



Adaptation of Assessment Center Features for a Country in Africa

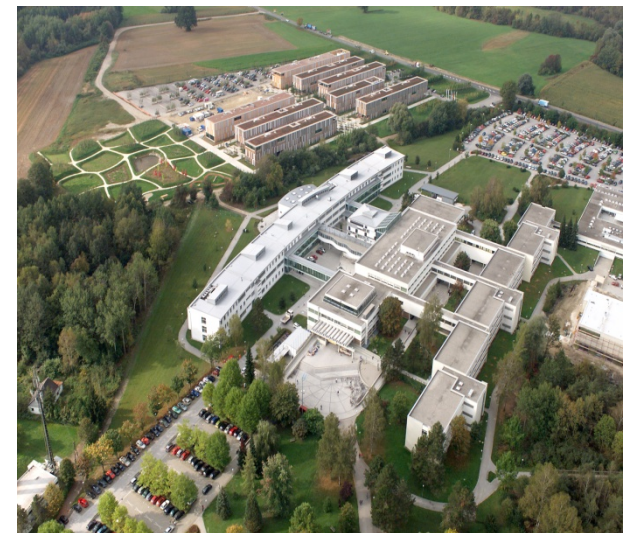
Thursday, March 17th 2010

Diana E. Krause & Robert J. Rossberger

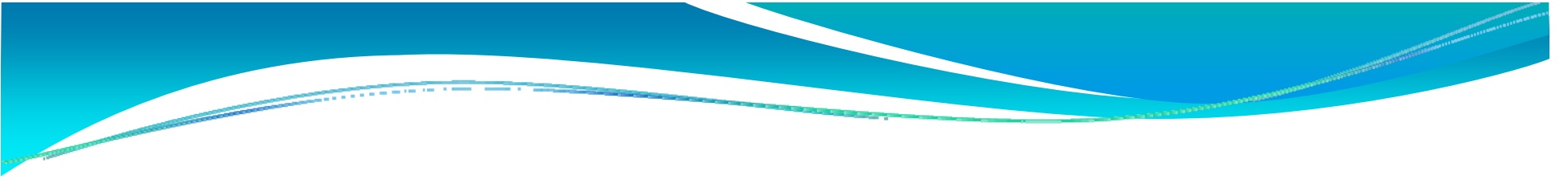
**Alpen-Adria University Klagenfurt
Department of Human Resource Management &
Organizational Behavior, Austria**



Alpen-Adria University Klagenfurt, Austria



Diana E. Krause & Robert J. Rossberger, 30th annual Assessment Center Study Group Conferences.
Stellenbosch, Western Cape March 17-19, 2010, South Africa



Each Delegate

- Name
- Home Country
- Organization
- Why did you choose this workshop (e.g., expectations)



Purpose of the Workshop

- To critically reflect which AC features should be adapted country-specifically and which AC features should remain the same and to develop a country-specific AC (e.g., Nigeria, Tanzania, South Africa)
- Adapt a standard AC country-specifically
- Considering the South African Guidelines of AC Practices and the Guidelines of the Task Force on AC Operations
- In the end of the workshop: having a country-specific AC available



Overview

Step 1: Consider...

-  Which contextual factors should be considered when an AC is adapted to another country?
-  Which AC features should remain the same in different countries ?
-  Which AC features should be designed country-specifically ?

Step 2: Design of an AC – Adaptation of a Standard AC for Your Country

Step 3: Adaptation of a Standard AC, focussing on Execution of the AC, Evaluation of the AC



Step 1

- ✚ **Formation of three groups**

- ✚ Depending on delegates' interests
- ✚ Each group works on a different task

- ✚ **Group 1:**

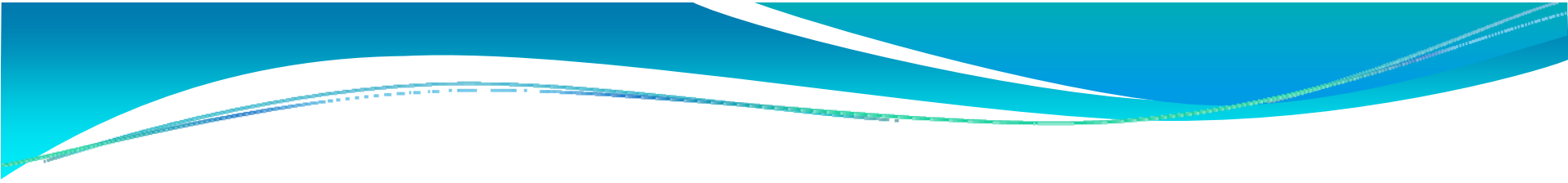
Which contextual factors need to be considered when an AC is applied cross-culturally?

- ✚ **Group 2:**

Which AC features should remain the same cross-culturally?

- ✚ **Group 3:**

Which AC features should be adapted country-specifically ?



Present the Results of Your Group

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In more detail...

Regarding the Task Force on Assessment Center Guidelines, the

(a) performance criteria

(b) and criteria for occupational success vary

from one country to the next.

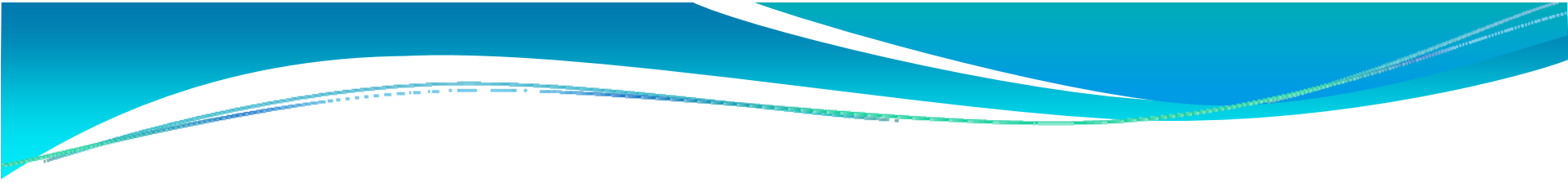
**Which criteria would you use to describe high performance
for a management position in your country?**

**Which criteria would you use to describe occupational
success at a management level in your country?**



Step 2

- ✚ Formation of new groups (three to four groups)
- ✚ Each delegate receives a standard AC design which needs to be adapted, e.g.
 - ✚ Methods of job analyses
 - ✚ Job requirements (dimensions)
 - ✚ Target groups (candidates)
 - ✚ Exercises
 - ✚ Assessors and assessors training
- ✚ The groups present the results



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Step 2

Features to Improve in the Design of the Standard Assessment Center (Examples)

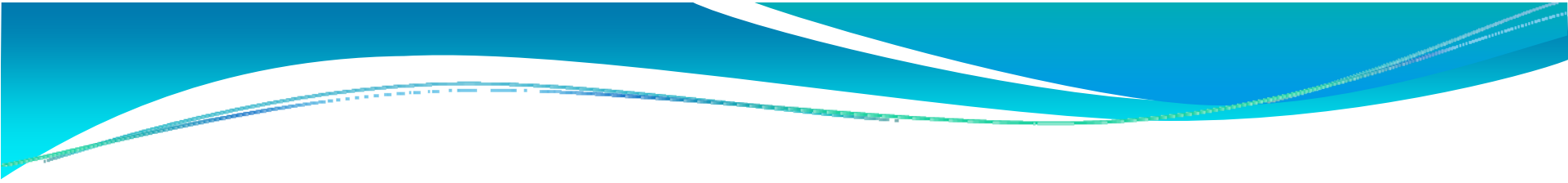
- Mixture of goals: selection and development
- Ratio participants and observers
- Too many job requirements assessed
- Kind of dimensions
- In some countries: integration of testing procedures has limits
- Exercise-dimension matrix
- Constitution of observer pool
- Duration of observer training
- Content of observer training



Step 3

- ✚ The groups will work on the specifics of AC execution, e.g.
 - ✚ Observational systems
 - ✚ Self- and peer-rating
 - ✚ Information policy toward participants
 - ✚ Data integration process
 - ✚ Feedback process
 - ✚ Evaluation of the AC
 - criteria to evaluate (e.g., predictive validity, construct validity)
 - internal or external conduction of the evaluation study

- ✚ The groups present the results



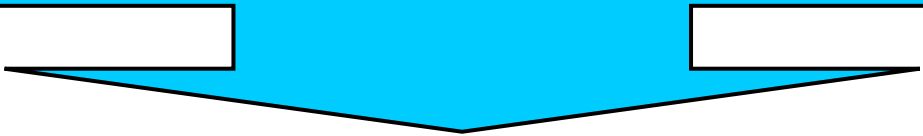
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Step 3

Features to Improve in the Execution and Evaluation of the Standard Assessment Center (Examples)



- Face validity not sufficient
- Dimension-based ratings not sufficient
- Integration of peer-rating has pros & cons
- Overall assessment rating needed
- Combination of assessor consensus and statistical aggregation has advantages
- Information provided not sufficient, inconsistency given
- Oral and written feedback needed from people from the home country
- Systematic evaluation of the program needed from independent individuals