

# Do traditional assessment centers cater for the recruitment of the millennial generation

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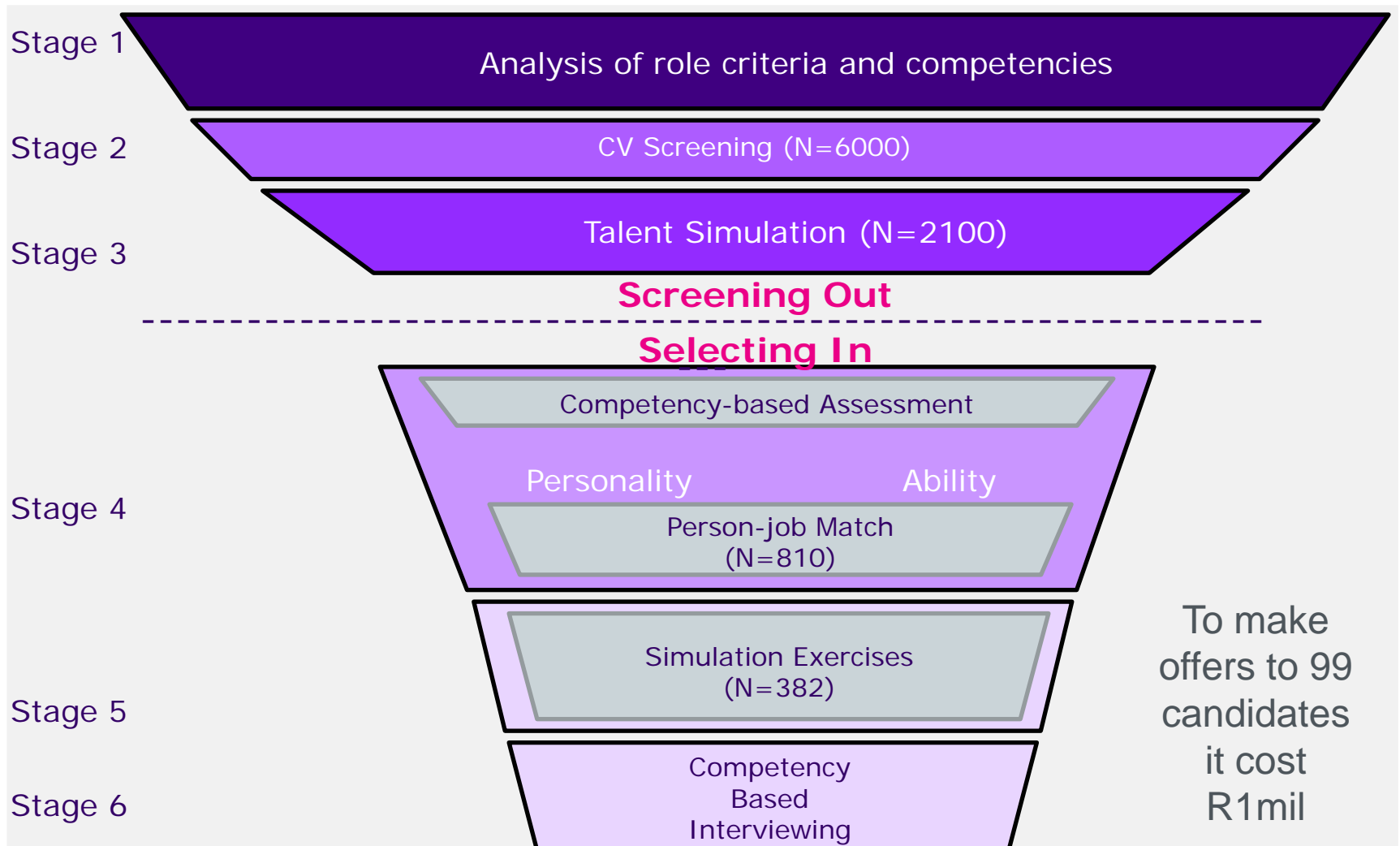
# Background

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- Identify and prepare candidates for the global Future Leadership Development Programme
- To identify talent for the country specific talent pipelines
- Consider both internal and external applicants

# Absa/Barclays Africa Graduate recruitment process 2012

# Recruitment process

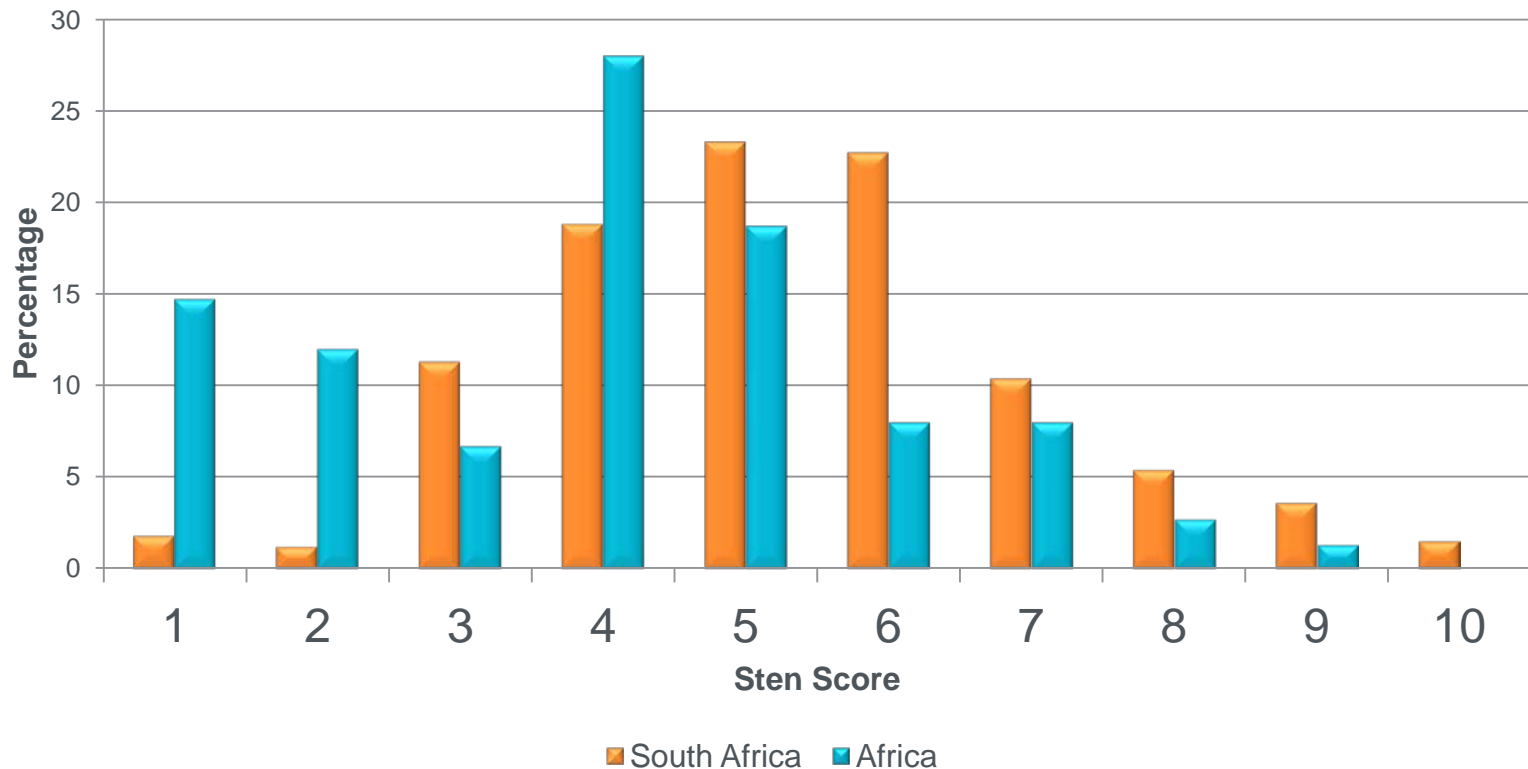


# Comparison of results: SA and Africa

# Verbal Reasoning Ability Test

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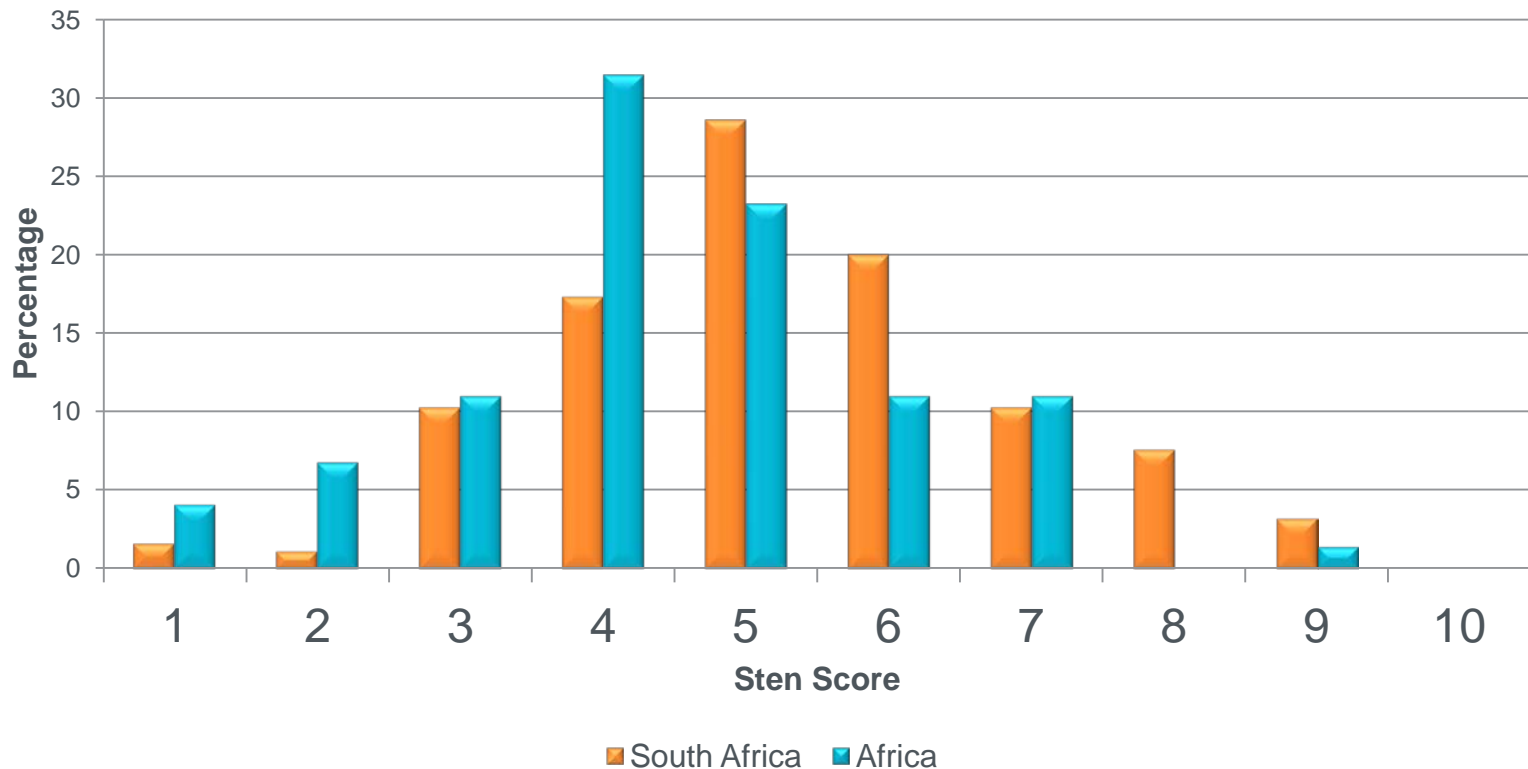
The average performance of the SA candidates was more than a sten score above that of the Africa candidates on the Verbal test ( $d=0.716$ )



# Numerical Reasoning Ability Test

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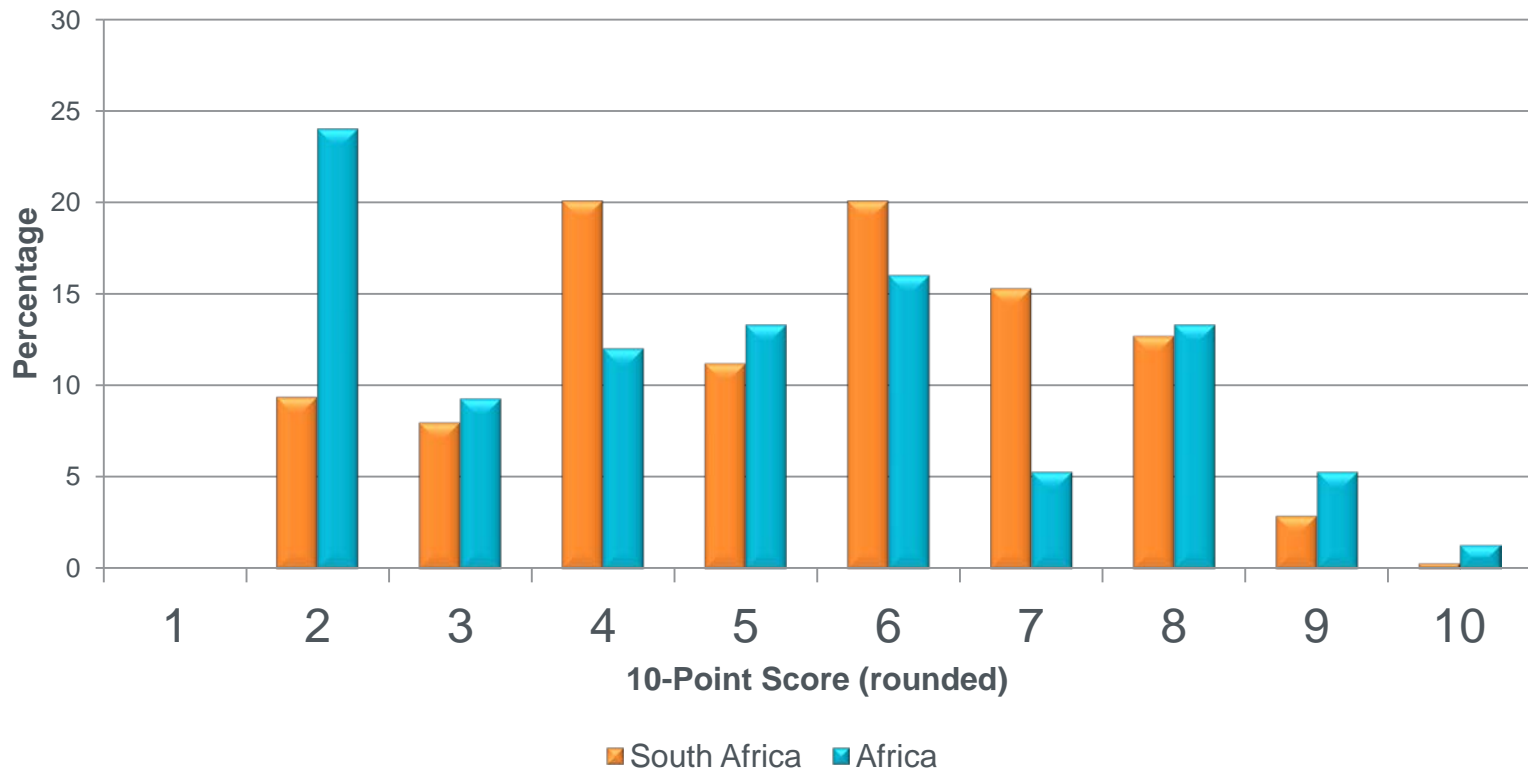
The average performance of the SA candidates was about a sten score above that of the Africa candidates on the Numerical test ( $d=0.496$ )



# Face-to-Face Presentation Exercise

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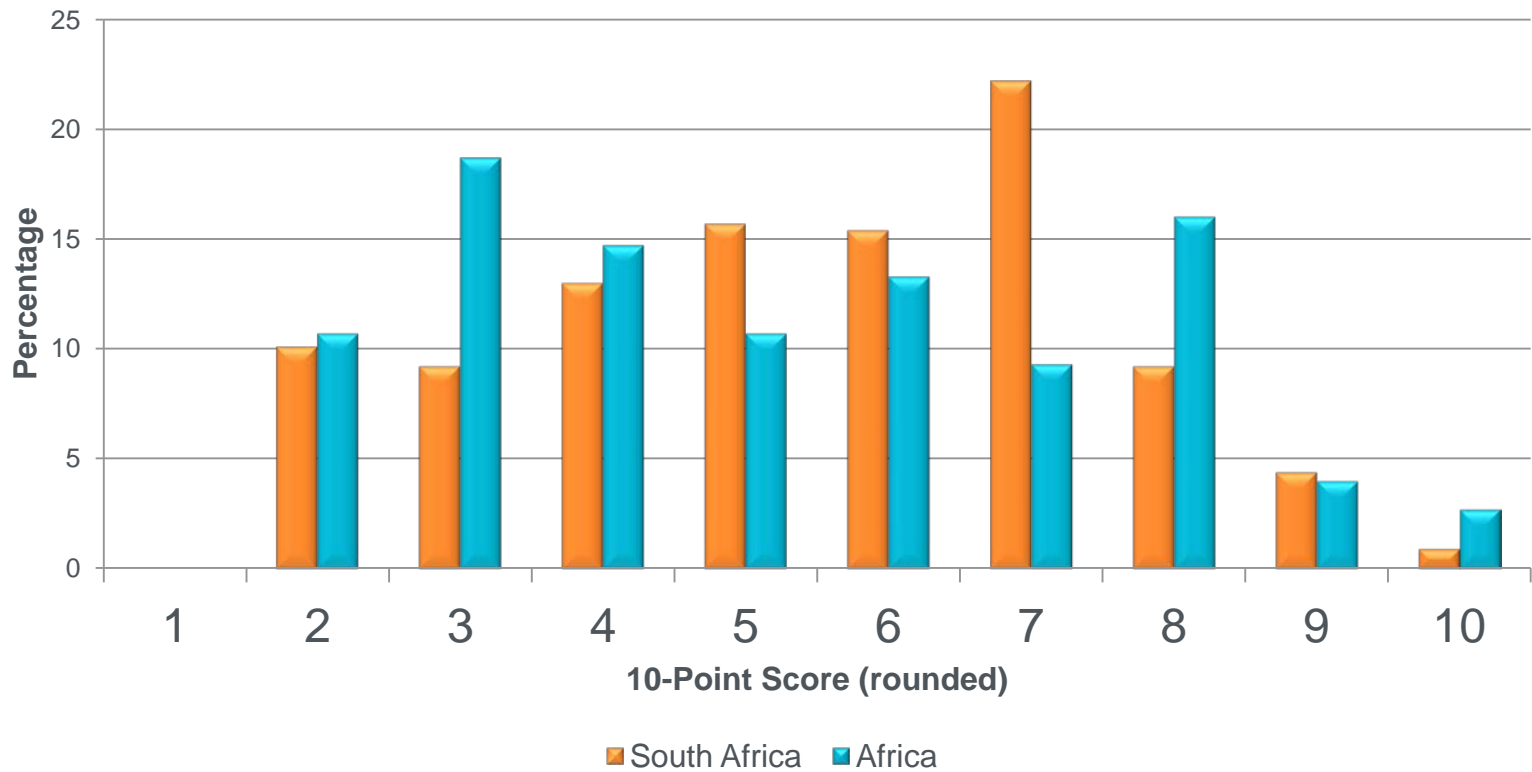
The average performance of the SA candidates was slightly higher than that of the Africa candidates on the Presentation Exercise ( $d=0.250$ )





# Face-to-Face Group Exercise

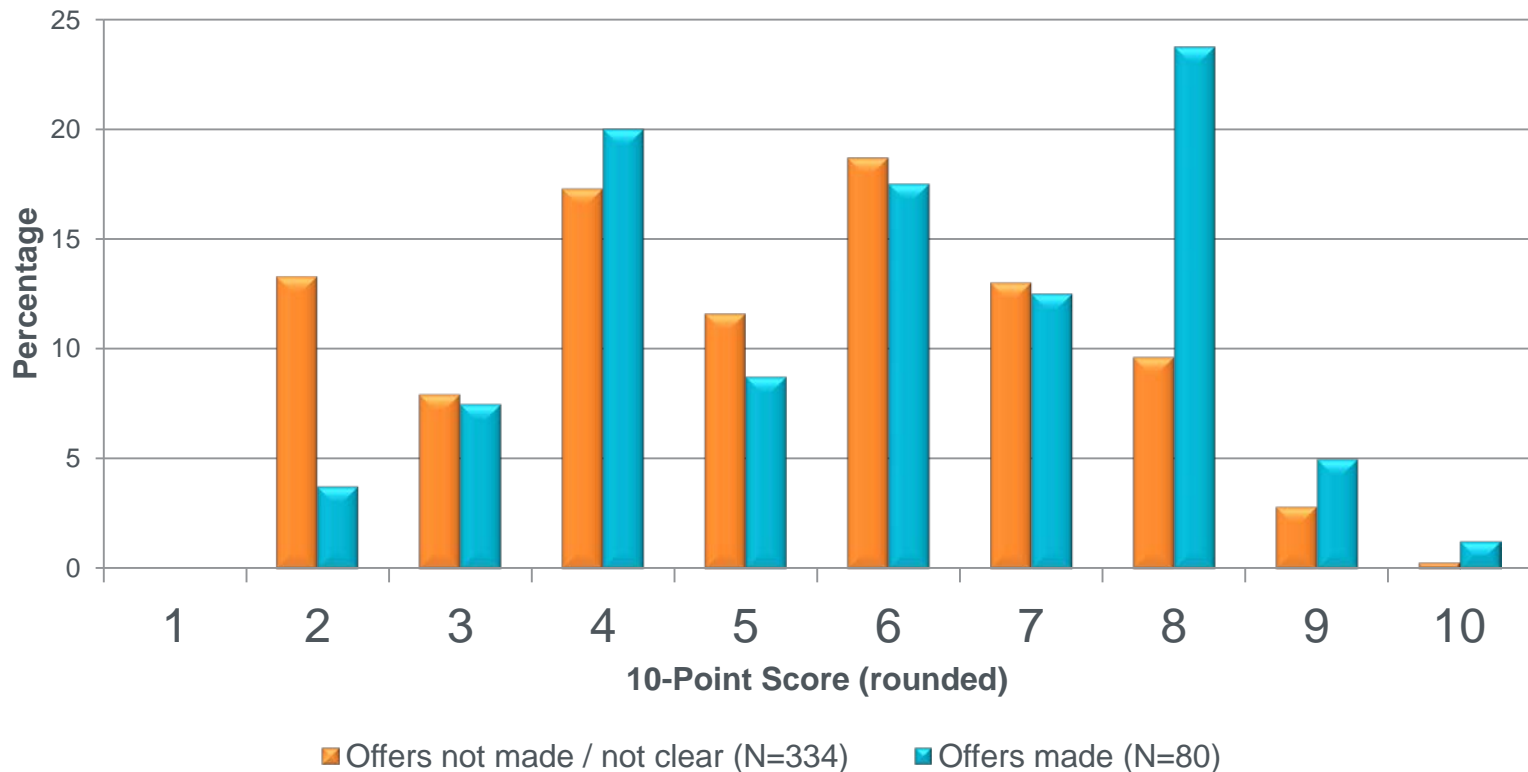
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# Face-to-Face Presentation Exercise

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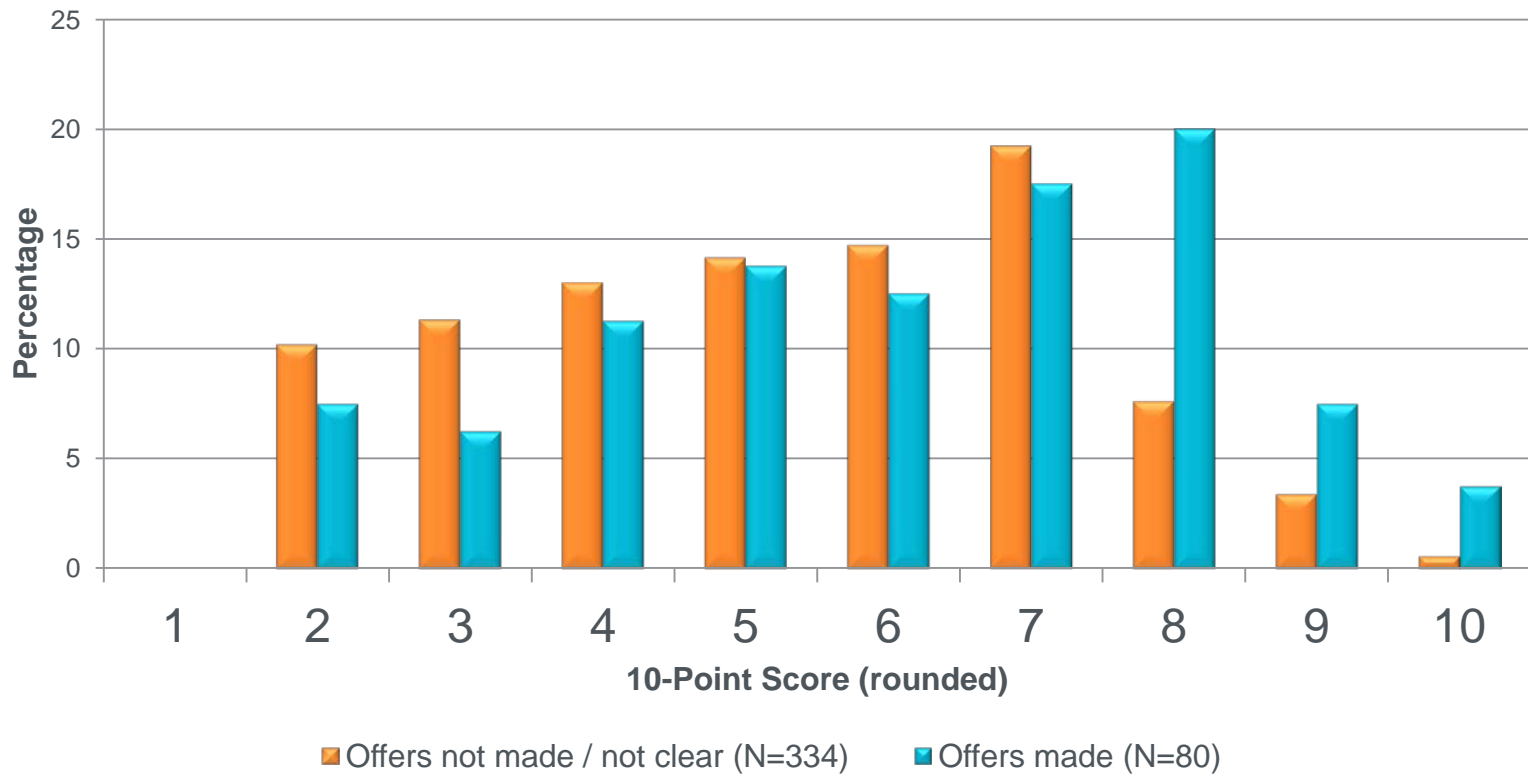
The average performance of the candidates receiving offers was somewhat higher than the others on the Presentation Exercise ( $d=0.398$ )



# Face-to-Face Group Exercise

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The average performance of the candidates receiving offers was somewhat higher than the others on the Group Exercise ( $d=0.428$ )



# Relationship between assessments & AC ratings

# Sample size

	Frequency
Africa	88
South Africa	345
Total	433
<b>Country</b>	
South Africa	345
Egypt	8
Ghana	14
Uganda	5
Zimbabwe	30
Botswana	22
Zambia	9
Total	433
<b>Completed</b>	
Reactions Questionnaire	433
Numerical ability test	258
Verbal ability test	410
Inductive reasoning ability test	140
Presentation exercise	414
Group exercise	413

# Relationships between assessments and AC exercises

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Ability Test	Group Exercise		Presentation Exercise	
Verbal Reasoning Test	0.295**	(N=409)	0.295**	(N=410)
Numerical Reasoning Test	0.229**	(N=258)	0.236**	(N=258)
Inductive Reasoning Test	0.294**	(N=139)	0.246**	(N=140)

\* Indicates correlations where  $p \leq 0.05$

\*\* Indicates correlations where  $p \leq 0.01$

Ability Test	AC Overall Results	
Verbal Reasoning	0.346**	(N=101)
Diagrammatic	0.117	(N=101)

*Moller & Dowdeswell  
(2011)*

# Talent Analytics

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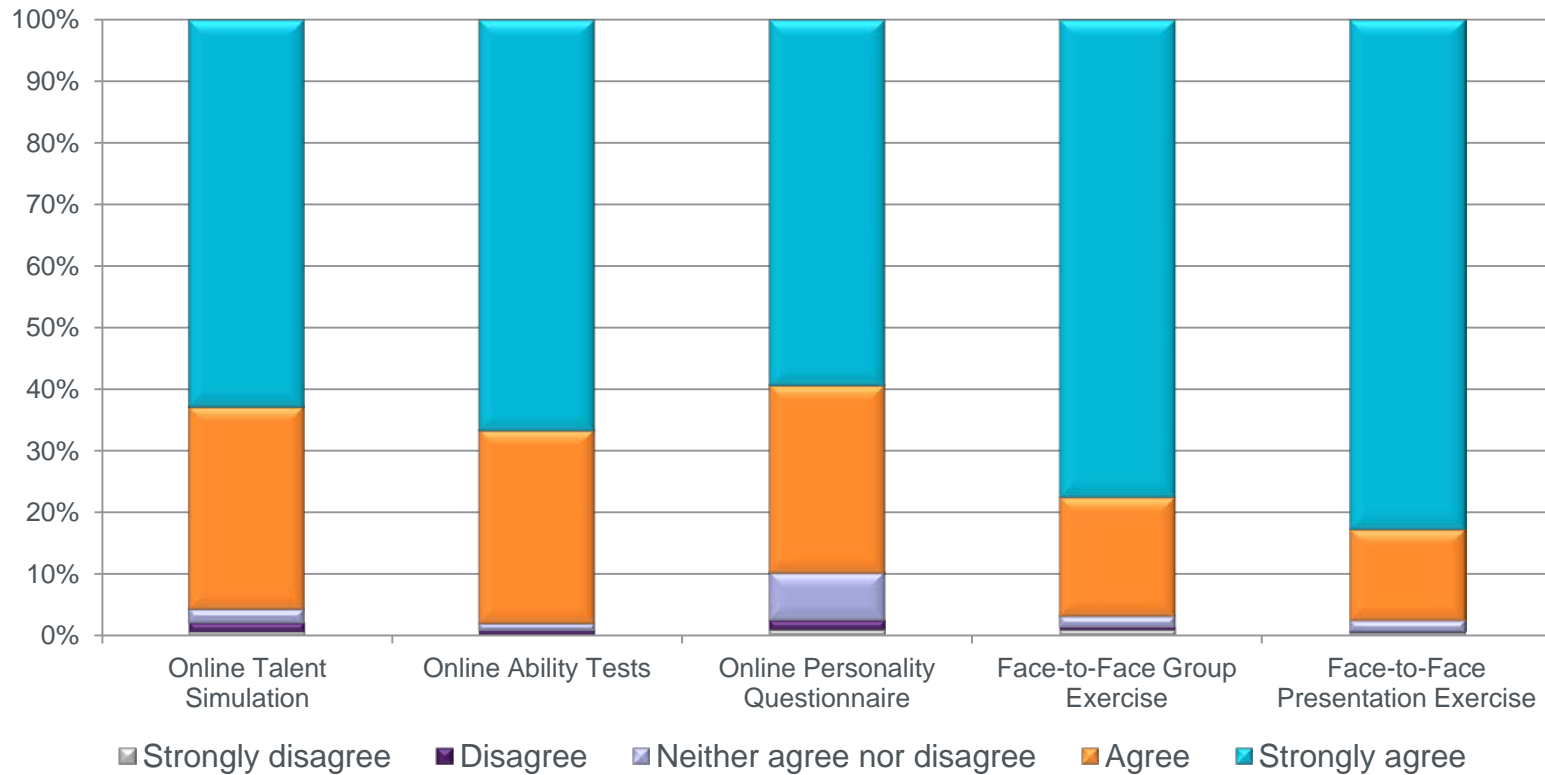
- Should you require more information on SHL Talent Analytics please contact SHL South Africa



# Applicant experiences of the process

# Doing well on the test was important to me

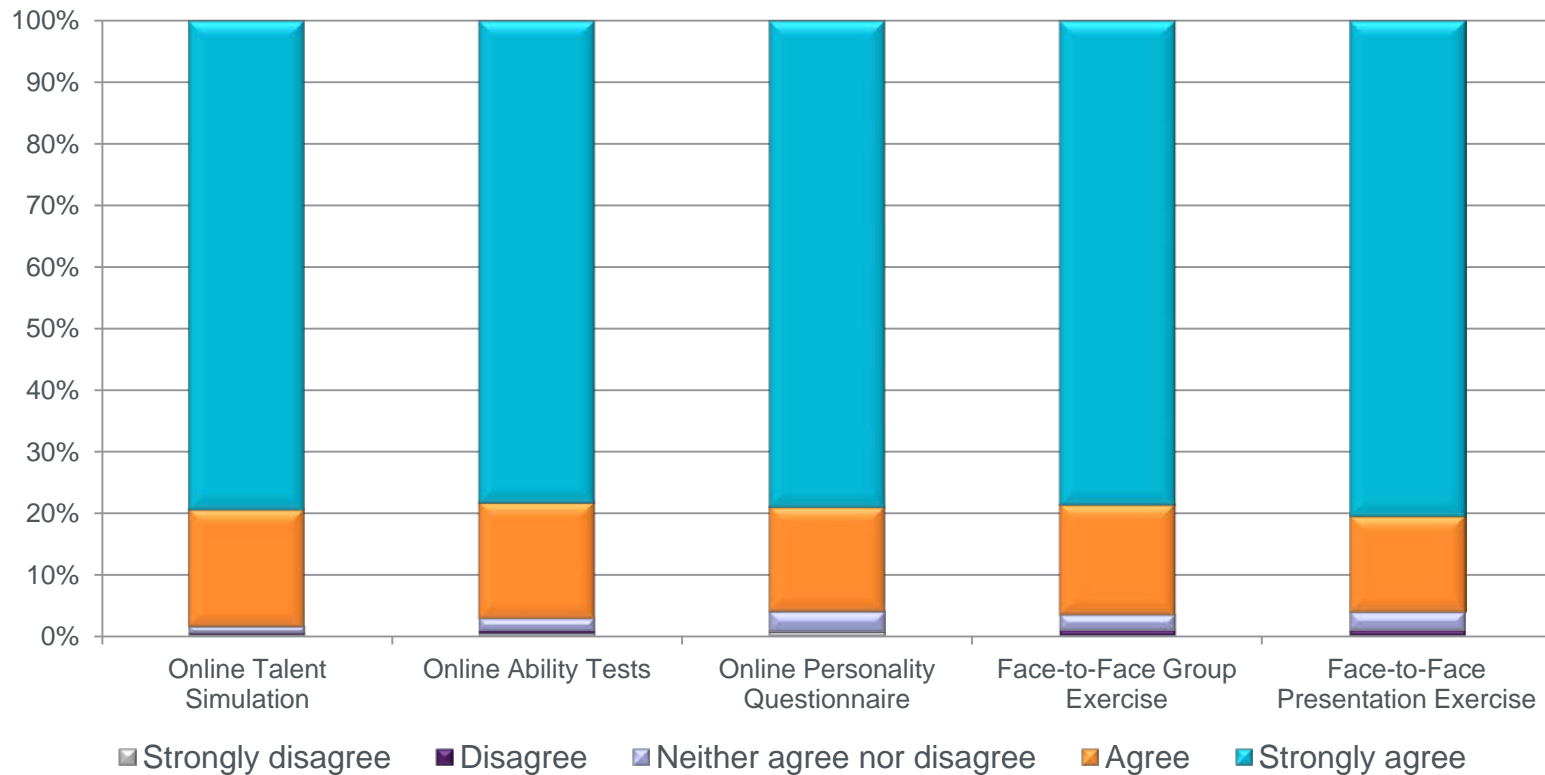
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# I concentrated well when answering the questions

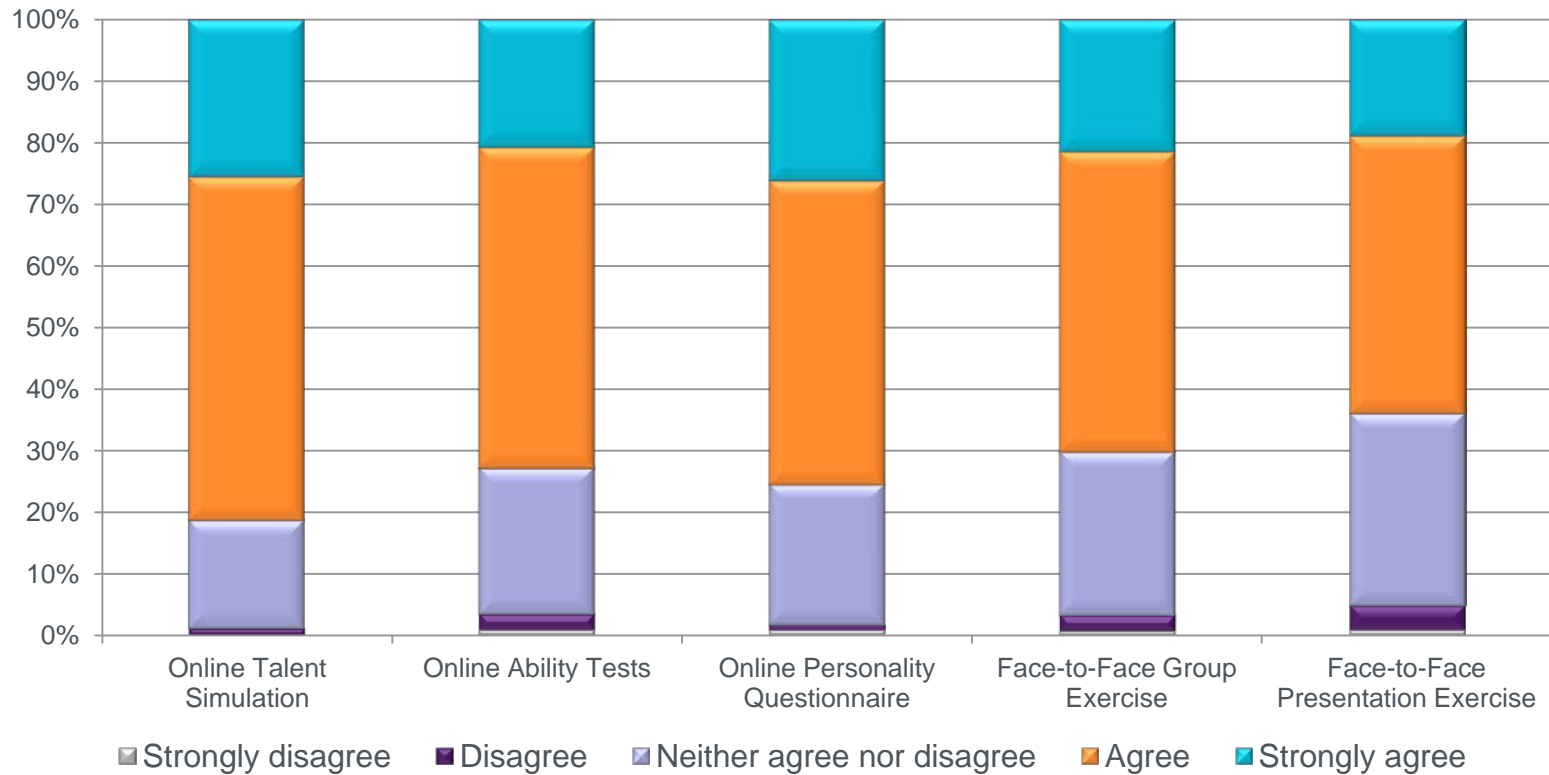
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The SA candidates reported slightly higher levels of agreement with reference to the Group Exercise & Presentation Exercise



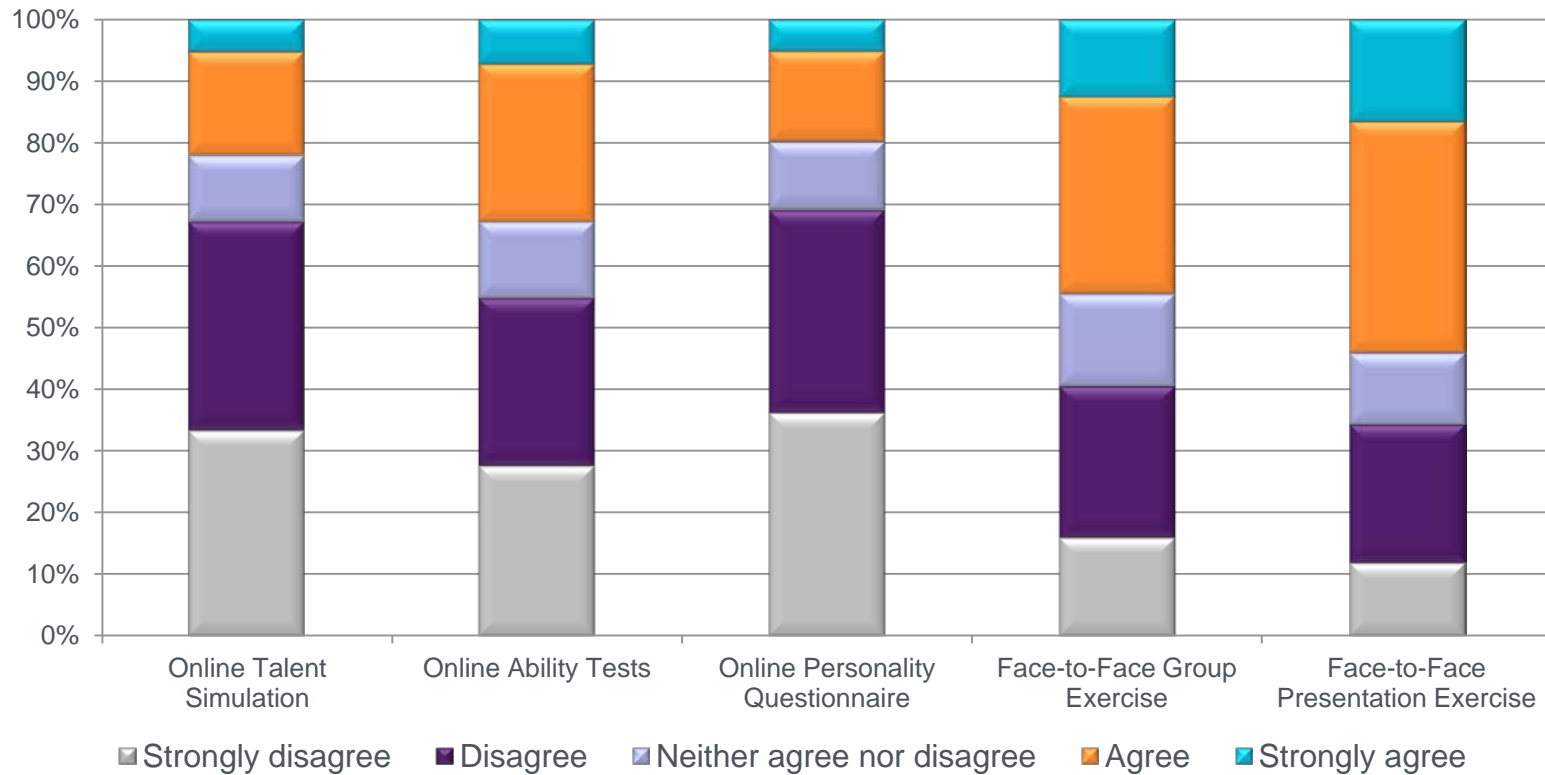
# I think I did very well in the test

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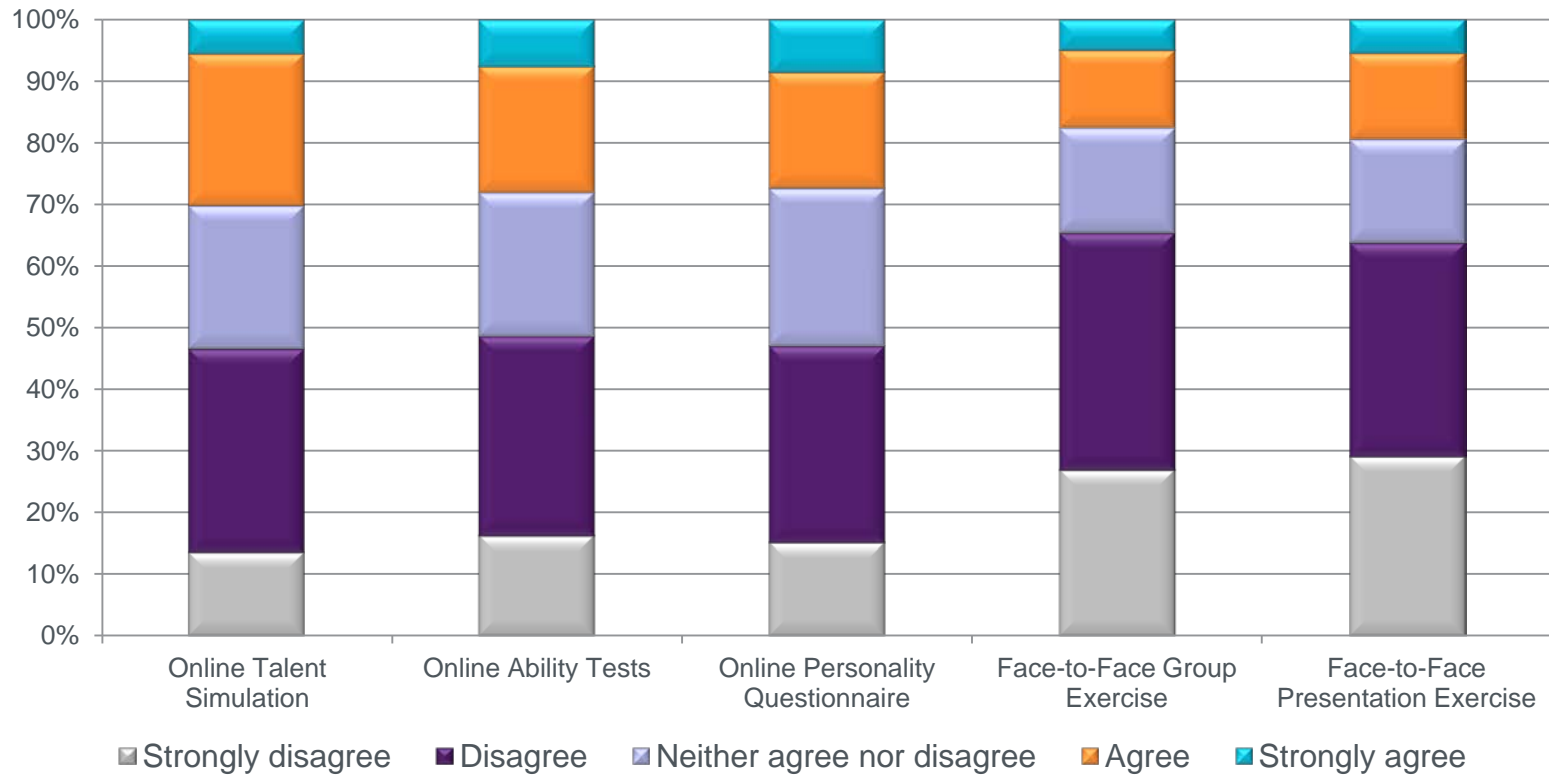
# I felt nervous when taking the test

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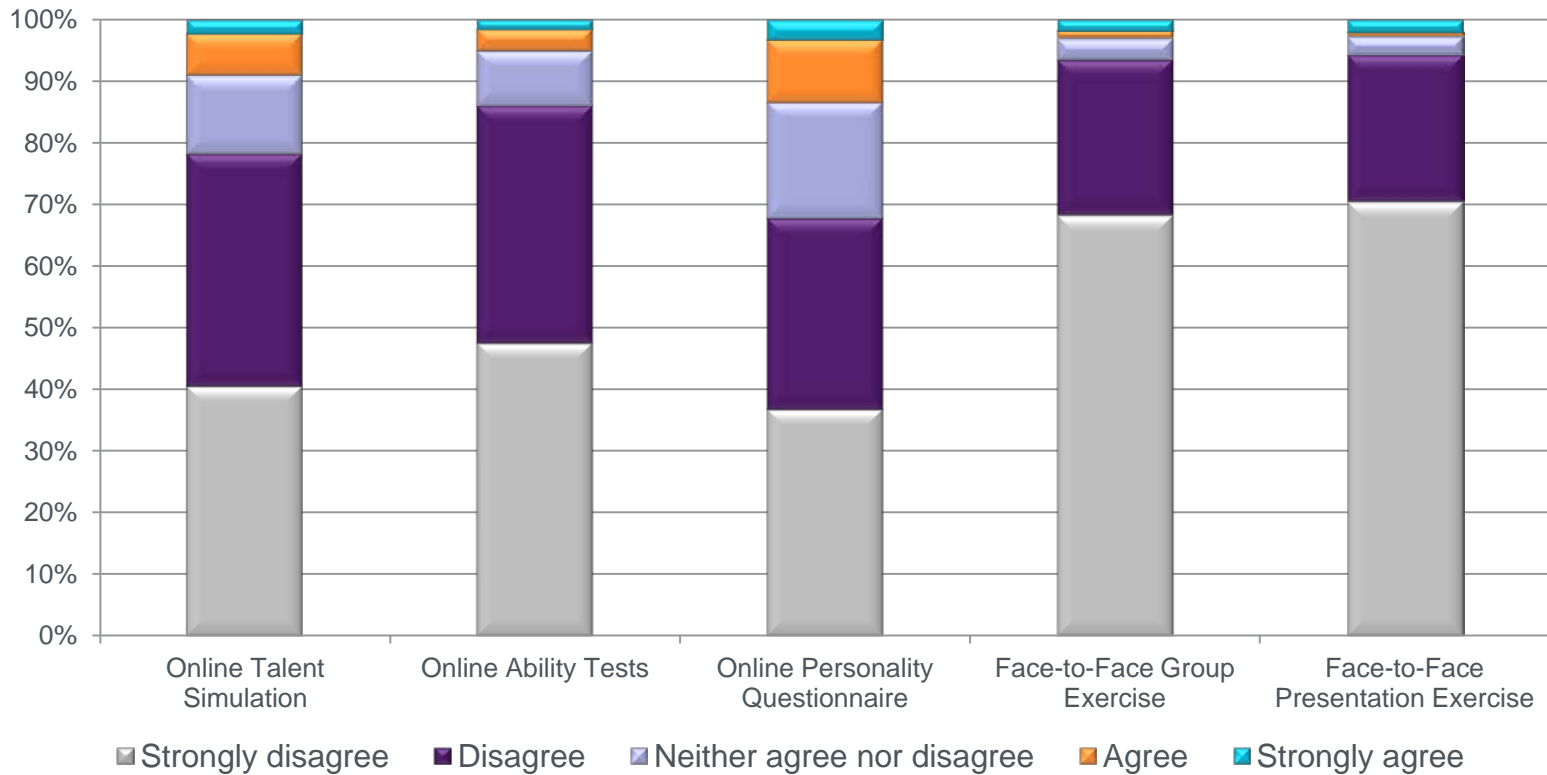
# I tried my best on the test

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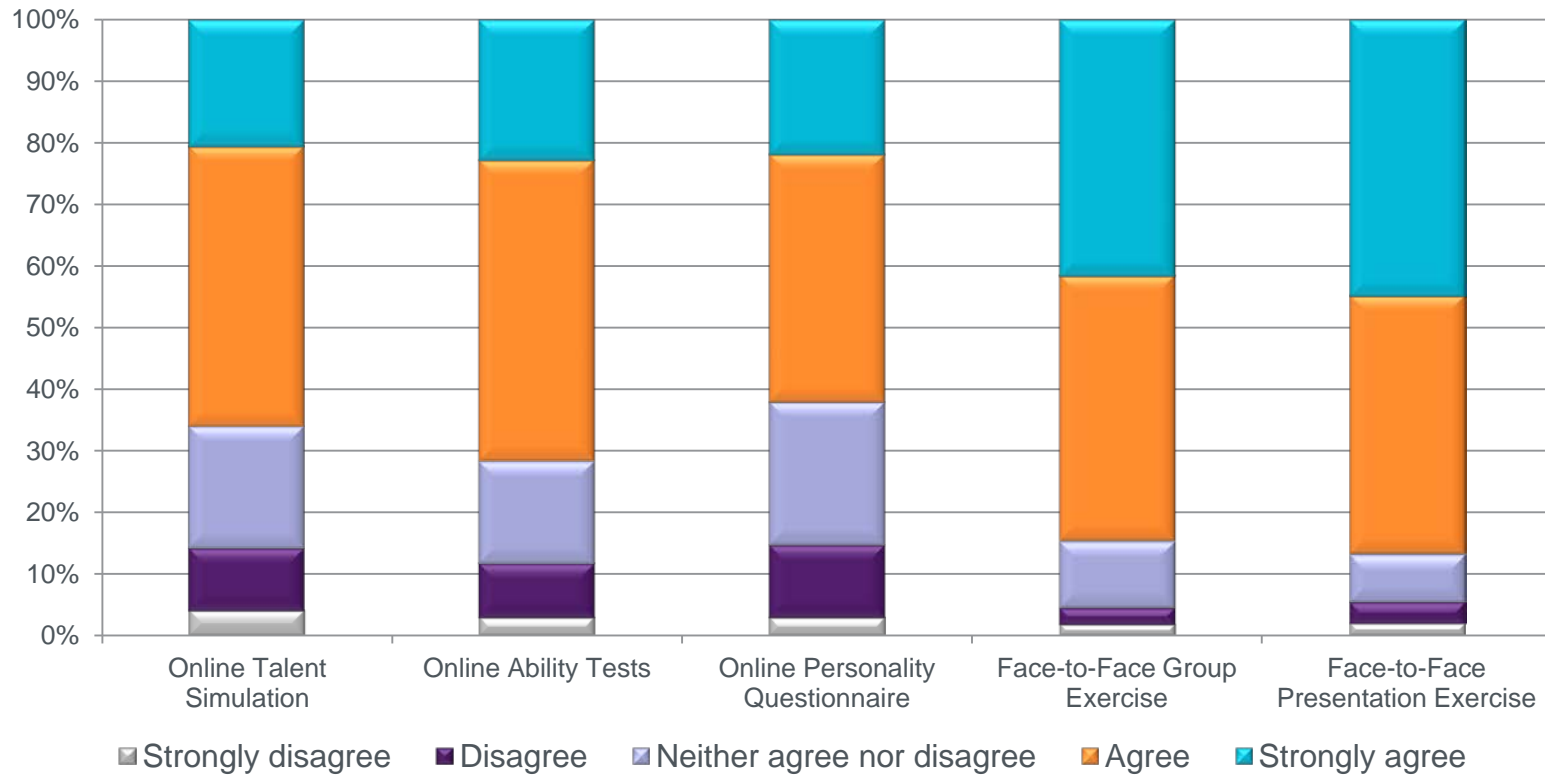
# I was bored while taking the test

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# The test is probably a good way of selecting people for jobs

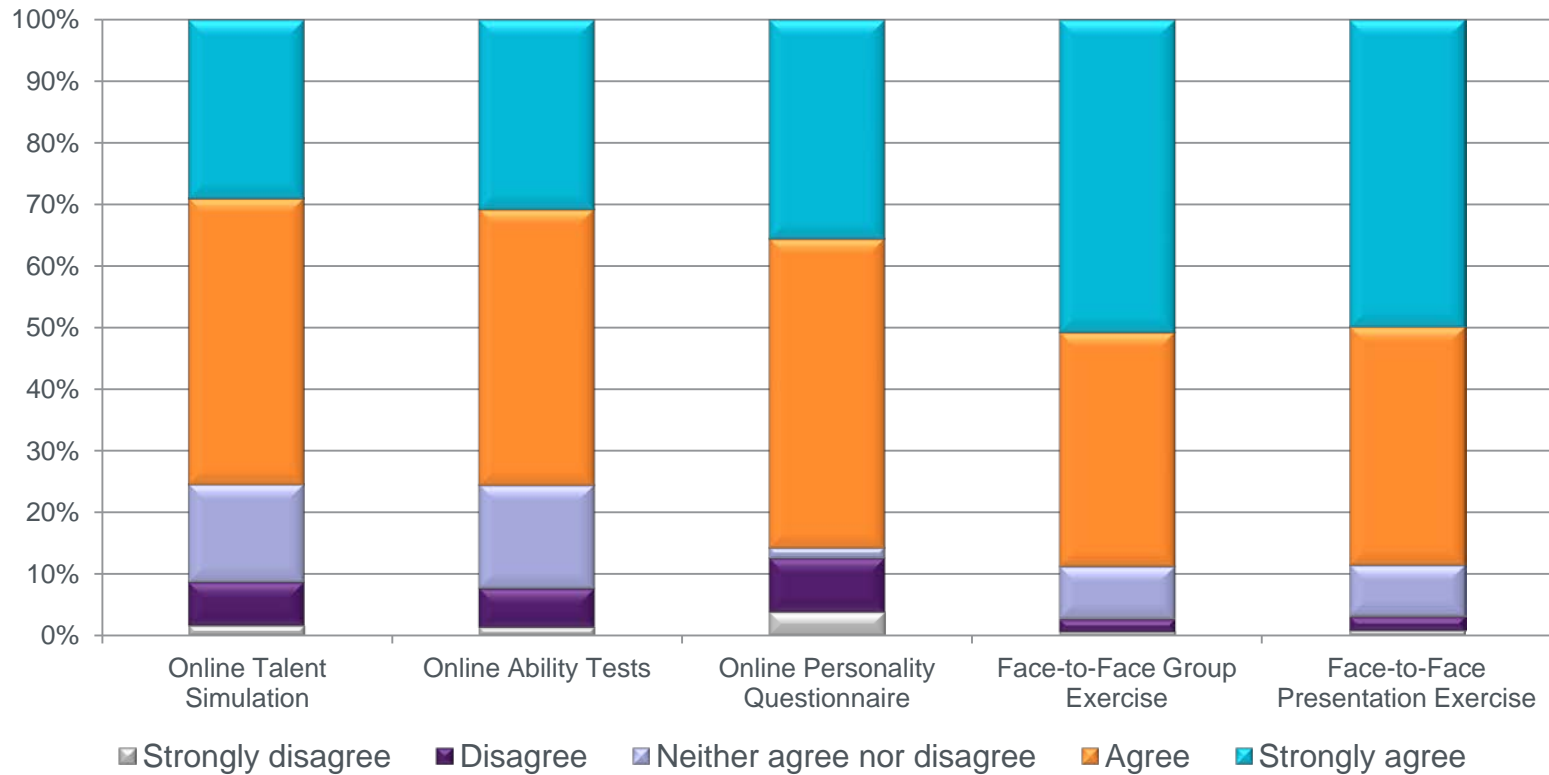
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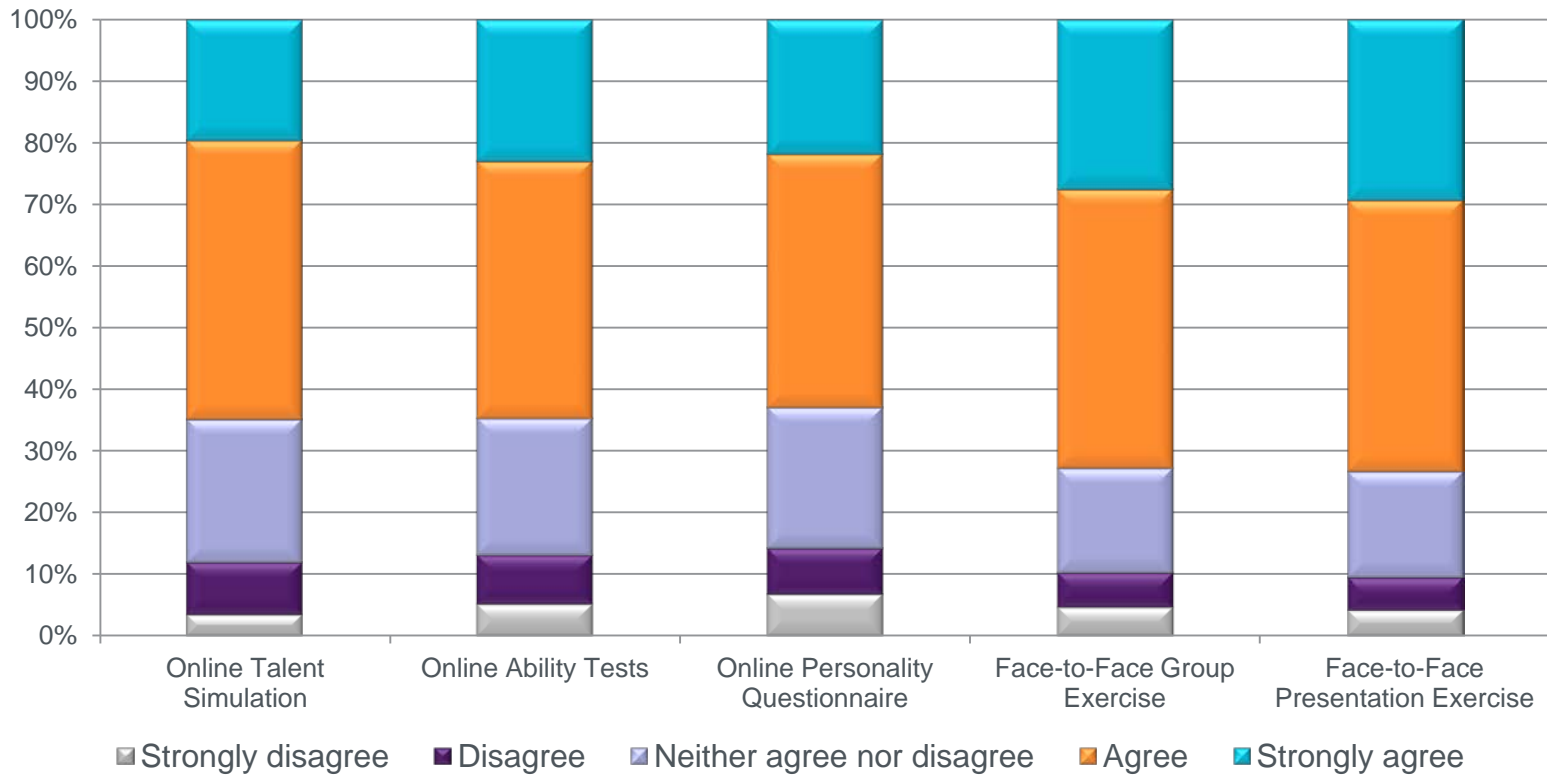
# Companies use tests like this to make sure they have the best employees

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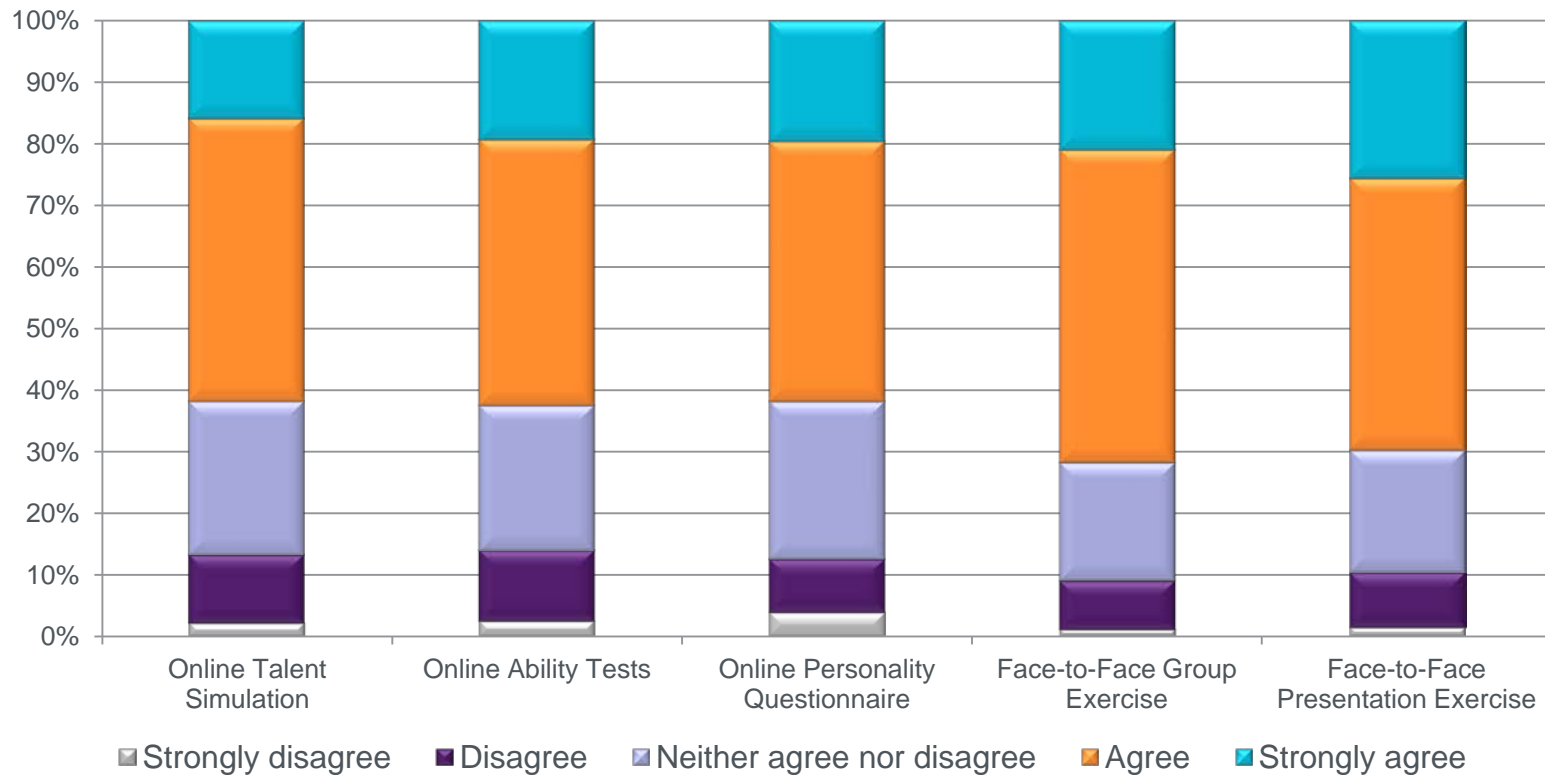
# I believe that the exercise is a completely objective view of my suitability for the job

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# Overall, I enjoyed taking this assessment

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# Candidates comments (presentation & group exercise)

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## Positive

- Good/beneficial exercise
- Correlated with online assessments
- Learnt skills e.g. discussion skills
- Enjoyable
- Challenging in a good way
- Helped with self-insight and self-discovery
- Excellent exercises

## Negative

- Need more time
- Candidates should be limited with the amount of time they speak in the group exercise
- Not a true reflection of ones abilities
- Should be able to prepare the time before
- Should be able to prepare on powerpoint – like in the ‘real world’

# Practical considerations

# Logistics

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- Travel for assessors
- Budget – hidden costs
- External and internal consultants allow the process to run more efficiently
- Training of internal consultants and application of their knowledge – this needs to be comprehensive
- Candidate transport and availability
- Venues (location and size)

# Lessons learnt

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- Ensure the timing of the graduate programme fits in with the university annual calendar and is started early in the year
- Candidates should not be requested to complete assessments during exam times
- Enthusiasm and ownership of senior line management
- Cultural differences
- Big brother attitude
- Language differences
- Reading of instructions – understanding/ability to read/ how instructions are written
- What to do if instructions were not followed?
- Unwillingness/inability of candidates to experiment
- Need to plan and test the assessment centre programme
- Feedback from line

# Next steps

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- Track successful candidates over time
  - Performance
  - Job satisfaction
  - Person-job fit
  - Reasons for leaving Absa
  - Reasons for leaving the programme
- Build in learning's for future recruitment programmes