

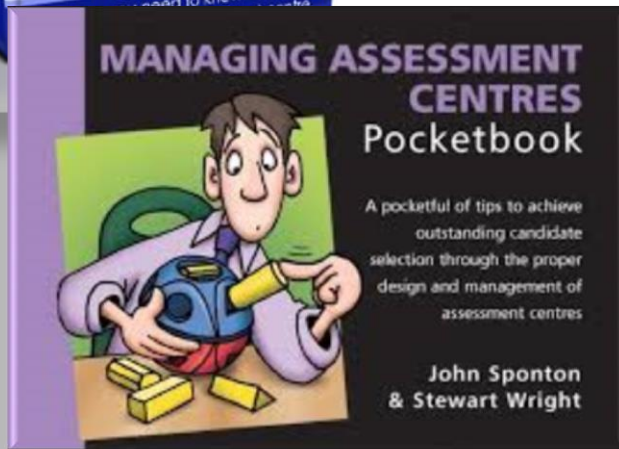
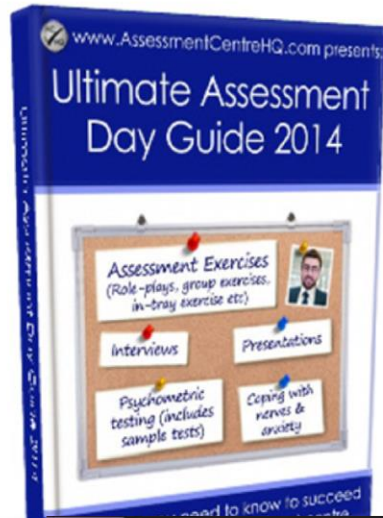


Assessment Centre



Technology

Assessment Centres



Assessment Centres are an established part of many organisations' talent management strategy. Assessment centres are widely used as the selection method for the intake of new talent, the promotion mechanism for the career development of high potential managers and professionals, as well as the process for making senior level appointments.

The assessment centre method - the mix of different exercises simulating key aspects of management and leadership life, in which candidate performance is observed and evaluated by multiple assessors to produce a profile against different dimensions - has become the established gold standard of assessment.

But is this gold standard still current currency?

Technology and the Environment we work in has moved on



But have Assessment Centres?



1988



2014

Well not quite!

1966



**First use of algorithms at
Assessment Centres**

1968



**First use of videos at
Assessment Centres**

1980's

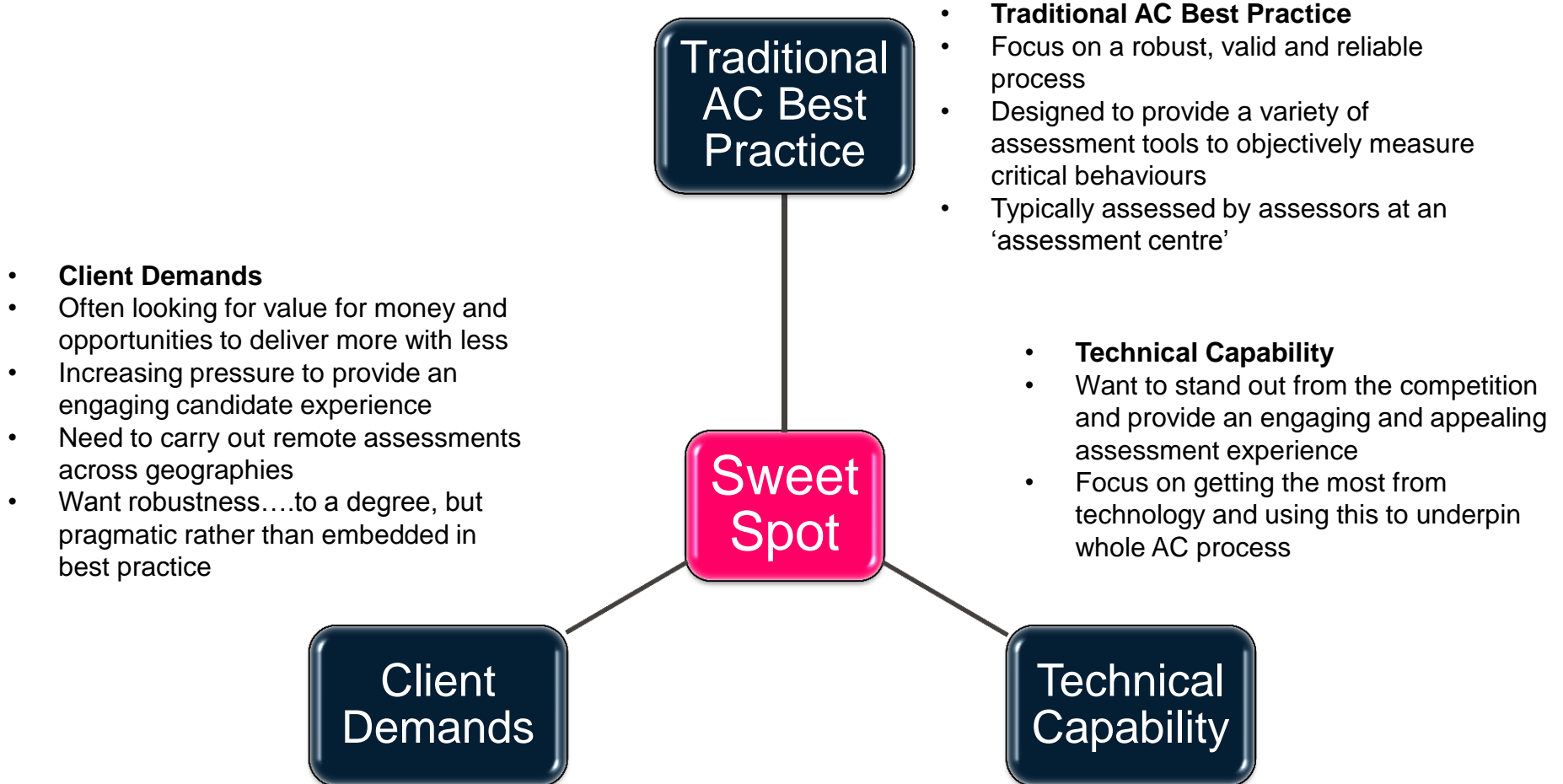
Computers

- Replace method of delivery of in-basket and other simulations (e.g., analysis exercise)
- Aid in report writing
- Analytics

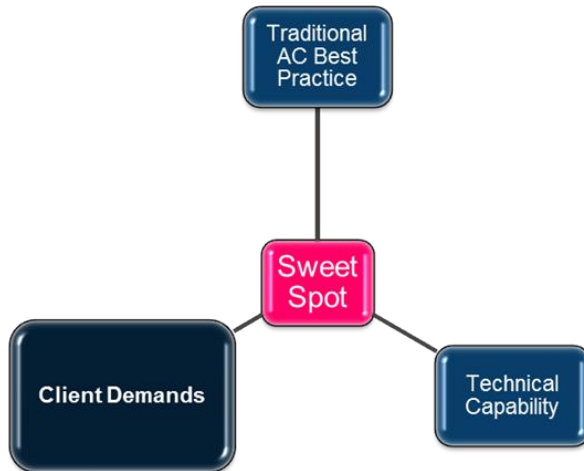


**First use of computers at
Assessment Centres**

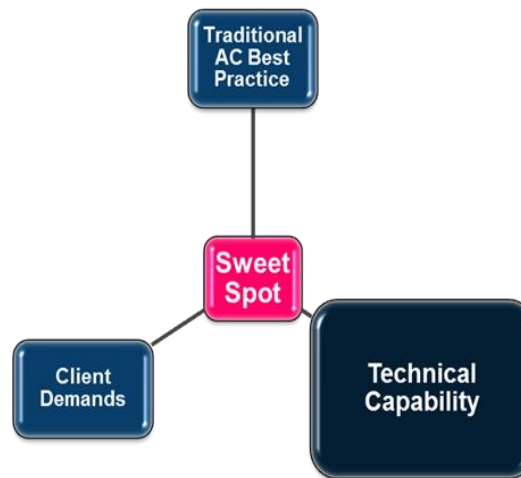
Finding the best Equilibrium



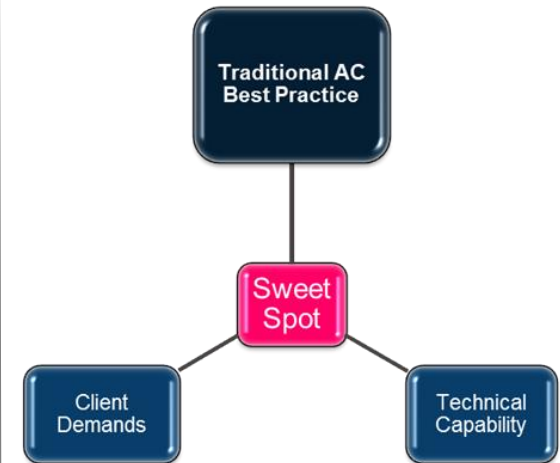
Disequilibrium



The recommended best practice AC approach, and the opportunity to leverage technology, are side-lined because of client demands – e.g. the need to save money/an overt focus on the candidate experience.



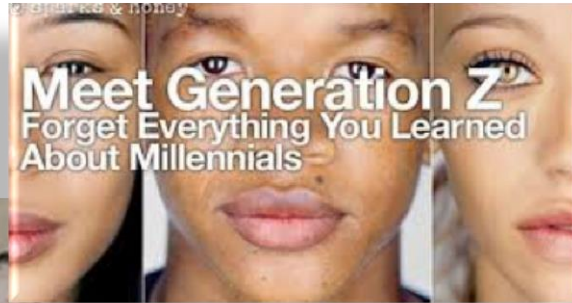
The big focus here is on maximising the opportunities provided by technology and creating something that is a whistles and bells piece of technological innovation. But has best practice been incorporated and is it what the client needs, wants or can afford?



This the way its always been done, and no doubt will provide a robust solution. But has an opportunity to incorporate new technology been considered, does it really meet the specific needs of the client and is it perhaps starting to look a bit dated ?

Client Demands

The Candidate Experience & Employer Brand



“Your brand is your reputation. It’s what people say about you when you’re not in the room” Jeff Bezos, Amazon.

DON'T MISTAKE THEM FOR MILLENNIALS

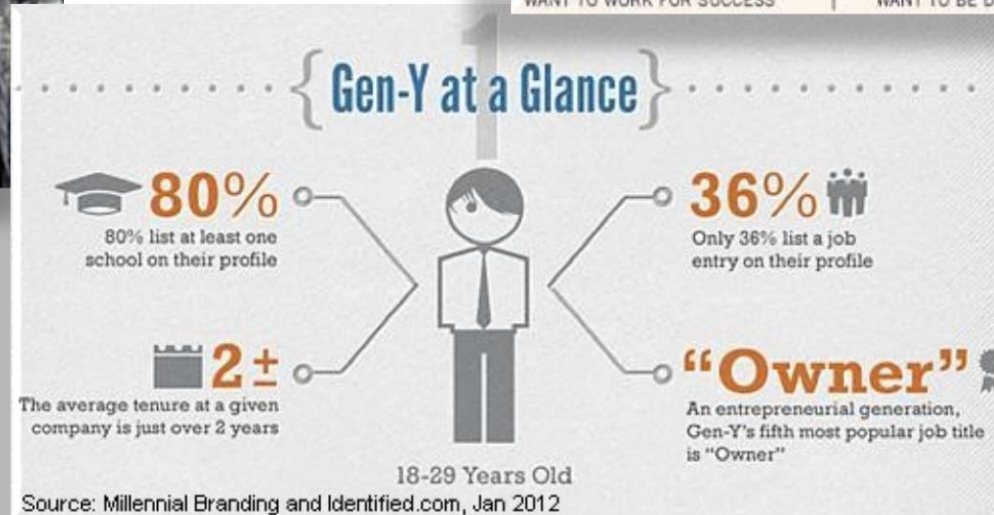
GENERATION Z

5 SCREENS
COMMUNICATE WITH IMAGES
CREATE THINGS
FUTURE-FOCUSED
REALISTS
WANT TO WORK FOR SUCCESS

MILLENNIAL

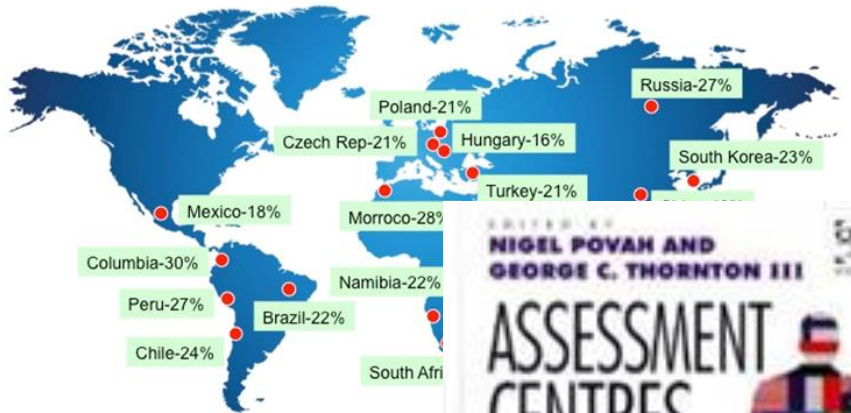
2 SCREENS
COMMUNICATE WITH TEXT
SHARE THINGS
FOCUSED ON THE PRESENT
OPTIMISTS
WANT TO BE DISCOVERED

VS

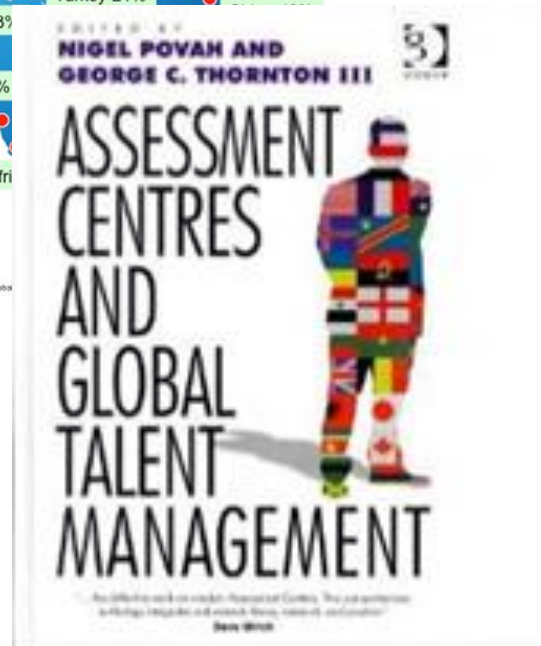


It's a Global World

20 Fast Growing Emerging Markets to Watch



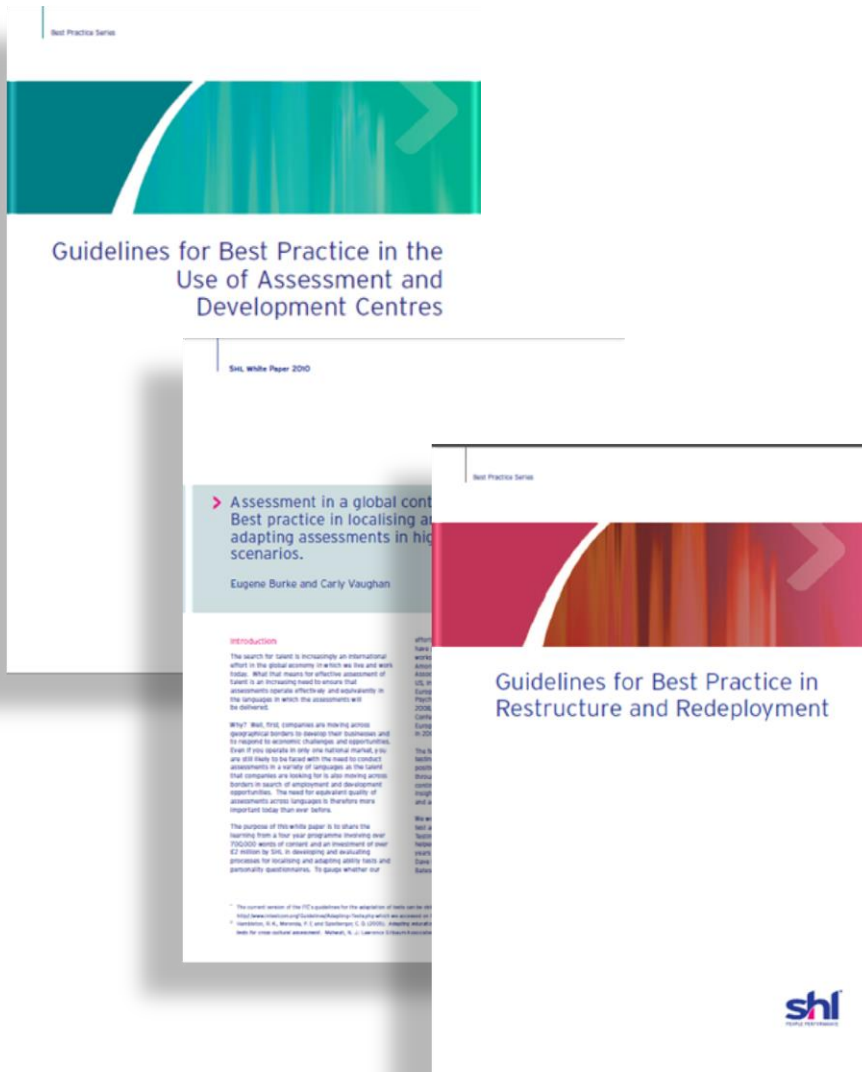
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If you're HQ is based Geneva, your HR department in London, your hiring managers are located on 4 continents and less than 40% of your graduate applicants live in Europe, is it a realistic option to be hosting a series of face to face assessments in one location?

Traditional Best Practice

Its great to have Best Practice ...but is it up to date?

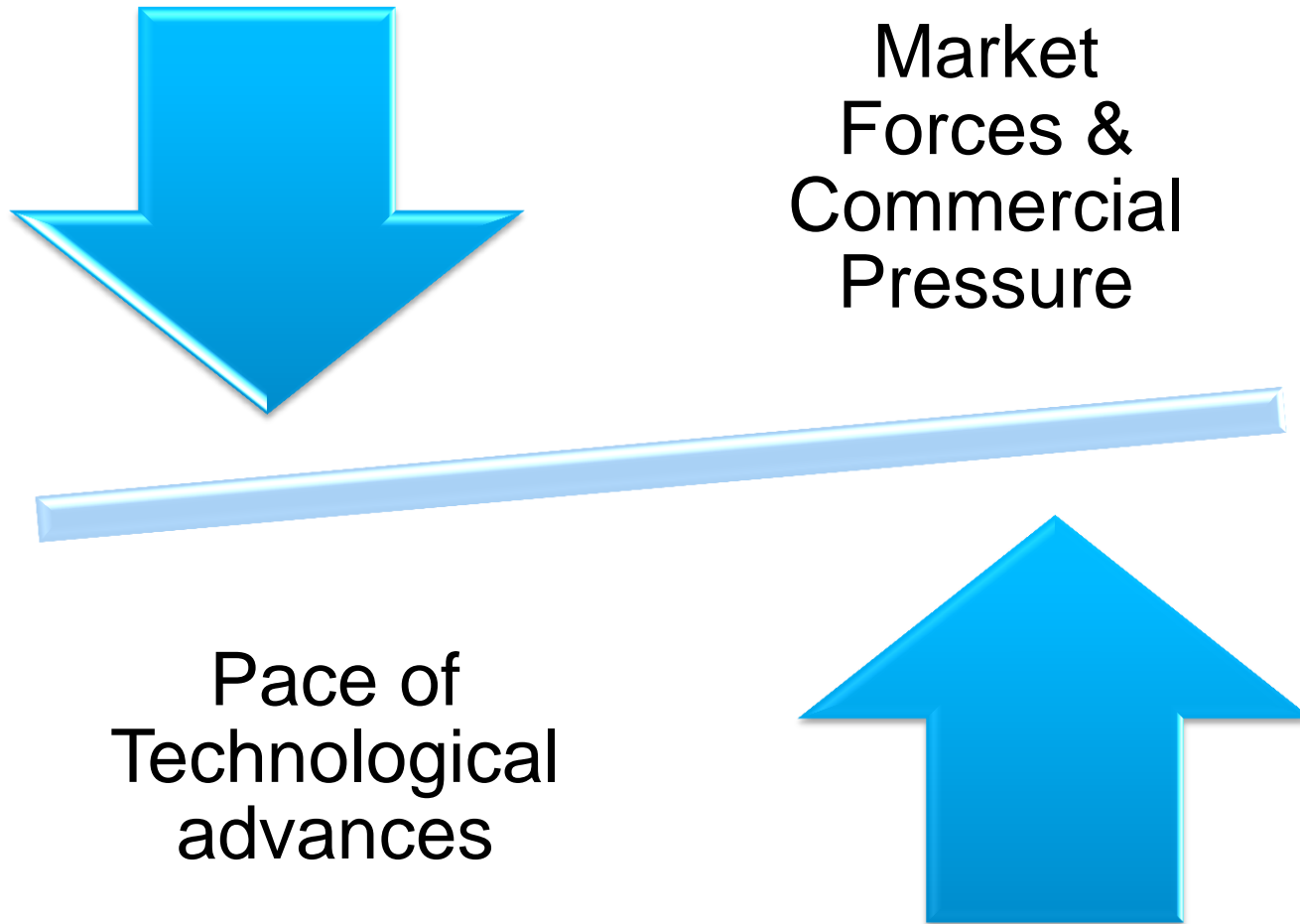


Our approach to Assessment Centres is bound in best practice and tradition, and a lot of this is still relevant...But could there be some gapping holes?

Best Practice implications from the input of technology

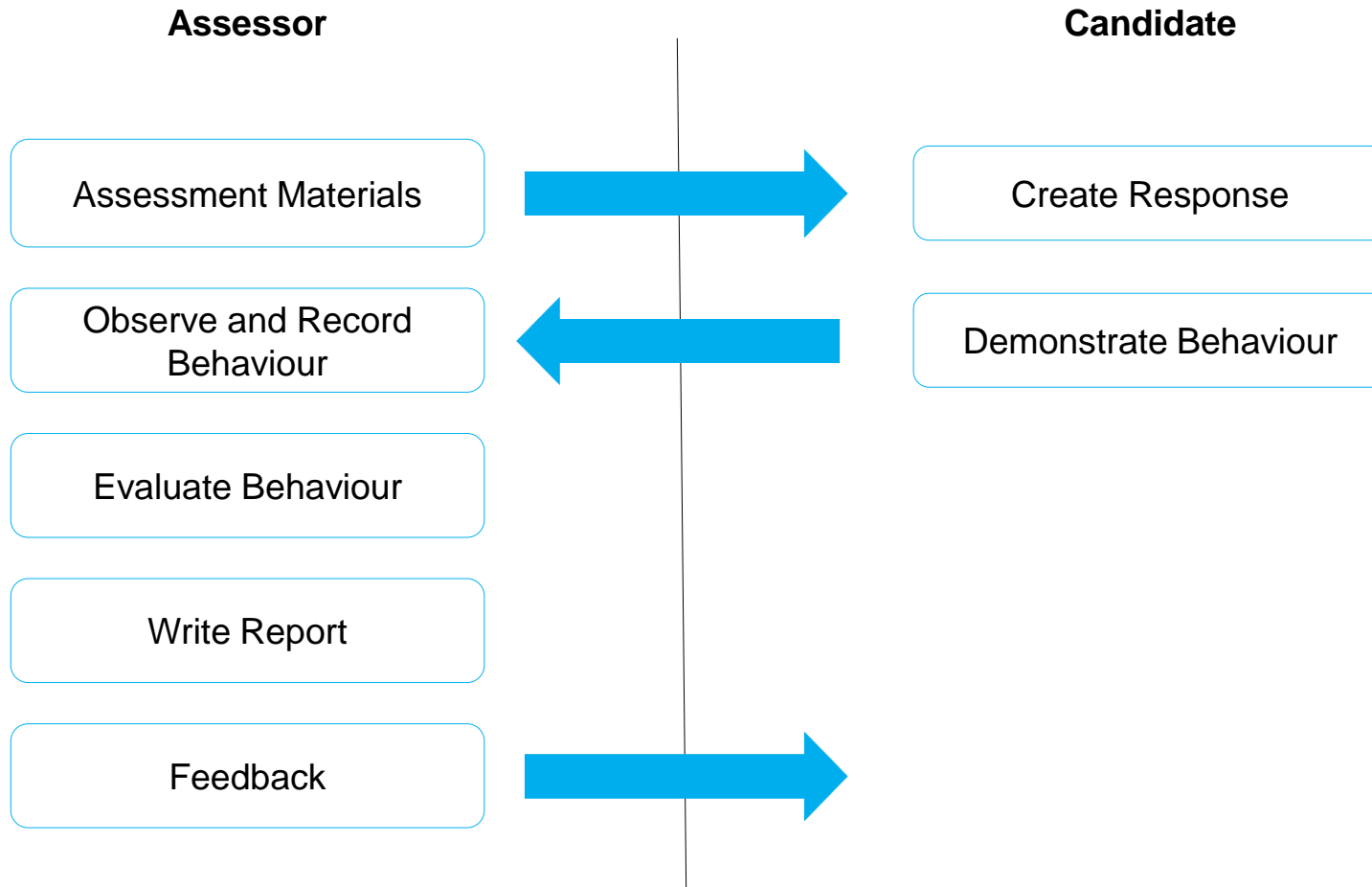
- Control of candidates on line – e.g. control of virtual AC's
- Best practice in use of technology
- Control of organisational IP in context of on-line/virtual presentation of content
- Developing technology infrastructure and best practice to support these new assessment developments
- Impact of more immediately available assessment information and developing best practice guidelines to encompass this.
- With development of candidate passports – ensuring that information is up to date and credible
- More stringency in the holding, control, exporting and dissemination of data

What will impact assessment centres?



Technology-enabled – not a yes/no

Assessment Centre Process Flow



The Assessment Continuum

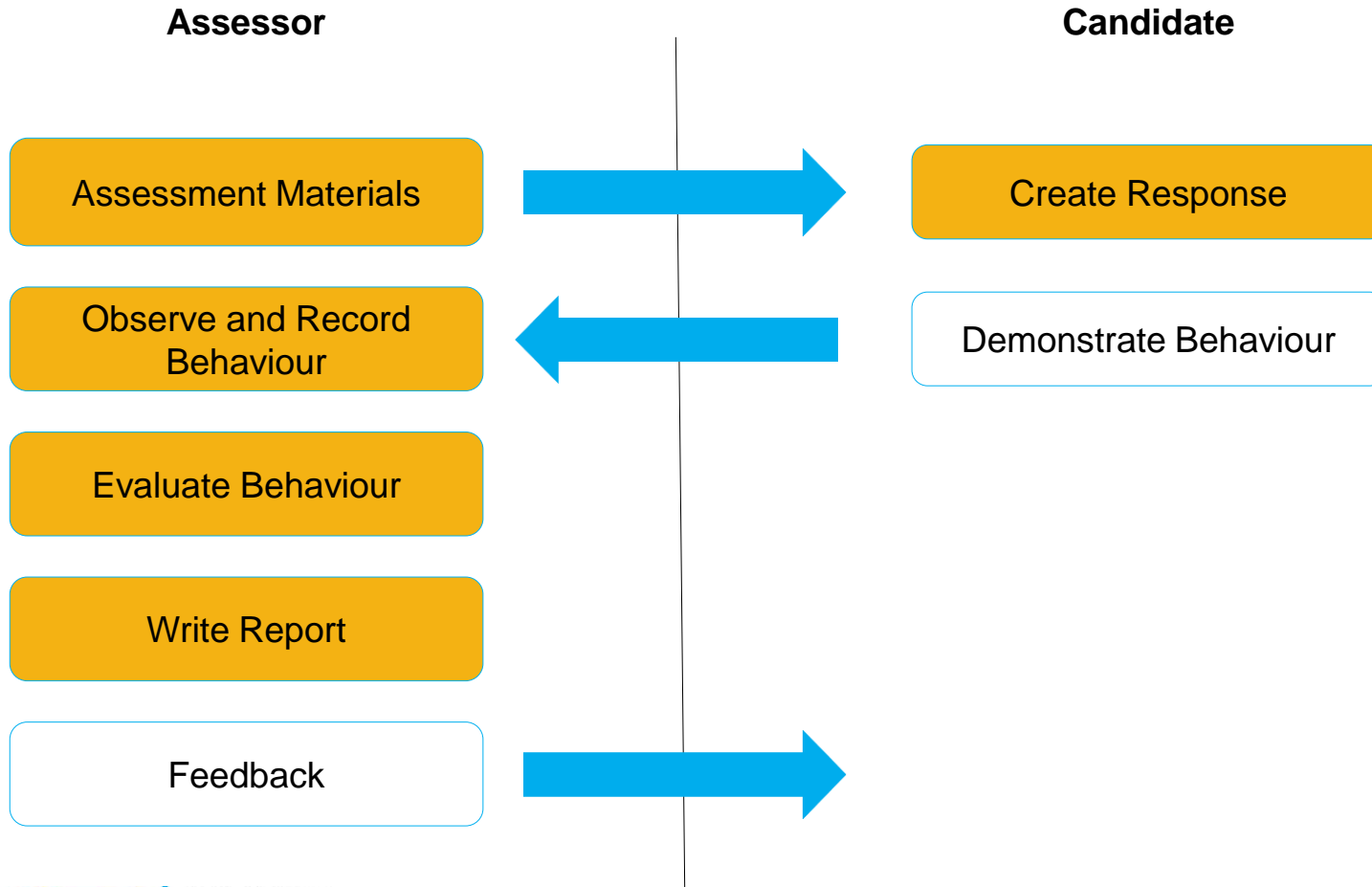
- Traditional face to face assessment centre – paper-based
- Traditional face to face assessment centre – computerised candidate materials
- Traditional face to face assessment centre – computerised candidate responses
- Traditional face to face assessment centre – computerised assessor rating and reporting
- Remote individual assessment – virtual assessments
- Remote group assessments – virtual assessment centres
- Synchronous and asynchronous remote human scoring
- Simulations and other multimedia-rich applications
- Automated administration remote assessments
- Automated scoring remote assessments
- ‘Gamified’ virtual assessments



Enhancing the Traditional Assessment Centre

Technology-enabled Traditional Centre

Assessment Centre Process Flow



Traditional Centres – Technological Enhancements

Traditional Approach	Enhancement	Implications
Exercises administered on paper	Exercises administered on 'clean' computer	<ul style="list-style-type: none"> + Less waste + Lower cost + Higher face validity + Richer content - Need computers
Exercises completed on paper	Exercises completed on 'clean' computer	<ul style="list-style-type: none"> + Less waste + Lower cost + Higher face validity + Reduced writing burden + Greater accessibility - Need computers - Computer literacy effects

Computerised administration allows for a richer, more realistic and more immersive experience – for example an in-box simulation with phased content delivery

Traditional Centres – Technological Enhancements (2)

Traditional Approach	Enhancement	Implications
Behaviours recorded by assessors	Behaviours recorded on audio/video	<ul style="list-style-type: none"> + Greater accuracy + Asynchronous scoring + Evidence chain - May be distracting - Greater processing time
Paper rating and feedback forms	Automated rating forms on tablet or laptop	<ul style="list-style-type: none"> + Faster rating + Better data capture + Reduced writing burden - Need equipment - Development time
Reports written by assessors	Automated or semi-automated reports	<ul style="list-style-type: none"> + Much faster - lower cost + Consistent style + Maintains objectivity - Needs automated rating - May lose richness of feedback

Remote or Virtual Assessment

Remote Assessments - Scenario

Scenario

The organisation has one or more candidates to be assessed

Candidates are geographically dispersed across several countries

The assessors are dispersed across several other countries

No travel budget!

Solution

Remote assessment

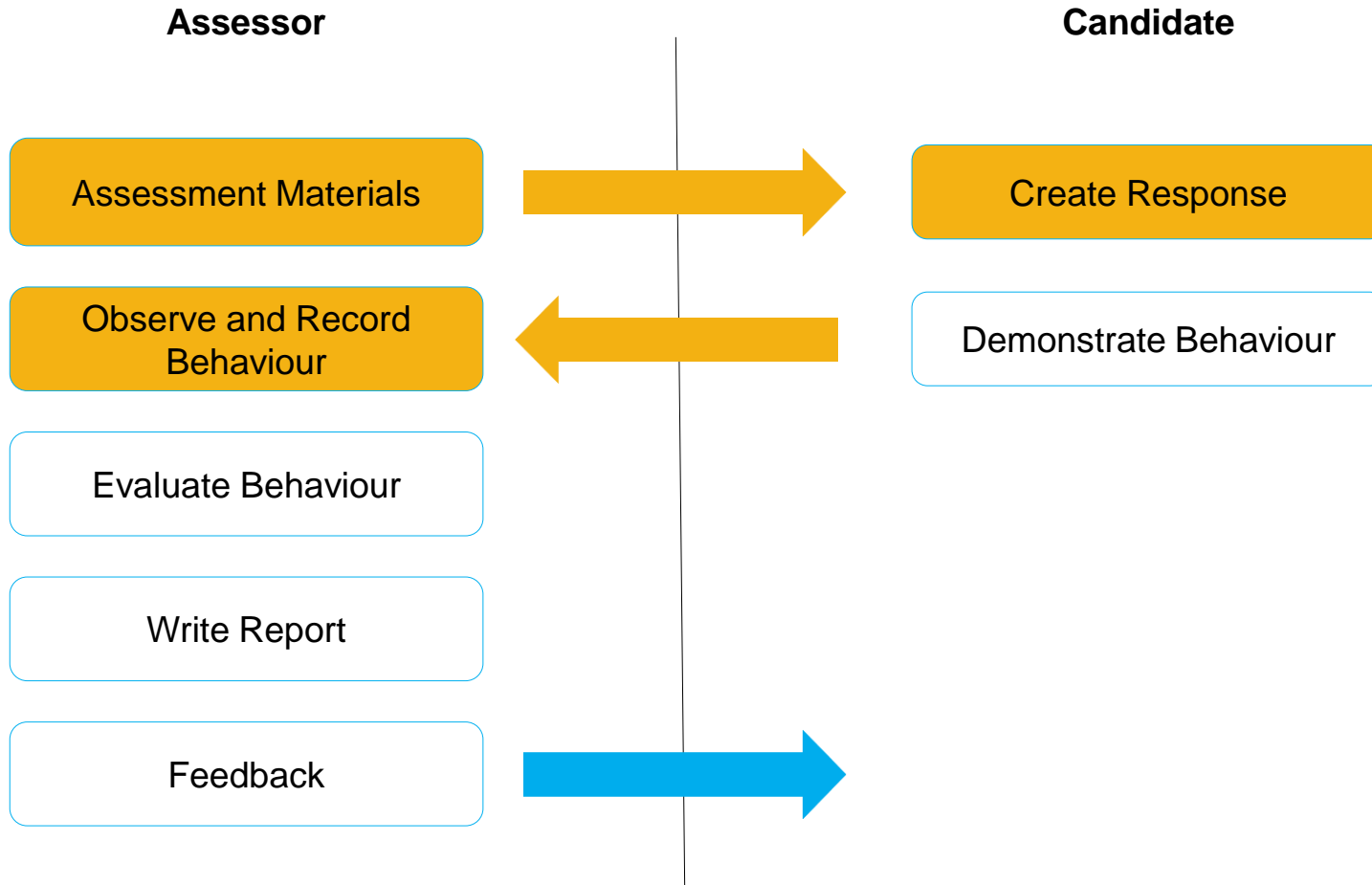
Deliver assessment materials electronically

Interact through telephone and web conference technology

Capture candidate responses both electronically and through observation

Technology-enabled Remote Assessment

Assessment Centre Process Flow



Remote Assessments – General Considerations

To be a realistic option, a remote assessment centre has to work with readily available technology (unless the organisation has video suites at every location)

It is a compromise between traditional best practice assessment and practical necessity

High-stakes assessment centres, or high-touch development centres, are less suited to the remote approach

Remote centres require a level of self-sufficiency from, and trust in, candidates and assessors, which may not suit all situations

Remote Assessments - Challenges

Assessment

Face validity

Unfamiliarity with the medium

Quality of communication

Equivalence to traditional centres

Reasonable adjustments

Technology

Hardware requirements

Software requirements

Connectivity and bandwidth

IT problems and support

Security

Loss of IP

Exposure of content

Unauthorised assistance

'High-Tech' Assessment

The Holy Grail for developers of simulations used for personnel selection purposes is to *achieve a threshold of engagement where the candidate forgets he/she is being assessed*, thus exhibiting true behaviors rather than those that might be displayed when the candidate is trying to second guess the simulation.

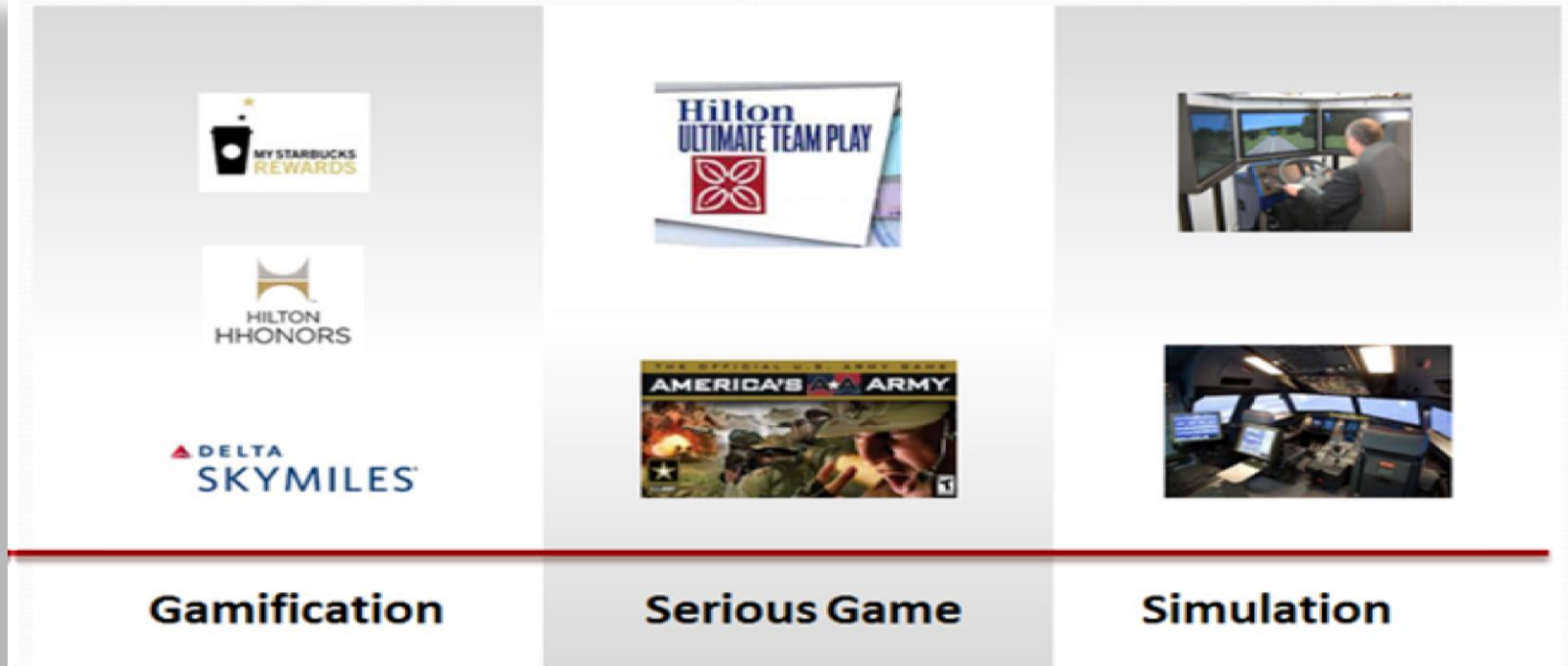
Lets get Serious



Serious games, best defined as games utilized for purposes other than pure entertainment, incorporate elements of game design in order to enhance the level of engagement of the target audience.

This increased level of engagement then leads to subsequent gains in important business outcomes such as talent measurement and employee knowledge retention.

What are we talking about?



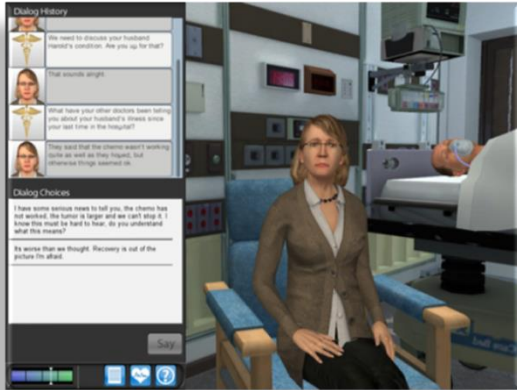
Gamification: The use of game design techniques, game thinking and game mechanics to enhance non-game contexts. (wikipedia)

Serious Game: A game utilized for purposes other than pure entertainment.

Simulation: Something that is made to look, feel, or behave like something else. (Merriam Webster)

Jenn McNamara – BreakAway
Charles Handler, PhD – Logi-Serve
Mike Fetzer, PhD - CEB

Exploring the Components



Elements of Serious Games:

- Engagement
- Meaningful choices
- Challenge based immersion
- Fantasy / Story
- Sensory immersion
- Competition / cooperation
- Incentives/Awards
- Publicly-recognized achievements
- Social networks
- Clear goals
- Feedback



Elements of Gamification:

- Engagement
- Meaningful choices
- Challenge based immersion
- Fantasy / Story
- Sensory immersion
- Competition / cooperation
- Incentives/Awards
- Publicly-recognized achievements
- Social networks
- Clear goals
- Feedback

Elements of Simulations:

- Engagement
- Meaningful choices
- Challenge based immersion
- Fantasy / Story
- Sensory immersion
- Competition / cooperation
- Incentives/Awards
- Publicly-recognized achievements
- Social networks
- Clear goals
- Feedback

Serious Games – Key Features

- **Interactive Problem Solving**
- **Specific Goals**
- Rules
- **Adaptive Challenges – Multiple Challenges**
- **Control – Influence**
- **On-going Feedback**
- **Sensory Stimulation**
- **Purpose**
- **Technology Enabled**

Why use Serious Games?

- High interactivity and engagement
- Enjoyment
- Motivation
- Flow
- Stealth Assessment
- Loyalty
- Candidate/employee engagement
- Immediate feedback
- Learner control
- Branding
- Cultural exposure



Using Games for Assessment – Implications on Best Practice 1

Focus	Implication
Administration	For a competitive assessment situation, candidates should only have access once to the game
Feedback	Unlike development/learning focused serious games, where regular feedback is part of the learning process. Feedback in assessment based serious games should be limited to responses specific to the task, that don't unduly 'help' the candidate
Design	There is likely to be a requirement for an SME to work alongside a Serious Games designer to ensure the scenario developed is understandable, context relevant and is does not put more technically savvy candidates at an advantage – unless that is something that is key to the role
The Game	SME's will need to work with Serious Games developers to consider the best options for measuring the key attributes – this may mean new types of activities are designed that move away from the classic AC exercise – such as the group exercise
Behaviours	The serious game should provide candidates with the opportunity to display the key behaviours/attributes. But Serious Games offer the potential to provide a more granular assessment of certain 'competencies' such as problem solving/decision making/Risk taking/creativity & Innovation

Using Games for Assessment – Impact on Best Practice 2

Focus	Implication
Adverse Impact	Is the game likely to impact particular groups? Is there an assumption that just because someone is Gen Y or Z, there is a generic familiarity with technology? Does the serious game approach favour different groups?
Practicalities	The deployment of a serious game will often require a level of technical capacity – for example band width. This could impact significantly in certain geographies, but also on individuals own access to technology regardless of location.
Assessment	The deployment of a serious game in an AC format, potentially takes away some of the control of assessors – or indeed the need for them in a big way at all. But it does place a great degree of responsibility on those managing the assessment process
Security	Is the candidate doing the serious game assessment who they say they are? In proctored environments this is much less of an issue, and developments in webcam/video/streaming technology enable better ‘sight’ of candidates. Management of candidate data will also be key.
Level	There will be an increasing reliance on the SME to work with the serious games designer to ensure the content and difficulty of the game is appropriate.
Stakeholder Management	These developments are new. Think how long it has taken organisations to get internal buy in to doing something as straightforward as a competency based interview not to mention the application of psychometrics. So there will be a need to shift mind sets both for the organisation and for candidates

Here to stay?

- Serious Games and developments in technology provide the opportunity for:
 - **Increased Complexity**
 - **Enhanced Realism**
 - **Raised levels of Engagement**
- *But there are challenges with this as well*

Thank You

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