

**PEOPLE ASSESSMENT IN INDUSTRY (PAI) SURVEY
ISSUES FACING ORGANISATIONS USING ASSESSMENT
IN THE WORKPLACE, 2007**

Study conducted by

**BUREAU OF MARKET RESEARCH
COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES**



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Study commissioned by

**People Assessment in Industry (PAI)
an interest group of
The Society of Industrial and Organisational Psychology of South Africa**

Compiled by

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**BUREAU OF MARKET RESEARCH
COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES
University of South Africa**

**Pretoria
2007**

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CHAPTER 1

BACKGROUND, AIMS AND RESEARCH METHODOLOGY

1.1 BACKGROUND AND AIM OF THE STUDY

People Assessment in Industry (PAI) commissioned the Bureau of Market Research (BMR) to conduct a research survey to explore the issues and needs of organisations that use assessment tools in the workplace in South Africa.

In order to contextualise the study against the abovementioned aim, it is important to note that PAI functions as an interest group of the Society for Industrial and Organisational Psychology of South Africa (SIOPSA) that was established to ensure that the use of psychological testing in South Africa remains a value-adding and ethical practice. PAI serves as an interface between various stakeholders interested in a psychological assessment in the South African industry, namely professionals, organisations, labour, legislative bodies and the general public.

Furthermore, existing labour legislation in South Africa requires that psychological assessment be conducted fairly and ethically within a cross-cultural environment. This raises various challenges for South African based organisations using assessment. Consequently the research explores those issues facing South African organisations that use assessment in the workplace as well as those needs that arise from these issues.

1.2 RESEARCH METHODOLOGY

1.2.1 Exploratory research

This phase involved investigative research to establish the research issues to be addressed during the descriptive research phase (survey). To meet this endeavour, eight PIA member companies and stakeholders were originally nominated by PAI to be interviewed to help with the design of the questions for the survey. A focus group interview was arranged with Pieter van der Merwe (Liberty Life), George Gericke (Telkom) and Wikus Ehlers (Sasol). The information obtained from this session was sufficient to design a web-based survey questionnaire to be used in the

descriptive research phase of the study. This phase is explained in more detail in the sections to follow.

1.2.2 **Descriptive research**

Based on inputs from the exploratory research phase, a descriptive research approach was followed in conducting the study on behalf of PAI. A discussion on the primary research methodology used in the study follows below.

1.2.2.1 *Defining the research population*

The population for the study included PAI members listed on their electronic database. These members range across industry.

1.2.2.2 *Data collection methods*

The PAI database contained email addresses for all members listed. Since these entities also have access to the World Wide Web (WWW), computer-aided Web interviewing was selected as the most appropriate data collection method. According to this method, respondents are invited via email to visit a survey website by clicking on a hyperlink designed for the study. This survey method is quick and cost-effective and allows for self-completion of the questionnaire.

The questions included in the study were supplied by PAI, after which a Web-based questionnaire was designed to facilitate the fieldwork process. The research topics addressed in the questionnaire include the following:

- professional membership of participating entities
- importance ratings of using assessments in the workplace
- opportunities resulting from people assessment in the broader context of the South African industry
- threats facing the use of people assessment in the South African workplace
- support needs of survey participants required from PAI
- issues/challenges of participants concerning the use of assessments

1.2.2.3 *Fieldwork management and administration*

The membership database of PAI was used to send the Web-based questionnaire to all members listed in the database. The first invitation to all members was sent out in November 2006. In accordance with normal practice of conducting Web-surveys, a final reminder was sent to those respondents who failed to return their questionnaires in time.

1.2.2.4 *Data capturing, cleaning and storing*

All collected data was received by the Web server designed for the study where it was promptly collated. The captured data was transformed into a Statistical Package for Social Sciences (SPSS) dataset. Once captured, the data was cleaned and stored for electronic analysis purposes. The analysis and interpretation of the survey findings are presented in chapter 2.

CHAPTER 2

ANALYSIS AND INTERPRETATION OF SURVEY RESULTS

2.1 INTRODUCTION

This chapter present an analysis and interpretation of the findings of the survey conducted among 112 participants.

2.2 OVERVIEW OF PARTICIPANTS

The names of the companies (sample units) and designations of the participants (sample elements) who were included in the study are outlined in annexure A.

An analysis of the companies included in the study by industry type show that most operate in the personal services industry (education - 10.7 %) and business service industry (business and management consultants - 9.8 %, financial services - 8.9 %, media/printing - 8.9 %, human resources - 2.7 % and professional psychologist – 3.6 %). Of the other participants, approximately 5 % operate across industry (specific industry unknown) while 4.5 % operate in the manufacturing and 2.7 % each in the construction and mining industries respectively.

A regional distribution of the companies included in the study shows that just more than half operate in the Gauteng province (54.5 %) while almost a fifth (20.5 %) mainly operate in the Western Cape Province. Only 5.4 % of the companies included in this study operate in the KwaZulu-Natal province.

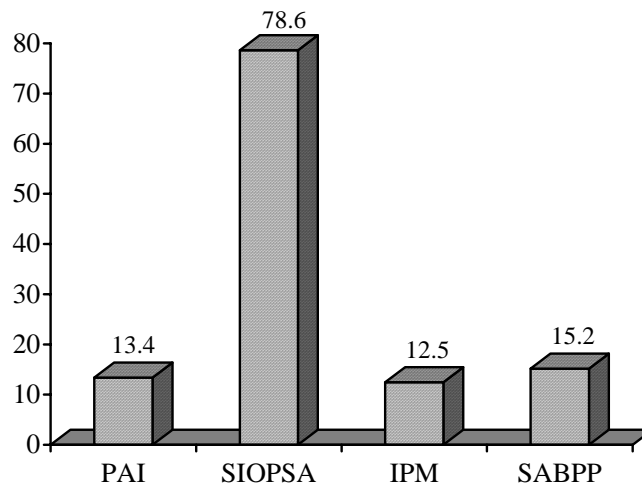
When disaggregating the provincial information of the companies to city/town level, it is evident that most companies operate in Johannesburg (40.2 %), Pretoria (12.5 %) and Cape Town (14.3 %).

2.3 PROFESSIONAL MEMBERSHIP PROFILE OF PARTICIPATING ENTITIES

Respondents were requested to indicate to which professional bodies they belong. The outcome of this finding is presented in figure 2.1.

FIGURE 2.1

MEMBERSHIP OF PROFESSIONAL BODIES



It is clear from figure 2.1 that most participants have signed-up membership with SIOPSA (78.6 %).

The only other professional bodies listed by participants were HPCSA (15.2 %) and PsySSA (6.3 %). Less than 1 % of participants also listed the following bodies/institutes:

- Assessment Centre Study Group
- CLC
- Comensa
- Human Capital Institute
- IOD
- IRASA

2.4 IMPORTANCE OF USING ASSESSMENT IN WORKPLACE

2.4.1 Strengths of using assessment in the workplace

Respondents were requested to rate the level of importance of the strengths of using assessment in the workplace. Nine statements were used to measure the level of importance of assessment. A five-point Likert scale was used to capture the responses of participants for the strengths of using assessment in the workplace. Table 2.1 captures the average score on the Likert scale where 1 = not at all important and 5 = extremely important.

TABLE 2.1

STRENGTHS OF USING ASSESSMENT IN THE WORKPLACE

How important do you rate the following strengths of using assessment in the workplace?	n	Mean
Effective selection of candidates when matched against job specific profiles	103	4.26
To aid decision-making when using objective and reliable tests	104	4.20
Enhancement of objectivity of information	104	4.13
Provision of relevant information for career development purposes	104	4.09
Provision of information for self development purposes	102	4.03
More valid and reliable than interviews in the workplace	103	3.90
Use of assessments may improve the face validity of the selection process	103	3.80
Assessment of applicant skills leads to reduced training costs	103	3.71
Improving the ease of sifting through applications	102	3.63

Table 2.1 shows that not all participants responded to all statements, indicating that some statements were not applicable or remained unanswered. For example, only 104 or 92.9 % of the participants responded to the statement ‘enhancement of objectivity of information’. It is clear from table 2.1 that ‘effective selection of candidates when matched against job specification profiles’ (average score = 4.26) and ‘assessments used to aid decision making when using objective and reliable tests’ (average score = 4.20) are regarded as very important. These statements are more important than the other statements tested. Of all statements tested, ‘improving the ease of sifting through applications’ (average score = 3.63) was regarded as the least important.

Besides the tested statements, the open-ended approach of the questionnaire also allowed participants to list other strengths of using assessment in the workplace.

Alternatives mentioned are that workplace assessment:

- should be regarded as a supportive tool rather than a measure to identify ideal candidates
- presents a reliable measurement tool in the selection process of candidates
- requires effective teamwork
- engenders greater confidence among applicants that all aspects are being considered in making a decision
- ensures fairness in the selection process
- provides increased utility over other assessment methods
- allows for the selection of candidates that show high potential and who might otherwise be excluded due to the lack of sophistication in the recruitment process
- supports the development of competency maps for team development
- provides the organisation with valuable information for organisational development
- a single participant indicated that he/she relies only on the interview without any testing being conducted

2.4.2 **Weaknesses of using assessment in the workplace**

Respondents were also requested to rate the level of importance of the weaknesses of using assessment in the workplace. Fourteen statements were used to measure the level of importance of assessment. A five-point Likert scale was used to capture the responses of participants for the weaknesses of using assessment in the workplace. Table 2.2 captures the average score on the Likert scale where 1 = not at all important and 5 = extremely important.

TABLE 2.2**WEAKNESSES OF USING ASSESSMENT IN THE WORKPLACE**

How important do you rate the following weaknesses of using assessment in the workplace?	n	Mean
Misuse of the results of assessment	103	4.14
Assessment is not consistently used	102	3.80
Lack of clarity on qualifications to use assessment in industry (eg Assessment Centres)	103	3.77
Batteries and measurement need to be updated	103	3.76
Lack of integration with strategic competencies	102	3.72
More research is needed on assessment	103	3.67
Lack cross-cultural research in the South African context	101	3.66
Limited use of multiple assessment tools (eg Assessment Centres)	103	3.59
No uniform application	101	3.54
Unfairness in assessment tools	101	3.13
Lack of self-assessment evaluations for management	101	3.07
Demographic information too limited	100	2.82
Assessments not used to obtain information on consumer behaviour	100	2.81
Assessment is time-consuming	102	2.74

It is clear from table 2.2 that the ‘misuse of the results of assessment’ (average score = 4.14) and the fact that ‘assessment is not consistently used’ (average score = 3.72) are regarded as the most important among those statements tested. Among those statements tested the least important statements were that ‘assessment is time consuming’ and ‘assessment is not used to obtain information on consumer behaviour’.

As with identifying strengths of using assessment in the workplace, respondents were also encouraged to list weaknesses. Those listed include the following:

- assessment overrated
- assessment not always based on proper job analysis
- assessment used for retrenchment purposes
- ignorance of assessors regarding predictive validity of assessment
- assessment incredibly expensive which puts it out of range of most tertiary institutions
- lack of appropriately trained people to administer and interpret assessment
- lack of predictive validity studies with regards to specific roles

- assessment does not always test persons strengths or weaknesses related to a broader sense of job possibilities
- The VUT only uses Targeted Selection as an assessment tool
- Marketing skills of assessors poor
- Unauthorised access to results

2.4.3 Work assessment opportunities

Respondents were also requested to rate 12 opportunities facing people assessment in the broader context of the South African industry. A five-point Likert scale was used to capture the responses of participants for these opportunities. Table 2.3 captures the average score on the Likert scale where 1 = not at all important and 5 = extremely important.

TABLE 2.3

OPPORTUNITIES FACING PEOPLE ASSESSMENT

How would you rate the following opportunities facing people assessment in the broader context of the South African industry?	n	Mean
Integration of assessment for strategic competencies	103	4.05
Use of the Internet to deliver assessment	103	3.96
Enhancement of the effectiveness of assessment centres	101	3.88
Development of research body/organisation to constantly conduct research on test batteries due to rapid change in nature of tests	102	3.87
Effective use of the Employment Equity Act to increase best practice	103	3.83
Measurement of learning during training courses	103	3.79
Development of measurements to detect fraudulent behaviour	102	3.79
Implementation of uniform application of assessment	103	3.78
Development of measurements for productivity	103	3.76
Objective annual individualised (per company) performance assessment	103	3.67
Measurement of recognised prior learning	103	3.45
Development of measurements to predict consumer behaviour	102	3.19

It is clear from table 2.3 that ‘integration of assessment for strategic competencies’ (average score = 4.05) is regarded as the best opportunity facing people assessment. ‘Development of measurements to predict consumer behaviour’ (average score = 3.19) reflected the statement with the least importance. Other opportunities listed by respondents included:

- research to increase norm groups
- understanding the influence of mother tongue language on cultural bias in testing
- increase public awareness of psychometric testing and best practice

2.4.4 Work assessment threats

Respondents were also requested to rate fifteen threats facing the use of assessment tools in the South African workplace. A five-point Likert scale was used to capture the responses of participants for these threats. Table 2.4 captures the average score on the Likert scale where 1 = not at all important and 5 = extremely important.

TABLE 2.4

THREATS FACING THE USE OF ASSESSMENT

How would you rate the following threats facing the use of assessment in the South African workplace?	n	Mean
“Fly-by-night” assessment tools	102	4.24
The slow registration of instruments at HPCSA	103	4.10
Lack of consensus among stakeholders regarding assessment in industry	102	4.03
Inadequate categorisation of instruments to guide qualifications needed to use instruments	103	4.00
Use of non-standardised imported assessment tools	103	3.96
Interpretation of highly structured outputs of assessments by individuals not registered with the HPCSA	103	3.92
Lack of overall quality control body in this arena	100	3.87
Gaps in students’ assessment and measurement of knowledge	100	3.81
Unclear legislation in terms of the correct and ethical use of psychological assessment	103	3.75
Culturally biased assessment tools	102	3.68
Internet assessment not completed by the person assigned to complete the assessment	103	3.67
Administration of highly structured assessment by individuals not registered with the HPCSA	103	3.66
Lack of effective controls to prevent cheating in unsupervised online testing	102	3.60
Limited authentic South African instruments	103	3.59
Inability to adapt to Internet-based assessment	103	3.57

‘Fly-by-night assessment tools’ (average score = 4.24) and ‘the slow registration of instruments at HPCSA’ (average score = 4.10) are regarded as the biggest threats. Other threats mentioned include, among others, bad practices by some that jeopardise the entire field.

2.5 CLIENT-SPECIFIC NEEDS FROM PAI

2.5.1 General support required

Respondents were requested to indicate their required support from PAI in order to address their organisations concerning their use of assessment tools. Seven support functions were measured of which the outcome is presented in table 2.5. The table reflects the number and proportion of respondents who confirmed their need for assistance from PAI according to the support functions measured by the research.

TABLE 2.5

RESPONDENTS WHO CONFIRMED NEED FOR ASSISTANCE

Support function	n	%
A dedicated Website with the latest information available on assessment in South Africa	98	87.5
Information about new trends in the assessment industry	96	85.7
Access to the use of fairness models in terms of assessment	95	84.8
Lists of tests that can be applied cross-culturally	95	84.8
Clarity on legislative requirements	88	78.6
Lists of registered instruments	84	75.0
Assessment-based research projects	82	73.2

It is clear from table 2.5 that participants desire a dedicated website with the latest information available on assessment in South Africa. More than 80 % of the respondents support this need. Furthermore, at least 80 % of the respondents would like information about new trends in the assessment industry, have access to the use of fairness models in terms of assessment and require a list of tests that can be applied cross-culturally.

2.5.2 Support by PAI to ensure fair/ethical use of assessment

Respondents were requested to indicate their required support from PAI in order to address their organisations to ensure fair/ethical use of assessment. Four support functions were measured of which the outcome is presented in table 2.6. The table reflects the number and proportion of respondents who confirmed their need for support from PAI.

TABLE 2.6**SUPPORT REQUIREMENTS TO ACHIEVE FAIR/ETHICAL
USE OF ASSESMENT IN WORKPLACE**

Support function	n	%
Publishing predictive validity results on instruments widely used in the market	95	84.8
Provision of practical suggestions on evaluation of instrument validity	95	84.8
Providing objective research information on tests available in the market	94	83.9
Evaluating user-friendly culture-fair tests	92	82.1

Table 2.6 shows that all participants require support from PAI on all four support functions tested in the research model.

2.6 **ADDITIONAL ISSUES/CHALLENGES CONCERNING THE USE OF ASSESSMENT**

The last part of the survey questionnaires addressed additional challenges concerning the use of assessments. Those responses that relate to the issues/challenges faced are reflected in annexure A3. This annexure lists all additional issues/challenges that respondents raised concerning the use of assessment in the workplace. Given the relatively small sample size, the information reflected in the annexure should be treated with the necessary caution and rather be seen as qualitative than quantitative in nature. In fact the majority of the responses pertain to individual comments and not necessarily relate to key challenges.

A summary of those responses that directly relate to key challenges facing the industry include the following:

- Culture-free and fair assessment
- Communicate the real value of assessments to and involvement of all stakeholders
- Reduce cost of assessments
- Proper control and regulation of online (Internet-based) assessments

- Time-efficient assessments
- Improved competitiveness in the supply of psychometric tests

2.7 SUMMARY

Table 2.7 below provides a summary of the SWOT analysis conducted for the study. The table reflects the mean scores for all research variables measured in the study. The mean scores are given in sequence to group the most important and least important constructs included in the research model.

TABLE 2.7

SWOT ANALYSIS: SUMMARY

Research variables	SWOT	n	%
Effective selection of candidates when matched against job specific profiles	Strength	103	4.26
“Fly-by-night” assessment tools	Threat	102	4.24
To aid decision-making when using objective and reliable tests	Strength	104	4.2
Misuse of the results of assessment	Weakness	103	4.14
Enhancement of objectivity of information	Strength	104	4.13
The slow registration of instruments at HPCSA	Threat	103	4.1
Provision of relevant information for career development purposes	Strength	104	4.09
Integration of assessment for strategic competencies	Opportunity	103	4.05
Provision of information for self development purposes	Strength	102	4.03
Lack of consensus among stakeholders regarding assessment in industry	Threat	102	4.03
Inadequate categorisation of instruments to guide qualifications needed to use instruments	Threat	103	4
Use of the Internet to deliver assessment	Opportunity	103	3.96
Use of non-standardised imported assessment tools	Threat	103	3.96
Interpretation of highly structured outputs of assessments by individuals not registered with the HPCSA	Threat	103	3.92
More valid and reliable than interviews in the workplace	Strength	103	3.9
Enhancement of the effectiveness of assessment centres	Opportunity	101	3.88
Development of research body/organisation to constantly conduct research on test batteries due to rapid change in nature of tests	Opportunity	102	3.87
Lack of overall quality control body in this arena	Threat	100	3.87
Effective use of the Employment Equity Act to increase best practice	Opportunity	103	3.83
Gaps in students’ assessment and measurement of knowledge	Threat	100	3.81

continued.....

TABLE 2.7 (continued)

Use of assessments may improve the face validity of the selection process	Strength	103	3.8
Assessment is not consistently used	Weakness	102	3.8
Measurement of learning during training courses	Opportunity	103	3.79
Development of measurements to detect fraudulent behaviour	Opportunity	102	3.79
Implementation of uniform application of assessment	Opportunity	103	3.78
Lack of clarity on qualifications to use assessment in industry (eg Assessment Centres)	Weakness	103	3.77
Batteries and measurement need to be updated	Weakness	103	3.76
Development of measurements for productivity	Opportunity	103	3.76
Unclear legislation in terms of the correct and ethical use of psychological assessment	Threat	103	3.75
Lack of integration with strategic competencies	Weakness	102	3.72
Assessment of applicant skills leads to reduced training costs	Strength	103	3.71
Culturally biased assessment tools	Threat	102	3.68
More research is needed on assessment	Weakness	103	3.67
Objective annual individualised (per company) performance assessment	Opportunity	103	3.67
Internet assessment not completed by the person assigned to complete the assessment	Threat	103	3.67
Lack cross-cultural research in the South African context	Weakness	101	3.66
Administration of highly structured assessment by individuals not registered with the HPCSA	Threat	103	3.66
Improving the ease of sifting through applications	Strength	102	3.63
Lack of effective controls to prevent cheating in unsupervised online testing	Threat	102	3.6
Limited use of multiple assessment tools (eg Assessment Centres)	Weakness	103	3.59
Limited authentic South African instruments	Threat	103	3.59
Inability to adapt to Internet-based assessment	Threat	103	3.57
No uniform application	Weakness	101	3.54
Measurement of recognised prior learning	Opportunity	103	3.45
Development of measurements to predict consumer behaviour	Opportunity	102	3.19
Unfairness in assessment tools	Weakness	101	3.13
Lack of self-assessment evaluations for management	Weakness	101	3.07
Demographic information too limited	Weakness	100	2.82
Assessments not used to obtain information on consumer behaviour	Weakness	100	2.81
Assessment is time-consuming	Weakness	102	2.74

Among those statements tested the least important were that 'assessment is time consuming', 'assessment is not used to obtain information on consumer behaviour' and 'demographic information too limited'. Statements that tested the most important include 'effective selection of candidates when matched against job specific profiles', 'fly-by-night assessment tools' and 'to aid decision-making when using objective and reliable tests'.

2.8 **CONCLUSION**

This study presented a SWOT analysis whereby the strengths and weaknesses of using assessment in the workplace were identified. Furthermore, opportunities and threats facing people assessment and the use of assessment were highlighted. Finally the study provided PAI with an indication of the general support required from clients to achieve fair/ethical use of assessment in the workplace. Given the size of the sample covered by this research, the information should be regarded as qualitative. This suggests that the research findings should not be generalised to the population.

ANNEXURE A1

COMPANY NAME

ANNEXURE A1

COMPANY NAME

Accenture
ACT
Afrox
AngloGold Ashanti
Barloworld Plascon SA
BMD Career and Industrial Psychologists
Business Connexion
Cape Peninsula University of Technology
Centre for High Performance Leadership (Pty) Ltd
Consultant
Cymbal Consulting
Dangerous Goods Management (Pty) Ltd
Edcon
EMC Computer Systems
EPI-USE Africa (Pty) Ltd
ESKOM
Fluxmans Consulting
FNB
Grinaker-Lta
HR Inspiration
Infinitum Consulting
Jopie van Rooyen & Partners
JvR
KPMG
Larry Park and Associates
LegalWise
Liberty
Lonmin Platinum
Macdonald Group
Media24
Medscheme
Municipality
National Airways Corporation
National Department of Public Works
Not specified
Noted!
OIM
Old Mutual
Omnikor
P3
Paarl Gravure
Paarl Media (Pty) Ltd
Pascale Paulsmeier

Pearn Kandola
People Value Consulting
Precision HR
PricewaterhouseCoopers
Private
Private Consultancy
Profiled Appointments
Psytech SA
RCP Media (Media24)
Rhodes University, Dept Psychology
SA Sugar Association
Samancor Chrome
SAPS
SHL
Strong Foundation
Syngenta South Africa (Pty) Ltd
Telkom SA
The Coaching Community
The Human Dimension
Transnet Projects
TSB Sugar
UNISA
University of Limpopo
University
University of Cape Town
University of Johannesburg
University of Limpopo
University of Stellenbosch
Vaal University of Technology
WBHO
William van Aarde & Associates

ANNEXURE A2
POSITION

ANNEXURE A2

POSITION

Position	n	%
Professor	5	4.5
Advertising Manager	1	.9
Director	8	7.1
CEO	2	1.8
Consultant (unspecified)	5	4.5
Consultant Psychologist	5	4.5
Consultant Psychometrist	3	2.7
HR Manager	18	16.1
Assessment Practitioner	2	1.8
ER Coordinator	1	.9
HOD	3	2.7
HR Consultant	8	7.1
Industrial Psychologist	8	7.1
Lecturer	2	1.8
Manager	11	9.8
MD	3	2.7
Occupational Psychologist	1	.9
Performance Development Practitioner	3	2.7
PA	1	.9
Not specified	12	10.7
Principal Officer	1	.9
Research Consultant	4	3.6
Student	1	.9
Superintendent	1	.9
Talent Manager	2	1.8
Technical Development Manager	1	.9
Total	112	100.0

ANNEXURE A3

ADDITIONAL ISSUES/CHALLENGES CONCERNING ASSESSMENT USAGE

ANNEXURE A3

ADDITIONAL ISSUES/CHALLENGES CONCERNING ASSESSMENT USAGE

Availability of culturally fair literacy assessments
Bad reputation of assessment in South Africa - assessment used to support apartheid practices, specifically for artisan training
Broader education of HR professionals on the value of assessment
Broader range of qualifications should be allowed to do testing – however, stronger control of specific training for each instrument
Communicating with employers and employees on just what assessment can, cannot and should achieve
Cross Organisational Predictive Validity Studies will save cost and improve reliability of tests results
Currently available tests are extremely expensive
Do not see PAI as objective, dominated by SHL
Educating and engaging union bodies in the use of tests in the work place particularly for selection purposes
Education of the business community re the role of assessment and related ethics
Gaps in legislation that allow foreign tests in SA
Greater control over tests' publishers with regard to the people they train
In most cases assessment is used in isolation from other tools to make selection decision
Information on different service providers providing quality products
Proper classification of test in order to prevent 'claims' by 'fly-by-night' test providers
Students reluctant/unable to use objective measures
The absence of suitably qualified psychometrists and industrial psychologists. Some have limited to no experience in the administration and interpretation of assessment
The approach to objective assessment and views held by the Professional Board of Psychology impede the natural development of people assessment
The industry has taken 10 steps backwards by deciding not to make use of online assessments. Surely candidates can be trusted to complete their online assessment on their own?
The need for a tool/model to determine competencies for a specific post
The significance of the outcomes of such an intervention not accorded necessary status and value
Unhappy with the way the Psychometrics Committee is structured and how it works
Very frustrating that HPCSA is so rigid regarding Internet testing
When working in a politicised environment, discrimination is indirect and the advice of professional people is ignored
Availability of adult-based and culturally fair numeracy assessment
Bias in the interpretation of assessment results
Broader education of management on the value of assessment
Generally roles in organisations are poorly defined, thus test research is based on a flawed foundation
Induction prior to assessment is essential if not a priority
Lack of consistency, some practitioners comply with the guidelines, others do not - there is no quality control, what is the point of implementing all the strict controls if no one is going to monitor them

List of providers and their specialties in assessment products
Over-control by professional board
Professional people in this organisation do not care to be more professional and only do what is necessary
Prosecution of people acting outside the law
Streamlining various batteries for use in the SA context
Technology has opened up many possibilities for testing, but antiquated legislation and protectionism impede the development of new effective products
The tests have to be less time consuming
Why must a registered Industrial Psychologist first attend (expensive) training courses at certain companies before being able to purchase and use these tests?
Educating line managers in the correct use of test results
Ensuring that only trained and registered health professionals can have access to purchasing and using psychological tests.
Most assessments are eurocentric in nature and not relevant to South African labour market
Poor standard of secondary school education promotes cross-cultural bias, which gets blamed on the psychometric tests used
Registration of service providers with PAI/SABPP to ensure service of high standard
Testing and assessment centres are nonexistent although the expertise exist
The competition - it seems we are punishing those people who have a qualification, because those who are not registered, still make use of our tools, under some supervision clause
Too much emphasis on limiting assessment to registered people - see practice in UK where people get proper training in using instruments and may not necessarily be registered psychologists
We need a company who can import/obtain psychological tests at reasonable prices for use by registered Industrial Psychologist. Then we would use them more often
Ensuring that the public are aware of the legislation related to testing and the procedures involved in making a complaint
I do not want to attend another professional conference where assessment vendors display grossly unprofessional behaviour - I am referring to the last SIOPSA conference. This type of behaviour reinforces the poor image of assessors
Lack of training in the usage of assessments
The use of psychological tests has become a profitable business for certain companies. That is one of the main reasons why we use them less and less. They have become just too expensive
Assessment being outsourced - assessment (and internships) are no longer part of mainstream people management practice in CT. Outsourced assessment is done by small organisations that are not geared to providing a rich intern experience
Lack of assessment centres at workplace