Successful Localization Approach of Assessment Center Method in Japan
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Masahiro Tohyama
Executive Officer
Management Service Center Co., Ltd.
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Presented by
Masahiro Tohyama, Executive Officer
Management Service Center Co., Ltd.
History of AC Methods in Japan

- Introduced Assessment Center Method in 1972 for the First Time in Japan

- Human Assessment (HA) was Originally DDI’s Assessment Center Method but Adapted to Japanese Culture

- Over 600,000 managers and management candidates have been assessed by MSC in the past 40 years
Japanese Corporate Culture Background

- Life time employment system and corporate culture as if one big family: Supporting each other is deemed important
- Clients appreciate that HA can remove the horizontal barrier and build networks
- Traditionally self-insight is regarded as important: viewing one’s behavior visually and comparing with others makes participants have self-insight and open to behavior change
1. HA Seen as AC + Development

2. Self-Reflection using VTR and Peer Feedback

3. On-sight Feedback by Professional Assessors

4. Group Discussion

5. Balanced Focus on Verbal and Non-Verbal Messages
• Development
  ✓ Identifying strengths and development needs
  ✓ Providing learning opportunity during AC

• Gathering supplemental data for personnel decisions
Self-Reflection using VTR and Peer Feedback

• Videotape simulation performances let participants observe and assess their behaviors to build their self-awareness.

• Let participants observe and assess peers’ simulation performances and exchange feedback among them to promote “learning from peers”
Show the unedited video recording
• Group members watch the video and give feedback on each person’s exercise

• Reflect one’s behavior objectively

• Gain insights from group members’ feedback
### 面接演習チェックリスト

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Rating</th>
<th>Sample behaviors</th>
</tr>
</thead>
</table>
| A-1. インタビュー | 3 | □ 先手を取って話し合いためにいた。  
□ 相手がマイナーな視点に向かう。  
□ 相手の発言に反応し積極的に対応した。  
□ さまざまな視点を進んで話し合った。 |
| A-2. バイタリティ | 4 | □ 充実の時間、空気を整えてエネルギッシュに話し合う。  
□ 充実の時間、空気を整えてエネルギッシュに話し合う。  
□ 質問があたたか臺として、本気の意見に相手と向き合った。  
□ 相手の質問にも答える。相手の意見に向き合い続けた。 |
| A-3. ストレスマネジメント | 2 | □ 相手に迷惑をかけることなく、自身のペースをやめた。  
□ 相手の気持ちに寄り添って、相手の立場を理解した。  
□ 相手の気持ちに寄り添って、相手の立場を理解した。  
□ 相手の気持ちに寄り添って、相手の立場を理解した。 |
| A-4. 自主性 | 3 | □ 相手の意見を取り入れ、相手の意見に従った。  
□ 相手の意見取り入れ、相手の意見に従った。  
□ 相手の意見取り入れ、相手の意見に従った。  
□ 相手の意見を取り入れ、相手の意見に従った。 |

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• Professional assessors provide to the group positive and developmental feedback after each simulation to:
  – Help participants learn effective approaches/behaviors in specific situations or with specific tasks
  – Show positive model for providing effective feedback
  – Ensure learning environment in AC
FB from Professional Assessors

Overall Feedback

• Providing information about critical points of effective behaviors after each simulation

Individual Feedback

• About 10-20min
• Increases acceptance and conviction of FB report which will be sent at a later date
Group Discussion

• Have a group discussion about in basket activity results and explore better ways or other options

• Gain insights from getting to know each other’s ways

• Key observation area for assessors
Japanese people tend to convey their true messages indirectly with non-verbal language rather than directly with specific verbal expressions.

In order to understand participants’ true messages, assessors pay careful attention to both their verbal and non-verbal communications, for example:

- Tone of voice
- Facial expressions
- Postures and gestures
### Overview of a Standard Implementation

<table>
<thead>
<tr>
<th>Groups</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants: 6per×3Gr=18</td>
<td>AC: Ordinary 2days, sometimes 1day</td>
</tr>
<tr>
<td>Assessors: 4 (including Lead Assessor)</td>
<td>Delivery of FB reports: 1 month later</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercises</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>① Group Discussion</td>
<td></td>
</tr>
<tr>
<td>② In-basket</td>
<td></td>
</tr>
<tr>
<td>③ Interview simulation</td>
<td></td>
</tr>
<tr>
<td>④ Analysis &amp; Presentation</td>
<td></td>
</tr>
</tbody>
</table>

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### Typical Program Schedule

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td><strong>④AP preparing</strong></td>
</tr>
<tr>
<td>① GD</td>
<td>④ AP</td>
</tr>
<tr>
<td>① GD-VTR-FB</td>
<td>④ AP-VTR-FB</td>
</tr>
<tr>
<td>② In-Basket</td>
<td>③ IS-VTR-FB</td>
</tr>
<tr>
<td>③ IS</td>
<td>Initial Dev Plan</td>
</tr>
<tr>
<td>② IB-GD</td>
<td>Assessor-FB</td>
</tr>
<tr>
<td>④ AP preparing</td>
<td></td>
</tr>
</tbody>
</table>

**Location**

- **Main Room**
- **Group Room A**
- **Group Room B**
- **Group Room C**

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Voice from Participants

HA promotes self awareness

It gave me an opportunity to reflect on my behavior objectively

Participant A

I gained insights about my strengths and development areas from my group members’ feedback.

Participant B
Innovative Training Program
Using Manga
Visual Method “insight-R4”
What is The Visual Method “insight-R4”?

Training materials that apply concepts of **cognitive science**
Through use of **MANGA**, learners are **drawn into narratives** and while they solve various problems as characters in the story, they learn the practical art of problem solving.

*The underlined area refers to the ‘narrative approach’ in cognitive science*

**It is not a ‘how to’ approach.**

Learners are to leverage their knowledge and experiences to find a solution by themselves.

Aim is to free them from bias and fixed thinking, and make use of their latent knowledge.

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Created and produced by
Professor Atsushi Yoshikawa, Tokyo Institute of Technology
Associate Professor Akiko Orita, Kanto Gakuin University

Our company’s “insight-R4” teaching materials were also jointly developed with both professors.
Benefits of the Visual Method “insight-R4”

- **Realistic**
  - Be absorbed in realistic situations
- **Reflection:**
  - Interpret from one’s own viewpoint, and gain an awareness
- **variety of Roles**
  - Think from various perspectives and broaden one’s outlook
- **Resolution**
  - Find solutions and express them in your own words
Sample Course Using “insight-R4”

**Reading comprehension of narrative**

**Individual analysis**
(10 to 15 mins)

Based on various information embedded in the narrative, participants detect problems and challenges. They think about the context and find solutions.

**Group analysis**
(20 to 25 mins)

In group discussions, participants verbalize their ideas in their own words, and try to explain and convince others.

**Group presentations**
(25 to 30 mins)

Opinions and ideas of group members are summarized and organized in a given timeframe and presented as a group.

**Questions**

(Examples of questions)

- How did Takahashi, the team leader, communicate with Komatsu and Omori?
- What should Takahashi, the team leader, do to solve a problem with the project?
- What kind of guidance should Hirai, the section manager, give to each of the two team leaders?

**The interpretation and awareness of “insight-R4” develop through question-based design.**
Conventional MANGA Approaches

1) Teach knowledge through texts, such as lines or captions.

2) Frequent use of emphatic expressions to guide readers to parts you want them to notice.
The Reflection Process - Learning Process of “insight-R4”

1. Think from your own viewpoint
2. Review your own viewpoint
3. Acquire a new viewpoint
4. Use the newly acquired viewpoint

- Acknowledgement of knowledge and experience
- Awareness/Unlearning
- Towards behavior change
# Material Availability

Selecting the most appropriate materials depending on the training theme or the role and level of participants.

<table>
<thead>
<tr>
<th>Title</th>
<th>Firm decision</th>
<th>Beginning</th>
<th>Recovery</th>
<th>Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover</td>
<td>Management decision to expand into global markets</td>
<td>Male version Female version</td>
<td>Candy toy* project in the sales department (from manager’s viewpoint)</td>
<td>Candy toy* project in the sales department (from the team leader’s viewpoint)</td>
</tr>
<tr>
<td>Outline</td>
<td>Management decision to expand into global markets</td>
<td>Launching an overseas expansion project</td>
<td>Candy toy* project in the sales department (from manager’s viewpoint)</td>
<td>Candy toy* project in the sales department (from the team leader’s viewpoint)</td>
</tr>
</tbody>
</table>
| Main contents  | • Vision creation/strategic decision making  
• Mid- to long-term strategies, making an action plan/Decision making for driving execution  
• Leadership (accelerate change/influence)  
• Team building  
• Ability to identify problems/improve problem solving | • Achieving and penetrating organizational objectives  
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• Team building  
• Delegation of authority/motivation/developing others  
• Communication with members (trust-building)  
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• Leadership (accelerate change/influence)  
• Team building  
• Delegation of authority/motivation/developing others  
• Project management execution  
• Communication with members (trust-building)  
• Ability to identify problems/improving problem solving skill  
• Diversity/inclusion |

* Candy toys are toys that come as a free gift with food or beverages.
Thank you!