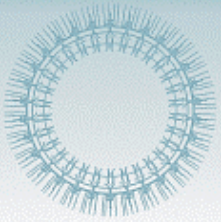


From Assessment Center Feedback to Human Performance Improvement

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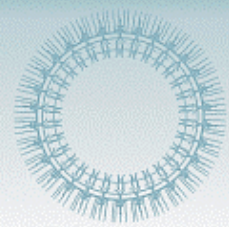
Why are we doing this?

- Full acceptance was 34%, 63% and 65% across the 3 studies
- Even when people accept, they don't always take developmental action
- During the 4 months between feedback delivery and the implementation of a developmental planning workshop, only 16% of the participants engaged in high or extremely high levels of developmental action
- **Payoff for these efforts:** Specific interventions for ways to increase acceptance, action, and human performance improvement

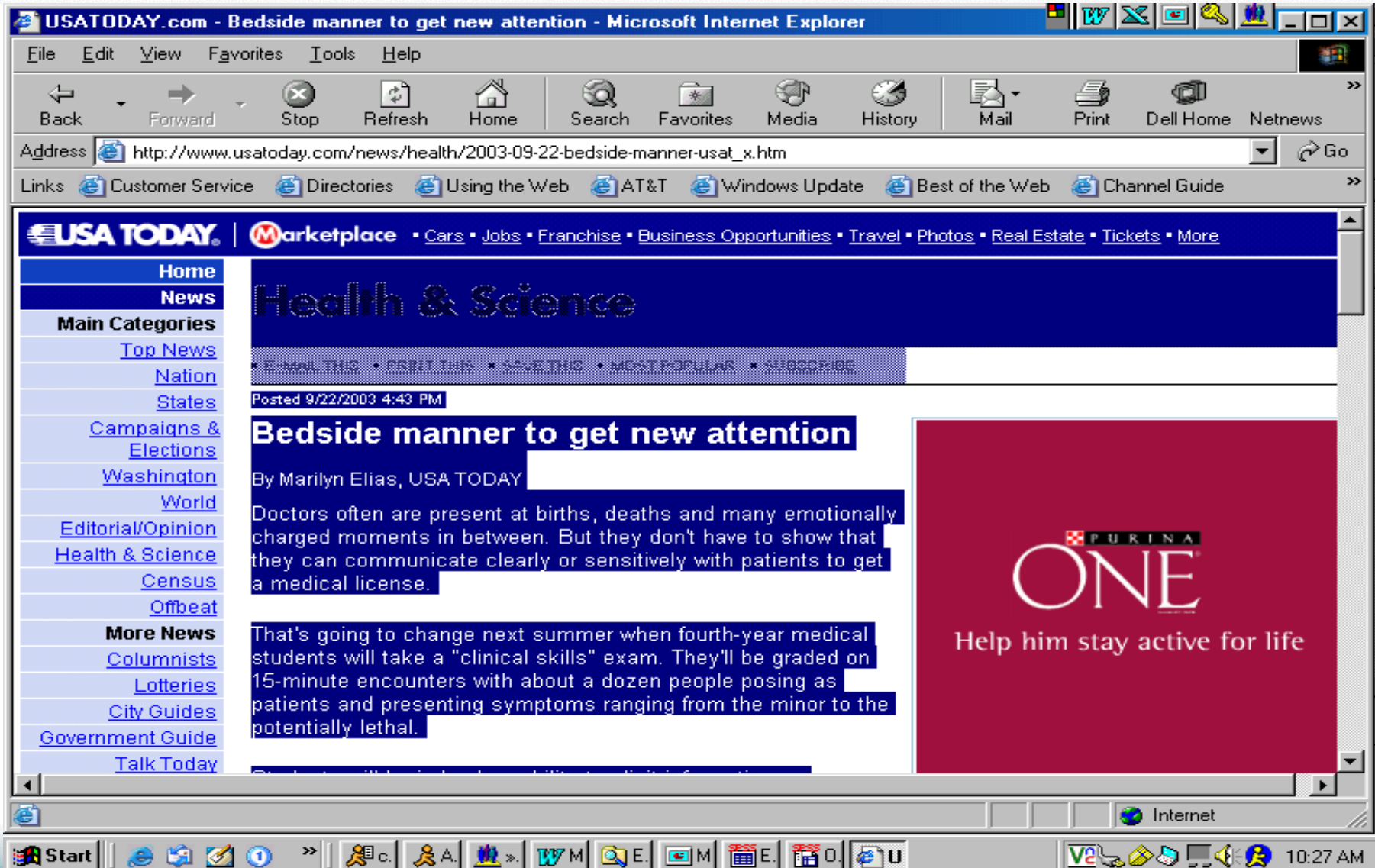


What led to these recommendations?

- **Literature Review Across Several Disciplines**
 - I/O Psychology
 - Clinical Psychology
 - Medical Training
- **Qualitative Analysis of Recipient Written Comments**
- **Correlational Data from 3 Different Studies**
- **Stated Preferences of What Recipients Want**



USA Today article on 9.22.03 says one key to patient compliance and good health is physician skill in providing feedback effectively



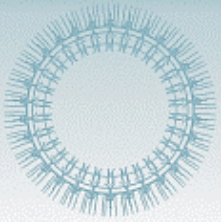
The screenshot shows a Microsoft Internet Explorer browser window. The title bar reads "USATODAY.com - Bedside manner to get new attention - Microsoft Internet Explorer". The address bar shows the URL "http://www.usatoday.com/news/health/2003-09-22-bedside-manner-usat_x.htm". The browser's menu bar includes File, Edit, View, Favorites, Tools, and Help. The toolbar contains buttons for Back, Forward, Stop, Refresh, Home, Search, Favorites, Media, History, Mail, Print, Dell Home, and Netnews. Below the toolbar, there are links for Customer Service, Directories, Using the Web, AT&T, Windows Update, Best of the Web, and Channel Guide.

The main content area of the browser displays the USA Today website. At the top, there is a navigation bar with "USA TODAY" and "Marketplace" followed by links for Cars, Jobs, Franchise, Business Opportunities, Travel, Photos, Real Estate, Tickets, and More. A left sidebar lists various news categories: Home, News, Main Categories, Top News, Nation, States, Campaigns & Elections, Washington, World, Editorial/Opinion, Health & Science, Census, Offbeat, More News, Columnists, Lotteries, City Guides, Government Guide, and Talk Today.

The main article is titled "Health & Science" and "Bedside manner to get new attention". It is dated "Posted 9/22/2003 4:43 PM" and is by "Marilyn Elias, USA TODAY". The article text is partially obscured by blue redaction boxes. The visible text includes: "Doctors often are present at births, deaths and many emotionally charged moments in between. But they don't have to show that they can communicate clearly or sensitively with patients to get a medical license." and "That's going to change next summer when fourth-year medical students will take a 'clinical skills' exam. They'll be graded on 15-minute encounters with about a dozen people posing as patients and presenting symptoms ranging from the minor to the potentially lethal."

On the right side of the article, there is a large red advertisement for Purina ONE dog food. The ad features the Purina logo and the text "ONE Help him stay active for life".

The Windows taskbar at the bottom shows the Start button, several application icons, and the system tray with the date and time "10:27 AM".



Why focus on feedback giver skills and behaviors?

- **The National Board of Medical Examiners says it is critical for physicians**
 - “Students will be judged on ability to elicit information on symptoms, to create rapport and trust, communicate clearly, do a thorough physical exam and record accurate notes.”
 - “Qualities such as listening carefully, noticing body language and showing empathy may sound like fluff. But there's evidence that patients who feel rapport with a doctor are more likely to comply with orders and do better medically.”
 - Considering that there's been no such test since the early '60s, Melnick says: ***"I'm embarrassed that it's taken us 40 years to figure out how to do this. But better late than never."***

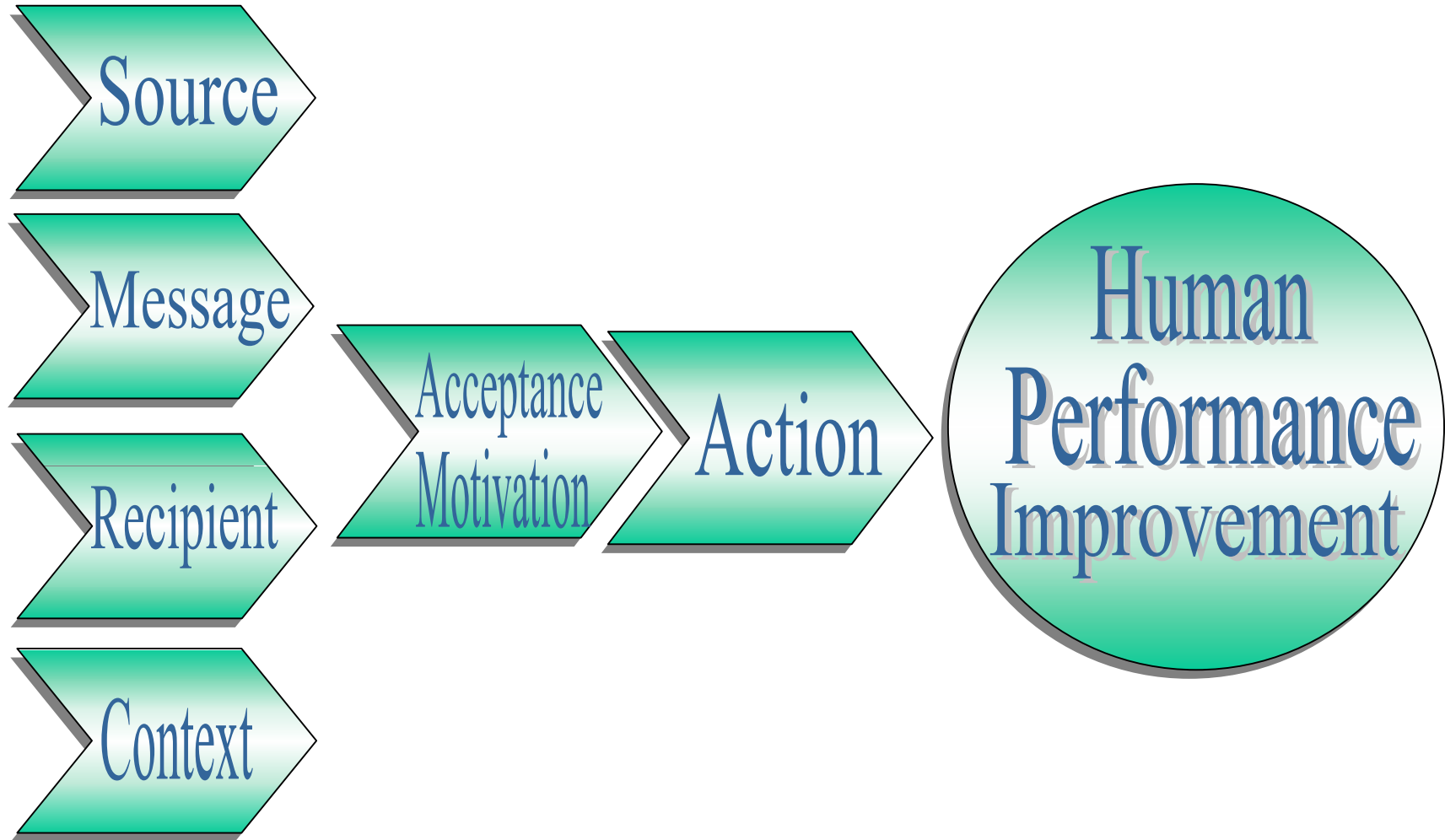


So what are we doing to increase acceptance, action, and HPI?

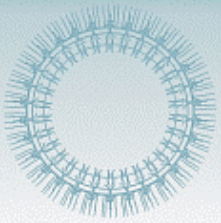
- **Still gathering data and refining best practices**
- **Selecting, training, and coaching assessors**
- **Refining message content and focus**
- **Improving the context or session format**
- **Implementing Developmental Planning Workshops**



From Assessment Center Feedback to Human Performance Improvement

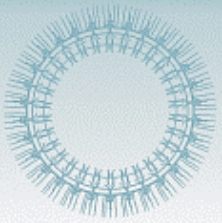


Ilgen, Fisher and Taylor (1979); Kudisch & Ladd (1997); Kudisch, Lundquist, & Smith (2001)



Human Performance Improvement





Applied Research

Studies of Next Day Feedback

1

- **Study 1, Qualitative: Post-feedback written comments from 179 managers from a telecom company**
 - 2 days with paper delivery
 - development only

2

- **Study 2, Correlational: 110 Candidates for Senior Executive Service positions in a large federal agency**
 - 2 days with electronic delivery
 - selection and development

3

- **Study 3, Correlational: 145 Individual Contributors, Supervisors, and Directors in a telecom company**
 - 2 or 3 days with paper delivery
 - development only

4

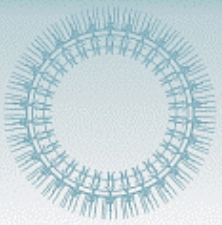
- **Study 4, Correlational: 70 Sales Managers in a telecom company**
 - 2 days with paper delivery
 - development only

Actionable Interventions for Moving from Feedback to Human Performance Improvement

Select, Train, and Coach Assessors (The Source)

Specific Characteristics and Behaviors Correlated with Acceptance

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Feedback Giver Characteristics Correlated with Acceptance

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- Seemed to Have Extensive Experience Giving Feedback
- *Showed Skill in Reducing Anxiety*
- *Checked in to Ensure Understanding*
- Demonstrated Trustworthiness
- *Had Good Understanding of Target Job*
- *Conveyed Warmth Through Non-verbals*
- *Showed Politeness/Pleasantness*

underlined in italics seem the most actionable

Actionable Interventions for Moving from Feedback to Human Performance Improvement

Refine the Content and Focus of the Message

Specific Practices Correlated with Acceptance

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Characteristics of the Content Correlated with Acceptance

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- Content was Consistent with My Prior Perceptions
- *Contained Job Relevant Feedback and Suggestions*
- *Referenced Specific Behaviors Rather than Traits*
- *Provided New Insight Into Strengths*
- *Provided New Insight Into Development Opportunities*
- *Supported Feedback with Specific Examples*
- Included Favorable Results

underlined in italics seem the most actionable

Actionable Interventions for Moving from Feedback to Human Performance Improvement

Improve the Context or Format of the Session

Specific Practices Correlated with Acceptance

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Applied Research

Characteristics of the Format of the Session Correlated with Acceptance

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- *Simulation Realism with respect to Specific Job Activities*
- *Participative*
- *Simulation Realism with respect to Broad Job Challenges*

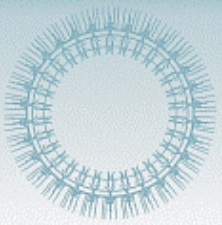
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Actionable Interventions for Moving from Feedback to Human Performance Improvement

“The P.L.A.N. Program”: An Experiential Developmental Planning Workshop

Participants Report Increased Motivation to Take Action

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P.L.A.N. Program:

An Experiential Developmental Planning Workshop

P

■ Prepare

- Experiential exercise designed to help participants maximize the value of the entire Center experience by hearing, accepting, and acting on the feedback

L

■ Learn About Competencies

- Look at the specific behaviors from the relevant competency model that were measured in the assessment simulation
- Identify and understand critical success factors

A

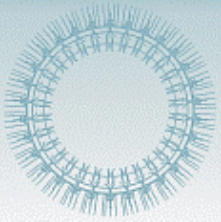
■ Appreciate Challenges

- Challenges to overcome when planning and taking developmental action

N

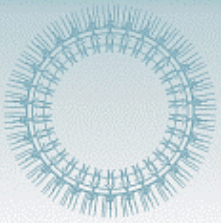
■ New Insights Inspire Performance Improvement Plans

- **Self-application exercise:** “How can I use my new insights to increase my coaching effectiveness with one specific employee?”



Importance of Development Planning Workshop

- **Motivation to take development action based on AC results after the development workshop was significantly greater than the level of developmental action taken prior to the workshop ($p < .001$)**
 - Only 16% of Workshop Participants reported high or extremely high levels of developmental activity between feedback delivery and the workshop 4 months later.
 - 95% of Workshop Participants stated that their likelihood of taking developmental action after the workshop was high or extremely high after the workshop
 - Self-awareness programs paired with immediate feedback recommended by Thornton and Byham (1982)



References

- Ilgen, D. R., Fisher, C. D., & Taylor, M. S. (1979). Consequences of individual feedback on behavior in organizations. *Journal of Applied Psychology, 64*, 349-371.
- Kudisch, J. D., & Ladd, R. T. (1997, April). *Factors related to participants' acceptance of developmental assessment center feedback*. Paper presented at the 12th annual meeting of the Society for Industrial and Organizational Psychology, St. Louis, MO.
- Kudisch, J. D., Lundquist, C., & Smith, A.F.R. (2001, September). *Reactions to "dual-purpose" assessment center feedback: What does it take to get participants to buy into and actually do something with their feedback?* Paper presented at the 29th annual meeting of the International Congress on Assessment Center Methods, Frankfurt, Germany.
- Thornton, G.C., III., & Byham, W.C. (1982). *Assessment centers and managerial performance*. San Diego: Academic Press.



Questions, Answers, Next Steps, Applications



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