

<http://www.gowerpublishing.com/isbn/9781409403869>

Assessment Centres and Global Talent Management

Edited by

NIGEL POVAH and
GEORGE C. THORNTON III

GOWER

Contents

<i>List of Figures</i>	ix
<i>List of Tables</i>	xi
<i>About the Editors</i>	xiii
<i>Notes on Contributors</i>	xv
<i>Reviews of Assessment Centres and Global Talent Management</i>	xxvii
<i>Preface</i>	xxix

PART I AC BEST PRACTICE

Chapter 1	Three Themes that Explain Our Passion for Assessment Centres as Tools for Talent Management <i>Nigel Povah and George C. Thornton III</i>	3
Chapter 2	We're Doing Better than You Might Think: A Large-Scale Demonstration of Assessment Centre Convergent and Discriminant Validity <i>Nigel Guenole, Olexander Chernyshenko, Stephen Stark, Tony Cockerill and Fritz Drasgow</i>	15
Chapter 3	An Alternative Take on AC Research and Practice: Task-Based Assessment Centers <i>Duncan Jackson, Mohd Hanafiah Ahmad, Gary Grace and Jeeyun Yoon</i>	33
Chapter 4	Adjusting Exercise Design in Assessment Centers: Theory, Practice, and Research <i>Filip Lievens and Eveline Schollaert</i>	47
Chapter 5	Fit For Purpose? Considerations when using 'Off-the-shelf' versus 'Customized' Simulation Exercises <i>Sophie Pritchard and Philippa Riley</i>	61
Chapter 6	Using Computer-Based Simulation Technology within an ADC: A South African Case Study <i>Deon Meiring and Jan H. van der Westhuizen</i>	77
Chapter 7	Integrating Candidate Data: Consensus or Arithmetic? <i>Chris Dewberry</i>	97

Chapter 8	The Impact of ACs and DCs on Candidates <i>Clive Fletcher</i>	115
Chapter 9	Whiter than White? The Diversity Credentials of Assessment and Development Centres <i>Charles Woodruffe</i>	131
Chapter 10	The Assessment of Managers: A Review and Integration of Assessment Center and Multisource Performance Rating Research and Practice <i>Brian J. Hoffman and Sean P. Baldwin</i>	143
Chapter 11	Fifty Years On: The Ongoing Reciprocal Impact of Science and Practice on the Assessment Center Method <i>George C. Thornton III</i>	163
PART II CORPORATE STRATEGY AND TALENT MANAGEMENT		
Chapter 12	Building a Talent for Talent <i>Raimund Birri and Andreas Melcher</i>	175
Chapter 13	The Challenges Associated with a Large AC in Government: A South African Case Study <i>Anne Buckett</i>	193
Chapter 14	Using Assessment Centres to Facilitate Collaborative, Quasi-Standardized, Industry-Wide Selection: Lessons Learned from Medical Specialty Placement in England and Wales <i>Deborah E. Rupp and Rosalind H. Searle</i>	209
Chapter 15	Certifying Competencies of HR Managers with the Assessment Centre Method: Quality Assurance that HR Contributes to Corporate Objectives <i>R.K. Premarajan</i>	225
Chapter 16	Pioneering Assessment Centers within Local Government in Sweden: Gothenburg's Search for Better Leaders <i>Eva Bergvall</i>	237
Chapter 17	In Pursuit of a Diversification Strategy: Using an Assessment Centre to Identify Global Talent <i>Natalie Livings and Will Mitchell</i>	253
Chapter 18	Integrating a Developmental Assessment Centre with other Human Resource Interventions <i>Sandra Betti and Satiko Monobe</i>	269

Chapter 19	The Evolution of an Assessment Center Program in a Pharmaceutical Sales Organization over a 15-Year Period <i>David C. Purdy</i>	285
Chapter 20	Influencing Decisions About Assessment and Development Centres for Talent Management <i>Seán Boyle</i>	299
Chapter 21	Failure and Success Factors in Assessment Centers: Attaining Sustainability <i>George C. Thornton III and Raimund Birri</i>	315
PART III INTERNATIONAL ISSUES AND IMPLICATIONS		
Chapter 22	A Review of Recent International Surveys into Assessment Centre Practices <i>Nigel Povah</i>	329
Chapter 23	Assessment Center Practices in South Africa, Western Europe, and North America <i>Diana E. Krause</i>	351
Chapter 24	Assessment Center Adaptation and Implementation in Indonesia <i>Vina G. Pendit</i>	363
Chapter 25	Variations in Assessment Centers in South Korea's Public Service <i>Myungjoon Kim</i>	375
Chapter 26	The Contribution of Assessment Centres to the Selection and Development of Future Leaders in the Singapore Public Service <i>Glenn J. Nosworthy and Ee-Ling Ng</i>	391
Chapter 27	Eating the Elephant: Tackling the Challenges of Introducing Assessment and Development Centres in East Africa <i>Zia Manji and Madeleine Dunford</i>	403
Chapter 28	The Application of the Assessment Center Method in China <i>Kai-Guang Liang and Ying Liu</i>	415
Chapter 29	The Use of Assessment and Development Centres in Russia <i>Svetlana Simonenko</i>	429
Chapter 30	Assessment Center Practices in Japan: A Brief History and Challenges <i>Shinichi Hirose</i>	441
Chapter 31	Assessment Centers in Israel: Some Practices and Perspectives <i>Shaul Fox and Soly Haboucha</i>	453

List of Figures

Figure 6.1	The four-phase design approach of the CBS	85
Figure 6.2	Delivery process of a CBS in an AC	86
Figure 10.1	Model of the components of performance in ACs and MSPRs	150
Figure 12.1	Number of participants attending the assessment programs	179
Figure 12.2	Engagement and AC result	187
Figure 12.3	AC approved management and financial achievement	190
Figure 14.1	A model for collaborative, industry-wide AC programmes	213
Figure 16.1	Structure of Gothenburg City Council	238
Figure 16.2	Growth of the assessment activity of the CLU 2003–2008	240
Figure 16.3	Cost comparison of the different resource models to run the ACs	246
Figure 17.1	Structure of the Grundfos talent centre	257
Figure 17.2	The crisis exercise	260
Figure 18.1	Odiorne's performance-potential matrix	271
Figure 18.2	Stages in the assessment process	273
Figure 22.1	Size of organization (staff numbers)	331
Figure 22.2	Additional assessment tools used on ACs and DCs	337
Figure 22.3	Percentage of respondents who train their assessors	339
Figure 22.4	Duration of ACs versus DCs	344
Figure 28.1	ORS in action: Guiyang case	422
Figure 30.1	Typical three-day DC schedule for junior managers	443
Figure 30.2	Group discussion layout for peer observation and feedback	444

List of Tables

Table 1.1	Overview of the different types of Assessment Centres	7
Table 2.1	Brief descriptions of high-performance behaviour	20
Table 2.2	Dimensions assessed in each exercise	23
Table 2.3	Factor loadings for dimensions and exercises in the original model	26
Table 2.4	Factor loadings for dimensions and exercises in the revised model	27
Table 3.1	Similarities and differences between two assessment center approaches	34
Table 3.2	Example of an instruction guide	38
Table 3.3	Example of a task-checklist	39
Table 5.1	Objectives for exercise selection/design	64
Table 5.2	A cost comparison of using off-the-shelf versus customized exercises	69
Table 5.3	Factors to consider when choosing off-the-shelf or customized exercises	73
Table 6.1	Behavioural competencies for the service advisor role	82
Table 6.2	Organizational competencies for the service advisor role	83
Table 6.3	Scoring criteria for the CBS ADC	90
Table 6.4	Scoring key extract illustrating use of the five-point rating scale	92
Table 9.1	Why bother? Arguments and counter-arguments for worrying about diversity	134
Table 12.1	Key features of the assessment programs	177
Table 12.2	Timeline of major steps in building an HCM	181
Table 12.3	The impact of a 10 percent increase in HCM indicators on engagement and business achievement	189
Table 13.1	Senior manager overall competency scores	201
Table 13.2	Managerial and professional overall competency scores	202
Table 13.3	Supervisors and professional overall competency scores	203
Table 13.4	Rotated factor matrix of scores for senior managers	204
Table 15.1	HR competency model	230
Table 15.2	Exercise-competency matrix	233
Table 16.1	Part of the BARS for Sensitivity to Others for a role play with a co-worker	242
Table 16.2	Correlations between the five PJP Factors and the AC Competencies	248
Table 16.3	Correlations and regression analysis with OAR as the dependent variable	248
Table 16.4	Correlations of managers' assessments of follow-up criteria with AC ratings	250
Table 16.5	Correlations of subordinates' assessments of follow-up criteria with AC ratings	250
Table 19.1	Evolution of the assessment method	295
Table 22.1	Competencies selected (top six for each continent)	334
Table 22.2	Comparing US and global use of different exercise types	335
Table 22.3	Additional assessment tools most frequently used	336

Table 22.4	Who acts as assessors across continents?	338
Table 22.5	Assessor to participant ratios by continent	339
Table 22.6	Length of assessor training across total sample	340
Table 22.7	Length of assessor training by continent	341
Table 22.8	Assessor training content across total sample	341
Table 22.9	Duration of centres across continents	343
Table 22.10	Length of consensus discussions per participant for ACs and DCs	345
Table 22.11	Different uses of technical equipment across continents	346
Table 23.1	Main objective of assessment center practices	354
Table 23.2	Job analysis techniques	355
Table 23.3	Job requirements being assessed	356
Table 23.4	Types of exercises and simulations	357
Table 23.5	The data integration process	358
Table 23.6	The feedback process	359
Table 25.1	Competencies in the Ministry of Public Administration and Security AC	378
Table 25.2	Exercises in the Ministry of Public Administration and Security AC	378
Table 25.3	Assessment method according to job positions	381
Table 25.4	Competency model of grade-5 deputy section head of Seoul	383
Table 25.5	Seoul Assessment Center schedule	385
Table 25.6	COTI grade-5 competency model	387
Table 28.1	Survey of AC practices in China	416
Table 28.2	AC applications in different types of organizations in China	418
Table 28.3	A case of a Developmental Assessment Center in a MNC	419
Table 29.1	The assessment matrix	436
Table 29.2	Comparing competency development progress between two DCs	438
Table 32.1	Characteristics of evidence-based practice and the state of AC practice	478