

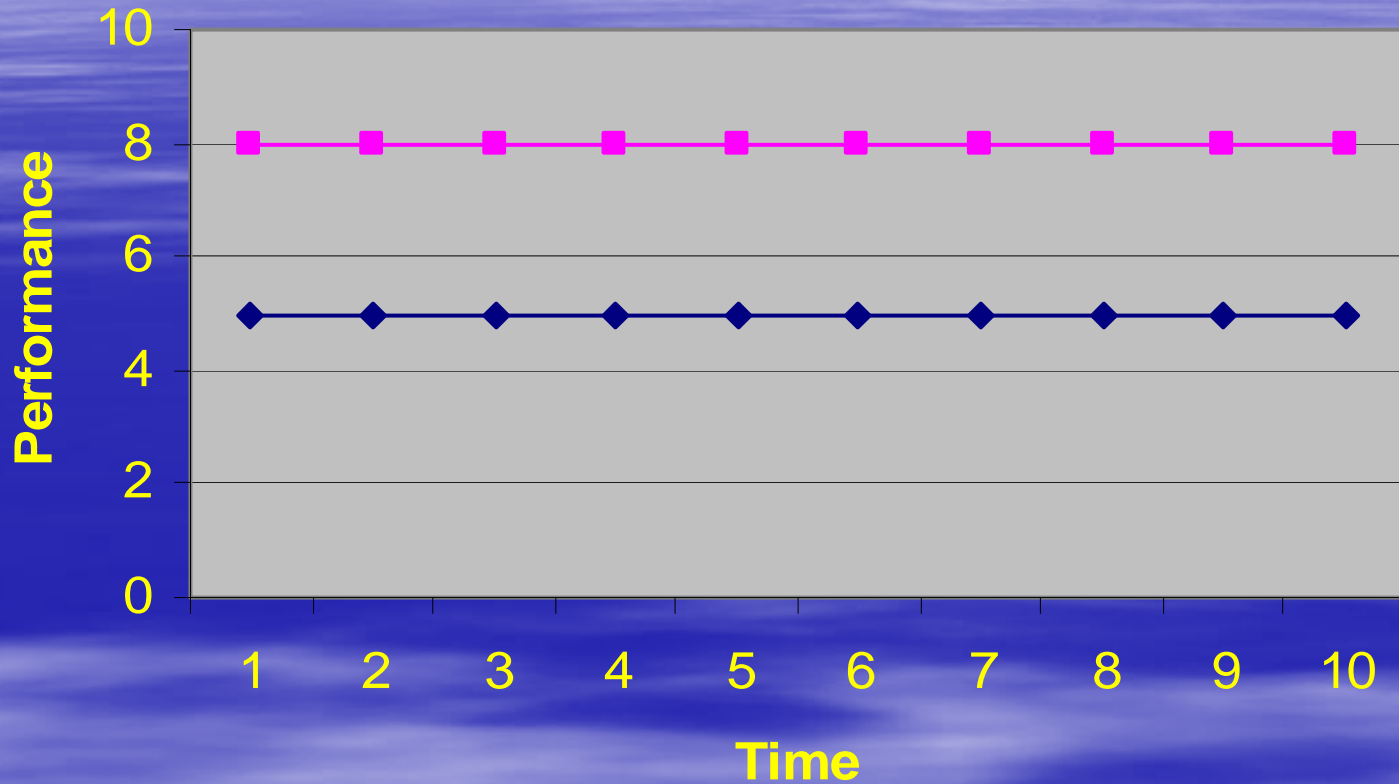
Assessment Centers: A Corporate View

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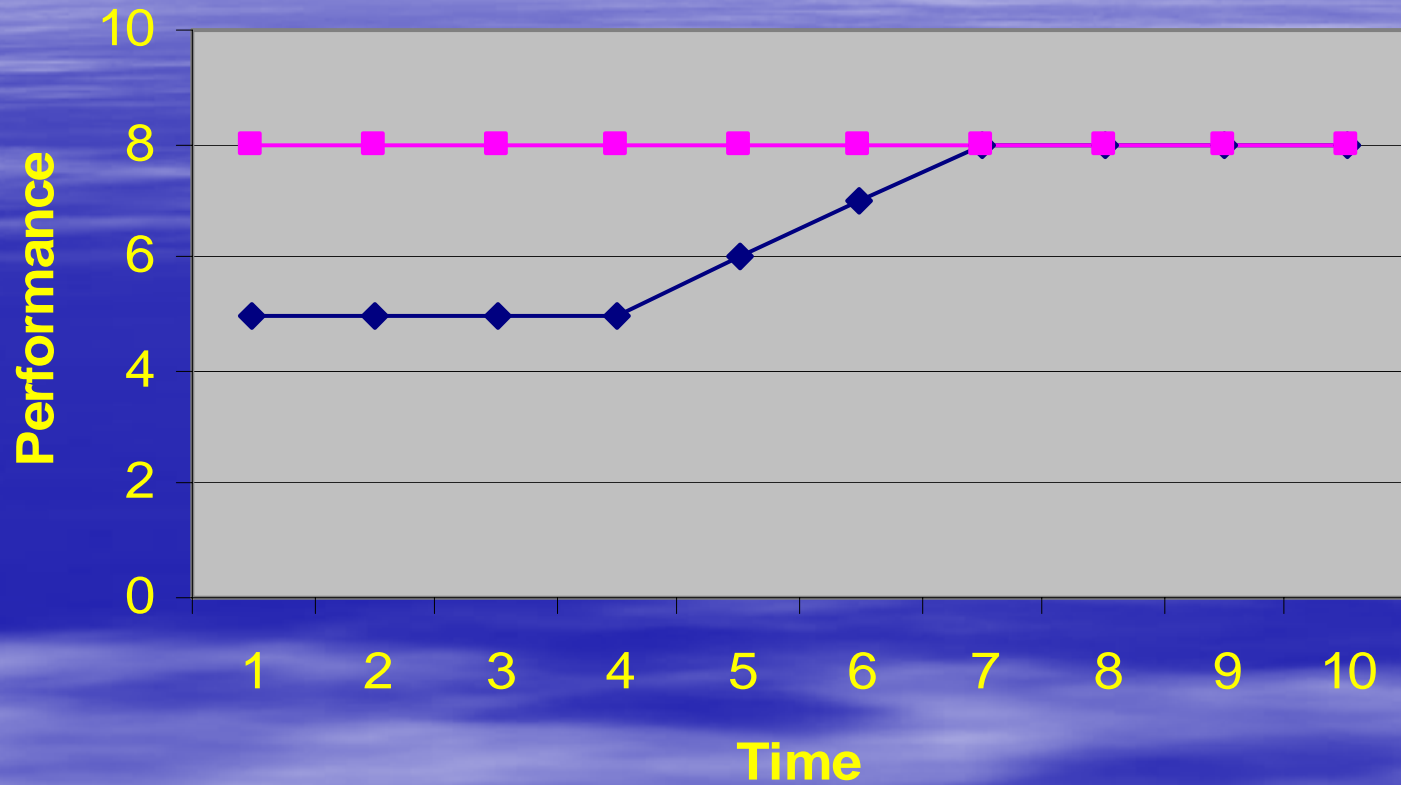


Darwin Hypothesis



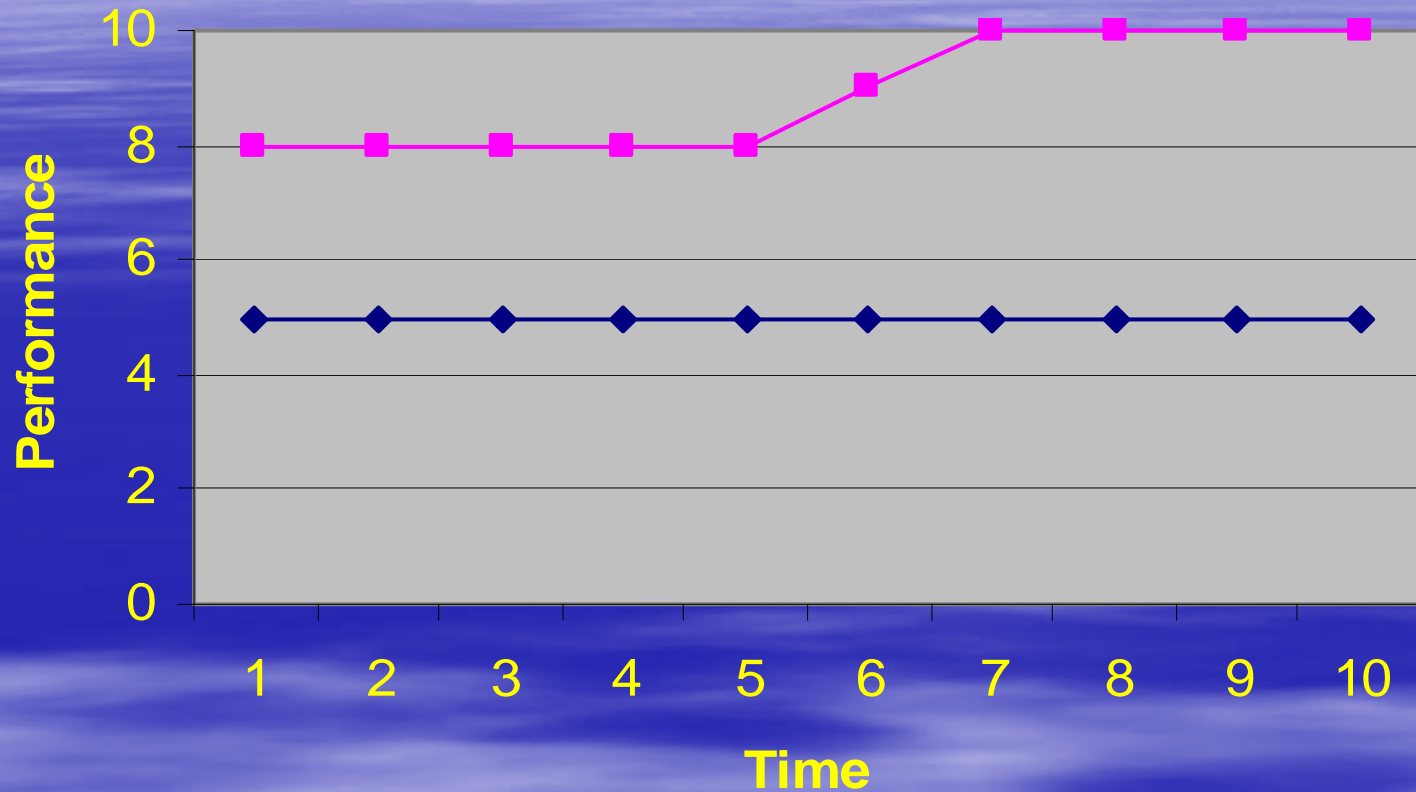
—◆— Low Performers —■— High Performers

Higgins Hypothesis



—◆— Low Performers —■— High Performers

The Rich Get Richer Hypothesis



—◆— Low Performers —■— High Performers

About AFNI

- Leading provider of customer interaction solutions for market leaders primarily in the communications and insurance industries.
- 2 Divisions/10 facilities in 6 states with 4200 employees
- Last year handled 28 mil calls and recovered \$300M for clients.



Objectives Of the Project

- No previous selection system for coaches and managers.
- Needed a process to upgrade skill levels to keep up with the business.
- Target development needs to leverage AFNI U resources.



Project Plan

- Have coaches and managers attend AC
 - Supervisor (72)
 - Manager (40)
 - IT Manager (15)
- Participants received individualized feedback report
 - Feedback delivered by trained manager/director

Project Plan

- Top Management received average scores by exercise and dimension
- Team development plans driven by overall scores
- Individual development plans driven by individual reports

AC Dimensions

- Analytical Ability
- Business Focus
- Decision Making
- Interpersonal Skills
- Leadership
- Oral Communication
- Responsibility
- Tolerance of Stress
- Team Focus
- Written Communication

AC Exercises

- In-Basket
- Coaching
- Group Problem Solving
- Project Management (IT Manager Only)



Process

- ACs rolled out by group
 - Some ad-hoc selection centers as well
- Generally conducted on-site
- AFNI administrated the AC
- AAP provided and trained the role-players
- Materials sent to AAP for evaluation



Post-AC Development Process

- Participants received narrative feedback
- Met with manager to review and create development plan
- Participants attended training designed both for group and individual.



Post-AC Development Process

- Follow-up conducted formally every month
- Bonus and compensation tied to team performance as well as with training and meeting expectations
- Senior management is rewarded in same fashion
- Internal University program continues to develop or affiliate with programs that support the skills measured



Research Design

- ACs took place between 11/04 and 3/06
- Performance appraisals gathered in 1st quarter of 2005 for FY 2004, and 1st quarter of 2006 for FY 2005
- AC scores standardized by type
- Performance appraisal scores standardized by department

Research Hypothesis

- There would be an improvement in performance, particularly in the highest scoring AC group.
- Overall AC scores will be related to performance appraisals, whenever they are gathered.
- Overall AC scores will be related to gains in performance

Results

- Overall AC scores correlated with FY04 and FY05 Performance Appraisals ($r=.23$, $n=80$ and $r=.20$, $n=97$ respectively, uncorrected).
 - Consistent across the different exercises

Results

- Overall AC scores correlated with change in performance ($r=.28$, $n=77$)
 - Consistent across the different exercises
 - Team Focus and Written Communication were more strongly correlated ($r_s=.30$, $.31$)

Results

- There was not a significant difference in performance appraisal scores from FY04 to FY05
 - “Pass” group improved more than the “Fail” group ($t=1.82$, $df=75$, $p<.05$)
 - Support of the *Rich Get Richer* hypothesis

Conclusions

- The AC process can predict performance *and* changes in performance.
- Training plus ability appear to have the greatest impact on improving performance.
- Other strategies may be more appropriate for those with less talent.

Q&A

