

ACSG CONFERENCE • 14 – 16 March 2007

PRE-CONFERENCE WORKSHOP ABSTRACTS

WOKSHOP 1 - MAC 1		14 MARCH 2007
Title	Introduction to Assessment Centres	
Presenter	<i>Anthony Wilson, Saville Consulting, anthony.wilson@savilleconsulting.com</i>	
Abstract	<p>A basic workshop in all aspects of Assessment Centres (AC) for those new to the process, those who have forgotten what they once knew or who have never put it into practice. This will get you started and give you sufficient knowledge to hire a consultant to conduct an AC for you. It demystifies ACs and explain to you the power and accuracy of the AC in selection and development decisions.</p> <p>Participants will benefit much more from the conference after attending this workshop. Their networking with fellow conference delegates will be more rewarding and they will be ready to begin the journey to running effective, professional and ethical Assessment Centres. Each participant will receive a pack of programme notes, handouts, checklists, a study guide consisting of recommended reading, an up-to-date list of useful websites and a manual covering all aspects of the workshop.</p> <p>Who should attend? HR professionals, Line Managers, and Psychologists wishing to gain practical “how to” knowledge of the AC process</p> <p>This workshop assumes little or no previous knowledge or experience of ACs and explains any jargon used.</p>	

WORKSHOP 3 - MAC 2**14 MARCH 2007**

Title	Development and Practical Implications of Development Centres
Presenter	<i>George Thornton, Department of Psychology, Colorado State University, Fort Collins, Colorado, thornton@lamar.colostates.edu</i> <i>Deborah Rupp, Institute of Labour and Industrial Relations, Department of Psychology, University of Illinois at Urbana-Champaign, derupp@uiuc.edu</i>
Abstract	<p>This workshop will provide a clear differentiation between developmental assessment centers (DAC)s and assessment centers used for the diagnosis of training needs or prediction of future performance (e.g., early identification of managerial potential, selection, promotion). The workshop will then describe practical implications for the design, implementation, and evaluation of DACs. Examples of DACs developed for middle managers and university students will be provided. Research on the effectiveness of DACs will be presented. Workshop participants will have opportunities to apply these concepts and examples to human resource management in their own organizations.</p> <p>A DAC is designed specifically to foster learning during the DAC and to promote developmental follow-up actions by participants. Whereas assessment centers designed for prediction are based on theories of psychometric precision, and those designed for diagnosis are based on theories of differential diagnosis, DACs are based on theories of learning, training, and development. As a consequence, the design of DACs emphasizes (a) dimensions that are “developable,” (b) multiple sets of exercises that are transparent and encourage practice of effective behaviors, (c) facilitators who coach participants to try alternative behaviors, (d) feedback that is participative, diagnostic, and prescriptive, and (e) future planning to ensure subsequent follow-up to foster continuing development.</p>
	<p>As a result of participating in the workshop, participants will be able to:</p> <ul style="list-style-type: none">• Describe the differences in rationale and theory of DACs as distinct from other ACs• Describe how the following standard elements of all ACs are designed for DACs:<ul style="list-style-type: none">○ Dimensions○ Exercises○ Roles of “assessors”○ Methods of integration○ Feedback of observations• Summarize research into the validity and user reactions showing the effectiveness of DACs• List applications of the workshop concepts for their own AC interventions. <p>The activities during the workshop will include mini-lectures from the two workshop leaders, demonstrations of practical applications from extant DACs, question/answer exchanges, discussions among participants with the workshop leaders’ involvement, and opportunities to plan transfer of the ideas to the participants’ own organizations.</p>

CV

George Thornton is Professor of Psychology, Colorado State University, Fort Collins, Colorado, USA. Prof. Thornton earned his Ph.D. from Purdue University in 1966. He is a Diplomat in Industrial/Organizational Psychology awarded by the American Board of Industrial/Organizational Psychology, and a Fellow of the Society of Industrial and Organizational Psychology.

Prof Thornton specializes in assessment centres, selection practices, test development and validation, and implications of employment discrimination law for personnel psychology. He has developed, validated, and implemented assessment centres and other situational exercises for selection and development for numerous jobs. Prof. Thornton is the author of over 55 publications in refereed journals, 6 book chapters, and 3 books, namely *Assessment Centres and Managerial Performance* (with William Byham), *Assessment Centres in Human Resource Management* (with Deborah Rupp) and *Developing Organizational Simulations: A Guide for Practitioners and Students* (with Rose Mueller-Hanson). Prof. Thornton has made presentations on the assessment centre method to professional conferences such as the International Association of Chiefs of Police, the International Congress on Assessment Centre Methods, and the Society for Industrial and Organizational Psychology, and to professional audiences throughout the United States, and in Germany, Switzerland, England, Israel, South Africa, Indonesia, Brazil, Korea, and China.

Deborah E Rupp, PhD, holds faculty positions in both the Institute of Labour and Industrial Relations and the Department of Psychology at the University of Illinois at Urbana-Champaign. She received her PhD in Industrial-Organizational Psychology from Colorado State University.

Rupp conducts research on the use of developmental assessment centres, and is the director of the Laboratory for the Study of Developmental Assessment Centres (DACLab), a multinational and multidisciplinary group of researchers and practitioners conducting many projects in this area. She co-authored the new edition of *Assessment Centres in Human Resource Management* with George C Thornton, and was the first ever recipient of the Douglas W Bray and Ann Howard Award (for research on leadership assessment and development).

Rupp also conducts research in the areas of organizational justice and workplace bias. Her work has appeared in outlets such as *Journal of Applied Psychology*, *Academy of Management Review*, *Journal of Organizational Behaviour*, *Organizational Behaviour and Human Decision Processes*, *Journal of Vocational Behaviour*, *Research in Personnel and Human Resource Management*, *Research in Multilevel Issues*, and the *Psychologist Manager Journal*. Her research is supported by funding from the SIOP Foundation, the State Farm Companies Foundation, the Korean Psychological Testing Institute, the Centre for Human Resource Management, and the Centre for International Business Education and Research. Rupp serves on the editorial boards of *Journal of Management and Organizational Behaviour and Human Decision Processes*, and has consulted for groups such as the State University Civil Service System, the Korean Civil Service Commission, the SK Corporation, Virginia Department of Corrections, Sun Microsystems, Colorado Department of Human Services, CIB Marine Bancshares, Rockwell Automation and Solutia.

WORKSHOP 3 - MAC 3**14 MARCH 2007**

Title	Guidelines in the Designing and Developing of Simulation Exercises for Assessment Centres
Presenter	<i>Anne Buckett, Precision HR, anne@precisionhr.co.za</i> <i>Rian Viviers, UNISA, viveam@unisa.ac.za</i>
Abstract	<p>This workshop will equip you with practical skills in order to assist you with the design of various simulation exercises such as in-basket exercises, case studies, role-plays and group exercises. The workshop will address the key decisions that need to be made when designing tools. Delegates will leave the workshop with relevant theoretical information and handouts.</p> <p>In addition, the workshop will provide guidelines and checklists of steps to follow when designing a particular simulation exercise, which includes:</p> <ol style="list-style-type: none">1. Competency profiling2. Conceptualisation3. Identifying relevant data sources4. Putting the simulation exercise together5. Designing the format6. Designing the structured rating forms7. The pilot study, validation & review8. Finalisation of the simulation exercise <p>In order to contextualise the current workshop attention will be given to the process of assessment centre design in general.</p> <p>The delivery methods of the workshop are:</p> <ul style="list-style-type: none">• Theoretical component• Practical component: in-basket design, role-play design, case study design and group exercise design <p>Who should attend:</p> <ul style="list-style-type: none">• Practitioners with an understanding of the assessment centre approach, but no experience in the design of simulation exercises.
CV	<p>Anne Buckett is a qualified Industrial Psychologist with extensive experience in assessment and development in industry. She is presently the Managing Consultant of Precision HR with specialist expertise in the areas of HR competency-based assessment and development. She has trained extensively at SHL and has in-depth experience in consulting. In addition she is trained on a wide variety of tools, techniques and methodologies. Delivering integrated HR solutions to organisations as part of her services includes large-scale HR project management, determining key HR practices and protocols; designing and implementing recruitment, selection and decision-making strategies; compiling assessment matrixes and test</p>

batteries; conducting job analyses and determining key competencies; designing and implementing assessment and development centres end-to-end; project managing restructuring processes and managing 360° development and feedback projects. She is currently working on a large-scale assessment centre project which includes designing & validating customised simulation exercises across an entire organisation of about 4 000 staff.

Rian Viviers is a professor in the Department of Industrial and Organisational Psychology at Unisa. His interests lie mainly in the fields of Assessment Centre technology, positive psychology and employee wellness. He has been working for SHL as part time consultant and has done numerous assessments for a wide range of organisations. In the field of Assessment Centre design, he developed expertise over many years in diverse settings. He started his career in Transnet within the Assessment Centre division and was extensively involved in the development and running of Centres for senior and middle management. Thereafter he joined Unisa and in this capacity teaches Assessment Centre methodology to students on post-graduate level. He frequently assists in doing Assessment Centres for SHL for a variety of clients – from government institutions to private organisations. Assessment and Development Centres for Executive Management and CEOs down to middle management Centres are being done regularly, both locally and in neighbouring countries. He also gained extensive experience in the UK where he worked at SHL's headquarters and gained experience in the development of simulation exercises. He has been involved in the ACSG as committee member for three consecutive terms.

WORKSHOP 4 - MAC 5**14 MARCH 2007**

Title	The effect of Gender & Ethnicity on the Assessment of Leadership Effectiveness
Presenter	<i>Beverly Alimo-Metcalfe, University of Leeds, UK & Real World Group, b.m.alimo-metcalfe@leeds.ac.uk</i>
Abstract	<p>Notions of leadership have, in the main, been based on white US males studying white males, to the almost total exclusion of women and people from various ethnic backgrounds.</p> <p>Models of leadership to emerge from these studies, can therefore, serve to maintain the status quo in organisations. Given this background, it is not surprising that little has changed with respect to the representation of women and people from a variety of different ethnic backgrounds, in senior and top management positions in organisations.</p> <p>With this in mind, we conducted a major 3-year study in the UK into the nature of leadership, adopting a deliberately inclusive sample of managers and professionals in a range of public and private sector organisations, and from these findings, developed a 360-feedback instrument, The (Engaging) Transformational Leadership Questionnaire (TLQ).</p> <p>We have undertaken research to investigate:</p> <ol style="list-style-type: none">(1) whether there are gender differences in the ratings of effectiveness of managers rated anonymously by direct reports/subordinates using the TLQ, and found significant gender differences.(2) In a separate study, we have investigated whether there are differences in the ratings given to white, versus Black & Minority Ethnic (BME) group managers (terms adopted in the UK), in 360-degree feedback. We believe that this is one of the first studies of its kind. Significant differences were found in how White versus BME managers were rated by:<ul style="list-style-type: none">- their boss- their peers- their direct reports/subordinates <p>We believe that these findings, in the context of research on assessment and diversity, have important implications for the assessment of leadership in organisations, and pose challenges for the use of line managers as assessors.</p> <p>I would like to share some of the findings in the literature on gender and ethnicity, and the assessment of effectiveness in management and leadership, and to place our findings in this context, and encourage discussion around the implications for the design of ACs (and DevACs), the training of assessors, the data that should be examined by organisations when assessing possible bias in assessment, and post-AC development activities.</p> <ol style="list-style-type: none">(1) Notions of managerial and leadership effectiveness have been biased as a result of having been based, in the main, on studies of men. Since these views of effectiveness substantially influence criteria adopted in

	<p>assessment processes, including ACs, this has a potentially seriously detrimental impact on the evaluation of female candidates.</p> <p>(2) Line managers play a key role in evaluating the performance and potential of those whom they manage. Our findings, based on the analysis of data collected anonymously via 360-feedback processes, have found that there are significant differences in how line managers (most of whom can be assumed to be white males), rate women and people from a different ethnic background from their own, as less effective in 360-degree feedback. However, other co-workers rate the same individuals as more effective than their line manager rates them. Yet direct reports' ratings of a manager have been found in some studies, to be more predictive of a manager's future performance than AC data. In another study, we have found that female line managers are rated as more effective than male bosses, irrespective of the sex of the rater.</p> <p>(3) It is arguable whether, whatever the amount of training provided to assessors involved in ACs, an element of subjectivity is inevitable. If this is the case, what are the implications of what might be evidence of bias in evaluations of women, and individuals with BME backgrounds, when they present themselves at ACs?</p>
<p>CV</p>	<p>Beverly Alimo-Metcalfe has an international reputation as a chartered organisational psychologist with a passionate interest in the ethical application of leadership at all levels in organisations. For over 20 years she has been involved in research, and in actively supporting the leadership development of individuals and organisations through involvement on top and senior, Black managers, and Women's leadership programmes. Beverly spends much of her time speaking at national and international conferences and organisational seminars, and in development consultancy with senior and top managers. She sits on various advisory boards, including <i>The Police Leadership Development Board</i>, the <i>Think Tank of The National College for School Leadership</i>, the <i>Local Government Leadership Commission</i>, and the <i>NHS Modernisation Agency Strategic Health Authorities Leadership Programme</i>. She has written extensively on the nature of leadership, and its assessment and development, including the ethical use of 360-degree feedback.</p> <p>In 2001, as result of considerable demand for the instruments developed from her and her colleagues' research, the University of Leeds created a new spin-out company, Real World Group (formerly known as Leadership Research & Development Ltd), to which she is seconded as its Chief Executive.</p>

WORKSHOP 5 - MAC 6**14 MARCH 2007**

Title	Giving Feedback after a Development Centre
Presenter	<i>Sandra Schlebusch, The Consultants, sandra@theconsultants.co.za</i> <i>Christine de Wet, christine@lemasa.co.za</i>
Abstract	<p>After delegates have attended a Development Centre they require feedback concerning their performance at the Centre and need to have information about the development options they will have to pursue. Candidates who attended an Assessment Centre should also get feedback about their performance. Moreover, the company's senior management needs to be informed about the candidates' and delegates' performance during the Centres.</p> <p>An Assessment Centre Practitioner must, therefore, be able to deliver three different types of feedback. Feedback can be given in writing or orally.</p> <p>The purpose of this four hour workshop is to share basic techniques and principles of effective feedback, drawing on extensive experience.</p> <p>The topics that will be covered during the workshop are:</p> <ul style="list-style-type: none">• The purpose of feedback• What is the minimum information that the recipient needs to receive?• What are the legal implications of the feedback (if any)?• What may the recipient of feedback expect to receive (feedback deliverables)• Basic feedback guidance principles (oral and written)• Basic techniques to guide oral feedback <p>The delivery methods of the workshop are:</p> <ul style="list-style-type: none">• "Theoretical" input• Role-play• Case study <p>Who should attend:</p> <ul style="list-style-type: none">• New and experienced Assessment Centre Practitioners• Those who give feedback, in the workplace or privately• People with a passion for Assessment Centres <p>Additional Information:</p> <ol style="list-style-type: none">1. How to give effective feedback.2. Principles of effective feedback; Know about the techniques to give effective feedback; Pitfalls in giving feedback
CV	Sandra Schlebusch's work experience comprising 19 years in various business sectors such as the chemical, transportation and broadcasting industries. She has also worked closely with agricultural corporations,

organisations in the manufacturing industries and academic institutions.

Her work spectrum included Training and Development, Organisational Development, Individual Counselling and Assistance Programmes, Remuneration, Potential Identification processes and designing Competency Profiles. She facilitated workshops and presented papers at SIOPSA's Annual Conferences and the ACSG's conferences for the past four years. She is currently managing member of LeCouSa Consulting and Managing Director of LeMaSa (Pty) Ltd.

Academic Qualifications

- B Com Honours in Industrial Psychology. A dissertation will enable her to obtain an M Com Industrial Psychology
- MBA
- Registered Psychometrist
- Professional Coach

Christine de Wet's work experience of 28 years included the spectrum of Training and Development, Organisational Development and Recruitment and Selection. She is currently a freelance consultant specialising in Development Consulting.

Academic Qualifications

- Honours B Admin in Industrial Psychology
- Registered Psychometrist
- Professional Coach