

Assessment & Business Solutions

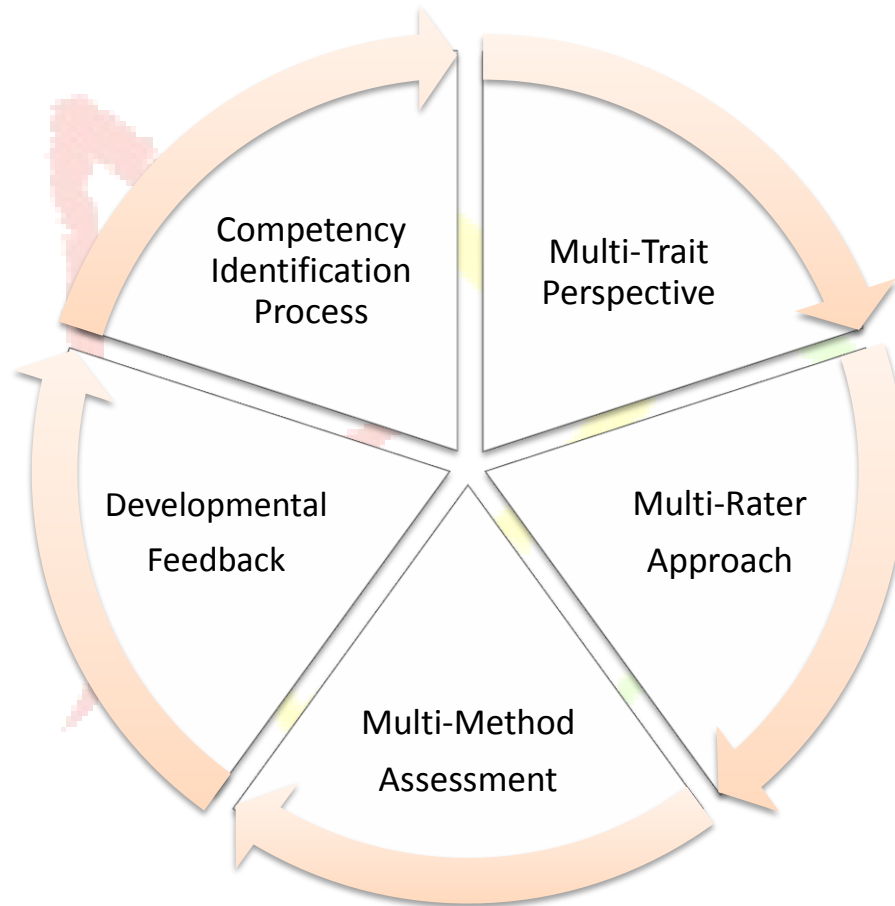
Whatever you can do, or dream you can, begin it. (J. W. Goethe)

Business Solutions



- ☐ Assessment / Development Services:
 - ☐ Assessment Centers;
 - ☐ Individual Assessment;
 - ☐ Assessment of Team Functioning.
- ☐ Customized Reporting Services:
 - ☐ The reports are aligned to the specific organizational competencies;
 - ☐ The reports are modified according to the specific objectives of each project.
- ☐ Performance Management:
 - ☐ Performance appraisal;
 - ☐ Customized 360° Multi-Rater Feedback System
 - ☐ Performance appraisal tools
- ☐ Organizational Downsizing and Restructuring.
 - ☐ Expert assistance in ensuring the effectiveness and fairness of the restructuring process.

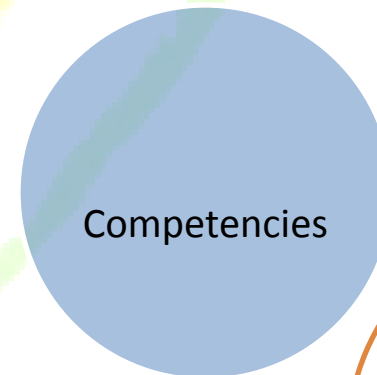
Assessment Centers



Assessment Centers

❑ Competency Identification Process

- ❑ Competencies are defined as those key skills, abilities or behaviors required for obtaining success in a certain job/professional role;
- ❑ Identifying the competencies that have the strongest relationship with the performance in a job/role influences the *validity* of the whole assessment process;
- ❑ Methods for Identification:
 - ❑ Customized Job Analysis Surveys;
 - ❑ TNA-T
 - ❑ FJAS (Fleishman Job Analysis Survey);
 - ❑ Competency Identification Interviews.



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❑ Multi-Trait Perspective

- ❑ Job performance is usually explained by a combination of traits (competencies);
- ❑ Each competency has a unique contribution;
- ❑ Competencies must be weighted according to their importance.



Motivation

Leadership

Teamwork

Customer
Orientation

Entrepreneurial
Spirit

Assessment Centers

❑ Multi-Rater Approach

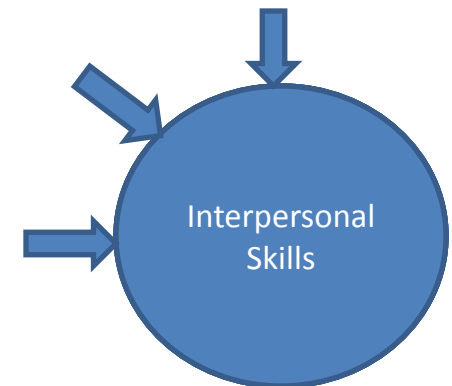
- ❑ The participation of more than two assessors usually increases the validity of the assessment processes;
- ❑ The multi-rater approach offers different pieces of information derived from subjective perspectives;
- ❑ Objective perspectives are structured from combining different subjective points of view;



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❑ Multi-Method Assessment:

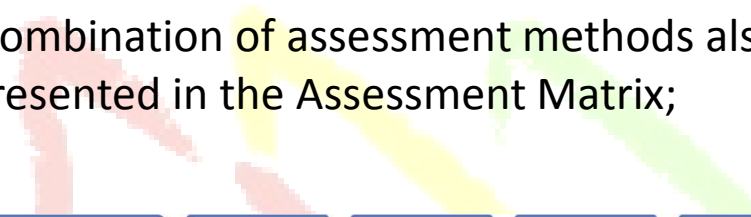
- ❑ Information about the current level of development for a certain competency are usually gathered by employing at least two different methods of assessment;
- ❑ The most valid and reliable results are obtained by using both qualitative (Job Simulation, Interviews, Role-Plays) and quantitative (questionnaires, tests, inventories, surveys) methods.



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❑ Multi-Method Assessment:

- ❑ The unique combination of assessment methods also called the assessment model is represented in the Assessment Matrix;



Competencies	CBBI	CPI-260	In Tray	Role Play	Presentation
Results Orientation	•	•		•	•
Planning and Organizing	•	—	•		
Leadership		•	•	•	•
Teamwork	•	•		•	
Motivation	•	•			

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☐ **Multi-Method Assessment:**

- ☐ Quantitative Methods (Personality Inventories, General Mental Ability Tests, Integrity Testing, Leadership Assessment, Sales Aptitudes, Emotional Intelligence);
- ☐ Qualitative Methods (Structured Interviews, Competency based Behavioral Interviews, Role-Plays, Group Exercises, In-Trays, Job Simulation Exercises);
- ☐ The qualitative methods of assessment are usually customized according to the unique job profile of each of our clients.

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☐ Developmental Feedback:

- ☐ Regardless the general objectives of an Assessment Center (selection, promotion, development, performance appraisal, organizational development) in order to increase it's impact at an individual level, our AC's are usually followed by individual feedback sessions with the participants, as well as with other directly interested persons (HR Managers/Supervisors);
- ☐ The feedback sessions offer:
 - ☐ A meaningful perspective for the participants;
 - ☐ An increase in the participants' overall satisfaction;
 - ☐ An exploration of formal or informal developmental opportunities;
 - ☐ An opportunity for supervisors to have a clear image of their subordinates' strengths and developmental areas;
 - ☐ A sense of fairness and usefulness of the assessment process.

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☐ Developmental Feedback:

- ☐ The basic principles behind our feedback sessions are:
 - ☐ Offer a **descriptive** feedback– not judgemental;
 - ☐ Offer **specific** information – do not generalise;
 - ☐ Focus on **behaviour** – which can be changed;
 - ☐ Be **sensitive** to the needs of the recipient;
 - ☐ Be **timely** – offering the feedback as close to the assessment event as feasible.

- ☐ Our developmental feedback sessions focus on:
 - ☐ Description of the general level of development for each job relevant competency;
 - ☐ Description of personal strengths and areas of improvement;
 - ☐ Establishing a specific developmental action plan with each participant in order to assist him/her in the general process of development.

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☐ Evidence of Validity

Author	Summary (Overall Assessment Rating)	<i>r</i>
Cohen et al (1974)	OAR significantly predicts performance	.33
Cohen et al (1974)	OAR significantly predicts potential	.63
Cohen et al (1974)	OAR significantly predicts promotion	.40
Hunter & Hunter (1984)	OAR significantly predicts job performance	.43
Gaugler et al (1987)	OAR in relationship with progress, performance and ratings (peers/supervisors)	.37
Hardison & Sackett (2007)	OAR significantly predicts job performance	.31

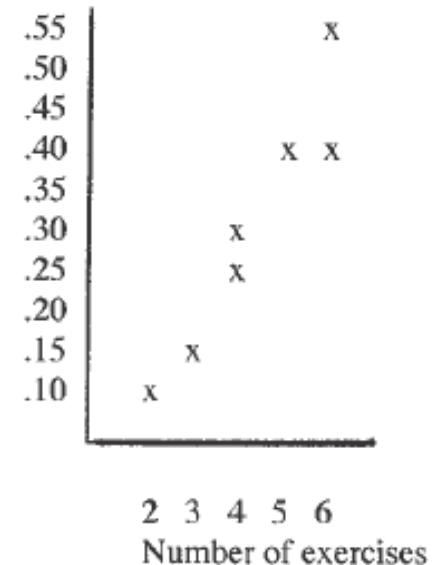
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❑ Evidence of Validity – Why multiple methods?

- ❑ Increasing the number of methods used in an AC is reflected in a significant increment of the power of prediction.

Number of Types of Exercises	Validity of OAR
6	.55
6	.40
5	.40
4	.25
4	.30
3	.15
2	.08

Validity
of OAR



Individual Assessment



☐ Objectives and Areas of Assessment:

- ☐ Usually individual assessment is used for the following purposes:
 - ☐ Selection;
 - ☐ Promotion;
 - ☐ Career Guidance and Counseling;
 - ☐ Developmental Processes.
- ☐ The individual assessment is focused on the following areas of assessment:
 - ☐ Personality;
 - ☐ General Mental Ability;
 - ☐ Emotional Intelligence;
 - ☐ Sales Skills and Aptitudes;
 - ☐ Motivation;
 - ☐ Stress Coping, Type A Personality;
 - ☐ Assessment of Vocational Interests.

Individual Assessment

- ❑ Individual Factors = Individual Human Capital and Resources;
- ❑ Organizational Factors = Job Design, Workload, Motivational Aspects, Team Functioning, Organizational Communication.



Assessment of Team Functioning



☐ Factors of Influence:

- ☐ The performance of a department or of an organization is influenced by both individual and social factors;
- ☐ The **individual factors** usually refer to the compatibility of people working in an unit with regard to:
 - ☐ Personality;
 - ☐ Working Style;
 - ☐ Style of interactions;
 - ☐ Workload and workload distribution.
- ☐ The **social factors** that that influence the team's functioning refer to:
 - ☐ Team Identity;
 - ☐ Team Climate and Atmosphere;
 - ☐ Team Leadership;
 - ☐ Team Functioning.

Assessment of Team Functioning



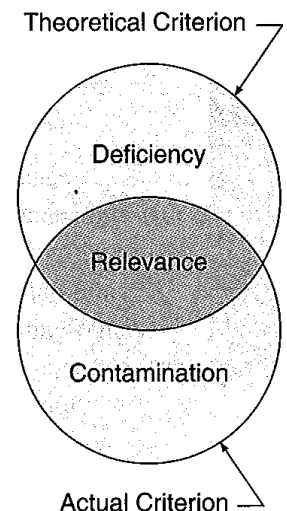
❑ Our Approach:

- ❑ Assessment of Team and Group Dynamics by analyzing:
 - ❑ Individual factors (team profiles, team strengths, team areas of development, distribution of motivational factors within the team, team's working style, the distribution of roles within the team);
 - ❑ Social Factors (group dynamics, team leadership, team climate).

Performance appraisal



- ❑ The Dekon performance appraisal is usually based on the following step by step approach:
 - ❑ Identifying relevant performance criteria (contamination & deficiency issue);
 - ❑ Identifying the main criteria of contextual and task performance (Borman, 2003);
 - ❑ Design of objective performance appraisal forms;
 - ❑ Design of subjective performance appraisal measures (Graphic Rating Forms & 360 Performance Focused Feedback);
 - ❑ Training needs identification;
 - ❑ Identification of skill, knowledge or ability based performance gaps.



Organizational Downsizing and Restructuring



- ☐ As organizational downsizing and restructuring is regarded as a highly sensitive area, these projects will be approached only based on explicit client formulated requests.
- ☐ In this particular type of process Dekon offers:
 - ☐ Consultancy for the managing communication process;
 - ☐ Consultancy for the restructuring process;
 - ☐ Consultancy for design and implementation of the assessment process.

Contact



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