

Towards the Bulletproof AC



*Perfectionist vision or
attainable feat?*

Anthony Wilson



A Bulletproof Assessment Centre?

- **Can't be successfully legally challenged**
- **Complies with current SA legislation**
- **Anticipates future trends or legislation**
- **Learns from overseas experiences**
- **Satisfies employers, participants, and professionals running the AC**



Also it...

- Gives you a good return on your investment in Rands and Cents terms



Not just defensive

...provides data for decision making that can

- **Recruit and select candidates who will perform better in the job**
- **Place existing employees in jobs where they perform well**
- **Optimizes person/job fit**



A good AC (with feedback to participants)

- **Helps candidates who are not appointed appreciate that selection was rigorous and fair**
- **They don't feel cheated and your company's reputation is enhanced**



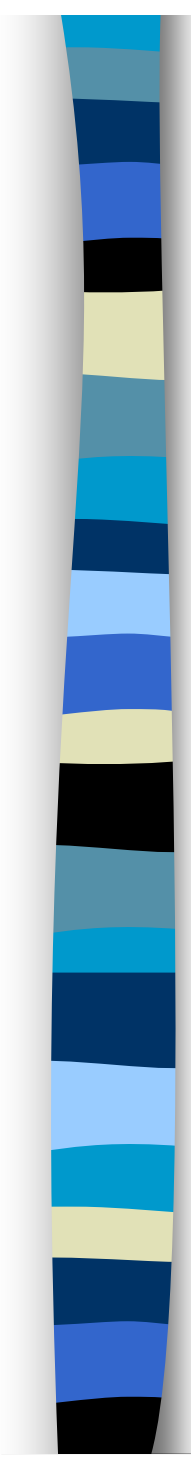
Not just defensive

- **Correctly evaluates potential for future training and development**
- **Empowers decision-makers to make better promotion decisions**



In short...

**It covers all the
angles**



Can it be
done?



**Probably
not.....**



It's a journey
not a
destination



But remember.....

“Nothing will ever be attempted if all possible objections must first be overcome.”

Jules W Lederer (who?)



RSA Legislation:

Labour Relations Act 66 of 1995

- ***Unfair discrimination, either directly or indirectly, against an employee on any arbitrary ground, including, but not limited to race, gender, sex, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, political opinion, culture, language, marital status or family responsibility.***



How does it affect the AC?

Assessment for selection and development should be focused on competencies that are required for good, or at least adequate, job performance.



Competencies

- **Competencies are observable behaviours that enable good job performance.**
- **They are independent of:
qualifications, and
experience**



Competencies

Competencies consider only the attributes, characteristics, skills, abilities and motivation to complete job tasks satisfactorily.



Competencies

- **Competencies must also take into account the culture and strategic direction on the company.**
- **i.e. they must be the competencies that the company needs to help it achieve its strategic goals.**



These strategic goals...

- **Have to be documented beforehand, not ignored or just thumbsucked as the AC gets designed or proceeds**



In an AC using relevant, well researched, competencies for dimensions

you discriminate **only in terms of demonstrated ability to model the behaviours associated with those competencies**



This is fair discrimination allowable by law

Having the competency must be an inherent requirement to do the job well.

- **e.g. specifying bus drivers must be sighted does not unfairly discriminate against blind persons**



Are competencies considered
“arbitrary” grounds?

NO

**- but they may not
sufficiently take
“potential” into account**



Reliable Research Techniques

- **Structured interviews e.g. Behavioural Event Interviews with job incumbents and/or their managers,**
- **Focus groups,**
- **Surveys,**
- **Questionnaires,**



Reliable Research Techniques

- **Repertory Grid**
- **Observation,**
- **Job Performance assessments compared with Key Result Area**
- **Own/competitor literature desk study, annual statements, market literature (e.g. job advertisements)**
- **Other research material: TV, Internet, movies, newspapers...**



Research Techniques

- **Thematic Review,**
- **Content Analysis,**
- **Semantic Analysis,**
- **Analyzing Panel,**
- **Prioritizing Techniques,**
- **Statistical Analysis (e.g. competencies of individuals versus achievements of Key Results)**



Competencies

- **Competencies must be defined concisely in terms of observable behaviours.**
- **Behavioural indicators or examples should be given for each competency**



Competencies

The relative importance of each competency in the set of competencies required for good job performance should be determined and a weight assigned.



Selection Methods

Methods of selection should determine whether candidate has the competency set for the job – or can acquire them in a reasonable time

Implication: a judgment must be made about the candidate's potential



Risk Reduction

To reduce the risk of a successful legal challenge, all stages of competency formulation, assessor training and the operation of selection procedures must be documented and those records kept for a reasonable length of time.



Records

- **Records help towards the continuous improvement of the accuracy of predicted performance vs. actual job performance**
- **Thus giving insight into improved selection.**



Talking of records...

- Did you know that in the US it is illegal to alter a record after the event – only a dated addendum may be added?

*Source: American Psychological Association
(APA)*



Competency Profiles

- **Periodically reassess the competency profile for each job,**
- **as the market and the environment changes,**
- **as the tasks and Key Results of the job change,**
- **as your company strategy changes.**



Elements of a successful AC

- Objectives and policy
- Job Analysis
- Assessor training
- Assessment Centre (AC) Design
 - - Competencies (dimensions)
 - - Simulation exercises and tests
- Selection or Construction
 - - Matrix

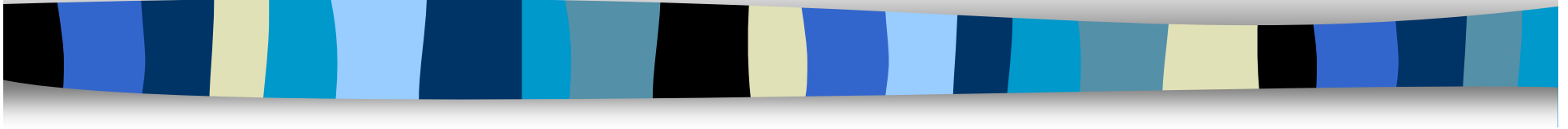


Elements of a successful AC (continued)

- Pilot implementation
- Facilitation of an AC
- Behaviour observation
- Write-up and evaluation
- Moderation meetings
- Reporting and Feedback

1

Defining Objectives and Policy



What's it all about?



Activity..... 1 minute

- Grab a piece of paper and something to write with
- Turn to your neighbour
- Brainstorm as many purposes as you can for an AC
- Write them down
- Don't edit or criticize... just talk and write



Clarify the purpose(s) of your AC

For example, it may primarily be

- to expose managers to the fundamental skills of the job of a manager
- to sharpen their own skills,
- to help them observe and identify the behaviours of their subordinates or
- to give them insight into mentoring



Decide the aims of the AC

- Specific
- Measurable
- Attainable
- Realistic
- Time-bound



If your aims are SMART

- You will know if/when you have succeeded



The Importance on an AC Policy

- The AC method has become increasingly popular in recent years.
- Practitioners have recognized the need for standards or guidelines.



The Policy Statement should indicate:

A. OBJECTIVES

- The purpose of the AC
- Example: Will AC be for selection, development, promotion, or a combination?
- What the data will be used for.
- On what grounds decisions will be made.
- Where data will be stored.



The Policy Statement

B. INFORMED PARTICIPATION

Participants must be fully informed about:

- The objectives.
- Why they are involved
- Information about observers and their training
- How results will be used



The Policy Statement

B. INFORMED PARTICIPATION

Participants must be fully informed about:

- Their access to the information: when and how they will receive feedback
- How data will be stored and for how long



The Policy Statement should indicate:

C. ASSESSEES / PARTICIPANTS

- Population to be assessed.
- Method for selecting participants.
- Procedure for notification.



The Policy Statement should indicate:

D. ASSESSORS /OBSERVERS

- Observer population and diversity.
- Qualifications and experience.
- Training requirements.
- Observer experience.
- Evaluation of observer performance.



The Policy Statement should indicate:

D. ASSESSORS /OBSERVERS

- How frequently assessors should undergo refresher training, especially if not used very often.



The Policy Statement should indicate:

E. USE OF DATA

- Restrictions on access to data.
- Individuals to receive reports.
- Procedures and controls for research.
- Procedures for programme evaluation.
- Feedback procedures.
- Shelf life of data.



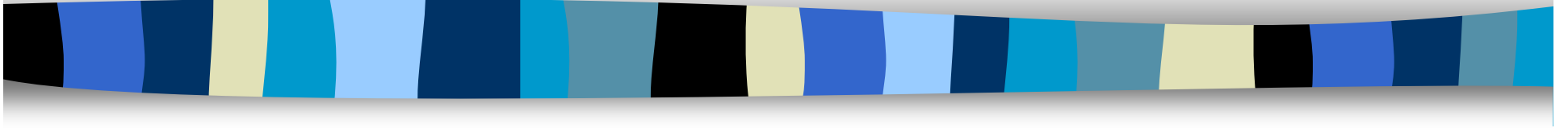
The Policy Statement should indicate:

F. RIGHTS OF THE PARTICIPANT

- Participants should receive feedback and be informed of recommendations.
- Rationale and validity data should be made available upon request.
- If the AC results are being used for other purposes (than contracted) the participant's consent must be obtained.

2

Job Analysis



The demands of the job



Aspects of Job Analysis

- Analysis of job requirements is the first step.
- It helps ensure that the selection procedure is fair.
- Involve SME's.
- Focus on the important aspects of the job – *inherent requirements only*



Aspects of Job Analysis

- To determine competencies, attributes and job performance required for successful performance.
- Information must be documented.
- Competencies form the crucial foundation of an AC



Job Analysis is required to:

- Meet legal requirements for fair selection
- Determine what kind of person is required
- Indicate the competencies (AC dimensions)
- Define the desired, observable, behaviours



Job Analysis is required to:

- Design/select exercises and tests
- Provide a logical and realistic structure for interpretation and scoring
- Determine the content and focus of reports and feedback sessions



Competencies

Competencies chosen for selection and development must reflect the competencies of good performers in SA and in competitor's countries and their markets.



Identifying Competencies

- Competencies chosen should use reliable techniques for research e.g.
- Data gathering: own and competitor literature desk study, market literature (e.g. job advertisements), other research material: TV, Internet, movies, newspapers.....



Reliable Techniques

- **Competencies chosen should use reliable techniques for research e.g.**
- **Data gathering: Behavioural Event Interviews with job incumbents of clients, Focus groups, Surveys, Questionnaires, Observation, Job Performance assessments compared with Key Result Area data**



Research Techniques

- **Competencies should be researched using reliable techniques**
- **Data analysis:**
- **Thematic Review,**
- **Content Analysis,**
- **Semantic Analysis,**



Research Techniques

- **Analyzing Panel,**
- **Repertory Grid,**
- **Prioritizing Techniques,**
- **Statistical Analysis (e.g. competencies of individuals versus achievements of Key Results)**



Competencies

- Competencies must be defined concisely in terms of observable behaviours.
- Behavioural indicators or examples should be given for each competency



Competencies

The relative importance of each competency in the set of competencies required for good job performance should be determined and a weight assigned.



Weighted competencies

- Weighted competencies should allow for individual differences and compensation.
- e.g. *excellent networking skills might compensate for less than average information gathering skills or product knowledge.*



Selection Methods

Methods of selection should determine whether candidate has the competency set for the job – or can acquire them in a reasonable time

Implication: a judgment must be taken about the candidates potential



Selection Methods

Methods of selection should ,at least, include structured interviews to designed to probe for evidence of the required competencies



Examples of AC exercises

- **In tray or In basket**
- **Group tasks**
- **Presentations**
- **Psychometric tests e.g. personality or Emotional Intelligence**
- **Tests of Ability e.g Numerical skills or Verbal Reasoning, or Abstract Reasoning**



In-tray or In-Basket

- **Working through about 25 items of information to determine priorities, actions, communications etc.**



Analytic Exercise (fact finding)

- **Asking questions to obtain information to make an organizational decision**



Cooperative Group Exercise

- **A group of approx. six participants have to reach a consensus decision**



Competitive Group Exercise

- **A group of approx. six participants have to decide how to allocate a scarce resource across their own business units**

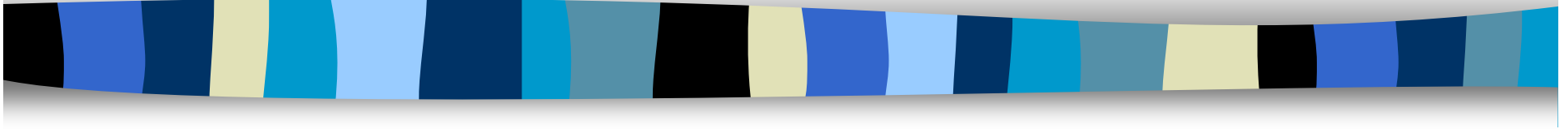


The Assessment Matrix

- **No exercise should relate to more than four competencies (some authorities say six)**
- **Each competency should be probed by means of at least two tests or activities**

3

Assessor Selection and Training



An area where it is very easy to fall flat on your face



Assessors

- **Composition of the board of assessors should be reasonably similar to the candidates in terms of age, gender, ethnicity, culture, sexual orientation, religion, physical ability etc.**
- **Typical ratio of participants to assessors is two to one.**



Assessors

Consider these variables:

- Purpose of the AC
- Type of exercises used
- Competencies to be evaluated
- Roles of the assessors
- Type of integration
- Level of assessor training
- Experience of assessors



Assessors should

- **Be good observers**
- **Be good listeners**
- **Be able to record, classify, rate and interpret behaviour in a consistent manner, and**
- **Discuss conclusions to reach consensus**



Assessors must be

- **Trained to assess behaviour accurately and consistently**
- **familiar with the competencies required for the job**
- **They must have a behaviour checklist**



Assessors

must have a demonstrated ability to observe, classify and rate behaviours and perform such things as competency-based, structured interviews and roleplays



Assessor Training

- **Assessors can be trained using video taped roleplays.**
- **Experienced assessors must be periodically retrained and their performance evaluated.**



Selecting Assessors

Choose assessors:

- for their ability to assess,
- for their knowledge of the company and/or the job
- and their fit into the selection process (representivity).



Assessors

- **Ideally assessors will have taken part in the process to determine the competencies required.**
- **They must understand, in depth, the competency profile and the rationale behind it.**



Assessor Training

- **To reduce the risk of a successful legal challenge, assessor training should be thorough**
- **many authorities recommend not less than 3 days.**



Assessor training

PURPOSE: To obtain reliable and accurate judgments by assessors

Assessor training should have clear **training objectives**.

Aim: to produce assessors with demonstrable skills



Training Content

Thorough knowledge of:

- **The job** (provides context for assessor judgments).
- **The competencies** (their influence on job performance).
- **The assessment techniques** (and competencies to observe)
- **The forms and rating scales** used in the AC
- Ability to **observe, record, rate or score** behaviour.
- Ability to **integrate data**.



Training Content (continued)

Thorough knowledge of:

- **Assessment policies** and practices of the organization.
- **Feedback procedures.**
- Ability to give accurate **oral and written feedback.**
- Ability to play objectively and consistently **the role** in interactive exercises.



Training Length: Considerations

Trainer and Instructional Design Considerations:

- Qualifications and expertise of trainer
- Content: Number of techniques covered



Training Length: Considerations

Observer Considerations:

- Previous knowledge and experience.
- The use of professional psychologists.
- Familiarity with the target job.
- The frequency of observer participation on the workshop
- Other related qualifications and experience



Training Length: Considerations

Assessment Programme Considerations:

- The target position's level of difficulty.
- The number of competencies to be rated.
- The purpose of the AC (e.g. selection, development).
- The number and complexity of the exercises.



Evaluation and Certification of Observers

Observers should at least be able to:

- Rate behaviour in a standardized way.
- Recognize, observe and report behaviours in the appropriate competencies.
- Administer an exercise.



Evaluation and Certification of Assessors

Assessors should:

- Understand themselves sufficiently to be aware of their own biases and allow for them
- Share their own biases with their fellow assessors



Evaluation and Certification of Assessors

Assessors should:

- Understand typical pitfalls in observation and assessment like Halo Effect, Cloven Hoof Effect, Attractiveness, Central Tendency

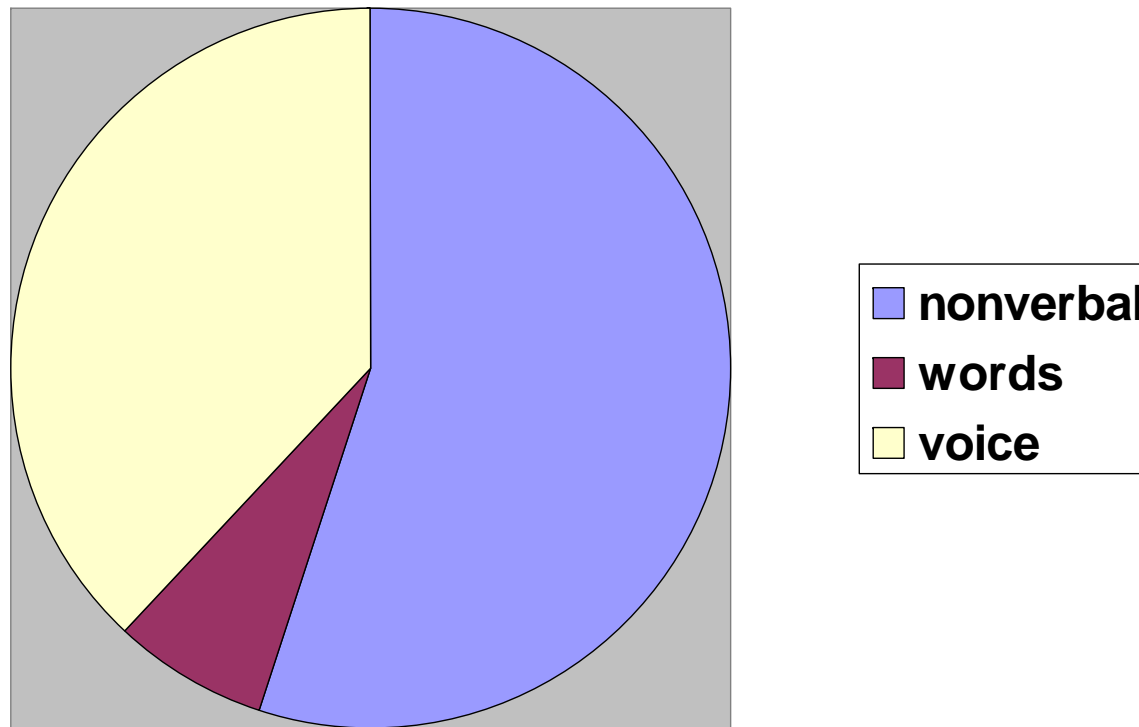


Evaluation and Certification of Observers

Observers should be measured on:

- Accuracy of ratings.
- Ability to produce reports.
- Ability to observe as an evaluator.

How meaning is typically derived from first impressions





Predictable sequence of observation in first meetings

- Skin colour (if it stands out)
- Gender
- Age
- Facial impression
- Eye contact
- Body movement



Predictable sequence of observation in first meetings

- Personal space
- How they're dressed
- Touch (all the above 55% of meaning)
- Voice (38% of meaning)
- Words (7% of meaning)



The key skills...

- To suspend judgment and withhold evaluation to until after the rating phase
- To watch and listen unobtrusively, without reaction such as nonverbal feedback, so as to lessen the “observer effect”



The key skills...

- Recording accurately all observations without considering their relevance, importance (withholding judgment and evaluation) like a “human video camera”



Is it an Inference or a Behaviour?

•Inference

an interpretation of a behaviour

She was rude.

•Behaviour

what actually people do (both verbal and non verbal) *She stood up, poked her tongue out at John, shouted, "You pig! I hate you." walked out of the room and slammed the door*



Example

- *“Raised voice tone and volume, spoke faster, waved pen at John, animated face, leaned forward - said, “You’re wrong” x3 quickly, chuckled, wiggled in chair.”*



Rather than:

- Got excited and put John down
- Aggressive
- Nasty, rude sort of bugger



Discussion point

- Assessors may achieve better results if they are unobtrusive and can build rapport with the participants



Activity.... 3 minutes

- With the person next to you draw up a list of the personal qualities that you think an excellent assessor should have



Suggested personal qualities of assessors

- Can demonstrate empathy, warmth, genuineness
- People trust them
- No personal “hidden agenda”



Suggested personal qualities of assessors

- Self awareness
- Able to “melt into the background”
- Able to be self-effacing



Suggested personal qualities of assessors

- Keen observers of human nature
- Able to mask their reactions and feelings when needed

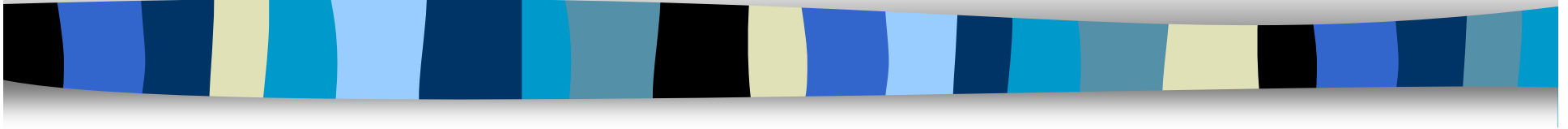


Activity ... 3 minutes

- With the person next to you draw up a list of the **skills, qualifications and personal qualities** that you think an excellent trainer of assessors should have

4

Assessment Centre Design



Getting it all together



Assessment Techniques

- should provide assessors with sufficient opportunities to observe behaviour.
- should have stimuli that resemble stimuli in the work situation (may be different settings).



Assessment Techniques

■ Simulation Exercises:

- should provide assessors with sufficient opportunities to observe behaviour.
- should have stimuli that resemble stimuli in the work situation (may be different settings).



Assessment Techniques

■ Simulation Exercises:

- candidates should not have knowledge of or experience in the content.
- must require that the participant demonstrate a self-constructed response (not multiple choice).

(ITFACG 28th Conf. Page 4)

- assess no more than four competencies in a simulation exercise, (Note some authorities say can be up to six competencies)



Remember two things

- ✓ Simulation must not be replication
- ✓ Maintain respect for intellectual property and copyright laws.



Assessment Techniques

■ Simulation Exercises:

- Instructions should be clear.
- Scoring should be standardized.



How to standardize scoring

- Work out model answers (also see piloting)
- Use a standardized scoring sheet with a Likert scale
- How many points on the scale?
Probably five



Example:

1

- Poor, displays few or none of the behaviours typical of the competency



Example:

- 2.

Marginal, displays **some** of the behaviours typical of the competency



Example:

- 3.
Acceptable or average displays **about half** of the behaviours typical of the competency



Example:

- 4.

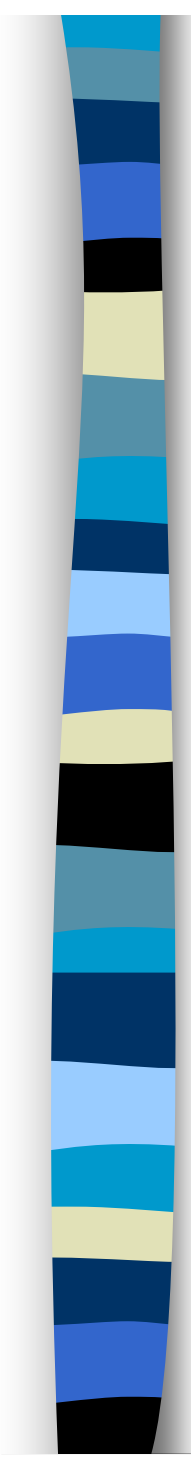
Above average displays **many** of the behaviours typical of the competency



Example:

- 5.

Excellent displays **all or nearly all** of the behaviours typical of the competency



Another example, (used without permission) not so hot:
note inconsistency, typos and vagueness

- 1 (Low) Not meeting the **competency** requirements
- 2 (Below Average) Clear negative evidence that the candidate will not behave **has** described in the **competence**. Some evidence of them being effective in some aspects.
- 3 (Average) Almost meeting the competency requirements
- 4 (High) Meeting the competency requirements
- 5 (Excellent) Exceeding the competency requirements.

A lot of positive evidence



Standardized Scoring

- Produce an assessor manual
- Reduce assessor subjective interpretations wherever possible by saying what a good answer looks like, give examples



Standardized Scoring

- Produce an assessor manual
- Reduce assessor subjective interpretations wherever possible by saying what a good answer looks like, give examples
- Reproduce model answers on the scoring sheet



Assessment Techniques

- Designing Simulation Exercises:
 - define the purpose of the exercise.
 - decide what competencies will be assessed.
 - decide on complexity level.
 - envisage a scenario.



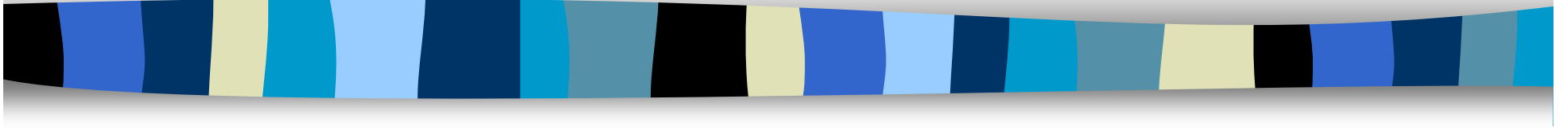
Assessment Techniques

■ Designing Simulation Exercises:

- flesh it out with background, incidents, problems, etc.
- draw up a draft exercise.
- do a pilot, evaluate results and revise.
- design scoring systems and model answers.
- incorporate into your assessor manual

5

Pilot Implementation



*Fix the glitches before you
do it for real*



Piloting

- Is a “dry run” or “dress rehearsal” – make it as real as you can
- Time exercises and work out logistics
- Check if instructions are clear
- Use it as practice/training for administrators and assessors
- It's often seen as irrelevant, expensive, and time-consuming



Piloting tips

- Do it for real, check it out with volunteers playing the part of participants who are similar to the future participants
- Involve all the assessors and administrators
- Record everything that you do



Piloting tips

Hold an After Action Review. Ask:

- What went well? badly?
- What wasn't understood?
- Was the time estimate correct?
- Are the materials OK?
- Any additional materials needed?
- Was the difficulty level right?
- Was it easy to observe and score?



Facilitating an AC

Transparency not Mystique

Increase transparency and acceptability by telling all candidates about

the competencies required for the job and the selection methods you will use. – preferably in advance.



Facilitating an AC

INFORM PARTICIPANTS:

- In writing beforehand and/or in the opening discussion. Include:
 - Purpose of AC
 - What an AC entails, what it is
 - A short description of simulation exercises
 - Information about observers



Facilitating an AC

INFORM PARTICIPANTS:

- How results will be used
- When and how feedback will be given and by whom
- Give a written timetable and outline of the day(s)
- Confidentiality



Facilitating an AC

- The aim is to produce a situation where participants can do there best.
- They may be very nervous or tense.
- You want them keen to do well, but fairly relaxed
- Demonstrate your expertise and authority – show that you know what you are talking about



Facilitating an AC

- Answer their questions
- Address their concerns
- Put them at their ease
- It can help to find out what they have been told about the AC.
- They may have false impressions – put them right



Facilitating an AC

- During the AC – be around, assessors will not be able to leave the room, they may need your help.
- Collect all question and answer papers and scrap paper used for note – preserve confidentiality.
- Make sure assessors do not score during exercises – prevent leakages



**Discuss with your neighbour:
Is this true? What do you
think? 2 minutes**

“Perhaps the most important feature of the assessment centre method is that it relates not to current job performance, but to future performance.”

William C. Byham (1996)



Behaviour Observation

- Participants are observed by trained assessors (observers).
- Observers watch and listen unobtrusively.
- Observers postpone judgment at this stage.
- Assessors get a valid picture of how the person will perform in target job.
- Assessors observe different participants in each simulation.



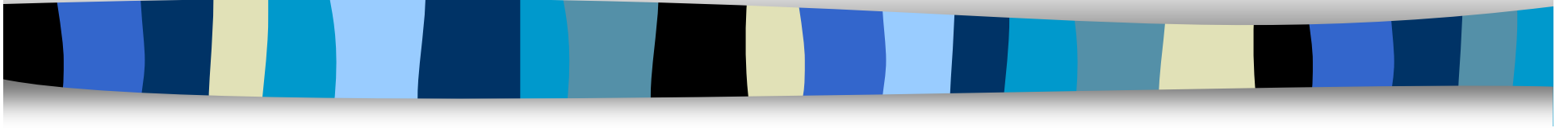
Behaviour Observation

- *Assessors have a demonstrated ability to observe, record and classify behaviour in dimensions, including knowledge of forms used by the center*

Guidelines and Ethical Considerations for Assessment Center Operations, International Task Force on Assessment Center Guidelines, endorsed by the 28th. International Congress on Assessment Center Methods, May 4, 2000 San Francisco, California, USA

8

Write-up and Evaluation



Getting it all down on paper



First write down all the evidence

- an accurate description of behaviour observed, esp. non-verbal
- notes of detail of content of what was said.
- provide examples
- verbatim quotes if possible
- indicate number of contributions and results (was the person ignored)

DO NOT INTERPRET OR EVALUATE YET



Note: nonverbal behaviour can include

- Positioning
- Posture
- Eye Contact
- Facial Expression
- Head movements
- Gestures
- Voice production



... then evaluate

- Complete a structured rating form.
- Weigh up behaviours recorded
- Compare against list of competencies
- Decide on effectiveness of behaviour
- Support statements with evidence
- Evaluate each behaviour separately
- Then evaluate each competency separately



Remember an assessor must

Be aware of his or her own

- Alertness/tiredness/boredom/irritation/impatience to get home/hunger/thirst/
- Current feelings and mood, interest level, resentment



Remember an assessor must

Be aware of his or her own

- Health, sense of well being, optimism/pessimism
- Feelings towards participants
including initial, partially conscious, reactions based on irrelevancies like appearance, voice, gender etc



Note:

The aim is not to eliminate all irrelevant subjective impressions, (that would be impossible) but for the assessor to be aware of them and take them into account

i.e. correctly compensate – neither over nor under compensating

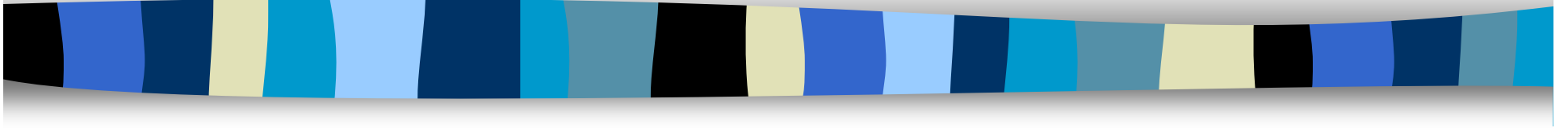


Beware of the common rating errors

- Leniency
- Harshness
- Central tendency
- Response bias
- Halo effect
- Cloven hoof effect
- Stereotyping
- Contrast effect
- First impressions
- Recency

9

Moderation meetings



Meetings, bloody meetings!



Moderation meetings

- Data from exercises, tests and interviews are integrated
- Assessors share their observations
- Assessors agree on evaluations



Moderation meetings

Care:

- Be aware of theories of group dynamics. One is that groups go through these stages.



Group Development Stages

- Being Polite
- Why we're here
- Bids for power and influence
- Being constructive
- Synthesis
- Groupthink



Be aware

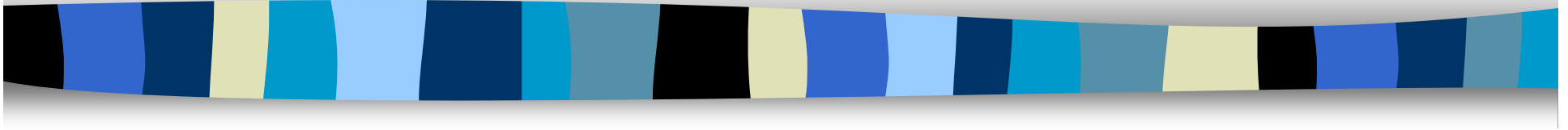
- That some members may be more dominant than others and need encouragement
- That there may be pressure for the less experienced assessors to agree too readily



Be aware

- Good assessor training and adequate piloting can help to avoid these pitfalls
- Remember, disagreement can be healthy- investigate it
- Assessment aims towards objectivity – it never quite gets there.

10 Reporting



What the client really wants



Written Report

- Indicates purpose of the assessment
- May have to diplomatically explain to the client what an AC is and why it was used.
- Defines competencies assessed



Written Report

- Describes exercises and tests briefly
- Details each participant's strengths and development needs
- May indicate overall potential for success in the target position



Written Report

- You may wish to produce two separate lists for your client to assist in her or his Employment Equity Planning.
- e.g. List A: Previously (or Historically) Disadvantaged Individuals
- List B: Non – Previously (or Historically) Disadvantaged Individuals
- Or List A: females and List B: males

Feedback



“Information comparing actual performance to a standard or desired level of performance.”

Guidelines and Ethical Considerations for Assessment Center Operations, (2000) International Task Force on Assessment Center Guidelines



Why bother giving feedback?

- Ethical:

*stops the power going to your head,
cuts out “funny business”*

- Legal:

people have a right to know



Why bother giving feedback?

- Fairness:
they gave their time, now give them something back
- Motivation:
helps keep all parties interested, that the AC was for a real purpose and not just to give the HR department something important looking to do



Why bother giving feedback?

- Control of distortion:
*keeps you in charge of propaganda,
stops wrong impressions,*
- Participant development:
helps them
- Interpreter development:
helps you



Why bother giving feedback?

- Consumer information and opinion collecting:

helps you find out how well received the AC was, how to improve it next time

- Public Relations:

being helpful, Mr. or Ms. Nice Guy



Why bother giving feedback?

- Marketing:

the participant may want to use your expertise one day, especially in a high-level AC.

You never know.



Points to remember

- How will the participants get feedback?
- Timely feedback, both written and spoken is best
- Individual, face-to-face feedback in private is better than written feedback alone
- Some feedback of a general nature can be given in groups – confidentiality must be maintained



Feedback to Participants

- RSA courts have held that employees and applicants have the same right to feedback
- Must be told what of any recommendations made to the AC client
- Should be allowed to read any reports about them (but not necessarily keep them or have copies)



Feedback to Participants

- To maintain test security, details or copies of actual AC exercises should not be disclosed
- Participants must be told what records will be kept, for how long and what use they will be put to.
- If data is used for any other purpose, participants have to be informed and asked their permission.



Feedback

- Feedback is most useful when linked to a Personal Development Plan – ideally linked to an organization's Succession Plan
- If psychometric tests are included in the AC, feedback must be given by a suitably qualified person.



Feedback aims

- to give truthful and objective information about the participant's performance in the AC
- to enhance the participant's self-esteem and sense of worth and dignity



The person giving feedback (Feedbacker? Feeder back?)

should model the following behaviours:

- being **empathetic**,
- showing **warmth and respect** and,
- being **genuine**



Activity

- Grab a sheet of paper that you don't mind losing.
- Get something with which to write
- Form duos or trios



Activity

We are now going to produce the first draft of the

**Assessment Centre Study Group
Guide to Best Practice in
Assessment Centre Design and Use
in South Africa (2004)**

in 20 minutes



Tackle any aspect of the AC

Write, in note form, what you think the best practice guide for RSA should say.



Suggested Topics

- Choosing Assessors
- Who should train assessors?
- Assessor training
- Rights and duties of participants
- Feedback
- Dimensions (competencies)
- Piloting



Some possible topics

Choosing Assessors

AC policy

AC exercises

Who should train assessors?

Documentation, record keeping

Psychometrics

Assessor training

Job Analysis

Simulations

Rights and duties of participants

Assessment matrix

Observing, recording and rating participant behavior

Feedback

Validity, reliability

Integrating data

Dimensions (competencies)

Facilitation/administration

Ethical use of data

Piloting

Code of Conduct for AC users

Assessor Performance evaluation

Who should train assessors?

Assessor Certification

Assessor Trainer Certification

Observation sheets

Rating sheets

Participant information



More suggested topics

- AC policy
- Documentation, record keeping
- Job Analysis
- Assessment matrix
- Validity, reliability
- Facilitation/administration
- Complying with RSA labour legislation



More suggested topics

- AC exercises
- Psychometrics
- Simulations
- Observing, recording and rating participant behavior
- Integrating data
- Ethical use of data



More suggested topics

- Code of Conduct for AC users
- Assessor Certification
- Assessor Performance evaluation
- Assessor Trainer Certification
- Observation sheets
- Scoring sheets
- What to tell participants