Implementing an Assessment Centre

MODULE 4

Purpose of Module 4

Delivering reliable and valid Assessment Centres are a combination of various factors. However, the consistent and effective application of the centre with competent process owners, are also significant factors that influence valid and reliable centres. The purpose of this module is to position aspects that need to be adhered to during and after a centre to enable reliable and valid centres.

Course Outcomes

- Being able to design effective observer training programmes
- Being able to ensure competent Assessment Centre staff
- Being able to identify appropriate criteria to select observers and other role players
- Being able to effectively administer an Assessment Centre to also enable operational reliability
- Being able to facilitate the data integration session
- Ensuring that effective reporting and feedback take place
- Knowing what processes to have in place to ensure effective future Assessment Centres – e.g. data capturing; data storage; cost reconciliation; stakeholder feedback and Assessment Centre maintenance
- Being knowledgeable about the ethics of implementing an Assessment Centre

Target Groups

- IO Psychologists
- Psychometrists
- People working in Human Resources or Training and Development
- Anyone with a solid background in Human Behaviour

Continuous Professional Development – Up to 14 CEUs can be earned by attending
Duration – Two days

Evaluating and Validating an Assessment Centre (Validating ACs 101)

MODULE 5

Purpose of Module 5

An Assessment Centre, irrespective of its purpose, must deliver reliable and valid results in a cost effective manner. The purpose of this module is to position aspects to consider when evaluating the effectiveness of the centre, as well as approaches to determining the reliability and validity of a centre.

Course Outcomes

- Knowing how to conduct a systematic evaluation of the AC content and process involving all key stakeholders.
- Knowing how to determine the operational reliability and the internal reliability of the overall AC process, as well as the different assessments within the AC.
- Knowing which types of validity analyses as is required by the purpose of the AC, to conduct, as example construct validity, predictive validity, training validity, etc.
- Being knowledgeable about the ethics of evaluating and validating an Assessment Centre.

Target Groups

Participants attending Evaluating and Validating Assessment Centres should already have attended Observer 101, Designing Centres 101, as well as Implementing ACs 101. In addition, participants are:

- IO Psychologists
- HR Professionals
- Psychometrists
- Anyone with a solid background in Human Behaviour

Continuous Professional Development – Up to 14 CEUs can be earned by attending
Duration – Two days

AC ACADEMY

MODULES

AC ACADEMY

Want to Know More?

Please contact Judith Williamson on +27 83 304 6068 or info@acsg.co.za for more information

www.acsg.co.za

The AC Academy's aim is to establish competence with AC practitioners in designing, delivering, and researching Assessment Centres (ACs) designed according to best practice and ethical guidelines to the benefit of all stakeholders.

Mission of the AC Academy
Establishing and transferring competence to AC practitioners to design, implement, and research ACs according to best practice and ethical guidelines that support Talent Management objectives in organisations. This is done through presenting various training interventions.

Vision of the AC Academy
To have world-class AC competence of South African, African and international AC practitioners to ensure the ethical, scientific and needs-driven delivery of ACs in organisations.

Introduction to Behaviour Observation During an Assessment Centre (Observer 101)
MODULE 1

Purpose of Module 1
Part of the reliability and validity of an Assessment Centre depends on using competent observers – people who have proven their competence in Observing behaviour, Noting behaviour, Classifying behaviour and Evaluating behaviour (ONCE). However, these are skills that need to be learned and continuously practiced to ensure competence.

The purpose of Observer 101 is to introduce the potential observer to ONCE and to lay the foundation for eventually becoming a competent observer.

Course Outcomes
We follow a behavioural approach to assessing behaviour displayed during simulations by centre participants. Observer 101 will therefore focus on training potential observers on ONCE. At the end of the course, the delegates will have an understanding how to:

- Accurately identify behaviour
- Correctly Observing behaviour during an interactive simulation
- Accurately Noting behaviour during an interactive simulation
- Objectively Classifying behaviour according to focal constructs; and
- Fairly Evaluating behaviour according to norms.
- Being knowledgeable about ethics when Observing, Noting, Classifying and Evaluating behaviour

Target Groups
- IO Psychologists
- Psychometrists
- People working in Human Resources or Training and Development
- Anyone with a solid background in Human Behaviour

Continuous Professional Development – Up to 14 CEUs can be earned by attending
Duration – Two days

The Design and Development of an Assessment Centre
MODULE 2

Purpose of Module 2
The purpose of Designing Assessment Centres 101 is to lay the foundation for delegates to design an AC that will meet the important research components required for AC validity and practitioners will have a solid platform to support practical initiatives with their clients.

Although a short training programme is not enough to ensure competence, the aim of this training programme is to transfer sufficient skill so that, with practice, the delegates are on the road to competence.

Course Outcomes
- Being able to build a business case for an AC
- Being able to identify competencies and simulations for use during the AC
- Being able to compile an AC Blue Print that can be followed for AC design
- Knowing how to involve the appropriate stakeholders during the design of the AC
- Having a basic understanding of designing simulations and simulation documentation
- Being able to design the simulation sequence during the AC
- Knowing how to compile an AC Administration Manual and AC Technical Manual
- Being able to deliver a fully functional AC ready for implementation
- Being able to design and develop an AC with ethics in mind
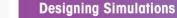
Target Groups
Participants attending Designing Centres 101 should at least have attended an Assessment Centre and have a basic understanding of what an Assessment Centre entails.

- IO Psychologists
- Psychometrists
- People working in Human Resources or Training and Development
- Anyone with a solid background in Human Behaviour

Continuous Professional Development – Up to 14 CEUs can be earned by attending
Duration – Two days

Designing Simulations
MODULE 3

Purpose of Module 3
The purpose of Designing Assessment Centres 101 is to lay the foundation for delegates to design an AC that will meet the important research components required for AC validity and practitioners will have a solid platform to support practical initiatives with their clients.

Although a short training programme is not enough to ensure competence, the aim of this training programme is to transfer sufficient skill so that, with practice, the delegates are on the road to competence.

Course Outcomes
- Being able to understand the legal framework that simulations need to adhere to
- Being able to determine the focal constructs of the simulation
- Being able to determine the most appropriate simulation type to design
- Being able to design the simulation content
- Being able to design the simulation documents
- Being able to compile the administration and technical simulation manuals
- Being able to design the simulation user(s) training
- Being able to design simulations with ethics in mind

Target Groups
- IO Psychologists
- Psychometrists
- People working in Human Resources or Training and Development
- Anyone with a solid background in Human Behaviour

Continuous Professional Development – Up to 21 CEUs can be earned by attending
Duration – Three days