

Consortium to Study Developmental Assessment Centers

...and invitation to participate



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The Increasing Popularity of Developmental Assessment Centers

- ◆ Emergence of a belief that ACs are an effective means to elicit behavior change

- Jones and Whitmore, 1995

- ◆ Enthusiasm for applying AC methods for employee development

- Kudisch, et al., 2001; Spychalski, Quinos, Gaugler, Pohley, 1997

- ◆ Many components can be incorporated to make ACs an exclusively developmental experience

- Thornton & Rogers, 2001

- ◆ “Developmental Assessment Centers” (DACs)

- Rupp, Anderson, Gibbons, Thornton, 2003

The Bottom Line on DACs: Still too Early to Know

- ◆ DACs are assumed to be valid because ACs are valid
- ◆ There is a paucity of research on using ACs for this purpose
- ◆ Techniques are often borrowed from ACs for use in DACs without considering the fundamental differences
- ◆ It is not yet clear which practices are best

(Carrick, Chance, & Williams, 1999; Thornton & Rogers, 2001; Rupp, Anderson, Gibbons, & Thornton, 2003)

Many Questions Remain Regarding:

- ◆ Dimensions
- ◆ Exercises
- ◆ Feedback
- ◆ Transfer of Training
- ◆ Follow-up
- ◆ Validation



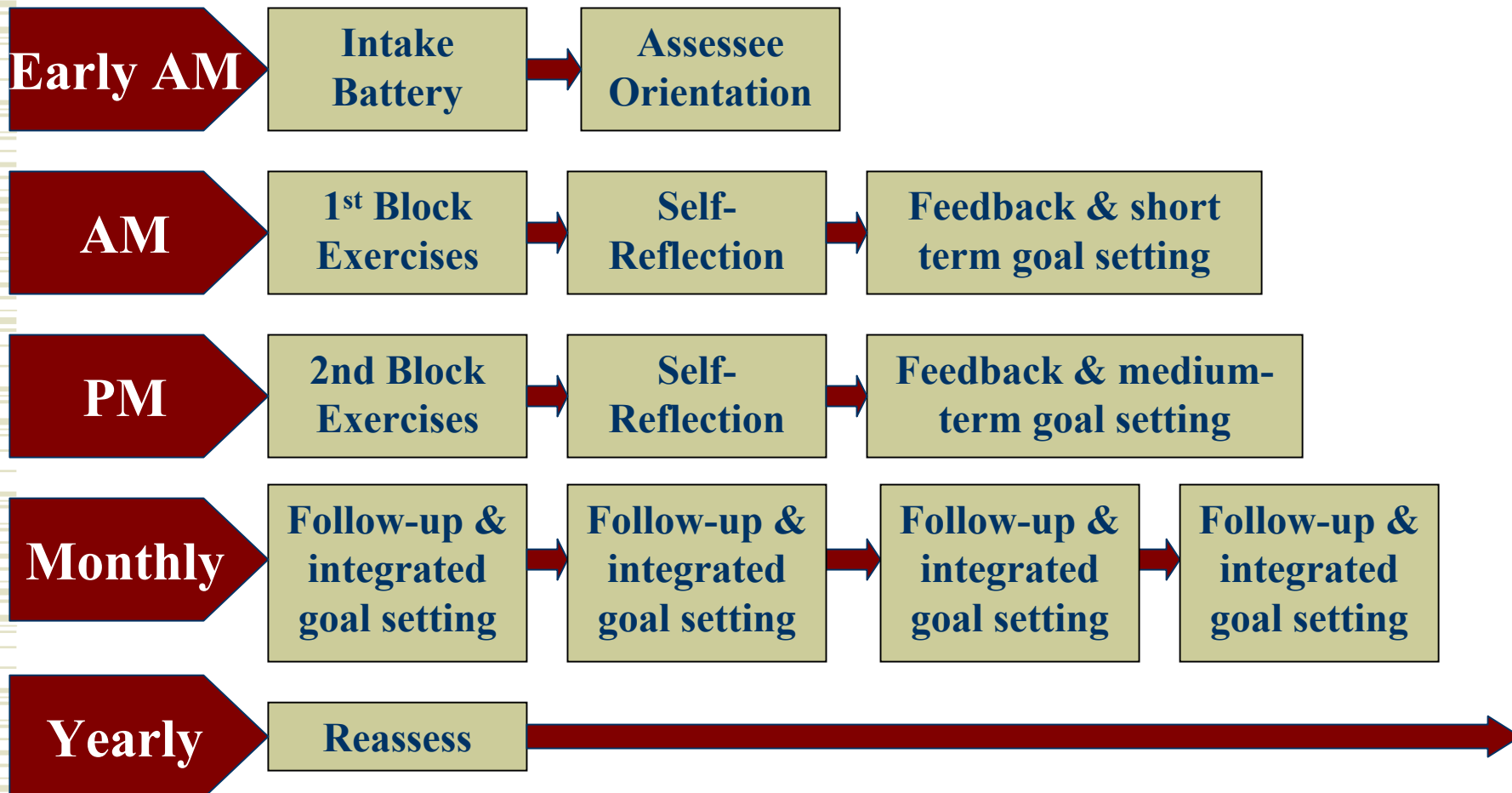
Consortium to Study Developmental Assessment Centers (DAC Lab)

- ◆ Multinational & multidisciplinary group of researchers & practitioners seeking to answer these questions
 - University of Illinois at Urbana-Champaign
 - Colorado State University
 - Korean Psychological Testing Institute
- ◆ Taking an approach similar to the ATT Manager Progress study of decades past
- ◆ DACLab will be assessing, developing, and tracking managers in many organizations worldwide.

DAC Basics

	<i>ACs</i>	<i>DACs</i>
<i>Purpose</i>	-assessment -HR decision making	-assessment & development -transfer of training
<i>Experience</i>	-diagnostic	-experiential learning, self-reflection, performance improvement
<i>Assessee's role</i>	-assessee	-active learner
<i>Focus</i>	-overall performance	-dimension performance -improvement
<i>Dimensions</i>	-not always transparent -stable abilities	-extremely transparent -developable knowledge & skills
<i>Feedback</i>	-pass/fail, given upon completion	-extensive, given at multiple time points; detailed, behavior-based, high quality action plans

Example DAC



A Sample Day with DAC Lab

Computerized Intake Questionnaire



Orientation



Introduction to Organization 1



Leaderless Group Discussion



A Sample Day with DAC Lab

Subordinate Meeting Simulation



Case Study Analysis and Presentation



Self-Critique



Feedback and Action Planning



Process repeated for a second simulated organization, followed by extensive feedback, and action planning for transfer of training



Generalizable Model of Developable Managerial Dimensions

- Planning and Organizing
- Information Seeking
- Problem Solving
- Leadership
- Oral Communication
- Teamwork
- Conflict Management
- Cultural Sensitivity
- Fairness



(Rupp, Anderson, Gibbons, Thornton, 2003)

Development Catalyzed at Six Crucial Points

1. Contract with organization (buy-in)
2. Assessee Pre-work and Orientation
 - prepare, learn, appreciate (*Eidson, 2003*)
 - credibility of facilitators and role players (*Atchley et al, 2003*)
3. Block 1 Feedback
 - How to do better in block 2
4. Final DAC Feedback
 - Improvement from block 1
 - Attainable short term plans for further improvement
 - Commitment to develop a formal plan (with management)
5. Initial follow-up
 - Plan presented, goals set
6. Continued follow-up
 - Goal attainment reviewed; further goals set



Current Challenges

<p style="text-align: center;"><i>Needed</i></p> <p style="text-align: center;"><i>(Atchley, et al.; Eidson; Poteet & Kudisch; Maurer; Wilkinson & Byham, 2003)</i></p>	<p style="text-align: center;"><i>How Addressed</i></p> <p style="text-align: center;"><i>By DACLab</i></p>
<p>DACs should have realism with respect to specific job and job challenges</p>	<p>Have identified dimensions and situations generalize to mid-level managers across industries</p>
<p>Facilitators need to show an understanding of the job</p>	<p>Contract with organizations to provide organizational info—facilitator briefing</p>
<p>Organization buy-in is crucial</p>	<p>Contract with organization--cannot participate unless agree to support and foster development</p>
<p>Facilitators must be seen as credible</p>	<p>Credentials reviewed in assessee orientation; intense training and certification</p>
<p>Transfer of training is a must</p>	<p>Much time spent in dimension identification, sim construction, BARS development, assessor training, org buy-in, feedback quality, and follow-up</p>

DAC Lab Current Status

- ◆ Partnering with organizations now
- ◆ Over 30 organizations have signed on
- ◆ Offers assessment/development opportunities at no cost*
- ◆ Allows organizations to see a pure DAC in action
- ◆ Also incorporating automated components
 - Adaptive computerized in-basket
 - Computerized video-based adaptive situational judgment tests

Who Could Benefit for Participating in this Program

- ◆ Small to medium-sized organizations who cannot afford such sophisticated programs
- ◆ Midwestern organizations or those that can cover travel expenses
- ◆ Larger organizations that may be interested in getting an idea of what a DAC is all about...to gain a deeper understanding through participating



To Participate

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