LeadershipLAB as an Integrated Assessment Centre Program: A Preliminary Study in an Indonesian University
Henndy Ginting is an industrial as well as registered clinical psychologist who graduated in 1997 from the faculty of psychology, Padjadjaran University (Unpad), Bandung, Indonesia. He finished his doctorate degree in clinical psychology from Behavioural Science Institute, Radboud University, Nijmegen, under Prof. Dr. Eni Becker’s and Dr. Gerard Naring’s supervision. Together with his supervisors and other colleagues, Mr. Ginting has published research articles in prestigious international journals. He has experienced for 17 years using and teaching various psycho-diagnostic methods.
LeadershipLAB as an Integrated Assessment Centre Program: A Preliminary Study in an Indonesian University

Henndy Ginting, Ph.D.
Maranatha Christian University
LeadershipLAB As an Integrated Assessment Center Program: A Preliminary Study

Dr. Henndy Ginting, Psikolog
Council for Leadership Assessment and Development
Maranatha Christian University, Bandung, Indonesia
Presentation Preview

- Leadership in our university
- The Idea of LeadershipLAB
- Study 2 (LeadershipLAB effectiveness)
- Theoretical Foundation
- Study 1 (Validation Evidences)
- Conclusions
Leadership Development in University
## Leaders in Our University

<table>
<thead>
<tr>
<th>Level</th>
<th>Job</th>
<th>Number</th>
<th>Age (Average)</th>
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<tbody>
<tr>
<td>Level 4</td>
<td>Vice Rector</td>
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<tr>
<td>Level 3</td>
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<tr>
<td>Level 2</td>
<td>Head/Sec. of Dept. or Unit</td>
<td>93</td>
<td>32 Years Old</td>
</tr>
</tbody>
</table>

**Assessment Center Results:**
- 10% Ready
- 35% Ready with Development
- 55% Not Ready
Effective leaders are made, not born. They learn from trial and error, and from experience.

— Colin Powell —
Acceleration Pools  (Byham et al., 2000)

1. Assignments
2. Short-term experience
3. Training/Executive Education
4. Professional Coaching
LeadershipLAB (Ginting, 2009)

Assessment Center (AC) exercises and simulations

Feedback sessions (in general and individually)
LeadershipLAB on the Internet

AS 411-412 LEADERSHIP LABORATORY—ZERO CREDIT HOURS

This course (taken in conjunction with AS 401 and 402) allows cadets to plan and conduct cadet activities and prepares them to be commissioned into the active duty Air Force.

LEADERSHIP LAB

In Air Force ROTC, you will not only develop your knowledge and skills as a leader in the classroom, you will also apply them for two hours per week in the Leadership Laboratory. There, you’ll develop your demonstration of command, effective communication, physical fitness and knowledge of military customs and courtesies.

Leadership Lab is an excellent environment to improve your verbal communication, planning and organizational skills. You’ll also gain valuable hands-on management experience with your peers and take road trips to Air Force bases.

Here are just a few of the Leadership Lab activities:

- Physical fitness assessments
- Field days
Competency as a criterion

- Sets of behaviors that are instrumental in the delivery of desired results (Bartram et al, 2002).

- Operationalized
- Assessed
- Communicated
- Developed.
AC Exercises and Simulations
Feedback Sessions

• Individual Face to face interactions between trained assessors and individuals.

• Interactions between participants to share their knowledge and experiences.
Observers and Facilitator

• Trained assessors (senior behavioral specialists)

• Top performer managers (with training in behavioral approach).
Begin

Participants & Observers arrive at LeadershipLAB

LeadershipLAB Orientation: Participants are introduced to the program

Assessment center Exercises begin

Observers observe & take notes

Observers prepare exercise reports & individually assign ratings

Participants gather for debriefing

Observers gather in team meetings too discuss briefly Participant's Performance.

Participants discuss their Responses in AC Exercises and receive general feedback

Observers prepare for written & oral feedback

Participants receive individual feedback

Observers prepare exercise reports & individually assign ratings
Study 2 (Research Questions):

1. Does LeadershipLAB increase score of Values Based Behavioral Evaluation?

2. Is performance appraisal score of participants who showed progress in leadershipLAB higher than the score of participants who did not show progress?

Note: Performance Appraisal = Result + Behavior (360°)
Behavior = Values Based Behavioral Evaluation
(Using rating questionnaire)
Research Findings (Study 2, N = 57, Head/Sec of Departments)

Searching Committee Scores (Panel Evaluation)

2 Months

LeadershipLAB

2 Months

Performance Appraisal Scores (Behavior 360º)

M = 3.02; SD = 0.88

t(56) = 4.48, p < 0.001

M = 3.65; SD = 0.91
Research Findings (Study 2, N = 57, Head/Sec of Departments)

Showed Progress in LeadershipLAB (N = 29)

Did not show Progress (N = 28)
Research Findings (Study 2, N = 57, Head/Sec of Departments)

Showed Progress in LeadershipLAB (N = 29)

Did not show Progress (N = 28)
Research Findings (Study 2, N = 57, Head/Sec of Departments)

Showed Progress in LeadershipLAB (N = 29)

Did not show Progress (N = 28)
Theoretical Foundations

1. Behavioral Learning Theory
   (e.g., Skinner, 1986; Peterson, 2004)

2. Cognitive Learning Theory
   (e.g., Ausubel et al., 1978; Anderson, et al., 1978)

3. Social Learning Theory
   (e.g., Bandura, 1977; Engestrom, 2010)

Repetition and feedback
Repetition

- “it is frequent repetition that produces a natural tendency” (Ross & Aristotle, 1906, p. 113)

- “the more frequently two things are experienced together, the more likely it will be that the experience or recall of one will stimulate the recall of the other” (p. 35).
Repetition

- Pavlov: Pairing of a conditioned stimulus.
- Thorndike: Cats in puzzle boxes.
- Watson: Establish a habit.
- Skinner: Shaping and through vanishing.
Repetition and Feedback

- Ausubel:
  Relation between repetition & feedback.

- Bandura:
  Modeling and self-corrective adjustments on the basis of informative feedback.
Formulating Success Criteria

University’s Values
- Integrity
- Care
- Excellence

Servant Leadership
- Greenleaf
- Sen Sendjaya
- Others

Qualitative Survey
Behaviors (10 Dimensions)

FGD
Good leaders must first become good servants.

— Robert K. Greenleaf —
1904-1990
Leadership Model – Servanthood and the need of others as the highest priorities (Spears, 1996).
THEORIES

SEN SENDJAYA (2003)

• Voluntary Subordination
  • Authentic Self
• Covenantal Relationship
  • Responsible Morality
• Transcendental Spirituality
  • Transforming Influence
ICE (The keywords)

**INTEGRITY**
- Consistent
- Honest
- Sincere
- Holistic
- Strong Character
- Can be trusted
- Harmony between words and deeds.

**CARE**
- Attentive
- Respect
- Responsible
- Build conducive and sustainable relations.

**EXCELLENCE**
- Seriousness
- Creative
- Innovative
- Efficient
- Effective
- On time
- Appropriate
ICE BASED COMPETENCY

INTEGRITY
- Integrity
- Impact and Influence
- Team Leadership

CARE
- Interpersonal Relationship
- Customer Service Orientation
- Team Work

EXCELLENCE
- Strategic Thinking
- Achievement Orientation
- Business Spirit
- Decision Making
Assessment Center Process

Identifying Criteria for Success (Competency)

Defining Criteria and Confirmation from the top Level management

Determine Simulations/Exercises

Job Related Problems/Activities (Interview, Observation, studying job related documents and data)

Designing Simulations/Exercises

Running Assessment Center

Ad hoc descriptions
Summary
Recommendations

Conducting Feedback Developmental Stages

Validation
Simulations and Exercises  
(All are job related)

1. In Tray  
2. LGD-NA  
3. Peer Interaction
Multiple Source of Evidence
(Sireci, 2009)

- Content Validity
- Internal Structure (Construct Validity)
- Response Processes
- Predictive Validity
- Validity Generalization and Consequences of Testing

(AERA, APA, & NCME, 2014)
Pilot Testing (Try Out)

Asking Questions (to assessor, assessee, and role player):

1) Can you understand the instruction?
2) Can you comprehend the content of S/E?
3) Can you understand the role of assessee?
4) Can you understand the situation in S/E?
5) Are there more information needed to complete S/E?
6) Is sufficient time available?
7) Are there any terms or information that is not understood?
8) Are there information in the content seem offensive, inappropriate, or bias?
9) Are rating scale and manual observation (Assessor) clear enough?
10) Are Instructions for role player already quite complete and clear?
Response Processes (1)

Explore perception, recognition, and behavior of assessee regarding S/E (during AC):

- Responding to the issue seriously
- Recognize it as a challenge
- Consider it important and relevant
- Featuring optimal performance
Response Processes (2)

Explore opinion, appreciation, and behavior of assessor/role player to the S/E (in the meeting and using questionnaire):

- "Strength" S/E to stimulate behavior
- S/E give opportunities to stimulate behaviors relevant to the dimensions that are being measured?
- Instructions for role players and their experience interacting with the assessee
Content Validity (1)

- The content of S/E inline with success criteria:
  - Job related S/E.
  - Expert Judgement.
  - List of behavior.
  - Clear instructions
  - Course of actions.
Content Validity (2)

Expert judgement:

- Inter professional judgement (Using questionnaire).

  and

- Meeting with experts
Internal Structure

Psychometric property of Post Exercise Dimension Rating (PEDR):

- Convergent Validity
- Discriminant Validity
### Convergent Validity

**Within-exercise dimension ratings (N = 33)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Dimension</th>
<th>Correlation Coefficients (r)</th>
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<tr>
<td>1.</td>
<td>Integrity</td>
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<tr>
<td>2.</td>
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<td>0.31 – 0.67</td>
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<td>3.</td>
<td>Team Leadership</td>
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<td>4.</td>
<td>Interpersonal Relationship</td>
<td>0.30 – 0.68</td>
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<td>Team Work</td>
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Convergent Validity

■ Same Dimension - Different Exercise (SDDE)

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<th>Correlation Coefficients ($r$); $N = 33$</th>
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## Convergent Validity

### Dimension Clustering Analysis

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<th>Excellence</th>
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<th>Care</th>
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### Discriminant Validity

**Same Exercise-Different Dimension (SEDD)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Dimension</th>
<th>Correlation Coefficients ($r$)</th>
<th>LGD-NA</th>
<th>In Tray</th>
<th>Peer Interaction</th>
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<tr>
<td>1.</td>
<td>Integrity</td>
<td></td>
<td>0.26 - 0.36</td>
<td>0.13 - 0.35</td>
<td>0.17 - 0.39</td>
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<tr>
<td>2.</td>
<td>Impact and Influence</td>
<td></td>
<td>0.30 – 0.47</td>
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<td>0.34 – 0.42</td>
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<tr>
<td>3.</td>
<td>Team Leadership</td>
<td></td>
<td>0.29 – 0.61</td>
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<td>0.26 – 0.39</td>
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<tr>
<td>4.</td>
<td>Interpersonal Relationship</td>
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<td>0.28 – 0.47</td>
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<td>5.</td>
<td>Customer Service Orientation</td>
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<td>6.</td>
<td>Team Work</td>
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<td>0.27 – 0.51</td>
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<td>0.32 – 0.42</td>
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<td>7.</td>
<td>Strategic Thinking</td>
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<td>0.22 – 0.39</td>
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<td>0.24 – 0.35</td>
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<td>8.</td>
<td>Achievement Orientation</td>
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<td>0.32 – 0.52</td>
<td>0.11 – 0.25</td>
<td>0.22 – 0.49</td>
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<td>9.</td>
<td>Business Spirit</td>
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### Discriminant Validity

**Different Exercise-Different Dimension (DEDD)**

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<tbody>
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<td>LGD-NA vs In Tray</td>
</tr>
<tr>
<td>1.</td>
<td>Integrity</td>
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</tr>
<tr>
<td>2.</td>
<td>Impact and Influence</td>
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<td>3.</td>
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<td>4.</td>
<td>Interpersonal Relationship</td>
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<td>5.</td>
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<td>9.</td>
<td>Business Spirit</td>
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<tr>
<td>10.</td>
<td>Decision Making</td>
<td>0.28 – 0.47</td>
</tr>
</tbody>
</table>
### Convergent Validity

(OAR = Overall Assessment Rating)

<table>
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<tr>
<th>No.</th>
<th>Dimension</th>
<th>Correlation Coefficients (r); **p&lt;0.001; *p&lt;0.05</th>
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<td></td>
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<tr>
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<td>Integrity</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td>Team Leadership</td>
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<td>4.</td>
<td>Interpersonal Relationship</td>
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<td>7.</td>
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<tr>
<td>9.</td>
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</tr>
<tr>
<td>10.</td>
<td>Decision Making</td>
<td>0.46**</td>
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</table>
## Criterion-Related Validity

### Convergent Validity (OAR and Performance Appraisal)

<table>
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<th>Dimension</th>
<th>Correlation Coefficients ($r$)</th>
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</tr>
<tr>
<td>10.</td>
<td>Decision Making</td>
<td>0.35*</td>
</tr>
</tbody>
</table>
Conclusions

- LeadershipLAB is a promising program to accelerate leadership development.

- More research are needed to find the best way to conduct LeadershipLAB and how it can be used in teaching and student leadership development in university.

- Multiple source of evidence is recommended in order to validate S/Es as well as overall LeadershipLAB program.