

# ACSG CONFERENCE • 14 – 16 March 2007

## CONFERENCE - FULL ABSTRACTS

OPENING ADDRESS - Main		14 MARCH 2007
<b>Title</b>	<b>How do you select your team to climb Everest – Team Everest 2006</b>	
<b>Presenter</b>	<i>Rene Hochreiter, James Allan and Associates, rene@jamesallan.co.za</i>	
<b>Abstract</b>	<p>“Everest affects one as no other mountain does. It is a graceful, gentle mountain, even though it keeps some of us forever... yet far more survive to a whole new vision on life” (Norwegian expedition, 1999). "I want to climb until either I reach the top of the mountain, or I can go no further ... I'm prepared to endure anything, to risk much. I am willing to go further than ever I have before ... to stake everything I have" (Reinhold Messner: 1st ascent of Everest without oxygen in 1978 and 1st solo ascent in 1980). “It’s also about daring to dream and acting on it” (Norwegian expedition, 1999). “It’s not about failure or success, it’s not about living or dying – understand that you have come to Everest to conquer yourself” (George L Mallory). "Because it's there" (George L Mallory's most well-known quote).</p> <p>Everest is 8 848m high give or take 5m, depending on where you measure sea level, which, surprising to some, is not the same around the world. Its history is <i>legend</i> and is described in many of the classic books on Everest. It was “discovered” by the Surveyor General of India, a certain Mr Everest. He described a peak “in the north” higher than anything yet measured. His calculation of the height, 29 028 ft was a height which was quite accurate.</p> <p>Temperatures can drop to minus 40 degrees centigrade and any wind chill factor can put this another 20 degrees lower. (The lowest temp in the world, minus 89,4 degrees, was first recorded in Vostok, Antarctica in 1983). Weather windows usually occur at the change of winds from the Indian offshore monsoon to the onshore monsoon, which starts in June each year. The mountain, and not the climber, will decide when it is possible to ascend. Most climbers take three expeditions to Everest before they reach the summit. Respect Everest, and the summit might come. Rene will give a full account of this extraordinary climb with his team.</p>	
<b>CV</b>	<p>To many, climbing Everest is a dream that never becomes reality. The planning, organisation, time and motivation needed is awesome. Few have the physical and financial ability to even consider the dream. Even when the expedition goes onto auto-pilot, you still wake up at 3 am wondering "<i>What on earth am I doing?!</i>" After a full year of planning and organising, and seven years of training, the time has come. <b>René Hochreiter</b> Investment Banker, has climbed in the Alps, Himalayas and Kilimanjaro in Africa; has been training for 7 years for Everest; highest altitude reached: 6000m; dream is to climb the five most beautiful mountains in the world: Kilimanjaro (achieved, 2000, 2006), The Matterhorn, Mont Blanc (achieved, 2002), Ama Dablam and Everest. On the 28<sup>th</sup> March 2006 Rene took on his greatest challenge in life by climbing Everest.</p>	

**PANEL DISCUSSION - MAIN****14 MARCH 2007**


<b>Title</b>	<b>Personality and Assessment and Development Centres in South Africa</b>
<b>Facilitator</b>	<i>Gert Roodt, University of Johannesburg, gr@rau.ac.za</i>
<b>Abstract</b>	<p>The topic of the panel discussion deals with the <b>contribution</b> that personality measures can bring to Assessment and Development Centre practice in South Africa. Panel participants will be asked to particularly discuss the arguments for and against using personality tests in Assessment and Development Centres. Participants also need to contextualise the use of personality tests within a <b>cross-cultural context</b> by taking cognisance of the legislative requirements in South Africa and how it applies to assessment centre practice.</p> <p>Each of the panel participants represents a different test publishing company and it is expected that they will use their own products as examples. It is also expected that participants will not denigrate competitor products.</p> <p>Following individual presentations, panel participants will address a <b>series of questions</b> presented by the moderator. They will be asked to comment on <b>psychometric and professional issues</b> related to the use of personality tests in assessment centres designed for different purposes such as selection; diagnosis of strengths and weaknesses; and development for assessment and development centres.</p> <p>Thereafter the moderator will open the floor and take questions from the <b>audience</b> directed at individual panel members.</p> <p><b>Aim of the panel discussion</b></p> <ul style="list-style-type: none"><li>• To provide a forum where insights and information can be exchanged whilst debating the topic of personality in assessment and development centres in South Africa;</li><li>• To create awareness of a number of cross-cultural issues in personality assessment that need to be systematically researched;</li><li>• To provide test users in South Africa with the opportunity to actively participate in the debate on personality and assessment and development centres;</li><li>• To enhance test users and assessment and development centre practitioners' understanding of the latest trends and dynamics in the field of personality and assessment and development centre interface; and</li><li>• To stimulate future panel discussion debates that may be of interest for forthcoming ACSG conferences.</li></ul>
<b>Panel Presenters</b>	<ul style="list-style-type: none"><li>– Jopie Van Rooyen Associates – Jopie de Beer</li><li>– Psytech South Africa – Nannette Tredoux</li><li>– SAPI Project - Deon Meiring</li><li>– Saville Consulting – Rab Maclver</li><li>– SHL South Africa - Hennie Kriek</li></ul>

	– Thomas International – Chris Schutte
<b>CV</b>	<p><b>Gert Roodt</b> holds a D Admin in Industrial and Organisational Psychology. Is a licensed psychologist and a registered personnel practitioner. Author and co-author of about 80 peer-reviewed research articles, 15 technical reports, and co-editor of three books and author or co-author of several articles in non-research based journals. Presenter and co-presenter of approximately 70 papers at national and international academic conferences.</p> <p>Currently heading the Centre for Work Performance at the University of Johannesburg. Since 1995 the Managing Editor of the <i>SA Journal of Industrial Psychology</i> and since 2003 the Managing Editor of the <i>SA Journal of Human Resource Management</i>. Serves since 1998 on the editorial board of the <i>International Journal of Organisational Behaviour</i> and respectively since 2002 and 2004 on the editorial boards of <i>Management Dynamics</i> and the <i>Southern African Business Review</i>. Was rated by the NRF as category C researcher.</p> <p>Fellow of the Society for Industrial and Organisational Psychology of SA (SIOPSA). Fellow of the Pan Pacific Business Association, member of the US Academy of Management and a member of the Academy of Science and Arts.</p>

## CONFERENCE ABSTRACTS

<b>INTERNATIONAL KEYNOTE SPEAKER - MAIN</b>		<b>15 MARCH 2007</b>
<b>Title</b>	<b>International Survey of Assessment Centre Practices Around the World</b>	
<b>Presenter</b>	<i>George Thornton, Department of Psychology, Colorado State University, Fort Collins, Colorado, thornton@lamar.colestates.edu</i>	
<b>Abstract</b>	<p>Despite the importance of Assessment Centres (ACs) for personnel selection and personnel development purposes, no recent study exist that describes the AC use in different countries. The purpose of the present study was therefore to describe the design, execution, and evaluation of AC in organizations in Western Europe and North America and to compare it with past AC use and with the guidelines for professional AC use. We report findings regarding AC design, job analysis and dimensions, exercises and additional psychometric testing procedures, types of information provided to participants, and AC evaluation.</p>	
<b>CV</b>	<p><b>George Thornton</b> 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.</p> <p>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 <i>Assessment Centres and Managerial Performance</i> (with William Byham), <i>Assessment Centres in Human Resource Management</i> (with Deborah Rupp) and <i>Developing Organizational Simulations: A Guide for Practitioners and Students</i> (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.</p>	

**LAUNCH - MAIN****15 MARCH 2007**

<b>Title</b>	<b>Launching the Assessment and Development Centres Guidelines for South Africa</b>
<b>Presenter</b>	<i>Deon Meiring, Chairperson ACSG, meiringd@yebo.co.za</i>
<b>Abstract</b>	
<b>CV</b>	<p><b>Deon Meiring</b>, has been practicing as an Industrial Psychologist in the South African Police Services (SAPS) for 15 years. He is a member of Psychological Services and currently responsible for the running of Assessment Centres of senior managers in SAPS. His area of specialisation is selection and assessment with a research focus on personality in the workplace. The Internship program in Industrial Psychology in SAPS also falls under his supervision. Three Intern Industrial Psychologists complete their internships under him on a yearly basis.</p> <p>He is a member of the Work Wellness, Research Unit for people, policy &amp; performance and is responsible for the focus area - "Personality in the Workplace" where he currently leads the SAPI Project. He consults on a part time basis in industry on executive and specialised assessments. He is currently enrolled at the University of Tilburg, Netherlands where he has completed (2006) his PhD study under Prof Fons van de Vijver. His PhD study focuses on Internal and External bias of cognitive and personality measures in the South African context. He is Chairperson of the Assessment Centre Study Group in South Africa and Chairperson of the Steve Kearney Educational Trust for disadvantaged students of colour, of Royal Bafokeng Resources.</p>

## OPEN SPACE SESSION 1 – ASSESSMENT CENTRES THEME

<b>MAC 1</b>		<b>15 MARCH 2007</b>
<b>Title</b>	<b>Back to the Future: Assessment Centres 2012</b>	
<b>Presenter</b>	<i>Johan Greeff &amp; Lucille Greeff, Treetops Management and Development Consultants, johan@treetops.co.za</i>	
<b>Abstract</b>	<p>Assessment Centres can play a key role in organisational transformation. The business landscape will continue to become an even faster changing reality. This will see the dawn of the next generation of Assessment Centres that will take us beyond EQ, personality and the information age. Covey refers to this as SQ – spiritual Intelligence. Richard Barrett explores it even further in his work on Cultural Transformation and Values Based Leadership. The world and balance of power within the world is shifting from governments to organisations. This means that there are new responsibilities, challenges and issues facing organisational leaders. A key question we need to consider as OD and assessment specialists is: “What is the implications of this for South African organisations where we are working within an African context as an emerging nation?.</p> <p>The objective is not to report any empirical research findings, but rather to stimulate debate around the future of Assessment Centres. This will imply instruments, methods, competencies, outcomes etc. The facilitators will tap into the wisdom of the delegates in a process where they will share their personal observations and experience. It is also an opportunity to consider some new methodologies, specifically around finding ways to bridge the gap between measuring values and competencies (intentions vs behaviours) and to show ROI for assessment centres in organisations.</p>	
<b>CV</b>	<p><b>Johan Greeff</b> has been active in the Assessment Centre arena for the past 25 years. He is Managing Director of Treetops Consulting who has assisted organisations like BMW; Pick 'n Pay; The Compass Group of Companies; Tongaat-Hulett Sugar; Volkswagen SA; SARS; The Ekurhuleni Metro and many others in Leadership Development, Organisational Transformation and Assessment Centres.</p> <p>He holds qualifications in Clinical Psychology. He is a Master OD Practitioner and founder member of IODA (International OD Association). He is an Executive Coach to various business leaders.</p> <p><b>Lucille Greeff</b> is a registered Psychometrist, Chartered OD Practitioner and registered Cultural Transformation Tools (CTT) Practitioner (based on the work of Richard Barrett). She has worked as an associate of Treetops Consulting for 9 years, with a client list that includes companies like Volkswagen SA, Mindpearl, Creda Communications, BHP Billiton, Royal Sechaba and NGOs such as Ndlovu Medical Centre, The Saartjie Baartman Centre, Safeline and many others. She is a performance poet and a member of the celebrated performance group ‘And the Word was Woman Ensemble.’ She holds a MA in Development Studies, is a Pioneer of Change and active member of SAFNET (South African Facilitators Network).</p>	

<b>MAC 2</b>		<b>15 MARCH 2007</b>
<b>Title</b>	<b>Using Assessment Centres to Identify and Develop Talent: A Deloitte Perspective</b>	
<b>Presenter</b>	<i>Nigel Ritson, Deloitte, nritson@deloitte.co.za</i> <i>Lee-Ann Greyling, Deloitte, , lgreyling@deloitte.co.za</i>	
<b>Abstract</b>	<p>The objective of this presentation is to highlight the benefits of using Assessment Centre (AC) methodology to identify and develop talent as well as relate learnings and experiences gained at Deloitte.</p> <p>Deloitte has been utilising ACs for a variety of HR applications for over 15 years. Over the last year there has been a definite shift in that developmental ACs have become more and more instrumental in identifying as well as developing our talent. They serve as an essential component in managing the leadership pipeline that is the basis of the Deloitte Talent Management strategy.</p> <p>Two distinct Assessment Centres are employed at Deloitte, for different purposes. The Manager Assessment and Development Centre (MADC) is a developmental assessment centre, and forms part of the process of identifying individuals with management potential early in their career. It includes technical as well as behavioural assessment and Business Units are involved as technical assessors. Developmental feedback is provided to candidates as well as their developmental facilitators. The MADC is the precursor to the Leadership Assessment and Development centre (LADC). The LADC is designed to provide the firm with an objective assessment of an individual's partnership potential, and as a means of providing guidance regarding strengths and development areas to be addressed towards admission to Partnership.</p> <p>Challenges include but are not limited to:</p> <ol style="list-style-type: none"> <li>(1) AC results being used to determine promotability rather than actual job performance, i.e. AC outcomes are used for the wrong purposes</li> <li>(2) Untimely exposure to ACs as an outcome of fast tracking pressure resulting in negative consequences for the individual and the Firm</li> <li>(3) Assessor inexperience</li> <li>(4) Competencies measured are inconsistent with performance management criteria used across the Business Units</li> </ol> <p>Despite the above, ACs are a vital tool for leadership pipelining. They serve as the framework for an individual's career progression and are integrated into our developmental interventions. An Assessment Centre Governance committee serves as an important tool to ensure management and ownership of this process, and the function and advantage of this will be explained.</p> <p>Further research needs to focus on the predictive validity between the MADC, LADC and on the job performance.</p>	
<b>CV</b>	<p><b>Nigel Ritson</b> has had more than 10 years experience in the areas of Organisational and Leadership development. He has fulfilled the role of National Human Resource Manager at Deloitte and his most recent</p>	

appointment is as Head of Talent for Deloitte. In this capacity, Nigel is responsible for the overall Talent Management strategy of the Southern African operation. His functions include leadership assessment and development, psychological assessment, talent management and succession planning.

He is registered as a psychologist with the Health Professions Council of South Africa and is a member of the Psychological Society of South Africa. He obtained his MA Industrial Psychology degree from the University of Natal.

**Lee-Ann Greyling** holds an M.Com Industrial Psychology from the Rand Afrikaans University and is professionally registered with the Health Professions Council of South Africa as a Psychologist. Her previous work experience has included specialising in competency and leadership development, which has included the development of competency frameworks as well as the design, build and implementation of competency based assessment.

Lee-Ann also has served as the Human Resource Manager for a large IT distribution company.

She is currently employed at Deloitte as an Assessment and Development Manager and is completing a MPhil in Leadership from the University of Johannesburg.

**MAC 3**

**15 MARCH 2007**

**Title**      **The reliability of structured interviews: Competency Rating Interviews as a case in point**

**Presenter**      *Gert Roodt, University of Johannesburg, gr@rau.ac.za*

**Abstract**

Objective: Interviews and more specifically structured interviews are often criticized for their reliability and validity in selection decisions and only a few empirical studies are available that have addressed this issue. The objective of the paper is to share research findings on the reliability and validity of competency rating interviews.

Description of the study: A commercial bank requested a consultancy firm to screen candidates for a new position created at the bank to be appointed in several regions. Competency rating interviews were conducted. The study includes data of about 170 candidates that were interviewed and their 27 functional and 14 interpersonal competencies were rated. Seven raters were used to conduct the interviews and rate the candidates on their competencies.

Rationale behind using Competency Ratings. The time lines for completing the task were too short to use complete assessment centres. Therefore it was opted to use Competency Rating Interviews.

Results and learning points. Factor and reliability analyses conducted on the 14 interpersonal and the 27 functional competencies has indicated that highly reliable competency ratings were possible (0,94 and 0,96 respectively). Structured competency rating interviews can therefore be used and can yield reliable results if applied correctly. Measures should be taken to counter for leniency and stringency rating errors.

Practical application. Competency Rating Interviews (CRI) provides an alternative for assessing specified competencies. Assessment practices should however strictly be adhered to, in order to ensure valid and reliable results.

Conclusion and future research. The CRI can be used to assess interpersonal and functional competencies. The technique can be extended to technical competencies. This application should however first be researched.

**CV**

**Gert Roodt** holds a D Admin in Industrial and Organisational Psychology. Is a licensed psychologist and a registered personnel practitioner. Author and co-author of about 80 peer-reviewed research articles, 15 technical reports, and co-editor of three books and author or co-author of several articles in non-research based journals. Presenter and co-presenter of approximately 70 papers at national and international academic conferences.

Currently heading the Centre for Work Performance at the University of Johannesburg. Since 1995 the Managing Editor of the *SA Journal of Industrial Psychology* and since 2003 the Managing Editor of the *SA Journal of Human Resource Management*. Serves since 1998 on the editorial board of the *International Journal of Organisational Behaviour* and respectively since 2002 and 2004 on the editorial boards of *Management Dynamics* and the *Southern African Business Review*. Was rated by the NRF as category C researcher.

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**MAC 5****15 MARCH 2007**

<b>Title</b>	<b>A correlational study of the relationship between the Career Path Appreciation (CPA), Occupational Personality Profile (OPP) and Assessment Centre Dimensions</b>
<b>Presenter</b>	<i>Claudia Coustas, Bioss Southern Africa, claudia@bioss.com</i>
<b>Abstract</b>	<p>The purpose of the study was to investigate the relationship between Career Path Appreciation (CPA), Occupational Personality Profile (OPP) and an Assessment Centre. A sample of 69 participants was assessed for developmental purposes, and their CPA, OPP, and Assessment Centre scores were intercorrelated. The findings revealed a positive relationship between the predicted growth in capability up to 15 years after the Assessment, and the Leadership scores (role play and in-basket); Listening (role play); Planning (in-tray); and the overall Financial Acumen Assessment Centre score. Capability at the time of the Assessment and Planning (in-basket) correlated positively. A statistically significant relationship was found between OPP Emotionality scores and the following overall Assessment Centre scores: Problem-Solving; Efficiency Focus; Financial acumen; overall performance. OPP Abstract/Practical scores correlated negatively with the following in-basket scores: Problem-solving; Gathering of Information; Efficiency Focus. Decision-making (in-basket) correlated negatively with OPP Central Tendency scores, and a similar relationship was observed between Planning (in-basket) and OPP Distortion scores. Gathering of Information (group exercise) correlated positively with OPP Composed/Contesting scores. Planning (role play) correlated positively with the following OPP scores: Assertiveness; Emotionality; Genuine/Persuasive. Oral Communication (role play) correlated positively with OPP Trusting and Emotionality scores, and negatively with OPP Abstract/Practical scores. A positive correlation was found between Decision-making (role play), and OPP Emotionality scores, whilst negative correlations were found between Listening (role play) and OPP Optimism scores, as well as between Leadership (role play) and OPP Detail-Conscious scores. Possible explanations for the relationships that were found, are explored.</p>
<b>CV</b>	<p><b>Claudia Coustas</b> completed her Masters degree in Industrial Psychology at RAU in 2004. Whilst studying, she lectured part-time RAU. She completed her internship at Bioss SA, where she is currently employed as a full-time consultant. She has presented two papers at past SIOPSA conferences:</p> <ul style="list-style-type: none"><li>- An Exploratory Action Research Study on Christian Workplace Spirituality</li><li>- A factor-analytic study of the relationship between the Career Path Appreciation (CPA) and the Occupational Personality Questionnaire (OPQ32n).</li></ul>

**MAC 6**

**15 MARCH 2007**

**Title**

**Ebony and Ivory: Do Assessment Centres strike the right chords?**

**Presenter**

*Wilma Botha, SHL Pretoria, Wilma@shl.co.za*

**Abstract**

This presentation explores disparities in the Assessment Centre (AC) performance of managers from different cultural backgrounds.

The perception of discrepancies in the performance of different races in simulation exercises was considered in a discussion with colleagues after facilitating a series of ACs. Our subjective impressions were that participants from different cultural backgrounds perform differently on certain AC simulation exercises.

The AC results of 130 senior managers (Patterson levels: D-upper, E and F) will be used to establish whether certain exercises actually favour people from certain cultural backgrounds. The ACs were conducted over a period of two years. The participants were professionally trained and experienced in a variety of occupations. When they attended the ACs they have all been handling managerial tasks as well as attending to aspects of their actual profession. The Assessment Centre results were used for selection and promotion decisions.

Based on the findings of the study, the presentation will attempt to address the following questions: Do some AC exercises favour people from some cultural backgrounds? Should separate ACs be hosted for people of different cultural backgrounds? What happens when a diverse group of participants have to attend the same AC? To what extent are AC observers influenced by stereotypes and false perceptions? Are observers swayed by simple phenomena; do they perhaps think that the person who talks loudest and most, must be the leader? Could differences in scores be explained by Geert Hofstede's views of Individualism (in cultures where everyone has to fend for himself) versus Collectivism (in cultures where personal goals are secondary to those of the group)?

**CV**

**Wilma Botha** is a registered to practice both counselling and clinical psychology. She obtained her masters degree in Psychology from the University of Pretoria and a MBA from the University of Stellenbosch.

Her career commenced at the HSRC. She then went to the SANDF where she gained extensive experience in occupational assessment, job analysis, OD and the development and management of assessment centres at the Military Psychological Institute. In her later role as head of the department of psychology at 2 Military Hospital, her duties included designing and implementing employee assistance programs, occupational assessment of personnel in high-level positions, counselling, supervision of intern psychologists, and the design and facilitation of diversity management interventions.

She later joined Groman Consulting where she gained significant experience in competency modelling, the implementation of competency-based human resource management systems, teambuilding, conflict resolution, and the design and management of assessment centres.

She joined SHL South Africa in 2000 where her main responsibilities include

	<p>job analysis, competency design and the design and management of assessment centres. She has been involved in various international assessment centre projects and she presents assessment centre and observer training courses locally and internationally.</p>
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**INTERNATIONAL KEYNOTE SPEAKER - MAIN      15 MARCH 2007**

<b>Title</b>	<b>Developmental Assessment Centres: “Fact or Fiction”</b>
<b>Presenter</b>	<i>Deborah Rupp, Institute of Labour and Industrial Relations, Department of Psychology, University of Illinois at Urbana-Champaign, derupp@uiuc.edu</i>
<b>Abstract</b>	Within both the science and practise of assessment centres, continued attention is being placed on using the AC methodology to train and develop employees. This presentation will provide a theoretical model of developmental assessment centres (DAC) operations and present the research to date supporting the developmental applications of assessment centres. The session will conclude with comments on the practical and theoretical problems with applications.
<b>CV</b>	<p><b>Deborah E Rupp</b>, 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.</p> <p>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 <i>Assessment Centres in Human Resource Management</i> 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).</p> <p>Rupp also conducts research in the areas of organizational justice and workplace bias. Her work has appeared in outlets such as <i>Journal of Applied Psychology</i>, <i>Academy of Management Review</i>, <i>Journal of Organizational Behaviour</i>, <i>Organizational Behaviour and Human Decision Processes</i>, <i>Journal of Vocational Behaviour</i>, <i>Research in Personnel and Human Resource Management</i>, <i>Research in Multilevel Issues</i>, and the <i>Psychologist Manager Journal</i>. 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 <i>Journal of Management and Organizational Behaviour and Human Decision Processes</i>, 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 (formerly Monsanto).</p>

## OPEN SPACE SESSION 2 – DEVELOPMENT CENTRE THEME

<b>MAC 1</b>		<b>15 MARCH 2007</b>
<b>Title</b>	<b>Sustaining development post centre -some practical steps</b>	
<b>Presenter</b>	<i>Willie Marais, private consultant, willie@orgdev.co.za</i> <i>Hein Schröder, private consultant, schroder@global.co.za</i>	
<b>Abstract</b>	<p>The sustainability of post centre learning and development is often cited as reasons why centres do not provide cost benefit to an organisation and why disillusionment of participants remain. "Nothing happened after the centre, we left on a high, but soon we were back to square one": "My manager is not a good coach , and I don't know how to take the feedback further", are typical participant comments made some time after centres .These are challenges which also affect the motivation of seasoned assessment centre practitioners and line observers. In this presentation, Willie and Hein will share how they have designed and presented a 3-day assessment centre which aims to equip participants with improved levels of self confidence, resources, techniques and behavioural models to sustain learning and development after centre feedback and despite poor coaching back on the job. The presenters will share how they use role switching, internalisation of competencies and behavioural anchors, provide coaching and competency based training, observer-based assessment, as well as guided self-assessment as part of the techniques during the 3-day centre. There are obvious benefits for the individual's career progression, return on investment from the organisation's point of view, and a greater sense of purpose from the practitioner's point of view as a result of this approach. The presentation will discuss the effect on competency ratings and how they conduct re-enforcement training several months later.</p>	
<b>CV</b>	<p><b>Willie Marais and Hein Schröder</b> began their careers in assessment centres and OD at Old Mutual and have since established themselves successfully in private practice as Industrial Psychologists and OD Consultants ;Willie in Cape Town and Hein in Johannesburg. They have a large contingent of experienced assessment practitioners and observers who work with them on large assessment projects.</p>	

<b>Title</b>	<b>Using Principles of Coaching during a Development Centre</b>
<b>Presenter</b>	<i>Sandra Schlebusch, The Consultants, sandra@theconsultants.co.za</i>
<b>Abstract</b>	<p>The objective of this presentation is to share practical ways to incorporate coaching during a Development Centre and not only after the Centre. We use Collaborative Development Centres extensively. As part of these Centres we already use some of the coaching principles, as well as principles from Narrative Technique. We have decided to deliberately incorporate more coaching principles during the Centres to see what effect this will have on the delegates' experience of the Centre, and on the final ratings of the delegates' performance on the competencies. We included forty-two delegates, attending seven Development Centres, in this "study". The same four facilitators attended all the Centres.</p> <p>Companies naturally want the best return for their investment. A company's top management would thus be very pleased if they can receive Development Plans unique to every individual's needs, a "snapshot" of delegates current performance on the competencies being evaluated, buy-in from delegates on their own development needs and Development Plan, and learning has already taken place that the delegates can immediately use in the workplace after attending the Development Centre.</p> <p>It is possible to achieve the benefits listed above by incorporating coaching principles into a Collaborative Development Centre.</p>
<b>CV</b>	<p><b>Sandra Schlebusch</b> work experience of 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 has included the spectrum of Training and Development, Organisational Development, Individual Counselling and Assistance programmes, Remuneration, Potential Identification processes and designing Competency Profiles. She has 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.</p> <p><b>Academic Qualifications</b></p> <ul style="list-style-type: none"> <li>• B Com Honours in Industrial Psychology. A dissertation will enable her to obtain an M Com Industrial Psychology</li> <li>• MBA</li> <li>• Registered Psychometrist</li> <li>• Professional Coach</li> </ul>

**MAC 3****15 MARCH 2007**

<b>Title</b>	<b>Feedback on feedback: What Development Centre experts had to say.</b>
<b>Presenter</b>	<i>Danie Oosthuizen, SHL, danie@shl.co.za</i>
<b>Abstract</b>	<p>Development Centre consultants should always question the value they are personally adding to the development of managers through the feedback they are giving. Sometimes feedback givers will leave a feedback session feeling completely unsatisfied about the real contribution they have made. Extensive emotional energy is ploughed into the feedback session, but time and again the verbal and nonverbal reaction of the person who receives the feedback indicates that almost no impact was made. On other occasions, the feedback session is extremely fulfilling and the feedback giver leaves the session feeling that they have made a real contribution to the development of the person who has been assessed.</p> <p>This presentation will explore the reasons why this may be the case through exploring if the approach of the feedback giver may have an effect on the perceived impact made during the feedback session. The possible impact of the structure (exercises, psychometrics and competencies measured) of the development centre and it's perceived face validity will also be investigated as well as ways to overcome the challenge (e.g. good job analysis; fewer but more applicable competencies; exercises based on job sampling). Results obtained through 10 interviews on this topic with regular feedback givers will be presented followed by an open floor discussion on how this impact problem can be overcome.</p>
<b>CV</b>	<p><b>Danie Oosthuizen</b> holds a Masters Degree in Industrial Psychology from the University of Stellenbosch, a MBL from Unisa and is registered as an Industrial Psychologist. More than sixteen years of experience has been gained in all aspects of Business re-engineering, continuous improvement, organisational management, management of change, management training, negotiation skills, personnel selection and evaluation, all aspects of assessment centres, leadership development, succession planning, formulate and implement policy and procedures, networking and team building. Experienced in consulting to top management and taking responsibility for organisational development and training, selection and placement, change management programmes and Business Re-engineering processes and projects.</p>

<b>MAC 5</b>		<b>15 MARCH 2007</b>
<b>Title</b>	<b>Designers need extraordinary skills: Challenges &amp; practical steps in designing a bespoke assessment centre across the organisation for development purposes</b>	
<b>Presenter</b>	<i>Anne Buckett, Precision HR, anne@precisionhr.co.za</i> <i>Rian Viviers, UNISA, viveam@unisa.ac.za</i>	
<b>Abstract</b>	<p>The current case study focuses on implementing a Skills Audit project for development purposes within a large government department. The brief was simple: no psychometrics to be used and the results had to give the organisation an indication of an individual's current level of competency as well as an indication of their current functional competence. To this end an extensive process of consultation took place getting to understand the client organisation. The organisation was divided into five broad bands and, after a job profiling process core competencies were determined. Several months were spent designing simulation exercises including in-baskets, role-plays, case studies and structured interviews. A large pool of assessors (mostly Psychologists with assessment centre experience) was trained. In between these phases a core group worked on refining the assessment centre tools based on feedback from the assessors. Changes were also expected once the pilot phase was completed. One of the key challenges of the project was to refine the scoring process in such a way as to make it simple yet highly effective, especially in view of the fact that the entire organisation (just under 4 000 staff) was to be assessed and that the assessors all came to the process with differing levels of experience.</p>	
<b>CV</b>	<p><b>Anne Buckett</b> is a qualified Industrial Psychologist with specialist expertise in the areas of HR competency based assessment and development. She has trained extensively at SHL and she has in-depth experience in consulting. Being in private practice for three years now she delivers integrated HR solutions to organisations which includes determining key HR practices and protocols; designing and implementing recruitment, selection and decision-making strategies; compiling assessment matrixes and test batteries; conducting job analyses and determining key competencies; designing and implementing assessment and development centres; project managing restructuring processes and managing 360° development and feedback projects. Anne has several large national &amp; international clients for whom she delivers work. For the case study in question she is the Assessment Team Leader for a government department Skills Audit project.</p> <p><b>Rian Viviers</b> 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 for many years and has done numerous assessments for a wide range of organisations. He has been involved in the ACSG as committee member for three terms.</p>	

<b>MAC 6</b>		<b>15 MARCH 2007</b>
<b>Title</b>	<b>Wake up Assessor – Stop looking for talent ..... You want motivated talent</b>	
<b>Presenter</b>	<i>Werner Barkhuizen, Saville Consulting, werner.barkhuizen@savilleconsulting.com</i>	
<b>Abstract</b>	<p>Don't be fooled by effectiveness, what underlies the “talent”? Can it be a motive to succeed or a motive to appear effective in that specific competency or behavioural aspect of successful work performance?</p> <p>Leaders often show their mettle by being charismatic, leading (or standing behind ...) the troops in battle – But what lies underneath this effectiveness, what are they really experiencing at an intrapersonal level? How can we measure it? Are they experiencing loads of stress? If you have the talent, but not the motive, it will slowly but surely lead to erratic behaviour, erratic decisions and, more than likely, failure.</p> <p>Like elements in nature combine to form water or fire, motivated talent is vital for successful leaders and managers. Saville Consulting Wave™ can extract and identify the motive and talents of leaders and managers alike. Occupational questionnaires are generally limited to the construct of preferred styles and cannot differentiate between candidates in terms of motive, talent, culture fit or even subtleties of behaviour. Not only can Saville Consulting Wave™ pinpoint motive, talent, culture and competency but it also provides leading measures of individual differences.</p>	
<b>CV</b>	<p>Werner has served both as an internal and external consultant and has extensive experience in transforming and leveraging people and organisational potential. He persistently propagates the alignment and synchronisation of organisational and people strategies and has consulted extensively on countless issues ranging from internal business processes, competency-based and psychometric assessment, people management, coaching, mentoring, performance management, motivation, leadership development, organisational strategy to mergers and acquisitions and both qualitative and quantitative analyses.</p> <p>His professional consulting career gained momentum at Arthur Andersen Consulting where after he joined Tiger Food Brands, South Africa's largest food brands corporation; and thereafter SHL, one of the world's largest organisational psychology consulting firms.</p> <p>In 2003, Werner founded Eknowvation, a business and organisational psychology consulting firm specialising in organisational optimisation - The alignment of people, strategy and process. In addition to consulting on organisational optimisation, he concluded two BBBEE transactions with a combined value of R94 Million; oversaw the successful implementation of SAP at a client firm and is currently managing turnaround projects at a client organisation.</p> <p>Having consulted to global corporations, to name but a few, ABSA, Anglo Platinum, BHP Billiton, BP, Discovery Health, Experian and Sasol, Werner developed an unfathomable appreciation of the dynamic forces that drive and</p>	

accomplish organisational strategy and ultimately creates organisational capability and shareholder value.

Possessing acute business awareness, combined with diverse experience and knowledge, has enabled Werner to serve on the board of directors of a major listed organisation and, in addition, he held the position of Consumer Psychologist and Marketing Manager for a major food brand and significantly increased top line growth through the implementation of sound market differentiation and segmentation strategies in a highly competitive and commoditised industry - His first attempt at marketing produced a bronze award at the Cannes International Advertising Awards in France for outdoor branding.

Werner is a registered Psychologist and has presented his research findings at three international conferences. His world-first research findings have also been published in an international scientific journal and he is currently completing his PhD at UJ under the supervision of Professor Johan Schepers.

Furthermore, he is a distinguished orator and is acknowledged for his profound knowledge on subjects such as self-efficacy, psychoneuroimmunology, information processing and aviation psychology.

Early in his career Werner found solace in entrepreneurship and with his "can-do" attitude he has combined his scientific knowledge with several unique and pragmatic applications into profitable client-centric solutions.

As an exchange student for entrepreneurship, Werner visited Russia and Ireland and lectured on Entrepreneurship in both Moscow and Limerick. Werner is an avid aviator and pilot's several different helicopter types. He's received numerous awards, was editor of the university newspaper, chairperson of several committees and councils and served as student council member.

Besides flying helicopters and investing aggressively in property, Werner has a plethora of other interests and hobbies and enjoys wakeboarding, scuba diving, playing chess, reading business and scientific journals and books, writing articles and finally, specifying and developing internet applications and solutions. He loves travelling and has set foot on every single continent, except Antarctica, having visited in excess of 40 countries thus far!

**INTERNATIONAL KEYNOTE SPEAKER - MAIN      16 MARCH 2007**

<b>Title</b>	<b>Assessing Leadership: The Critical Importance of Getting it Right</b>
<b>Presenter</b>	<i>Beverly Alimo-Metcalfe, University of Leeds, UK &amp; Real World Group, b.m.alimo-metcalfe@leeds.ac.uk</i>
<b>Abstract</b>	<p>The identification of leadership potential, a critical issue for organisations, is one of the most important purposes of assessment centres. However, much confusion exists regarding which model of leadership is most valid for an organisation. In addition, notions the nature of leadership change over time, influenced by social, economic, political, and technological developments.</p> <p>We held concerns about the 'received wisdom' on leadership, which has undoubtedly been influenced by the dominance of US models. Are they generalisable to other countries? Another concern was that the history of leadership research has been, almost unquestionably, written by white males studying predominantly white male samples. Furthermore, the last two decades have focused strongly on studies of 'distant' leaders, whilst we were concerned to understand the nature of day-to-day 'nearby' leadership.</p> <p>Finally, we believed that in order to understand the nature of leadership which truly 'engaged' the efforts and initiative of individuals, we should not focus on the 'leaders', but on eliciting perceptions and experiences of an <b>inclusive</b> sample of employees (by gender, level and ethnic background), in relation to bosses who had a powerful impact on their motivation, effectiveness, and wellbeing.</p> <p>Thus, we embarked on a major 3-year investigation of leadership in UK public and private sector organisations, involving over 4,500 managers. Our findings, corroborated by independent studies, present a very different picture from the 'heroic' charismatic models, resembling more closely Greenleaf's notion of 'servant' leadership. However, it extends this to include strong themes of interconnectedness, shared visions, experimentation, and cultures of mutual development. It links directly to recent findings relating to the crucial relationship between 'engagement' and superior performance.</p> <p>There are considerable implications for assessment centre practice.</p> <p><b>Aims of the presentation</b></p> <p>My passion is, how can we prevent the extraordinary damage that results from the appointment of the wrong people in leadership roles, at whatever level, in any organisation – and particularly at the most senior, given the impact it will have on culture of the organisation?</p> <p>I want the audience to be critical about where it obtains its information about the nature of leadership, which will in turn, inform the model of leadership adopts in designing and conducting all stages of the AC. Critical with respect to the literature it accepts as valid, being aware that it has been dominated by US research based on white males, almost to the total exclusion of women, and individuals with a variety of ethnic backgrounds.</p> <p>I am also concerned about the groups in the organisations from whom it might seek views of leadership (eg bosses, predominantly white males; not often enough seeking views of diverse groups, and direct reports/subordinates,</p>

	<p>other stakeholders, etc). I want people to be aware of the changing nature of leadership, which is currently going through a major shift from 'heroic' to 'engaging' leadership, and to debunk much of the mythology surrounding the subject, which has, in part, emasculated ordinary people from recognising their potential.</p> <p>I also want the audience to consider other processes that augment ACs and DACs, such as 360-feedback, and how so often these are based on competencies alone, and ignore the crucial importance of HOW competencies are enacted, which is precisely what leadership is all about. This applies also to the competency frameworks which often form the basis for AC design in organisations.</p>
<p><b>CV</b></p>	<p><b>Beverly Alimo-Metcalfe</b> 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 &amp; Development Ltd), to which she is seconded as its Chief Executive.</p>

**INTERNATIONAL KEYNOTE SPEAKER - MAIN      16 MARCH 2007**

<b>Title</b>	<b>Remote Assessment: Better, Faster, Cheaper?</b>
<b>Presenter</b>	<i>Deborah Rupp, Institute of Labour and Industrial Relations, Department of Psychology, University of Illinois at Urbana-Champaign, derupp@uiuc.edu</i>
<b>Abstract</b>	<p>For decades, both the scholarly and practitioner-oriented literatures have called for research on the feasibility of automating assessment centre processes. This need is heightened with the globalization of the modern workforce and the need to conduct remote assessment, often over seas, as quickly and cheaply as possible, without compromising the validity of this behavioural assessment method. This presentation will outline a two year project, conducted by the University of Illinois and the Korean Psychological Testing Institute, aimed at developing and validating a long distance assessment centre system (LD-AC). First, a model will be introduced outlining the many points of potential automatisisation in the AC process. Then, the challenges in developing a system that is simultaneously inexpensive, fast, and valid are presented. Finally, a demo of our LD-AC system will be provided along with essential success specifications. The presentation will conclude with an outline of research questions still needing to be addressed regarding remote assessment, previously unanswered research questions that LD-ACs will allow us to explore, and guidelines for practitioners interested in setting up LD-ACs and other computer- and video-based assessments of their own.</p>
<b>CV</b>	<p><b>Deborah E Rupp</b>, 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 <i>Assessment Centres in Human Resource Management</i> 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).</p> <p>Rupp also conducts research in the areas of organizational justice and workplace bias. Her work has appeared in outlets such as <i>Journal of Applied Psychology</i>, <i>Academy of Management Review</i>, <i>Journal of Organizational Behaviour</i>, <i>Organizational Behaviour and Human Decision Processes</i>, <i>Journal of Vocational Behaviour</i>, <i>Research in Personnel and Human Resource Management</i>, <i>Research in Multilevel Issues</i>, and the <i>Psychologist Manager Journal</i>. 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 <i>Journal of Management and Organizational Behaviour and Human Decision Processes</i>, 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 (formerly Monsanto).</p>

## OPEN SPACE SESSION 3 – LEADERSHIP THEME

<b>MAC 1</b>		<b>16 MARCH 2007</b>
<b>Title</b>	<b>Think manager – think (fe)male: A South African Perspective</b>	
<b>Presenter</b>	<p><i>Lize Booysen, Graduate School of Business Leadership, UNISA, booysae@unisa.ac.za</i></p> <p><i>Stella M Nkomo, Graduate School of Business Leadership, UNISA, nkomosm@unisa.ac.za</i></p>	
<b>Abstract</b>	<p>Consistent with Schein’s gender role management stereotype studies it was hypothesised that successful middle managers are perceived to possess those characteristics more commonly ascribed to men, by both males and females. The 92-item Schein Descriptive Index, utilising a five-point scale, was used to elicit sex role stereotypes and the characteristics of successful managers. The sample comprised 560 management students, all practising managers, doing part time MBA studies at a large University. Three hundred eighty-eight were males and 172 were females. A one-way between-groups analysis of variance (ANOVA) was conducted and intra class correlation coefficients (<math>r'</math>) were calculated to determine the degree of correspondence between the descriptions of successful middle managers and men in general and between successful middle managers and women in general. The results show that for males the hypothesis that managers are perceived to possess characteristics more commonly ascribed to men than to women was confirmed. However despite this confirmation, South African males also perceive women to possess management characteristics. Moreover, the “think manager – think male” hypothesis was not confirmed for the females. The SA females actually indicated that women resemble the behaviour of middle managers and not men.</p>	
<b>CV</b>	<p><b>Lize Booysen</b> is a full professor in organisational behaviour and leadership at University of South Africa’s Graduate School of Business Leadership (SBL), where she has taught since 1992. She does research in the fields of leadership, culture, diversity and change management, and has published several articles and chapters in books, delivered numerous papers and workshops and lectured at universities nationally and internationally. She is registered as both a Clinical and a Research Psychologist. Lize was in private practice on a part-time basis at the Centre for Child and Adult Guidance at the HSRC, for five years. Besides lecturing at the SBL, Lize does management consulting, and facilitates very effective workshops on personal and professional growth for women managers, diversity and leadership development.</p> <p>Lize holds an MA in Clinical Psychology cum laude (Rand Afrikaans University), an MA in Research Psychology cum laude, and an MA in Criminology cum laude (University of Pretoria). She completed her Doctorate in Business Leadership at UNISA with an extensive and pioneering study on The influences of race and gender on leadership attributes of South African managers.</p> <p>Lize participated as one of three South Africans participating in a world-wide 65-nations research project on leadership, national culture and organisational practices during 1994 - 2000 steered by Wharton Business School at the</p>	

University of Pennsylvania. Her doctoral study was an extension of this research, bringing in valuable South Africa empirical data.

Lize serves on the SBL Board of directors since 1999, presently she holds the portfolio Director Human Resources Development. She previously was the Manager: Research and the academic head of the Leadership and Development area. She was programme manager for a series of Short Courses in Deal Making, and managed the Diploma in Labour Relationship programme.

Lize was nominated for Shoprite/Checkers SABC TV2 Women of the year in 2001.

**Stella M Nkomo** teaches courses in leadership and change management. Her particular fields of interest include diversity management, change leadership, and leadership in human resource management. She is former chair of the Department of Management in the Belk College of Business Administration at the University of North Carolina, Charlotte. She is currently a member of the Board of Governors of the Academy of Management and the Centre for Creative Leadership. Her internationally recognized work on race and gender in organisations and managing diversity appears in top management journals. Professor Nkomo is the co-author of two books, *Applications in Human Resource Management* (Thompson Publishing) and *Our Separate Ways: Black and White Women and the Struggle for Professional Identity* (Harvard Business School Press).

<b>MAC 2</b>		<b>16 MARCH 2007</b>
<b>Title</b>	<b>Engage:Simulation Based 3D Leadership Assessment and Development</b>	
<b>Presenter</b>	<i>Dr Anton Verwey &amp; Ms Ninell Robinson, PD Business Learning Consultants / Engage Pty Ltd, amverwey@mweb.co.za</i>	
<b>Abstract</b>	<p>The objective is to illustrate how simulation-based technology can be combined with leadership theory to create a vehicle for both the assessment and development of leadership competence. The presentation is based on the application of and research into the process in a variety of industries, and will include a demonstration of the process as well as a discussion of the research findings. The rationale behind using this particular approach is an appreciation of the fact that assessment centers in themselves create opportunities for personal and team leadership development. It would therefore make sense to use similar approaches in both the assessment and the development phases of the process of creating leadership capacity within an organisation. The major results from the research is that (1) this form of assessment center has a very good reliability, (2) has immediate face validity to participants, and (3) creates a seamless integration with development processes. The conclusions to be drawn from our own research as well as from client and participant feedback is that this is an approach that creates a high level of self-awareness and understanding, meaning that processes such as feedback and development can focus on positive aspects rather than perceived gaps. Some of the key research issues raised are whether the process will be effective in all industries and across all levels of work.</p>	
<b>CV</b>	<p><b>Anton Verwey</b> is the Knowledge and Innovation Director for PD Business Learning Consultants, a subsidiary of the TalentLine Group. Anton obtained his DCom in Leadership and Change at the former Rand Afrikaans University, now University of Johannesburg.</p> <p>Anton's fields of interest include executive and leadership assessment and development, business and human capital metrics and organisational strategy. The client base he consults to cover a wide spectrum of industries and organisations such as Travel, Hospitality, Engineering, Financial, Health, Retail and IT. More recently, his specific focus has been the development and implementation of leadership and executive assessment and development processes within client systems. He is the author of a number of publications in academic journals and 2 book chapters. He has also made presentations on competency based human capital practices in Europe and the USA. To maintain contact with the academic world, Anton also supervises a number of masters and doctoral level students, two of whom will graduate this year.</p>	

<b>Title</b>	<b>Using the Leadership Behaviour Inventory (LBI) to provide 360° feedback as part of a leadership development process.</b>
<b>Presenter</b>	<i>Hazel Dunbar, Stellenbosch Business Leadership School, hazel@psychologyatwork.co.za</i>
<b>Abstract</b>	<p>This presentation provides practical input on how the 360° feedback information provided by the Leadership Behaviour Inventory (LBI) may enhance a leadership development process.</p> <p><b>This presentation will include the following topics:</b></p> <ul style="list-style-type: none"> <li>• What the LBI measures.</li> <li>• The important role the LBI plays within the USB-ED leadership development process and measuring return on learning investment of leadership development programmes.</li> <li>• How LBI information may complement assessment centre activities by providing a basis for identifying development areas or serving to confirm other findings.</li> <li>• The benefits and potential pitfalls of using 360° information for assessment.</li> <li>• Interpreting 360° information within context in order to identify the most important development areas for leaders.</li> <li>• Encouraging delegates to accept rather than reject 360° feedback.</li> <li>• How to ensure 360° feedback translates into improvements within the workplace.</li> <li>• Practical ways to encourage delegates to take ownership for their development, and to plan and implement change.</li> <li>• The success stories of the USB-ED programmes.</li> </ul> <p><b>About the LBI</b></p> <p>The LBI is a comprehensive assessment of the capabilities needed by leaders and managers to implement major change whilst sustaining performance within the South African context. The LBI was designed by Professor Hermann Spangenberg (University of Stellenbosch Business School) and Professor Callie Theron (University of Stellenbosch, Department of Industrial Psychology). The LBI is used extensively by the USB-ED and USB to provide delegates participating in open and customized USB-ED leadership development programmes, as well as USB MBA students, with 360° feedback regarding their leadership behaviour. This feedback allows delegates to identify their strengths and development areas and therefore helps them to get the most of their leadership development programme. For more information on the LBI please email <a href="mailto:hazel@psychologyatwork.co.za">hazel@psychologyatwork.co.za</a></p>
<b>CV</b>	<b>Hazel Dunbar-Isaacson</b> holds an M.Com Industrial Psychology from the University of Stellenbosch and is registered with the HPCSA as an industrial / organisational psychologist. Hazel provides conducts the leadership and

	<p>organisational effectiveness assessments for USB-EDs clients, and is responsible for operationalising USB-EDs Return on Learning Investment initiative for client organisations. Apart from the work with USB-ED, Hazel is also a partner in, Psychology at Work, a small consultancy that provides psychological services to client individuals and organisations (private, public and non-governmental organisations). Hazel's work involves conducting leadership audits and providing leadership development solutions for clients; coaching for career or behavioural change; psychometric and competency-based assessment; as well as organisational development and design interventions for small-medium organisations. Hazel's two main areas of interest are leadership for sustainable development in the public sector in Africa, and what interpersonal effectiveness means within diverse South African workplaces.</p>
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**MAC 5**

**16 MARCH 2007**

**Title** **Implementing Leadership Development in Sasol - A Leadership Pipeline framework**

**Presenter** *Wikus Ehlers, Sasol, wikus.ehlers@sasol.com*

**Abstract** Sasol is building the vital leadership capacity needed to take our global business on an exciting journey of growth and improvement through the twenty-first century.

The continuing success of Sasol worldwide is shaped and influenced by the knowledge, skills and personal attributes of our leaders in every sphere of our operations. The better the quality of our leadership, the greater our ability to benefit from current and future opportunities to improve and grow our businesses.

To ensure we are all well equipped and prepared to meet our current and future leadership needs, the Sasol group human resources team has developed an integrated leadership development model and architecture for leaders in all businesses and core disciplines.

To ensure the desired return on the group's growing investment in leadership training and development, the leadership pipeline framework has been designed to help us to align and differentiate our leadership development programmes. Through this approach, we are better positioned to improve:

- Our focus and contribution of the wider group leadership development programmes;
- Our definition of leadership and therefore our selection and development of leaders;
- Our learning programmes and the way in which we enable leaders to test and apply their skills on the job; and
- Our business results

This presentation will show the progress made and lessons learned during the implementation process.

**CV** **Wikus Ehlers** has had more than 10 years experience in executive and leadership development at Mittal Steel and Sasol. He is currently the Leadership Development Specialist within the Group Human Capital Development team and is responsible for the implementations of all leadership development initiatives. He is a registered Industrial Psychologist. He obtained his M Com Industrial Psychology degree from the North West University

<b>MAC 6</b>		<b>16 MARCH 2007</b>
<b>Title</b>	<b>Forecasting leadership development needs using the Hogan Assessment Series and the BarOn EQ-I”</b>	
<b>Presenter</b>	<i>Valerie Hammond, Jopie van Rooyen &amp; Associates, <a href="mailto:valerie@jvrafrica.co.za">valerie@jvrafrica.co.za</a></i>	
<b>Abstract</b>	<p>What makes an effective leader? This seems to be the question on everybody’s lips, and almost everyone has a different answer. Is leadership a personality type, or is it a skill that can be learnt? Is it a combination of the two? The aim of this presentation is to investigate the competencies that determine effective leadership. The discussion will cover how these competencies can be determined or measured in the individual, using the BarOn EQ-i and the Hogan Assessment Series. Various applications for leadership development, using this information, will be discussed.</p>	
<b>CV</b>	<p><b>Valerie Hammond</b> worked with Nedbank for 11 years. She worked in various human-resources related capacities and worked in a number of different divisions of the organization where she gained valuable experience in general Human Resources. Towards the end of her tenure at Nedbank, she focused on the Industrial Psychological and Recruitment areas. She was the Supervising Psychologist for the Retail Bank and she headed the recruitment and selection function. She has a team of recruiters that reported to her and was responsible for the implementation of Competency-Based Human Resource Management at Nedbank’s Retail Bank. After leaving Nedbank, Valerie spent some time in an Executive Search and Recruitment Organisation where she ran the recruitment function and acted as the Supervising Psychologist. She has also been in private practice where she has done some performance management related work in the mines and some strategic change management and assessment work in the IT sector.</p> <p>Valerie is presently a Senior Manager and Consultant Industrial Psychologist at Jopie van Rooyen and Partners (March, 2005 – present). Responsible for: Consulting on a wide variety of psychometric products. Driving the Industrial Psychological services side of the business. Managing the industrial psychology consulting team. Project management relating to client projects, training and career guidance. Valerie has extensive industry experience as well as having solid industrial psychological experience. Through her experience in the recruitment and selection realm, she has expertise in competency-based selection and assessments and is well versed in matching assessment results to job criteria. Valerie is a driven and determined individual whose key strength lies in her ability to customise psychological service offerings to meet organizational clients’ needs.</p> <p>Valerie is accredited in the following psychometric assessments: Myers-Briggs Type Indicator® Step I (Internationally Accredited); BarOn Emotional Quotient Inventory® (Internationally accredited); Mayer-Salovey-Caruso Emotional Intelligence Test (Internationally Accredited), SHL’s Occupational Personality Questionnaire, SHL’s Work Profiling System, SHL’s Motivational Questionnaire; Prof. Spangenburg’s Design and Development of Assessment Centres; Magellan’s Cognitive Process Profile.</p>	

**INTERNATIONAL KEYNOTE SPEAKER - MAIN      16 MARCH 2007**

<b>Title</b>	<b>Comparison of assessment centre for prediction VS developmental assessment centres (DAC)</b>
<b>Presenter</b>	<i>George Thornton, Department of Psychology, Colorado State University, Fort Collins, Colorado, <a href="mailto:thornton@lamar.colostates.edu">thornton@lamar.colostates.edu</a></i>
<b>Abstract</b>	Practices of an international sample of ACs used for prediction (i.e., selection and promotion, n = 70) vs ACs used for development (i.e., diagnosis or skill building, n = 74) are compared and contrasted. While the essential elements of ACs are practiced in both types, certain elements are designed and implemented in different ways in ACs used for prediction vs those used for development, as would be expected. On the other hand, other elements that theory and research would suggest SHOULD be different, were found NOT to differ. Prescriptions for how the two types of ACs might be improved are offered.
<b>CV</b>	<p><b>George Thornton</b> 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.</p> <p>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 <i>Assessment Centres and Managerial Performance</i> (with William Byham), <i>Assessment Centres in Human Resource Management</i> (with Deborah Rupp) and <i>Developing Organizational Simulations: A Guide for Practitioners and Students</i> (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.</p>