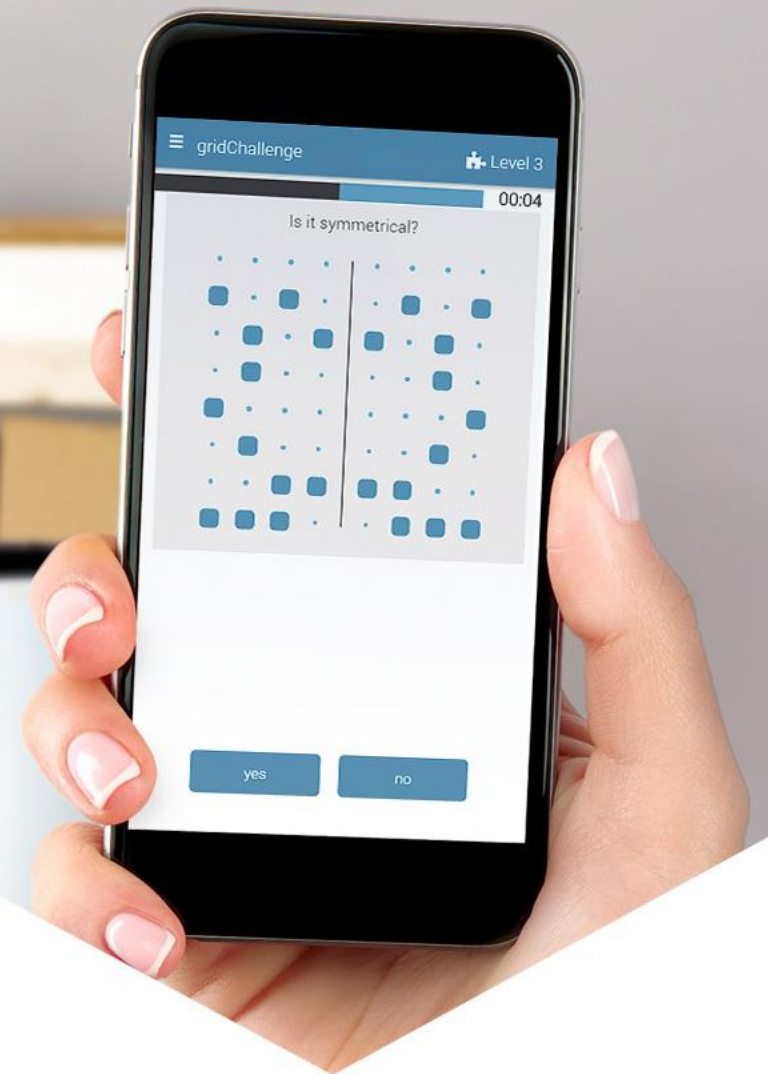


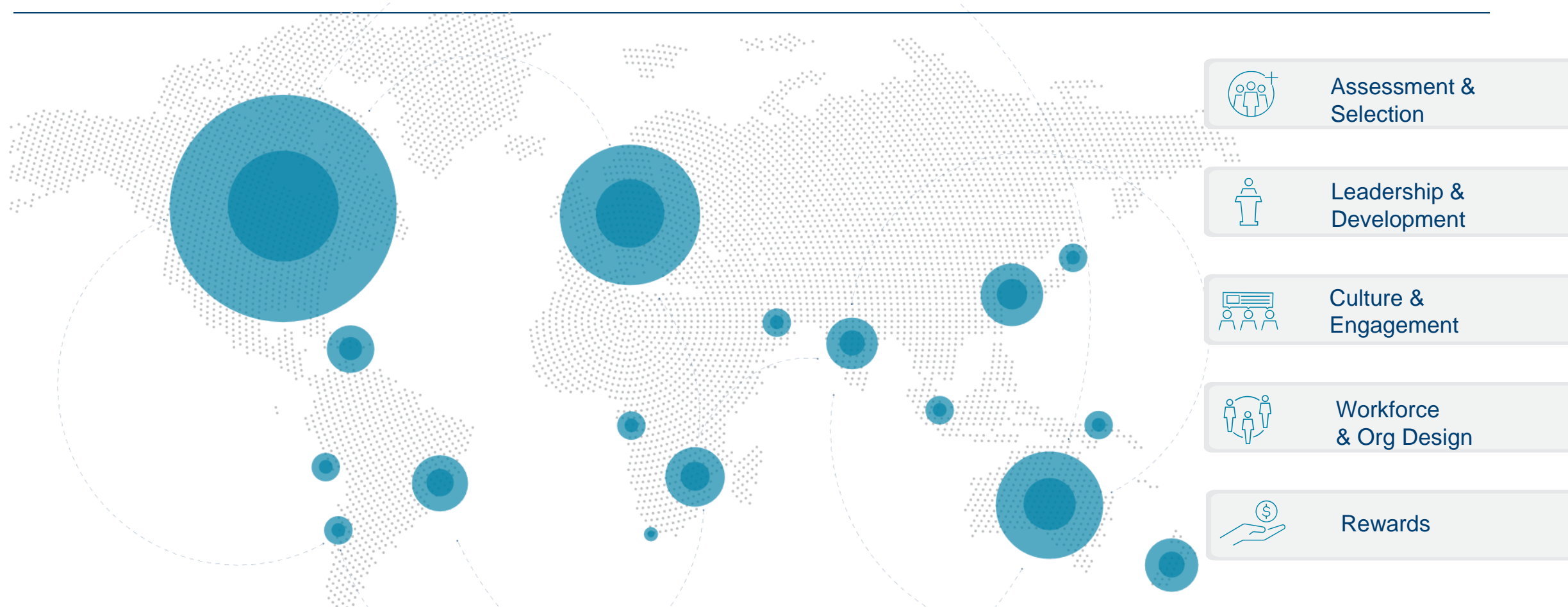
smartPredict – Development Insights and Study Results of Aon’s Gamified Assessment Series

GBA Workshop, Minneapolis, August 2019

Alina Siemsen, Project Manager – Portfolio Development
Aon’s Assessment Solutions



Your Global Assessment Partner



 **40+ Years**
of Experience

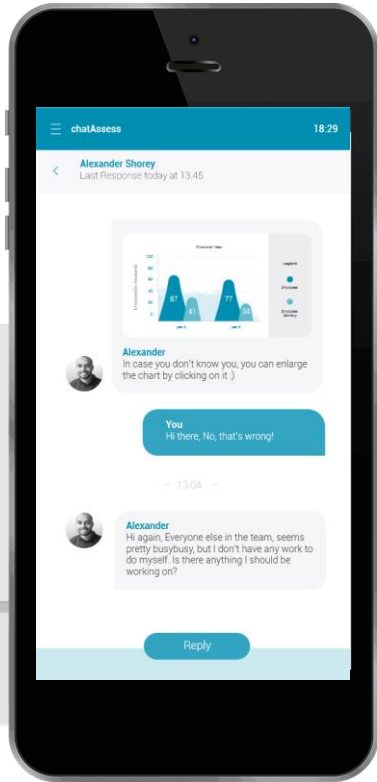
 **30M**
Assessments
per year

 **120**
Countries

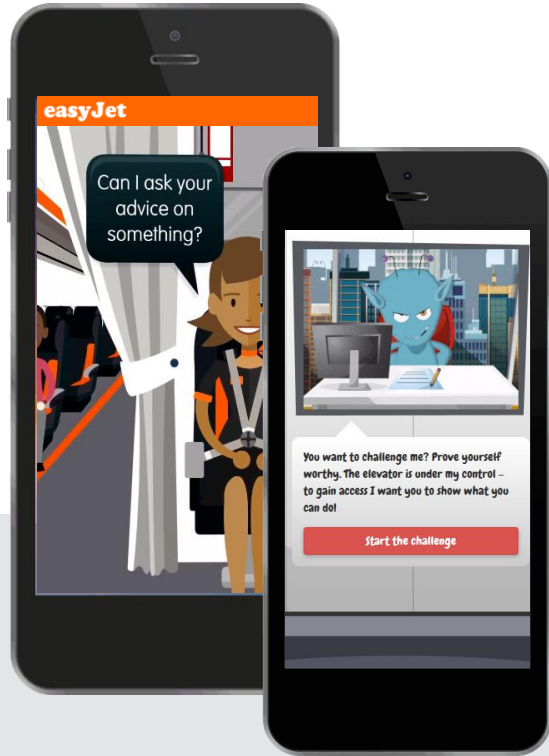
 **40**
Languages

 **2,000**
Global Talent colleagues

Gamification in Assessments – where we started



Gamifying though interaction



Gamifying using a cover story as a wrapper around assessments



Gamifying by changing the appearance of the assessment

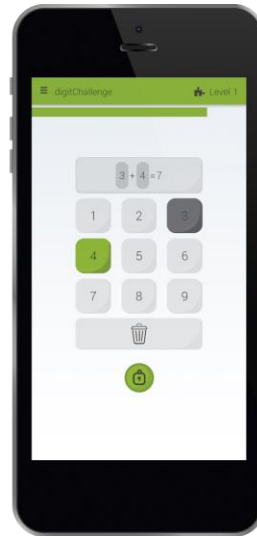
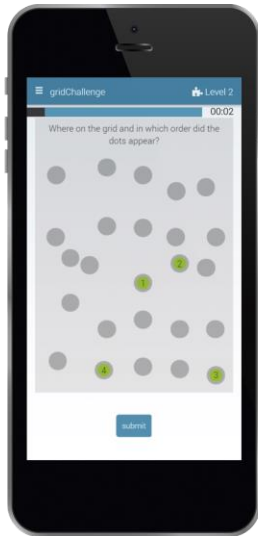
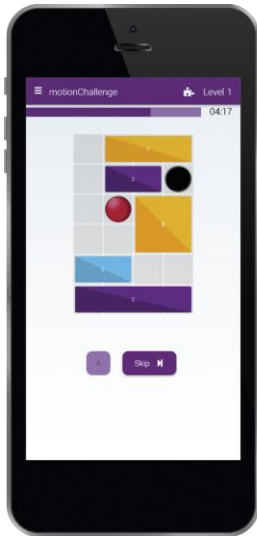
smartPredict – Our Gamified Cognitive Suite

Gamified approach to assessing cognitive capabilities



Choose among four challenges in the suite:

- **motionChallenge:** Complex planning capability
- **gridChallenge:** Working memory
- **switchChallenge:** Deductive logical reasoning
- **digitChallenge:** Basic numerical comprehension



Overall Impression of the Company

91% better than or equal to traditional assessment

Perception of Fairness

88% better than or equal to traditional assessment



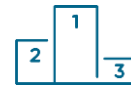
Holds Attention

96% of users are motivated to do well

93% better than or equal to traditional assessment

Engages Participants

94% better than or equal to traditional assessment



Predicts Performance

88% better than or equal to traditional assessment

2x as likely to be above average in customer interaction ratings and 1.5x in critical thinking performance

Continuous development of smartPredict



Instruction Update

BEFORE

At the top of each page you will see an equation with gaps. In order to fill the gaps, the numbers 1 to 9 are available. Each number can only be used once.

Your task will be to fill the gaps of an equation with numbers so that the given result is correct.

The 'BEFORE' interface shows a math problem with gaps: $_ + _ = 3$. Below the equation is a keypad with numbers 1-9 and a trash icon. A text box at the bottom of the keypad reads: "Here you see an incomplete equation and the keypad with the available numbers." Navigation buttons for "back" and "next" are visible at the bottom.

Instructions before:

- Long texts with very detailed descriptions
- Focused on explaining every detail of the test
- Required the candidate to interact with the assessment during the instructions

AFTER

The 'AFTER' interface shows a math problem with gaps: $6 - 4 = 4$. Below the equation is a keypad with numbers 1-9 and a trash icon. The text above the keypad reads: "You have two ways to make corrections." Navigation buttons for back and next are visible at the bottom.

New tutorial:

- Less text
- Animations explain how to complete the assessment
- Compact and engaging
- Straight forward and clean user interface
- Easy to understand

Continuous development means **continuous research**



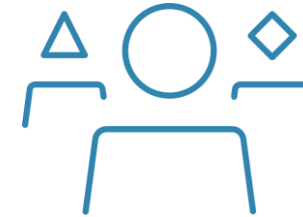
Applicant Reactions

- Original vs. Gamified Versions
- Desktop vs. Mobile ←
- New vs. Old Instructions ←
- Branding vs. Standard



Equivalency

- Desktop vs. Mobile
- Original vs. Gamified Versions ←



Adverse Impact ←

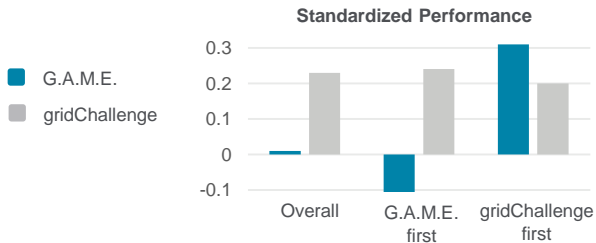
- Age
- Gender
- Ethnicity

Equivalence Study G.A.M.E./gridChallenge

Performance Equivalence >>>

An **equivalence study** was conducted between May 2019 and June 2019 to determine the equivalence of performance between the G.A.M.E. and gridChallenge assessments provided by an MTurk sample. A total of 306 participants provided complete and usable data for both assessments (68%).

Results indicate a **strong relationship**. While there is no commonly agreed upon standard of equivalence, a correlation of $r = .71$ generates fairly strong **evidence of equivalence**.



	r	p
Overall	0.71	0.000
Condition 1	0.74	0.000
Condition 2	0.69	0.000

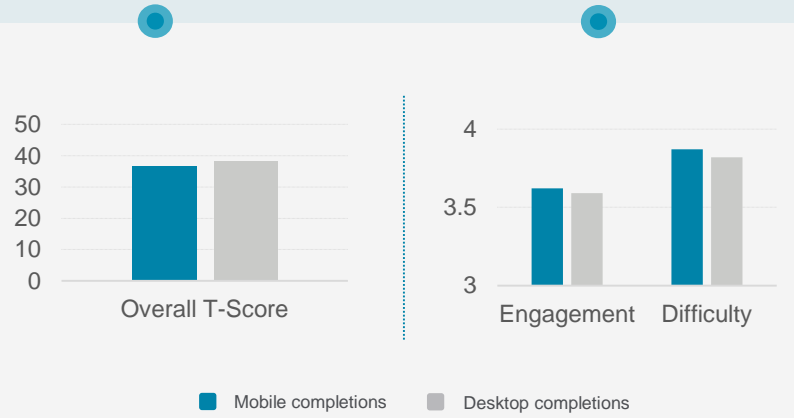
Results prove that G.A.M.E. and gridChallenge **measure the same construct**.

gridChallenge and G.A.M.E. have a different look and feel but capture similar information. Therefore, it is fair to assume that the technical documentation that has been done for G.A.M.E. can be applied to gridChallenge, and vice versa.



Research Study Adverse Impact and Mobile/Desktop Equivalence

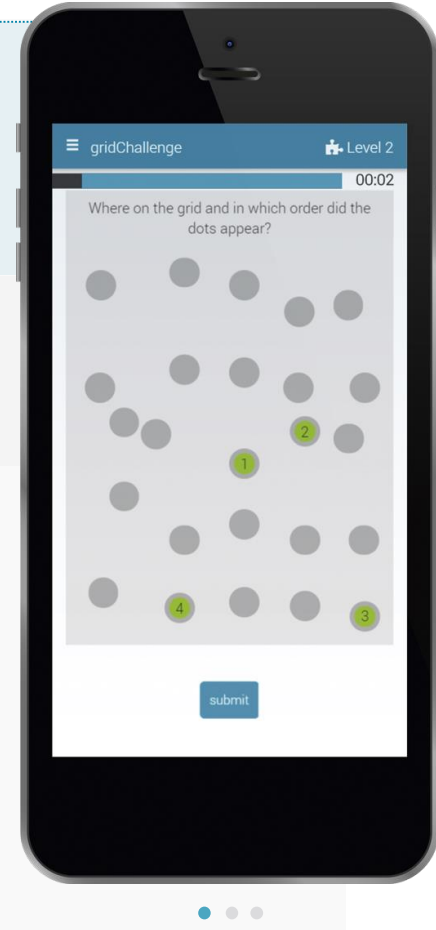
Administered to N = 350 participants recruited from Amazon's Mechanical Turk



gridChallenge showed no differences in **performance** for mobile and desktop completions (Cohen's d = -.12).

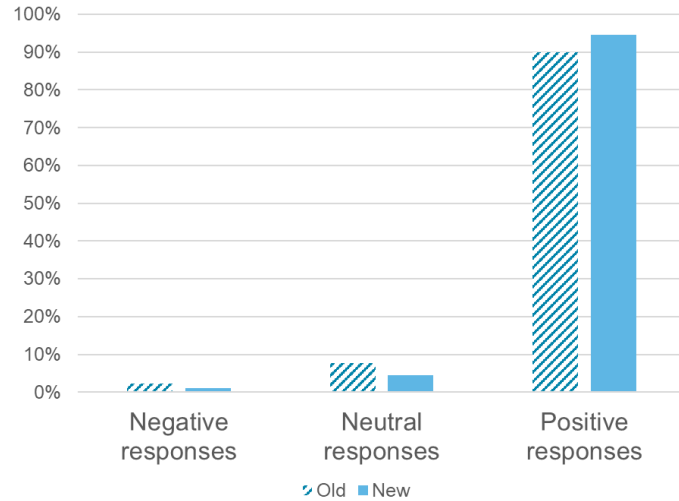
When asked for **applicant reactions**, no differences were found between mobile and desktop completions for 12 areas in total.

Adverse Impact Area	Cohen's d
Gender (male-female)	-.05
Age (under 40-40 and older)	-.02
Ethnicity (White-Asian-Black-Hispanic-two or more)	-.35 to -.48

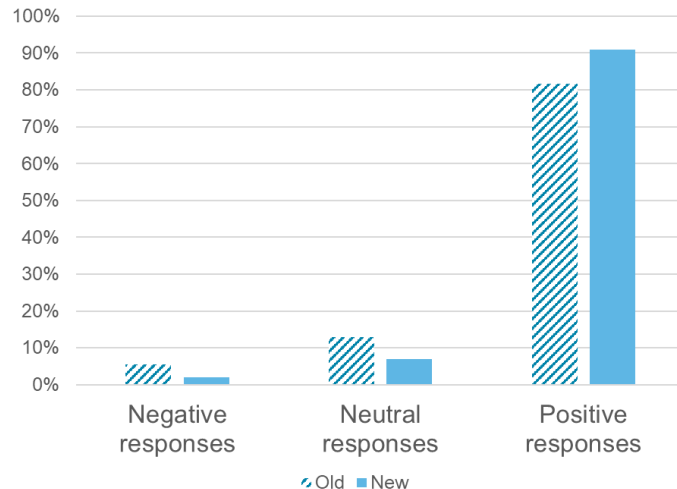


User acceptance study results

The instructions for this activity were easy to understand.



If I were completing this activity as part of a job application process, I would feel comfortable with how well the instructions prepared me to do my best.



Overall Applicant Reactions: the reactions are positive to a larger extent than the previous study on the old instructions



Adverse Impact Analyses: No evidence of adverse impact for age or race/ethnic subgroups; preliminary evidence indicates **potential** for adverse impact for gender

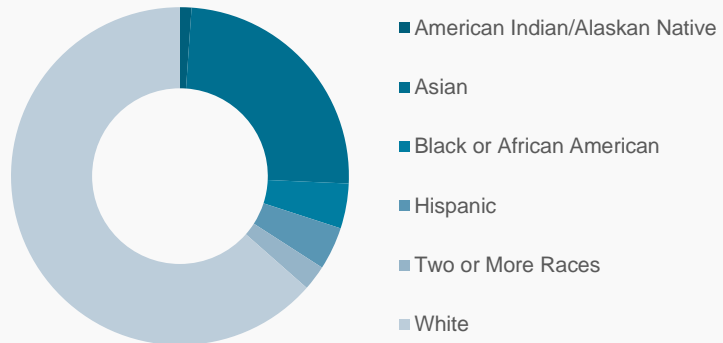
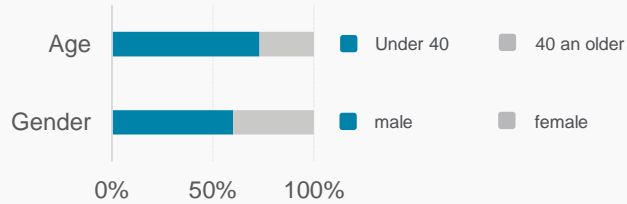
Study Design

A total of 211 participants completed digitChallenge with new instructions and applicant reactions questionnaire directly afterwards.

The results were compared to a previous study (smartPredict Applicant Reactions Results, July 2018).

Applicants Reactions Desktop vs. Mobile

Administered to N = 374 participants recruited from Amazon's Mechanical Turk



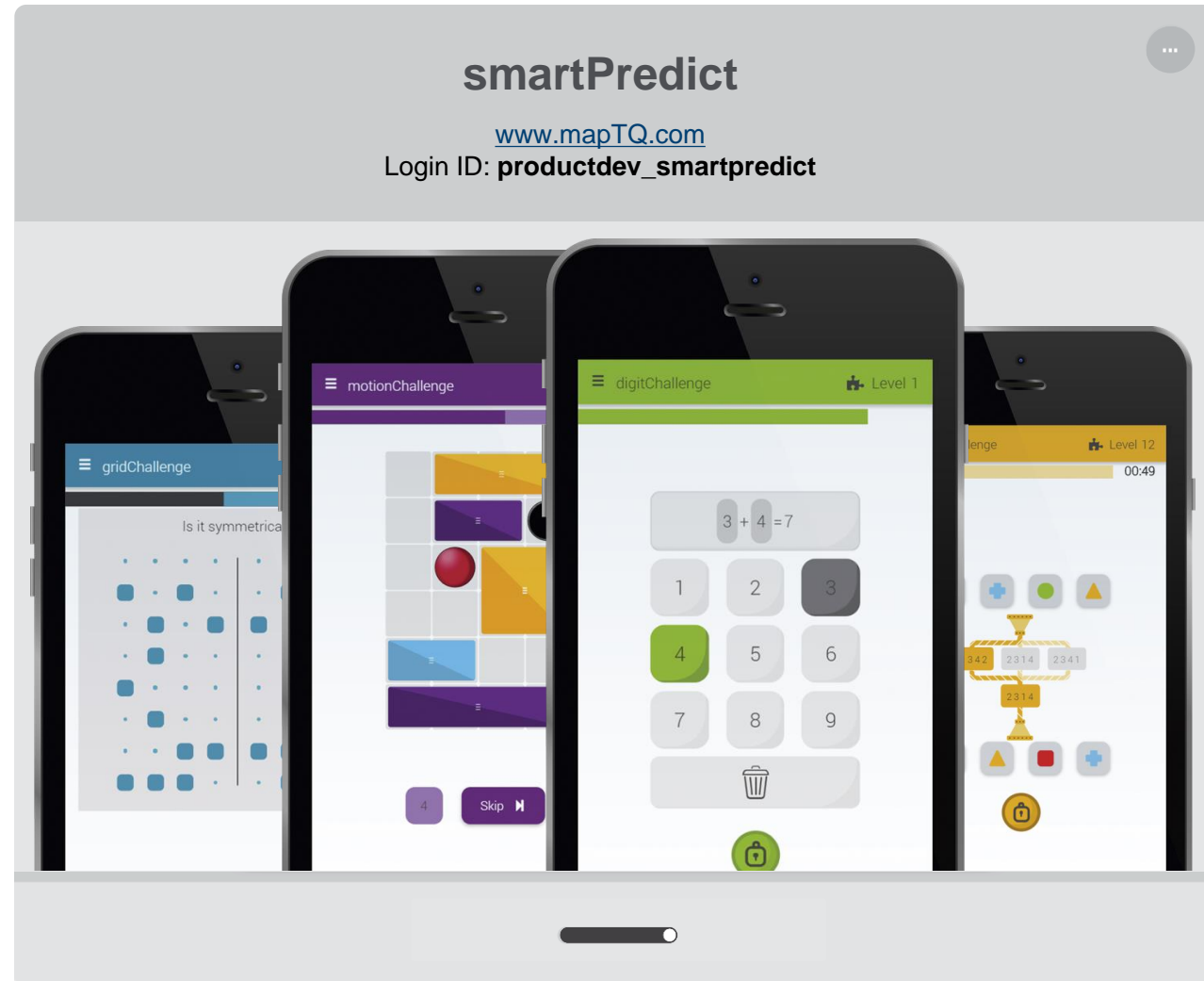
Reaction Area	T-values per Assessment			
	motionChallenge	gridChallenge	switchChallenge	digitChallenge
Engagement	-2.188; p <.05	-.279; p = .78	-.866; p = .39	-.351; p = .73
Opportunity to Perform	-.693; p = .49	1.638; p = .10	.973; p = .33	1.038; p = .30
Fairness	-1.213; p = .23	.122; p = .90	-.326; p = .74	-.061; p = .95
Face Validity	-.254; p = .80	-.307; p = .76	.073; p = .94	.679; p = .50
Effort	-2.133; p <.05	-.610; p = .54	-.227; p = .82	-1.130; p = .26
Ability to Improve	-2.622; p <.01	-1.249; p = .21	-2.111; p <.05	-.394; p = .69

Logins



Try it yourself!

- Use the link and enter the Login ID.
- Feel free to enter a pseudonym for name and e-mail address when asked for it.





Thank you very much.

alina.siemsen@cut-e.com