

*Dutch Flemish Network for Recruitment and Selection Research*



**university of  
groningen**

## Programme

# 13<sup>th</sup> Dutch-Flemish Research Meeting on Personnel Recruitment and Selection 2018

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Host:



**Programme 13<sup>th</sup> annual meeting Dutch-Flemish Network for  
Recruitment and Selection Research**

**Friday 19 October 2018**

**Erasmus MC Rotterdam Onderwijsruimte 72**

9.15h-9.45h	Coffee & tea
9.45h-10.00h	Welcome
10.00h-11.00h	Keynote Dr. Marcel Veenman (IMO - Institute for Metacognition Research) <i>Assessing metacognitive skills for selection of (medical) students.</i>
11.00h-11.15h	Coffee break
11.15h-11.45h	Presentation Lokke Gennissen (Erasmus MC) <i>Unraveling the selection game; Looking at medical residency selection through a lens of diversity</i>
11.45h-12.15h	Presentation Tom Bergkamp (University of Groningen) <i>Talent identification in soccer</i>
12.15h-13.00h	Pitches
13.00h-14.00h	Lunch break
14.00h-14.30h	Presentation Dr. Jonas Lang (Ghent University) <i>General mental ability and specific abilities: Their relative importance for extrinsic career success</i>
14.30h-15.00h	Presentation Dan Asfar (Vrije Universiteit Amsterdam; NOA B.V.) <i>The CRT-SC: Development of an implicit instrument to assess self-control</i>
15.00h-15.45h	Break with speeddating
15.45h-16.15h	Presentation Dr. René Butter (RBPA) <i>Validating the PhD Personality Questionnaire using objective performance data</i>
16.15h-16.45h	Presentation Ard Barends (Vrije Universiteit Amsterdam) <i>Gamified personality assessment: Virtual cues of honesty-humility</i>
16.45h-17.00h	Closing remarks
17.00h-18.00h	Drinks and walk to Biblio
18.00h	Dinner at Biblio

## Abstracts

### **Assessing metacognitive skills for selection of (medical) students.**

*Marcel V.J. Veenman<sup>1</sup>*

<sup>1</sup> IMO - Institute for Metacognition Research

This keynote will address the relevance of metacognitive skills for learning and achievement. After a short introduction of metacognition, the main focus will be on methods for the assessment of metacognitive skills. The advantages and pitfalls of various methods, such as self-report questionnaires, observation and thinking aloud, and computer-based assessments, will be discussed. In particular, the Ageing task will be demonstrated, a computer task with online registration of metacognitive activities in logfiles. In studies at LUMC and Erasmus University, the Ageing task has been used to investigate its usefulness in selecting medical students for admission, next to secondary-school marks and entry tests. Some preliminary results from the Leiden study will be presented. Alternatively, the assessment of metacognitive skills may also provide information about students at risk when courses in the curriculum put higher demands on the students (e.g. when learning to apply medical knowledge in diagnostic practices). Early identification of such students allows for timely instruction and training of metacognitive skills to prevent them from dropping out.

Marcel Veenman studied cognitive psychology and obtained his PhD at the University of Amsterdam. He was affiliated to the Dept. of Developmental & Educational Psychology at Leiden University for over 20 years. In 2012 he became director of the Institute for Metacognition Research, with the aim to bring knowledge about metacognition into the field of educational practice. He published a hundred scientific articles, books, and book chapters. Moreover, he was the founding Editor of *Metacognition and Learning*, an international journal published by Springer. He also founded a special interest group on Metacognition within EARLI.

### **Unraveling the selection game; Looking at medical residency selection through a lens of diversity**

*Lokke M. Gennissen<sup>1</sup>*

<sup>1</sup>Erasmus MC, Rotterdam

**Introduction:** The increasing societal diversity is not yet represented by our medical workforce. Selection practices could play a part in this, since selection committees are the proverbial gatekeepers of the workforce. Currently, little is known on decision-making by selection committees in practice. This knowledge is essential when intending to optimize selection concerning diversity. Therefore, we conducted two studies to explore how residency selection decision-making occurs in practice.

**Methods:** Taking two different approaches, we analyzed six selection procedures within four specialties in two Dutch regions. The first study entailed a qualitative template analysis study with a socio-constructivist perspective. Data included transcripts of interviews with committee members at several moments in the procedure and of decision-making meetings. In the second study, we examined interaction patterns in the decision-making meetings. We performed a qualitative analysis drawing upon concepts of conversation analysis on transcripts of the actual meetings.

**Results:** The first study revealed that it is quite a challenge for candidates to portray themselves as the most desirable candidate. They ought to balance between playing the game and being authentic;

between fitting in and standing out. Although committees have a welcoming stance to diversity, their practices are (unintentionally) preventing them from hiring diverse candidates. Our second study identified a wide variety of interactional practices. We describe the structure, interactional norms and conventions of two meetings that were illustrative of two very different interactional patterns.

**Discussion:** Both studies provided insights on actual selection practices and gave us indications of potential additional barriers for diverse candidates. The fine balances and implicit rules of the game are challenging for all candidates, yet presumably an even bigger obstacle for diverse candidates. Structure, interactional norms and conventions affect conversational participation of committee members. Given the importance of diverse perspectives on candidates, making conscious decisions about the interaction in these meetings could be beneficial for enhancing diversity. Studying actual selection practices allows identifying (unintentional) barriers for diversity in selection procedures.

## **Talent identification in soccer**

*Tom L.G. Bergkamp<sup>1</sup>*

<sup>1</sup>University of Groningen

Talent identification programs in sports aim to detect promising athletes who have the potential to excel. Typically at a young age, these players are selected and recruited for specialized development programs that provide the appropriate learning conditions, facilities, equipment, and staff to realize the players' potential. In order to complement the subjective assessment of players' potential by coaches and talent scouts, many studies have aimed to estimate the empirical relationships between performance characteristics and talent in sports in general, and in specific sports such as soccer. However, the talent identification literature faces some methodological issues, with respect to study design, validity and utility, that may hinder its practical and scientific impact. For example, a recent review of the soccer talent identification literature shows that the use of a selection decision as the criterion, instead of soccer-specific performance, prohibits the assessment of individual differences on an outcome measure. Moreover, the focus on isolated performance components as predictors may limit their predictive validity. Furthermore, researchers in sport sciences often overlook the impact of restriction of range on the generalizability of findings, and the effect of the base rate on the utility of selection procedures. In this presentation I will discuss these issues and how principles from selection psychology have been overlooked in the talent identification literature. Moreover, I will talk about the aims and objectives of my PhD project at FC Groningen, and discuss some ideas for future studies related to performance prediction and selection in soccer.

## **General mental ability and specific abilities: Their relative importance for extrinsic career success**

*Jonas W.B. Lang<sup>1</sup>, & Harrison J. Kell<sup>2</sup>*

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Recent research on the role of general mental ability (GMA) and specific abilities in work-related outcomes has shown that the results differ depending on the theoretical and conceptual approach

that researchers use. While earlier research has typically assumed that GMA causes the specific abilities and has thus used incremental validity analysis, more recent research has explored the implications of treating GMA and specific abilities as equals (differing only in breadth and not subordination) and has used relative importance analysis. In this paper, we extend this work to the prediction of extrinsic career success operationalized as income and the attainment of jobs with high prestige. Results, based on a large national sample, revealed that GMA and specific abilities measured in school were good predictors of job prestige measured after 11 years and income measured 11 years and 51 years later toward the end of the participants work life. As expected, GMA was a dominant predictor in incremental validity analyses. However, in relative importance analyses, visuospatial and mathematical abilities were better predictors of income after 11 years than GMA and mathematical abilities also were more important than GMA after 51 years. Verbal and mathematical abilities were better predictors of job prestige than GMA.

## **The CRT-SC: Development of an implicit instrument to assess self-control**

*Dan Asfar<sup>1,2</sup>, Marise Ph. Born<sup>1,3</sup>, Janneke K. Oostrom<sup>1</sup>, & Mark van Vugt<sup>1</sup>*

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### **Purpose**

In recent years, organizational scholars have started to adopt implicit measures of personality and attitudes. One of these implicit instruments is the conditional reasoning test (CRT; James, 1998). In the current study, we developed a CRT to measure trait self-control (the CRT-SC), and examined the validity of this instrument for predicting contextual performance.

### **Design/Methodology/Approach/Intervention**

In an online study ( $N = 247$ ), we administered the CRT-SC (26 items) together with measures of personality, a persistence task, and a self-report of contextual performance.

### **Results**

CRT-SC scores were positively correlated with scores on self-control ( $r = .20, p < .001$ ), Conscientiousness ( $r = .35, p < .001$ ), and personal initiative ( $r = .15, p < .01$ ), and negatively correlated with counterproductive work behavior ( $r = -.39, p < .001$ ) and procrastination ( $r = -.29, p < .001$ ). However, CRT scores were not significantly correlated with organizational citizenship behavior ( $r = .10, p = .11$ ) and a persistence task ( $r = .08, p = .18$ ).

### **Limitations**

In future research we should further improve the items. Also, future research should use other-reports and objective outcomes, and examine the cross-cultural validity of the CRT-SC.

### **Research/Practical Implications**

The CRT-SC yields benefits in assessment due to its implicit nature, which should diminish or eliminate the possibility of faking.

### **Originality/Value**

The present study integrates findings from the field of social and cognitive psychology, and examines its potential value for the development of a novel selection instrument.

## References

James, L. R. (1998). Measurement of personality via conditional reasoning. *Organizational Research Methods, 1*, 131-163.

## Validating the PhD Personality Questionnaire using objective performance data

*Dr. René Butter<sup>1</sup>*

<sup>1</sup>RBPA

Research among PhD candidates shows a relatively high prevalence of tension, depression and lack of sleep. They also report a lack of personalized coaching by their supervisors. PhD coaching seems to be mainly focused on working in a scientific setting, whereas almost 70% of Dutch PhD candidates will find a position outside academia after finishing the PhD.

The PhD Personality Questionnaire was developed to improve the selection and coaching of PhD candidates. It measures five dimensions including time management and cooperation. The PPQ is a so called “ecological personality scale” with a high ecological validity. Butter and Born (2012) showed that it significantly predicts Ph.D. performance criteria and has incremental validity beyond Big Five, narrow trait and frame-of-reference scales. The criteria in this study were subjective ratings of PhD success by supervisors.

A recent study uses objective outcome measures: finishing the PhD or not, publication success, and type of research job after the PhD. New data on the participants of the 2012 study (N = 329) were collected by retrospectively searching the internet. The results show that time management is not only substantially related to supervisor ratings, but also shows a significant mean difference between finalizing the PhD (or not) with a large effect size (Cohen’s  $d = .79$ ). Time management also correlates with publication success. The cooperation scale is significantly related to working in academic research versus more applied or practice oriented research. Years after completing the PPQ, participants showing a relatively high cooperation score are overrepresented in applied research contexts. Accordingly, the PPQ is a valuable tool to support HRM processes for PhD candidates. It may also remedy the lack of coaching experienced by PhD candidates by supporting a long term research career management.

## Gamified personality assessment: Virtual cues of honesty-humility

*Ard Barends<sup>1</sup>*

<sup>1</sup>Vrije Universiteit Amsterdam

Reliable, unobtrusive behavioral cues of personality can be found in how people customize their office environment and how they choose to dress themselves. Coding these hidden cues is a labor-intensive process and therefore difficult to use for practical purposes. Yet, measuring people’s choices in a virtual, gamified environment may be a suitable substitute. Such virtual cues may be more opaque than personality inventories and could therefore be somewhat more difficult to fake. Earlier work on unobtrusive personality cues has been conducted using the Big Five, but it is yet unknown whether Honesty-Humility, a factor not well covered by the Big Five, can also be assessed in a virtual environment. In three studies, we investigate whether Honesty-Humility can be inferred from virtual behavioral cues. In the first study 104 students completed the HEXACO-100 and selected between

various behavioral options in the working domain (e.g., selecting between a cheap versus an expensive lease car). We obtained evidence that some of these virtual cues correlate with the self-reported Honesty-Humility measure. In the second study, a larger battery of virtual cues was construct validated by correlating the choices with the responses to the HEXACO-96 of 188 Mturk workers. We obtained evidence that Honesty-Humility and some of the other traits (e.g., Extraversion) could be validly assessed too in a virtual working environment. In a third study we compared the fake-ability of the virtual cues instrument to the HEXACO-96 in a simulated selection study with 186 Mturk workers. This study provided no evidence that virtual cues would be more difficult to fake than the self-reported HEXACO-96. Our findings indicate that it indeed is possible to construct valid gamified personality assessment tools based on unobtrusive cues of personality. These virtual cues can be easily assessed in serious games and seem a promising avenue for gamified personnel recruitment and selection tools. Future research should extend our findings by determining whether these virtual cues, by themselves or integrated in full-fledged serious games, can predict important work outcomes.