

Dutch Flemish Network for Recruitment and Selection Research

Program

20th Dutch-Flemish Research Meeting on Personnel Recruitment and Selection 2026

Host:



**university of
groningen**

Dutch Flemish Network for Recruitment and Selection Research

Groningen, September 2026

We like to welcome you all to the 20th Dutch-Flemish meeting on Recruitment and Selection research in Groningen on Friday October 16th at the Faculty of Behavioral and Social Sciences, which is located close to the city center.

Directions to the Faculty

Grote Rozenstraat 31

9712 TG Groningen

- Arriving **by train** at central station Groningen:
 - [Walk](#) for about 25 minutes.
 - [Cycle](#) for about 10 minutes (NS-fiets available at the train station)
 - [By bus + about 10 minute walk](#)
- Arriving **by car**: Visitors are advised to use the general [parking facility Ossenmarkt](#). From the Ossenmarkt, it is a [5-minute walk](#).

The meeting will take place in the [Boumanbuilding](#), in the Gadourekzaal, on the first floor.

Please find the program details and the abstracts below.

We are looking forward to seeing all of you on October 16th!

Cordially,

Susan Niessen
Rob Meijer

**20th Dutch-Flemish Network Meeting
Friday October 16st 2026**

Program in brief

- 09.45** --- Arrivals, coffee & tea ---
- 10.00** --- Opening ---
- 10.15** Ilse Peringa
- 10.45** Juan Arboleda
- 11.15** --- Coffee break ---
- 11.45** Djurre Holtrop
- 12.15** Reinout de Vries
- 12.45** --- Lunch break ---
- 13.45** Jeroen Dix
- 14.15** Femke Timmerman
- 14.45** Aabidien Hassankhan
- 15.15** Barend Koch
- 15.45** -- Coffee break --
- 16.00** Keynote: Rob Briner
- 17.00** --- Closing ---
- 17.15** Drinks
- 18.00** Dinner @ [Pronk](#) (10-minute walk from the faculty and to the train station)

Abstracts

10.15 Ilse Peringa

More Information, Worse Judgments: The Dilution Effect in Soccer Player Assessments

Background. Scouts and coaches routinely combine multiple sources of information when assessing soccer players. Although more information may seem beneficial, additional information can also impair judgment accuracy. This study investigated the dilution effect in soccer player assessment, whereby non-diagnostic information reduces the impact of diagnostic information on the judgment or decision, thereby reducing accuracy.

Methods. In a counterbalanced within-subject design, 72 scouts and coaches assessed players based on only skill ratings (diagnostic information) or in combination with player descriptions (non-diagnostic information). Participants also reported their confidence and intentions to use the information.

Results. Adding non-diagnostic player descriptions substantially reduced assessment accuracy, while simultaneously increasing confidence and intentions to use the information. This mismatch between objective and subjective evaluations was also evident in participants' expectations: 84.5% expected to be most accurate when combining skill ratings with player descriptions. Exploratory analyses suggested that reduced accuracy was associated with greater reliance on the non-diagnostic information and less consistent weighting of cues across players.

Conclusion. More information is not necessarily better in soccer player assessment. Adding non-diagnostic information impaired accuracy despite increasing confidence and intentions to use the information. These findings highlight the importance of evaluating the diagnostic value of information used in talent identification and restricting decision-makers' access to information with limited diagnostic value.

10.45 Juan Arboleda

An observational study on how assessors use rubrics

Rubrics are widely used to evaluate student performance. They are intended to standardize the grading process by specifying assessment criteria, performance-level descriptors, and weighting schemes. This standardization is intended to ensure consistency in grading between and within assessors and to focus assessors' attention on relevant information, thereby enhancing reliability and validity. Research across multiple domains of performance assessment shows that greater standardization generally improves validity and reliability (e.g., Huffcutt et al., 2013; Kuncel et al., 2013; Meehl, 1954). However, findings in educational assessment are mixed (e.g., Barkaoui, 2011; Koizumi et al., 2020). One possible explanation is that rubrics in education are not always used as intended. Qualitative

studies on rubric use in educational assessment indicate that assessors may omit criteria included in the rubric, employ additional criteria, or deviate from prescribed weighting schemes (e.g., Hyde et al., 2022; Scully et al., 2024). The aim of this study was to investigate this issue in greater depth. We identified a set of assumptions that must be met for rubrics to deliver their intended validity and reliability benefits and explored the extent to which these assumptions are met and the reasons for adherence to or deviation from them. We did this by observing assessors' rubric use ($n = 28$) while they assessed real student work and administering a survey. For this presentation, I will present preliminary results, as the analyses are currently ongoing.

11.45 Djurre Holtrop

The recruitment and selection monitor 2026

In personnel recruitment and selection, despite many flourishing academia-industry connections, the uptake of evidence-based practices is uneven and particularly low for the most prevalent selection methods. For example, on the one hand, the recruitment and selection monitor 2026 ($n = 611$) revealed that only 6% ($n = 29$ of 498) of organizations use structured interviews and 28% ($n = 60$ of 211) use structured reference checks. On the other hand, 81% of organizations use personality inventories based on validated models instead of typologies ($n = 34$ of 42). When the respondents using unstructured methods were asked about the barriers to using evidence-based methods in their organization, 69% indicated that hiring managers and interviewers choose methods that allowed them to follow their own preferences, 57% indicated that the organization believes in methods that have no scientific evidence, and 52% reported that they lack practical tools to understand and apply evidence-based selection methods. When respondents using structured methods were asked why they were using these methods, 68% reported that personnel selection is a respected specialism in the organization, 78% reported that the value of evidence-based methods is clear to all individuals in the organization, and 75% reported that some individuals in the organization championed the use of evidence-based methods. We will begin this session with a brief overview. Next, we will have an interactive discussion session to, for example, examine where research and practitioner priorities align, what practical tools selection professionals need, and how organizations can support adoption. At the end, we shall consider if we should persist, intensify, or even redirect our efforts to translate research into practice.

12.15 Reinout de Vries

The most rigorous psychological test evaluation committee in the world: COTAN

The COTAN (Commissie Testaangelegenheden Nederland) is a Dutch national committee that evaluates Dutch tests and questionnaires. It is funded by the professional association of psychologists in the Netherlands,

the NIP (Nederlands Instituut van Psychologen), and it is run by academic and professional volunteers with a background in testing and psychometrics. In the past years, I have experienced COTAN from different angles: as a committee member, as a reviewer, as an action editor, and as a (HEXACO-personality) questionnaire publisher. For publishers who want to get their test or questionnaire recognized, the COTAN is an important regulating body. A positive evaluation by COTAN is associated with a much higher demand for a test or questionnaire. Especially governmental organizations rely heavily on COTAN evaluations to determine which tests and questionnaires they use. In this presentation, I want to share with you my experience with the COTAN as a member, a reviewer, an action editor, and a publisher. I'll discuss the criteria on which tests and questionnaires are evaluated, how the evaluation process takes place, and the extraordinary effort and data that is needed to be positively evaluated by COTAN for the use of a test or questionnaire in selection and assessment.

13.45 Jeroen Dix

Evaluating the effects of Skills-Based Recruitment and Selection in the energy sector through action-research

The labour market in general and the energy sector in particular are facing a (developing) personnel crisis; a shortage of skilled personnel. To tackle the energy transition, more skilled workers are needed. Coupled with an aging (and thus retiring) workforce, this creates a significant demand for skilled labour.

At the same time, the (traditional) supply is dwindling. For several job types, the rate of retirement exceeds the rate of new graduates. As such, traditional recruitment methods that focus on degrees and relevant past experience, will likely not be enough to fill the gap, as there simply aren't enough qualified candidates available.

Luckily, today's attendees, as selection psychologists, already know that degrees and years of experience were never great predictors of performance anyway. In this project, we measure what happens when our partnering organisations pivot away from degrees and experience as requirements for recruitment and instead focus on the relevant skills a candidate would have to have, in order to do a good job.

To do this, we will convert departments in partnering organisations to a Skills-Based recruitment process, by redesigning their current process and training all personnel involved in the recruitment process. The converted departments will get paired with departments that still recruit using traditional methods. Both will be subject to the same measurements, thus creating a test and control group.

We aim to produce four studies through this project; vacancy performance, candidate experience, predictive validity and impact on team dynamics. In this presentation, we'll discuss the design and set-up of the program and the studies. We're in the final preparation phase before the project will run throughout 2027; we'd value your input to make the final tweaks.

14.15 Femke Timmerman

From Intercultural to Inclusive Effectiveness: Developing and Validating the DIES 2.0

Workplace diversity encompasses increasingly diverse employee characteristics, including cultural background, age, gender, disability, family situation, and other characteristics that may increase vulnerability to exclusion. Although workplace inclusion has received increasing attention, existing measures predominantly assess either employees' experiences of inclusion, the organizational inclusive climate, or inclusive leadership. Comparatively little attention has been devoted to assessing employees' ability to respond effectively in everyday interactions

To address this gap, we developed the Direct Inclusive Effectiveness Simulation (DIES 2.0), extending the original Direct Intercultural Effectiveness Simulation from a focus on cultural background to a broader range of groups that may be vulnerable to exclusion. The DIES 2.0 uses realistic workplace situations to assess individuals' ability to respond effectively to a wide range of colleagues from groups that may be vulnerable to exclusion.

We examined the internal structure and construct validity of the DIES 2.0. Confirmatory factor analysis supported a general inclusive effectiveness factor, with standardized factor loadings ranging from .50 to .79 and high internal consistency ($\alpha = .92$). Inclusive effectiveness was positively associated with self-reported inclusion and negatively associated with Social Dominance Orientation and Right-Wing Authoritarianism.

These findings provide initial support for conceptualizing inclusive effectiveness as a general behavioral capability that enables employees to respond effectively across diverse inclusion-related situations. The DIES 2.0 offers a complementary approach to existing measures of workplace inclusion and may provide opportunities for assessing developmental needs and evaluating inclusion initiatives.

14.45 Aabidien Hassankhan

Investigating the effects of informal learner handover and student ethnicity on doctors' workplace assessment of medical master students.

In clinical workplaces, doctors often talk among themselves about the medical students under their supervision. One domain this may influence is that of workplace assessments. When a doctor talks evaluatively about a student to their colleague who has not yet assessed that student, this may shape their colleague's first assessment of that student. This is informal learner handover, which can potentially bias assessors and lock students into spirals of (negative) expectations. However, despite its pervasiveness, it has rarely been studied. Some students may also be doubly vulnerable

because of their minority background, yet informal learner handover has never been investigated together with student ethnicity.

We therefore set up an online experimental study wherein doctors assessed four scripted student-patient interactions showing near-identical levels of student performance. We crossed the preceding informal learner handover (negative/positive) and student ethnicity (majority/minority) in a 2×2 within-subjects design. (Data analysis is ongoing and will be complete for the presentation.) With this study, we begin to elucidate the concurrent effects of informal learner handover and student ethnicity.

15.15 Barend Koch and Rinie Ariëns

We're just messing around. How selection practices could be so much better.

Selection in the Netherlands and Flanders could be much more effective, efficient, transparent and fair. Scientists have proposed clear guidelines for this. However, their message is rarely put into practice. The result: a waste of money, poor predictions and decisions that cannot be explained. As practitioners we want to change this by putting an end to the lack of accountability.

In this presentation, we will once again outline the most important rules of thumb for effective and fair selection. These rules of thumb were developed in collaboration with a group of leading scientists in the field of personnel selection from the Netherlands and Flanders.

What's more, we try to unravel why scientific insights are so rarely put into practice and how this can be changed. We argue that this is more an issue of change than a matter of knowledge.

16:00 Keynote – Rob Briner

Selection and Assessment: An Evidence-Based Practice Approach

Evidence-Based Practice (EBP) is an approach to professional practice which involves first identifying the specific issues that need to be resolved and then identifying which solutions or interventions are most likely to be effective. It does this by adopting three principles: Use multiple sources and types of evidence (stakeholder perspectives, practitioner expertise, internal organizational data, and external evidence (including scientific findings); Take a structured approach; Focus on the most trustworthy and relevant evidence. In this presentation, I will address three questions: 1. What does the EBP process look like? 2. To what extent is selection and assessment practice in organizations is evidence-based? 3. What can both practitioners and researchers do to help make practice more evidence-based?