第42届全球人才评鉴高峰会
暨领导人才发展论坛
THE 42ND INTERNATIONAL
CONGRESS ON ASSESSMENT CENTER METHODS
AND DEVELOPING LEADERSHIP TALENT
Developmental Assessment Centers: BOTH Behavioral Assessment and Behavioral Training

George Thornton USA        Masahiro Toyhama Japan
Naghi Radi Afsouran Iran    Martin Lanik USA
Sandra Schlebusch, South Africa
Mr Lee is sick. He goes to Doctor.

Should Doctor Woo give medicine now?

NO! Patient needs diagnosis.
Dr Woo does testing
Lungs
Heart
Blood
X-Ray

Will Mr Lee get better?

NO! Testing alone will not make Lee well.
Dr Woo reads reports and makes a diagnosis: “Lungs are good.” “Heart is not so good!”

Will Lee get better?

NO! Diagnosis alone will not make Mr Lee better!
Dr Woo gives prescriptions:

“Take this medicine”
“Eat good food”
“Exercise”
“Reduce stress”

Will this plan make him better?
NO! Prescriptions alone will not make him well!
To get better, Mr Lee must change his behavior!!

Mr Lee needs support from others to change his behavior.
- Pharmacist
- Therapist
- Wife
- Trainer
- Boss
- HR
In medicine:
Testing
Diagnosis
Prescriptions

In HRM:
Assessment
Feedback
Developmental Planning

ARE NOT ENOUGH to change behavior!
Development of Competencies
Requires Both

Thorough individual behavioral assessments!

Interventions based on changing behavior for each individual’s assessed needs!

Training based on assessment!

Avoid assumption that assessment/diagnosis will change behavior!
The panel will show ways to link assessment and development activities using the assessment center method to change behavior.
Panel on Developmental Assessment Centers

Masahiro Toyhama, Japan
Naghi Radi Afsouran, Iran
Sandra Schlebusch, South Africa
Martin Lanik, USA
Model and Principals for Developmental Assessment Centers

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Agenda

• Model of Developmental Assessment Center
• Principles underlying features of model
• Evidence of effectiveness
• Preview of next presentations
Developmental Assessment Center Model

Simulation 1A

Simulation 2A

Simulation 3A

Assessor & Self-Evaluation

Feedback & short-term goal setting

Simulation 1B

Simulation 2B

Simulation 3B

Assessor & Self-Evaluation

Feedback & medium-term goal setting

Monthly: Follow-up, progress tracking, and continued goal setting
Key Features of a Developmental Assessment Centers

Transparency:
Participants are told dimensions and simulations
Given cognitive frameworks & mental models
Multiple behavioral simulations and assessors
Immediate Feedback

Plans to change behavior in Round 2 and on the job
Behavior change requires:
Practice                Coaching                Practice
Active Involvement of Participant

Lecture is not effective

Practice and self-reflection are effective!
Conceptual understanding is important

- Participant urged to use cognitive frameworks and mental models.
- “Effective problem solving is...........”
- “Good leadership is...........”
Second round of practice and feedback with similar (parallel) exercises

Participants see success!
Immediate Feedback

Plans to change behavior on the job
Positive experiences in DAC

Supportive climate

Success experiences
Evaluation of Changes

• Supervisors in X changed behavior in the DAC
• Stranger group: changed behavior in DAC and on job over two weeks
• Managers in Y: developed deeper understanding of 4 competencies
Three “Take aways”

• Behavioral assessment and development are integrated

• Developmental AC is transparent and supportive

• Evaluation and research shows DAC leads to change
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What to watch for from panel:

• What does “development” mean?
• How are behavioral assessment and development linked together and integrated?
• What principles/rationale/theory is the DAC built upon?
• What evidence shows the DAC leads to change?
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