 years consulting experience.



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### A Code of Ethics for Assessment Centre Practice

**Track:** Plenary Session

**Presenter:** *Deon Meiring (University of Pretoria, South Africa), Sandra Schlebusch (LeMaSa, South Africa) and Rodney Lowman (CSPP/Alliant International University in San Diego, USA and visiting researcher at UNISA, South Africa)*

**Venue:** Somerset

**When:** Friday, 8 April 2016 from 13:00 – 14:00

According to Van Vuuren and Schlebusch (2013) ethics can be described as doing what is “good for self, and good for others”. Given this definition, Muleya, Fourie & Schlebusch (2013) listed the ethical challenges Assessment Centres (ACs) in South Africa face at the annual 2013 ACSG conference. The numerous challenges were grouped into an international context, a national context, an organisational context and an AC context. They highlighted the continuous tension between the AC context and its professional guidelines and the organisational context and its practices and expectations.

As example, tensions stemming from designing an AC following scientific rigour (AC context) versus delivering an AC at minimal cost and in a short period of time (organisational context) were discussed.

Despite all the readily available published best practice guidelines on ACs in South Africa (Meiring & Buckett, 2016), many unethical AC practices still exist in the application of ACs (Muleya, 2015) such as allowing managerial influence; using instruments with unknown reliability and validity in the South African context; allowing not properly trained people to design and execute an AC. Incongruence is also often experienced between professionals’ organisational roles and duties, and that of their role as AC professional to adhere to professional obligations

Since the AC fraternity already has guidelines addressing specifically the AC context (Meiring & Buckett, 2016), a “Code of Ethical Practice for ACs” that is both aspirational and directional might be required to move closer to consistent ethical ACs in South Africa. Whereas the guidelines address the “what” of conducting ACs, a Code of Ethics specifically addresses “how” we behave within the AC context, and when interacting with the organisational, the national and international contexts. During this interactive work session, and making use of Deloitte Consulting (Pty) Ltd (Deloitte) “ThinkTank” technology software, the basics of such a “Code of Ethical Practice for ACs” will be compiled, along with a task team to further build the Code. It is foreseen that this “Code of Ethical Practice for ACs” will form part of the codes for ethical practice within industrial and organisational psychology.

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**Deon Meiring**, who has a PhD in Industrial and Organisational Psychology from Tilburg University in the Netherlands, is an associate professor at the Department of Human Resource Management, Faculty of Economic Management Sciences at the University of Pretoria. Before joining UP in 2010, he practised as senior Industrial Psychologist at the South African Police Services (SAPS) and was responsible for the development and implementation of the Assessment Centre for senior management in the SAPS. He was also appointed an assistant extraordinary professor in the Department of Industrial Psychology at Stellenbosch University in 2007.

Deon specialises in advanced assessment practice and has extensive experience in Assessment and Development Centre design, teaching on ACs and personality test construction. He consults on a part-time basis on executive and specialised assessment projects to industry. He has contributed to publications on ACs in the SA Journal of Industrial Psychology – “Guidelines for best practice in the use of the Assessment Centre Method in South Africa (5<sup>th</sup> Edition)”, 2016 - “Investigating the Construct Validity of a Development Assessment Centre, 2013” and academic books “Employee Recruitment, Selection, and Assessment. Contemporary Issues for Theory and Practice” – Construct Validity of AC”, 2015; Assessment and Development Centres: Strategies for Global Talent Management. Gower Publishing Ltd, Wey Court East, Union Road, Farnham, Surrey GU9 7PT, England. “Computer-based Simulation Technology as part of the AC and DC: A Global South African Review”, 2011. He was also the chairperson of the task force on the Guidelines for best practice in the use of the Assessment Centre Method in South Africa (5<sup>th</sup> Edition).



**Rodney L. Lowman**, PhD, distinguished professor at CSPP/Alliant International University in San Diego and visiting researcher at UNISA, is an internationally recognised authority and consultant on professional ethics, career assessment, work dysfunctions, and professional ethics. A PhD graduate of Michigan State University with specialisations in Industrial-Organisational and Clinical Psychology, Dr Lowman is the author or editor of nine books and monographs, has published over 100 publications of a scholarly nature and made hundreds of professional presentations all over the world. His books include: *An Introduction to Consulting Psychology: Working with Individuals, Groups, and Organizations*, *Internationalizing Multiculturalism: Expanding Professional Competencies for a Globalized World*, *The Ethical Practice of Psychology in Organizations* (2nd Ed), *Handbook of Organizational Consulting Psychology*, *The Clinical Practice of Career Assessment*, and *Counselling and Psychotherapy of Work Dysfunctions*. He has also edited two journals: *The Psychologist-Manager Journal* and currently edits the *Consulting Psychology Journal: Practice and Research*, the premiere journal in the field of consulting psychology.

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**Sandra Schlebusch** is the managing director of LEMASA (Pty) Ltd and the owner of LeCouSa Consulting. She obtained a BCom Honours degree in Industrial Psychology at the Potchefstroom University for Christian Higher Education. She continued her studies in business and management-leadership and obtained an MBA during May 2004 at the University of the Northwest, Potchefstroom Campus. Her current studies include compiling her doctoral proposal on a comparison of learning during centres with a development purpose. She has extensive work experience across industries. Her experience covers the whole spectrum of human and organisational development. Her passion is using simulations and Assessment Centres for developmental purposes. She received an Award of *Recognition for Continuous Contribution to the field of Assessment Centres in South Africa* for the year 2007 from the Assessment Centre Study Group (ACSG). She is co-editor of the book *Assessment Centres: Unlocking Potential for Growth* (2008), and a previous chairman of the ACSG. She was awarded Honorary Membership of the ACSG in 2012. Her additional Assessment Centre related involvement, apart from numerous presentations at conferences, includes being a member of the task group that updated the 2007 *Guidelines for Assessment and Development Centres in South Africa* (4<sup>th</sup> Ed), as well as the task group that updated the current *Guidelines for Best Practice in the use of the Assessment Centre Method in South Africa* (5<sup>th</sup> Ed), 2016. She was one of the few international people requested to comment and provide input on the *Russian Assessment Centre Standards* as part of the establishment of the standards towards the end of 2013, and she was part of the International Taskforce on Assessment Center Guidelines to update the *Guidelines and Ethical Considerations for Assessment Center Operations* (6<sup>th</sup> Ed). She established the *ACSG Academy*, a part of the ACSG, in 2012 with the aim to educate and skill potential Assessment Centre users.

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