VALUES BASED RECRUITMENT TOOLKIT

VBRT

MODULE 6

USING A VALUES BASED APPROACH IN ASSESSMENT CENTRES

VBRT

USING A VALUES BASED APPROACH IN ASSESSMENT CENTRES

CONTENTS

INTRODUCTION

The use of multiple methods in the assessment and selection process has become increasingly popular, including in the disability services sector. By using multiple assessors and combining different sources of information, recruiters can capture a full picture of applicants and increase the objectivity and accuracy of the selection process as a predictor of future job performance. In comparison, a traditional one-on-one interview used by itself relies heavily on one person's evaluation of an applicant's performance, which in turn, can be heavily influenced by one individual's biases (including conscious and unconscious biases).

One way in which organisations are able to incorporate multiple methods of assessing applicants is by conducting an assessment (or selection) centre. An assessment centre is not a specific place but rather a situation in which applicants undergo a series of assessment exercises at the same time and location.

The location, duration and exercises used in assessment centres may vary depending on the way in which the organisation chooses to conduct them.

The "International Task Force for Assessment Centres Guidelines" is a handy resource for disability services sector employers looking to use assessment centres.[1] It presents key features that must be present for a process to be called an 'assessment centre'. These features include:

- **An assortment of activities**

    A combination of assessment techniques is used for assessing applicant suitability; these are based on an analysis of the role. Activities include things such as: work sample exercises; group or individual simulation activities; psychological assessments, such as personality and ability questionnaires; and structured interviews, such as behavioural or scenario-based interviews. As no single method of assessment is a perfect predictor of future success on the job, appropriately combining multiple assessments increases the predictive validity of the recruitment process. The use of multiple activities also allows an applicant several opportunities to demonstrate their values, skills and competencies.

- **Multiple assessors**

    Applicants are evaluated by multiple people in varying positions relevant to the role. This may include human resources staff, managers and supervisors, workers in similar roles and service users and their associated families or carers. Using more than one assessor to assess each applicant makes the process more objective and can reduce individual biases. Typically, an applicant is assessed by a different assessor for each exercise, and the team of assessors agrees the final assessment centre outcomes. Assessors should be trained in conducting evaluations before conducting the assessment centre.

- **Objectivity and standardisation**

  Activities must be administered in a systematic way, with applicants being given the same tasks to complete in the same time, so that they have equal opportunity to demonstrate their abilities. The evaluation of applicants is based on behavioural classifications of their performance. Assessors use standardised recording forms to rate whether applicants meet criteria required for the role. Evaluators use these forms as the basis for reporting their assessment of each applicant's suitability. Within the context of values based recruitment (VBR) in the disability services sector, these criteria and behavioural classifications should align with values that the employer is seeking.

- **Data integration**

  Information derived from the multiple assessments is combined to create a full profile of applicants across the relevant criteria. Applicants are then compared on the basis of these profiles with consideration for the strengths and developmental requirements of each.

The combination of the above elements in an assessment centre approach to recruitment and selection has been supported by research as one of the best ways of predicting applicant suitability.[2] It is also an efficient way of comparing and ranking multiple applicants. Within the context of the disability services sector, an assessment centre approach is an effective way to predict future job performance by assessing a broad range of criteria, including values, across an array of situations. It can demonstrate an applicant's natural behaviours and attitudes, which in other singular recruitment exercises can remain in check or hidden. The input from a number of trained and experienced evaluators increases the transparency of the assessment process and promotes the satisfaction of people who are likely to be impacted by the employment decision.

The VBR Toolkit was developed specifically with the assessment centre approach in mind. Based on the values that demonstrate a commitment to person-centred practice (see Module One, "VBR Toolkit Introduction and Overview") this module of the Toolkit provides guidelines on the considerations that should be made before conducting your assessment centre, as well as a format for carrying out the assessment centre.

PRE-ASSESSMENT CENTRE PLANNING

The assessment centre might be the first exposures applicants will have to your organisation. It is a strong reflection of the integrity of the service, and the type of work environment people can expect to be working in. Good organisation is therefore key to ensuring that the assessment centre is one in which applicants feel that they are provided a fair opportunity to demonstrate their potential for the role. The following considerations will help prepare an assessment centre process.

Assessment centre exercises

Assessment centres normally last half a day to a full day depending on the number of exercises that applicants are asked to complete. Usually, an assessment centre will consist of an introductory orientation briefing for applicants, completion of selection exercises, and scheduled breaks for the applicants to take refreshments and rest between exercises. Activities to be included as a part of the assessment centre should be established in the initial stages of planning. The exercises that are used will drive other planning processes such as venue selection and assessor training. Depending on the volume of applicants and the number of vacancies to be filled, the employer may need to organise more than one assessment centre.

In other modules of this Toolkit, information and practical guidelines on VBR techniques are detailed. These include interview techniques (behavioural and scenario-based), psychological assessments, simulation activities, and reference checks. The techniques and exercises have been based on the five values that demonstrate a commitment to person-centred practice, which may be applicable to many organisations and individuals employing support staff in the sector. Assessment centres need to be designed using a mix of exercises.

A variety of exercises will provide applicants with a number of opportunities to demonstrate their suitability for the role. For example, if all selections were group exercises, individuals whose strength was best highlighted in individual responses would not be given an opportunity to deliver their best. Group dynamics often disadvantage those who often allow a more vocal or louder communicator to take over. If only group exercises were used, it could mean applicants have not been given the opportunity to be heard across a variety of situations.

Venue

The assessment centre can be carried out in the workplace or conducted at an external location. Importantly, organisations need to ensure that the assessment centre venue is accessible for applicants and assessors. There should be sufficient space to accommodate everyone comfortably, and the layout of the premises should allow privacy while applicants complete the exercises. The following spaces are useful:

- A room large enough for assessors to meet, receive briefings from the lead assessor and store exercise materials and personal belongings

- Several smaller to medium sized private rooms for carrying out individual assessments requiring privacy such as interviews or individual simulation activities

- A larger applicant meeting room if a group simulation exercise is used, with adequate space to also fit assessors around the sides of the room

- A room for applicants to congregate in if they are not involved in any assessment activities at a given point in time

- Access to a data projector or other required audio visual and technology equipment

- Toilets and other amenities such as drinking water and tea/coffee facilities

The people involved

The **evaluation panel** should represent all relevant facets of the organisation and the people it supports. To ensure accurate assessment of applicant performance, there would ideally be equal (or more) evaluators to the number of applicants being assessed. This ensures that evaluators do not have to divide their attention between multiple applicants at any one point in time. However, in some exercises such as group simulation activities an experienced assessor may be able to effectively assess two applicants simultaneously.

People with different backgrounds provide different contributions to the assessment process.

- Human resources and/or recruitment staff are familiar with the importance of objective evaluation and are likely to base ratings on the job description.

- Managers and team leaders can provide input within the context of applicants' results and potential in achieving work outcomes, their fit within the team, and suitability to perform the work in line with contemporary practices. They will also have insight into potential matches with people who receive services.

- People working in the same role have knowledge of the requirements for the role and are able to assess the applicants' suitability to carry out the work in line with contemporary practices.

- People with disability are able to focus on the quality of service and the candidates' suitability based on the desires of people with lived experience.

A **facilitator** with a good understanding and experience of the assessment centre process should facilitate the session. The key purpose of the facilitator's role is to ensure that the assessors give their evidence and judgements on each applicant in a fair and objective manner. It is the facilitator's role to ensure that activities are conducted in a standardised manner and that evaluations are made using the standardised assessment criteria. He or she will usually be responsible for updating the scores on applicants and will guide discussion of applicant suitability at the end of the assessment process.

Assessor training

Research indicates that assessor training improves the reliability and accuracy of ratings.[3] It is recommended that the entire evaluation panel undergoes training on assessment centre involvement. The training needs to include both generic assessment centre skills and skills specific to the assessment centre with which the assessor will be involved. Training will typically include the following topics.

1. Assessment centre key principles

Assessors need to learn about the reasons why organisations use assessment centres, the role of assessment centres, and best practice approaches to ethics and confidentiality of information, as well as techniques to reduce bias.

2. Role requirements

The people involved in the assessment centre need to be familiar with the requirements of the job and its context within the broader organisation. Assessors should understand the values and qualities that are being assessed, how they relate to the role and the types of criteria or behavioural indicators for these qualities.

3. Assessment centre exercises

Assessors should be exposed to the exercises before the assessment centre to ensure that their focus is on applicant performance. Training may involve assessors completing exercises in the role of an applicant to embed learning about the ways in which applicants can indicate qualities that are being assessed.

4. The rating process

Training should include learning the skills of observation, recording, classification and evaluation of applicant performance. This is known as the '**ORCE**' technique, the key components of which are:

- **Observing** – A process critical to collecting evidence for the evaluation which is concerned with fact and not interpretation. This includes noticing applicants' verbal and non-verbal behaviour, including what they say and how they say it.

- **Recording** – Occurring at the same time as observing, this involves recording and noting behaviours that are observed. This needs to be a verbatim record such as by paraphrasing or summarising things that the applicant says. Non-verbal behaviours should also be included such as facial expressions and body language.

- **Classifying** – Classifying occurs when the exercise has finished. Assessors check observed behaviours against the behavioural criteria. They classify the applicant based on the information gathered. For example, an applicant verbally expressing their support of a colleague's idea in a task simulation could be evidence of the value 'collaboration'.

- **Evaluating** – Based on the behaviour observed, recorded and classified, assessors make an evaluation of what level of competence the evidence indicates. Most organisations evaluate behaviour numerically or through a verbally defined rating scale.

In addition to training in the rating process, assessors need to be aware of sources of error that may pose a risk to their evaluation objectivity. Common distortions include:

- **Halo effect** – The tendency for one positive quality exhibited by an applicant to override the assessor's judgement of an applicant's other abilities

- **Horns effect** – The tendency for one piece of negative evidence relating to an applicant to cloud the assessor's judgement of positive evidence

- **Central tendency** – The natural tendency in rating behaviour of using the midpoint in the scale rather than the highest and lowest ratings

- **Leniency** – The tendency for assessors to be generous when rating applicants' behaviour

- **Harshness** – The tendency for assessors to give low scores when rating applicants' behaviour

- **First impressions** – The influence of initial impressions of an applicant to the extent that assessors disregard subsequent contrary evidence

- **Recency** – The influence of final observations assessors made to the extent that they disregard earlier contrary evidence

- **Contrast effect** – The tendency for an assessor to evaluate a person relative to other individuals rather than the values and criteria

- **Stereotyping** – The situation where assessors allow personal biases and prejudices to distort evaluation of applicants' performance.

ASSESSMENT CENTRE CONTENT

As guided by the facilitator, the assessment centre should follow a series of planned processes. A sample schedule of a half day assessment centre can be seen in Table 1.

The following example shows how the applicants are broken into two groups and are rotated between activities. Sometimes the two groups are undertaking the same activity, and at other times they are completing different activities.

Table 1: Sample assessment centre schedule

Time	Group 1 Exercise	Group 1 Location	Group 2 Exercise	Group 2 Location
8:30 – 9:00	Welcome and introductions	Group Room	Welcome and introductions	Group Room
9:00 – 9:30	Icebreaker/warm up activity	Group Room	Icebreaker/warm up activity	Group Room
9:30 – 10:30	Group simulation exercise	Group Room	Group simulation exercise	Group Room
10:30 – 10:45	**Break**			
10:45 – 11:30	Structured interview	Small Room A	Individual simulation	Small Room B
11:30 – 12:15	Individual simulation	Small Room B	Structured interview	Small Room A
12:15 – 12:30	Thanking of applicants	Group Room	Thanking of applicants	Group Room
12:30 – 1:30	**Lunch/Wash up**			

The structure of the assessment centre will change depending on the number of exercises used, the time required to conduct exercises, and the number of applicants and facilitators. There are, however, some consistent features to the assessment centre, which will now be described in greater detail.

Welcome and introduction

Once all applicants have arrived, they should be welcomed in the form of a communal briefing. This can include an introduction to the company and information about the industry. Presentations, tours of the facilities, or videos can be used to promote the organisation's values, the workplace culture, and the role.

All members of the evaluation and assessment panel should be introduced and their role outlined in relation to the position. This includes service users and/or their family members, carers, or associates involved in the assessment centre.

General housekeeping such as toilet location, emergency evacuation processes, mobile phone use, and access to tea and coffee should be covered. Any relevant organisational or privacy forms can be completed at this time, and photographs of applicants taken for later reference, with informed consent.

The purpose of the assessment centre should be discussed. Applicants need to be reassured that the activities are to build a better understanding of their suitability for the role. They should be made aware that the evaluation panel will be using score sheets to assess their performance and given a brief description of the day's schedule, and the way in which applicants will be separated into groups to complete the various activities.

A 'day in the life' video can be used to expose applicants to a day as a support worker, or the life of the people they support. Organisations can also use this session to introduce applicants to the experiences of the people they support in various different ways. Useful websites and resources are included in Appendix 1: Additional resources.

Suggested discussion points

After watching the video(s) ask participants for their thoughts; anything that was of particular interest to them. Discuss how we perceive disability in our community, and gently introduce ways that this has/is changing.

• The medical versus the social model of disability service provision.

   The empowering social model can be illustrated with the example, a person who uses a wheelchair is not disabled by the fact that they can't walk, but by the steps that prevent them from getting into a building.

• Who is responsible for an inclusive and accessible society? What makes a community inclusive and accessible?

   Look for responses that demonstrate the view that we are all responsible for an inclusive, accessible society. It is not the sole responsibility of the person with the disability to forge ahead and advocate for change; we all are responsible.

• No one is fully independent; we all have support networks.

   People with disabilities, however, might need extra support or different kinds of support. Working in the sector is about putting the people we support front and centre of their decision making, empowering them to lead the life they want to live.

• Not all people with disability feel the same about disability.

People with disability are individuals, with different thoughts, opinions and ideas. Trying to come up with one, golden rule for how to interact with all people with disability just isn't going to work. Besides, doing this would be lumping everyone in one category, which we shouldn't being doing to anyone. The best advice is to practice the basic principles of treating everyone with respect, dignity and kindness, you can't go wrong.

Warm-up activities

Applicants are likely to feel quite apprehensive about being evaluated. Warm-up activities are great to introduce people to the assessment centre. Completing interactive and fun exercises will also enable applicants to relax into the process.

In addition to helping applicants and evaluators get to know each other, warm-ups can be used to learn about the role, the organisation, or the people it supports. It is recommended that warm-ups involve people who access supports if they wish to participate. This type of practical exercise including people accessing supports is used by a number of disability service providers in Australia.

Irrespective of the activities used, it is important that organisations decide whether these activities are simply being used as a warm-up to help applicants feel more comfortable with the process, or whether applicants are going to be assessed. In the case where applicants are being assessed, it is critical that evaluations relate back to the criteria identified as important, that is, the values and their associated behaviours.

Activities you can use during this stage of the assessment centre are listed below.

1. Activity – Adapting and dealing with change

During this activity, applicants do everyday tasks, but in different ways. This activity often works well in pairs or small groups. This can help demonstrate the brain's reaction to change. This activity could be particularly useful and thought-provoking for applicants entering the field of degenerative disabilities or acquired disabilities.

Examples of tasks are:

- Cutting paper shapes with scissors
- Typing on a keyboard
- Cracking an egg into a bowl
- Making a cup of tea or a sandwich
- Opening and eating a chocolate
- Putting a wristwatch on
- Applying make-up or tying a neck-tie
- Using playing cards to count, sort, or build things

Examples of different ways:

- Left-handed if normally done right-handed, or vice-versa
- Blindfolded or with eyes shut
- With a partner, when normally the task is done by one person
- By someone other than oneself, to oneself
- Upside-down

Suggested question to ask activity participants:

- Did anybody ask for help? If not, why not?
- How did you feel during the tasks?

Lead assessor's instructions

Any assessment must relate back to the criteria, which may include skills as well as values.

Observe and review how people reacted to different methods. We do not all react to change in the same way. **Empathy** for other people's feelings is important in managing change that affects other people. Motivational and attitudinal models help explain why people react differently to change. One person might feel threatened by a certain change that another person can take in their stride. **Personality** has a big effect too; for example, steady dependable people can find change more challenging than spontaneous intuitive people.

Change of any sort can be difficult when it requires the brain to:

- Overcome, for example, fear of failure, self-doubt or uncertainty
- Learn something new, or to accept a new perspective

Change can be especially frustrating if it involves re-learning something you used to be able to do. The brain can imagine and remember being competent, which can lead to a sense of loss or failure relative to past experience.

2. Activity – Small group work, writing instructions

This activity asks applicants to work in a small group to write simple instructions on how to complete a task that most people can carry out without really thinking about. Tying a shoelace is a good topic to use, however any other skill may be substituted. When the instructions are complete, the group should test out them out by following them. This can be done between groups.

After this, the process can be reviewed with the applicants.

The purpose of the activity is to start people thinking about:

- What we know unconsciously ourselves is not always simple to explain to others
- Just because something is easy for you, doesn't mean it's easy for everyone (Conscious competence in a skill can produce complacency when coaching others in that skill)

- Empathy

- How to write clear instructions

Lead assessor's instructions

Review the finished product of each small group, and share at least some of the resulting instructions with the whole group.

Any assessment must relate back to the job criteria in order to be legally defensible (criteria may include skills as well as the values). This can apply to any activity being assessed, such as how applicants interact with others during breaks as well as the activities.

Review – did the group:

- Use a structured process, such as numbered steps?

- Use clear language, so the instructions are easy to read?

- Use diagrams to illustrate the instructions?

- Make a video?

The activity offers a very strong association with the concept and principles of empathy and the metaphor of 'putting yourself in another person's shoes' when communicating to others.

3. Activity – My personal profile

In this activity, the applicants are asked to make a personal profile about themselves.

By completing a personal profile about themselves, this activity can help applicants understand what 'person-centred practice' is about. A personal profile is a simple summary of what is important to an individual, and how they want to be supported.

Lead assessor's instructions

This activity can give insight into each applicant's writing skills.

The information provided in the personal profile can be useful when matching successful applicants with participants as it will give information about interests and skills.

5. Simulation exercises

A characteristic feature of assessment centres is the inclusion of simulation exercises. These are tasks that simulate real working environments. In simulation exercises, applicants are provided opportunities to demonstrate values and their associated behaviours relevant to the role. Evaluators and assessors can then make more grounded judgements about applicants' suitability. Simulation exercises can be used to evaluate applicants individually or in groups. The types of tasks or situations being simulated must be relevant to the requirements of the role, including demonstration of values.

Individual simulation exercises require applicants to complete simulated tasks independently. This format provides the opportunity to evaluate aspects of an applicant's without the influence of others. Often, support workers will be required to carry out work, make decisions, and develop solutions autonomously. These exercises provide the opportunity to evaluate such qualities where other personnel may not be available for consultation.

Suggested individual exercises

Presentations	Applicants prepare and deliver a short presentation on a particular subject.
Role play	Applicants respond to a fictional situation such as with a role played client, manager or colleague.
In-tray	A group of fictional documents (emails, memos and reports) is presented. The applicant must decide on a course of action for each.

Group simulation exercises require applicants to complete simulated tasks collaboratively. Each member of the group is allocated a role and is briefed beforehand on the background of the situation. These activities can be more time efficient, allowing multiple applicants to be assessed at once. There is, however, the risk that some people don't get too involved due to being introverted or having more dominant members in the group.

For more information on conducting simulation exercises, please see the "Module 5: Using a values based approach in simulation exercises" of this Toolkit. This module includes disability industry-specific individual and group simulation exercises.

TOOLKIT RESOURCE

Closing and thank you

Before the applicants leave, finish the session with the whole group. Thank applicants for their participation, and give details of any follow-up processes, such as paperwork, additional assessment processes, and reference checks. To maintain the validity of the assessment centre, collect all assessment materials, and encourage applicants to use discretion when discussing the activities undertaken at the assessment centre with others. Give the applicants a time frame in which they can expect to be notified of their outcome.

THE WASH UP

Once the applicants at an assessment centre have completed and left the centre, and the assessors have finished scoring, the assessors should hold a decision-making session where they integrate all of the results for applicants. This integration session is often known as the 'wash up'.

The role of the wash up session is to make selection decisions. The session should involve a fair and objective review of all of the evidence that has been collected about applicants during the event. Considerations should be based on each applicant's overall performance at the centre against the criteria assessed.

To maximise the validity of judgements made during the wash up, it is best conducted immediately following applicant departure. It should be held at the assessment centre location, and involve all of the assessors along with any informal observers who have contributed to the assessment centre. Sufficient time needs to be scheduled for the wash up to enable a thorough review of all of the data from the assessment centre.

Wash up preparation

Before conducting the wash up, applicants' scores should be entered on an applicant score sheet. This plots performance from each exercise against the qualities being assessed. Please see the score sheet template in Appendix 2: Templates.

TOOLKIT RESOURCE

Note that not all values have to be assessed in each exercise. Typically between two and four values would be assessed in each. If this is the case, cells may be left blank, and the final score should be calculated based on other scores. Assessors should not discuss individual applicant results before this session, to ensure that their judgement remains independent.

Applicant scores are collated for each exercises and a final mark for each value is produced. This process indicates areas of strength and requiring further development for each applicant, as performance across all of the values is displayed. The lead assessor or facilitator can then rank applicants in order of the marks achieved.

Wash up facilitation

The wash up is led by the facilitator, who takes an impartial stance on applicant selection. Assessors are guided through consideration of the overall performance of applicants based on the sum of the scores allocated to applicants in the assessment exercises. If time is limited, the organisation can decide that assessors will not discuss applicants who have clearly met the standard to pass on all competencies or who have clearly not met the standard, and that only the results from 'borderline' applicants will be discussed and reviewed.

Using the integrated data of each applicant's strengths and areas for development across each of the values, the evaluation panel discusses applicants and whether they are suitable for selection for the role. Photographs of applicants that were taken in the introduction session can be used to prompt memory of applicants. Panel members should be encouraged to base judgements on the evaluation criteria by referencing the score sheets that were used.

A final selection decision using the behavioural data collected is usually made at the wash up, although this decision can be deferred until other selection processes (such as reference checks, or other role-specific checks) have been carried out. Applicants should be ranked in order of hiring preference.

The facilitator's role

The wash up session poses a risk of evaluators basing judgements on personal biases or factors that are not specifically linked to the role. The facilitator plays a key role at this time in ensuring that judgements are based strongly on the evaluation criteria and qualities linked to the role. Questions may be asked to link evaluators back to the evaluation criteria such as "what value does that behaviour link to?" or "why do you think that is important for the role?"

There may be circumstance where evaluators disagree on an applicant's performance or suitability for hiring. As an impartial person, the facilitator should guide discussion to arrive at a decision. Other evaluation panel members may be incorporated into such disagreements to establish a decision.

FURTHER INFORMATION

The following considerations will help maintain the integrity of your assessment centre and its representation of your organisation.

General observations

Chances are that evaluators will interact with applicants outside of set evaluation activities, such as during the introduction session and closing. These interactions may lead to biased judgements of applicants' behaviours that might impact decisions during the wash up. Providing evaluators with a 'general observations' can help to ensure that these judgements are in line with the evaluation criteria, and can be referenced as notes during the wash up.

Applicant experience

Before the assessment centre, job applicants should be informed that, if successful, they will be invited to a selection or assessment centre. They should be given an indication of the time in which the assessment will take place and an estimate of its duration. Written invitations should be sent to applicants, and any additional material they need to bring (such as working visas, proof of identification and reference contacts) should be requested. This invitation should include instructions for transport and parking facilities.

Content variation

Assessment centres can be exciting for applicants who may wish to share their experience with others, such as other applicants. Using the same exercises for multiple assessment centres poses a risk to the fairness of the processes, where some applicants may have heard about the exercises and been able to prepare in advance. Having similar exercises of equal difficulty and relevance to the role is recommended, and variations can be rotated through.

Involving service users

As with any VBR process, service users should be included as much as possible in the evaluation and selection of applicants. In the context of running an assessment centre, service users may be used to design assessment activities, as guest speakers in the introduction session, as evaluators or as general observers. Involving service users will help promote values of inclusion, and ensure that the centres conduct is in line with contemporary person-centred practices.

Specific skills testing

You might want to include specific testing into your assessment centres such as digital literacy or language, literacy and numeracy testing.

END NOTES

1.   Joiner, D. A. (2000). "Guidelines and ethical considerations for assessment center operations: International task force on assessment center guidelines". Public Personnel Management, 29(3), 315.

2.   Hermelin, E., Lievens, F., & Robertson, I. (2007). "The Validity of Assessment Centres for the Prediction of Supervisory Performance Ratings: A meta-analysis. International Journal of Selection And Assessment", 15(4), 405-411.

3.   Lievens, F. (2001). "Assessor training strategies and their effects on accuracy, interrater reliability, and discriminant validity". Journal of Applied Psychology, 86(2), 255-264.

APPENDIX 1: ADDITIONAL RESOURCES

Suggested reading

- British Psychological Society. (2015). "The design and delivery of assessment centres: A Standard produced by the British Psychological Society's Division of Occupational Psychology". Retrieved from https://www.bps.org.uk/system/files/user-files/Division%20 of%20Occupational%20Psychology/public/inf234_assess_centres_final.pdf

  This standard is strongly focused on maximising the predictability of applicant performance, maintaining objective and standardised procedures, and abiding by ethical conduct.

- HR 4 Free. (2017). "How to design an assessment center – sample role play/exercises/ assessment form". [Website]. Retrieved from http://www.hr4free.com/en/HR-Department-Toolkit/Assessment-Development-Center-Sample-Exercises-and-Role-Play

  This site provides a number of practical resources for assessment centre designs including sample role plays, exercises and assessment forms

- Saville, O. (2011) "Candidate Guide to Assessment Centres". [pdf] Retrieved from www.assessmentday.co.uk/assessment-centre-guide.pdf

  A detailed description of the format of assessment centres and the types of activities that are typically included. Useful for building understanding of the applicant experience of assessment centres and for developing activities.

Suggested videos

During the following video clips, we hear from people with disability talking honestly and openly about their experiences within the community.

Before you show the clip(s), let the applicants know that after the video you will be asking questions and discussing some of the topics raised.

- ABC Iview (2016). "You can't ask that: wheelchair users". [Documentary video] Retrieved from http://iview.abc.net.au/programs/you-cant-ask-that/ LE1517H002S00#playing

  From an ABC television series this episode is described as: Misunderstood, marginalised Australians answering anonymous, online questions. Insightful, irreverent and moving, this episode sets the record straight of what it's really like to be a wheelchair user.

- www.disabilitytv.com

  This site showcases a range of videos where people disability share information about their lives.

- University of NSW. (2016). "Listening to people with disabilities". [Documentary video]. Retrieved from https://www.futurelearn.com/courses/thinking-through-disability

  This 20 minute video is available as part of a free online course, "Thinking through Disability", provided by Future Learning on behalf of UNSW. It looks at disability and its relationship to human rights, access, advocacy and care. You will need to register to access all the resources, but there are videos on the home page.

APPENDIX 2: TEMPLATES

ASSESSMENT CENTRE SCORE SHEET

	VALUES OF PERSON-CENTRED PRACTICE				
	Respectfulness	**Collaboration**	**Integrity**	**Resourcefulness**	**Accountability**

APPLICANT NAME

	Respectfulness	Collaboration	Integrity	Resourcefulness	Accountability
Group simulation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Structured interview	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Individual simulation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Final score	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Decision comments

APPLICANT NAME

	Respectfulness	Collaboration	Integrity	Resourcefulness	Accountability
Group simulation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Structured interview	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Individual simulation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Final score	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Decision comments

APPLICANT NAME

	Respectfulness	Collaboration	Integrity	Resourcefulness	Accountability
Group simulation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Structured interview	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Individual simulation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Final score	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Decision comments

APPLICANT NAME

	Respectfulness	Collaboration	Integrity	Resourcefulness	Accountability
Group simulation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Structured interview	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Individual simulation	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Final score	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Decision comments

RATING SCALE: 5 = Outstanding; 4 = Good; 3 = Acceptable; 2 = Marginal; 1 = Poor

MY PERSONAL PROFILE

My name

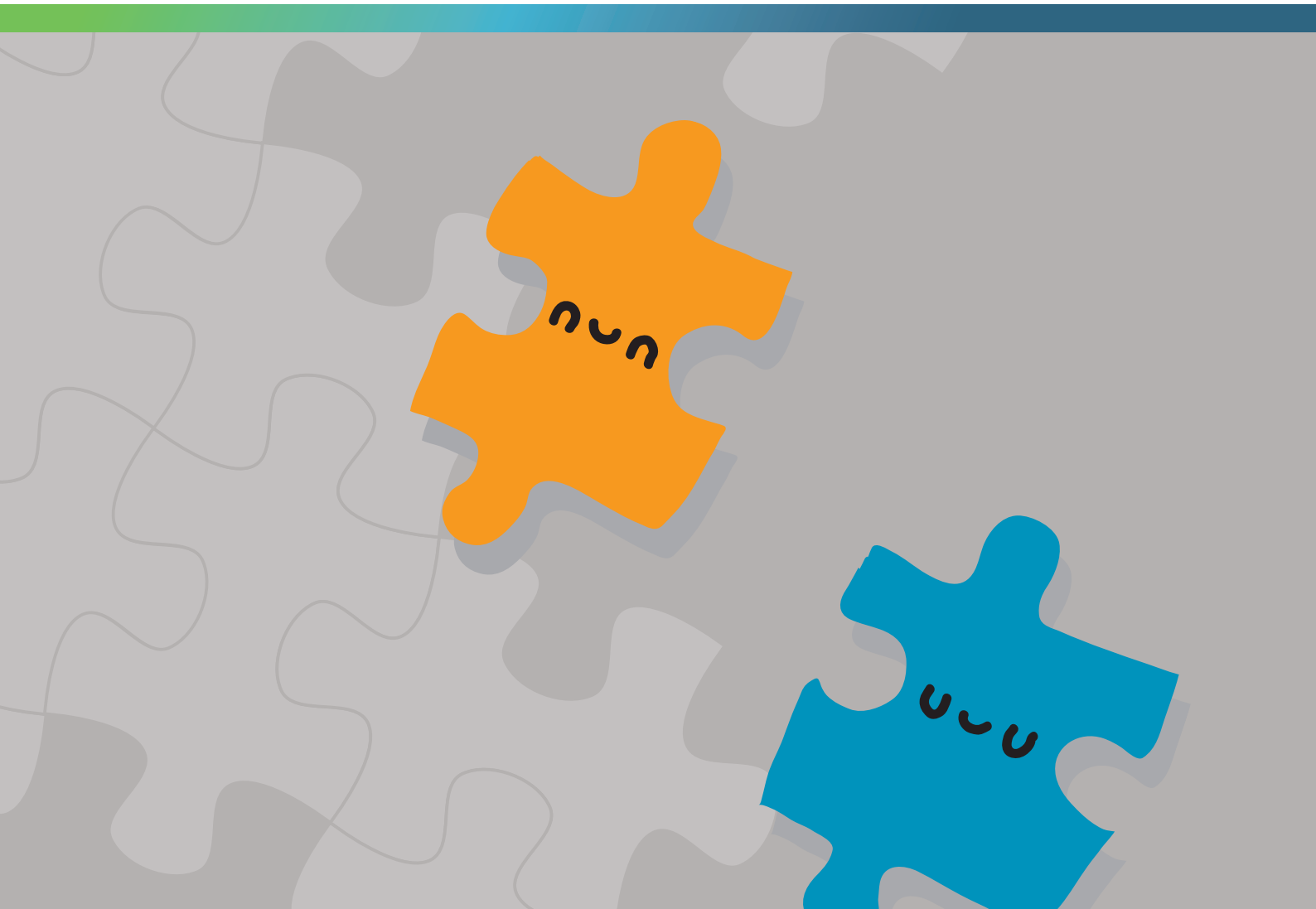**Who and what is important to me**

My interests and hobbies

My other skills and knowledge

What other people appreciate about me

Why I want to work with people with disability

How to best support me in my work

Things I enjoy about working

VALUES BASED RECRUITMENT TOOLKIT

VBRT

VBR TOOLKIT MODULES
DISABILITY SECTOR