

Assessment Center: Evaluation of a Developmental Assessment Center in Veterans Healthcare

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VHA National Center for

N C O D

Organization Development

Traditional Vs. Developmental

- **Assessment Centers (ACs) are popular tools for selection and promotion**
- **Also used for developmental purposes – Developmental Assessment Centers (DAC)**
- **These two types are very different from each other:**
 - **Prediction vs Development**
- **DAC used by Veterans Health Administration within a leadership development program for aspiring executives**
- **We were interested to see to what extent our DAC was indeed developmental**

What Did We Examine?

- **Differences in scoring between raters (Mentors and Preceptors)**
- **Perceived learning that occurred across activities**
 - **Developmental properties of dimensions (VHA competencies targeted by the DAC)**
- **Construct validity of dimensions**

VHA Core Competencies

- 1. Interpersonal Effectiveness**
- 2. Customer Service**
- 3. Systems Thinking**
- 4. Flexibility/Adaptability**
- 5. Creative Thinking**
- 6. Organizational Stewardship**
- 7. Personal Mastery**
- 8. Technical Skills**

Assessment Center Exercises Used to Develop Competencies

1. Meeting Management

- Interpersonal Effectiveness, System Thinking, and Technical Skills

2. Performance Based Interview

- All eight competencies are assessed

3. Executive Team Simulation

- All eight competencies are assessed

4. Press Conference Simulation

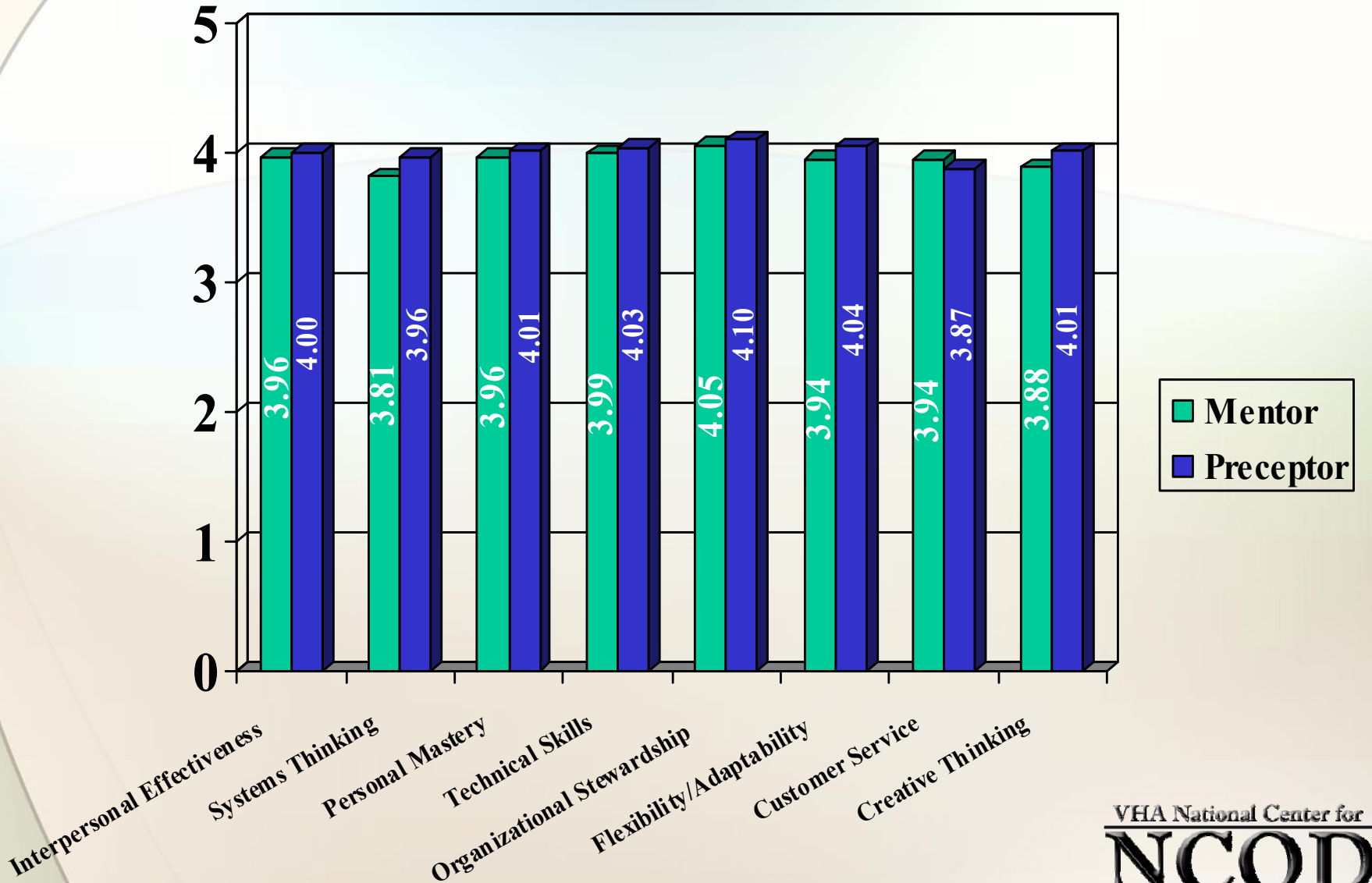
- All but Technical Skills and Creative Thinking

5. Inbox Simulation

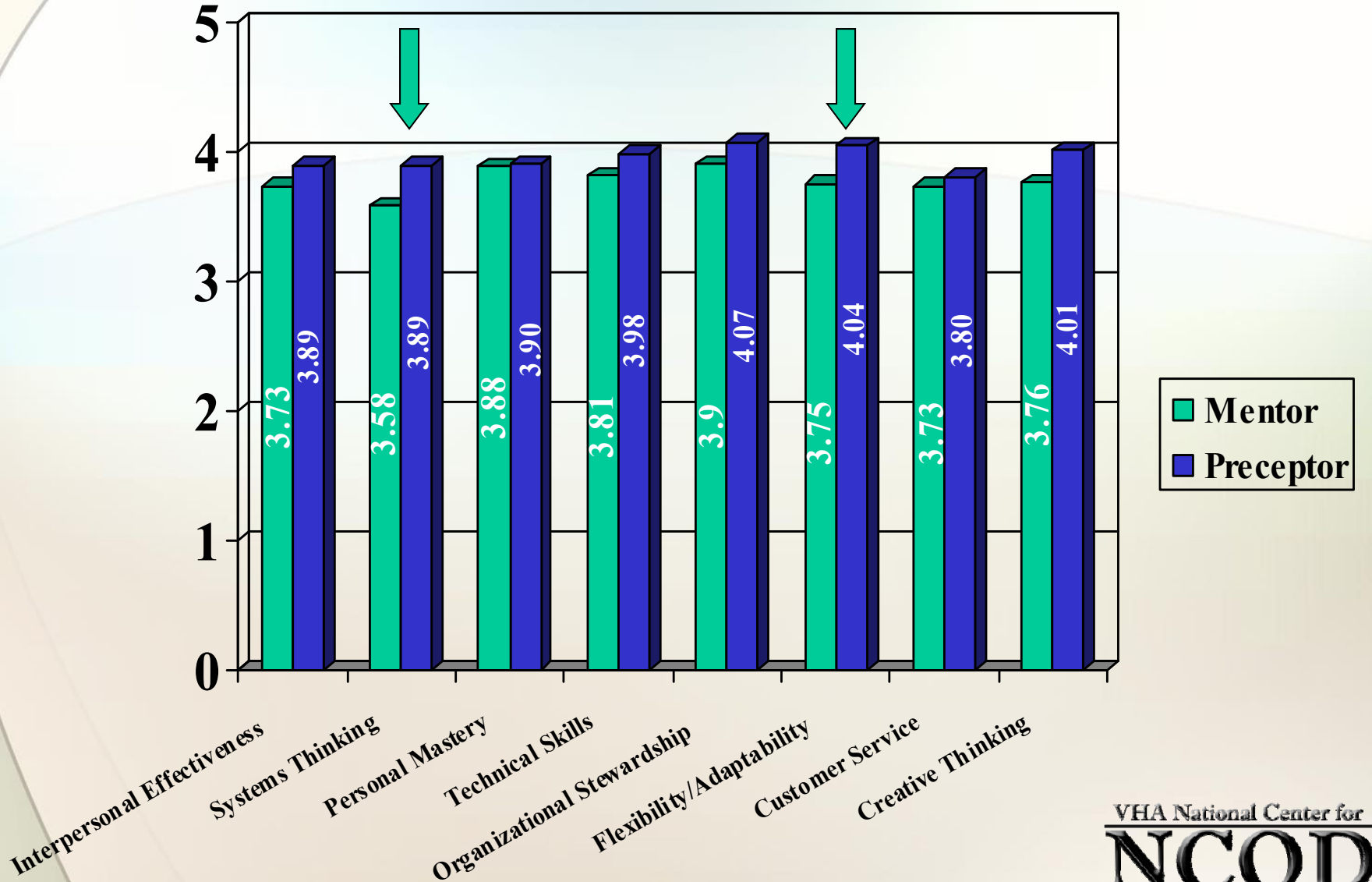
- Not aligned with Core Competencies

Differences Between Raters: Mainly Non Significant

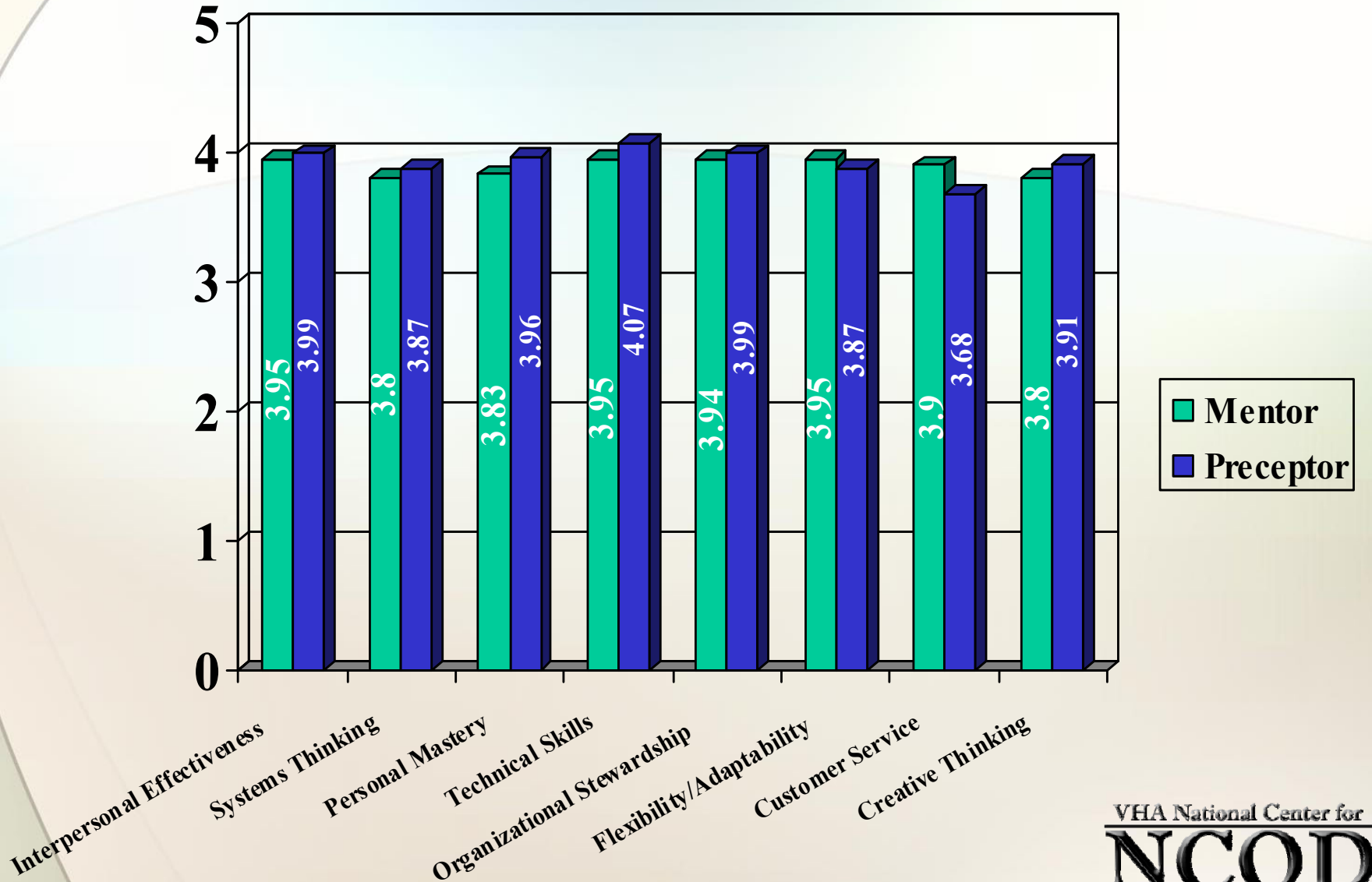
Executive Team Simulation Rater Differences: All Three Days



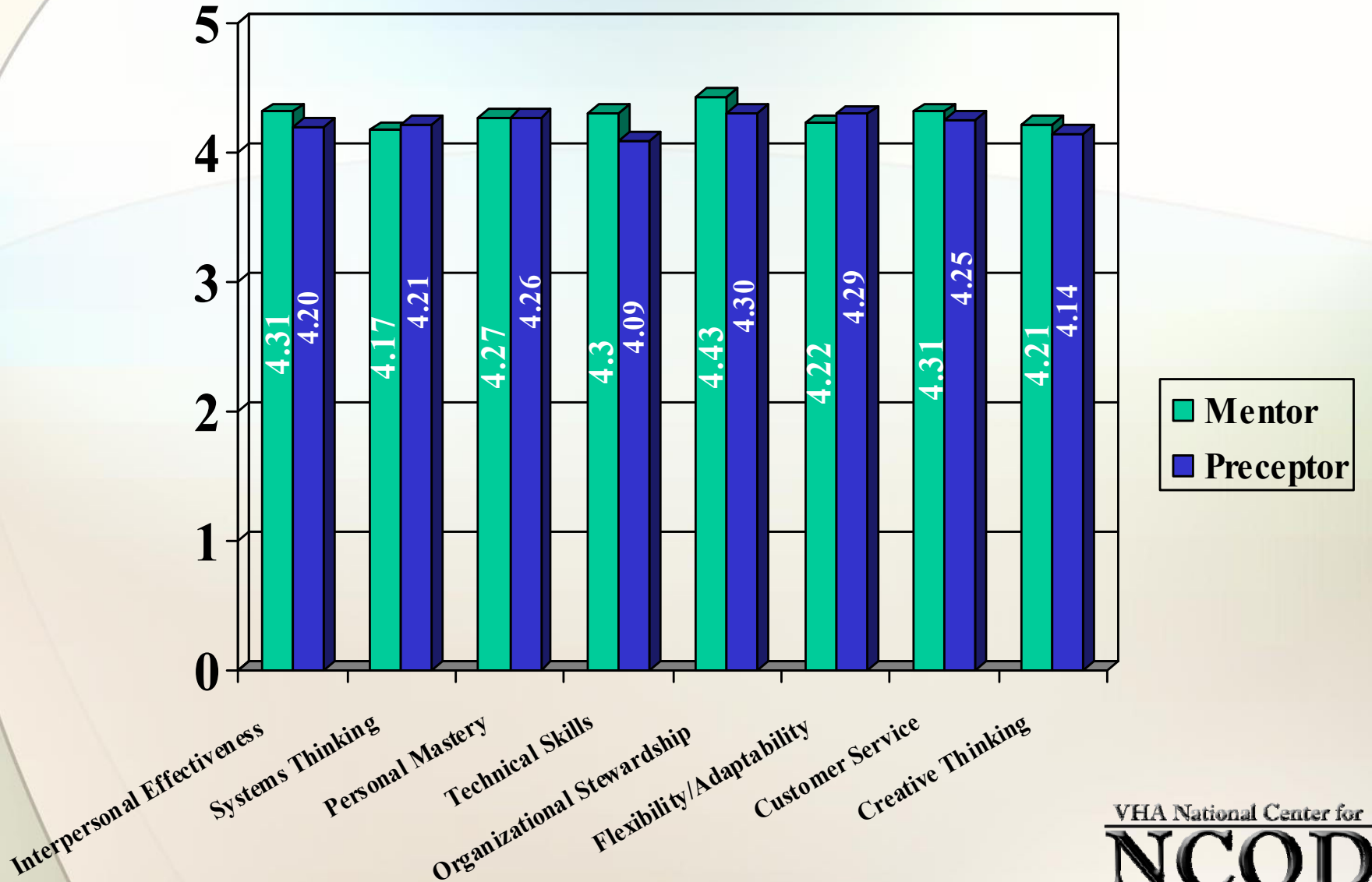
Executive Team Simulation Rater Differences: Monday



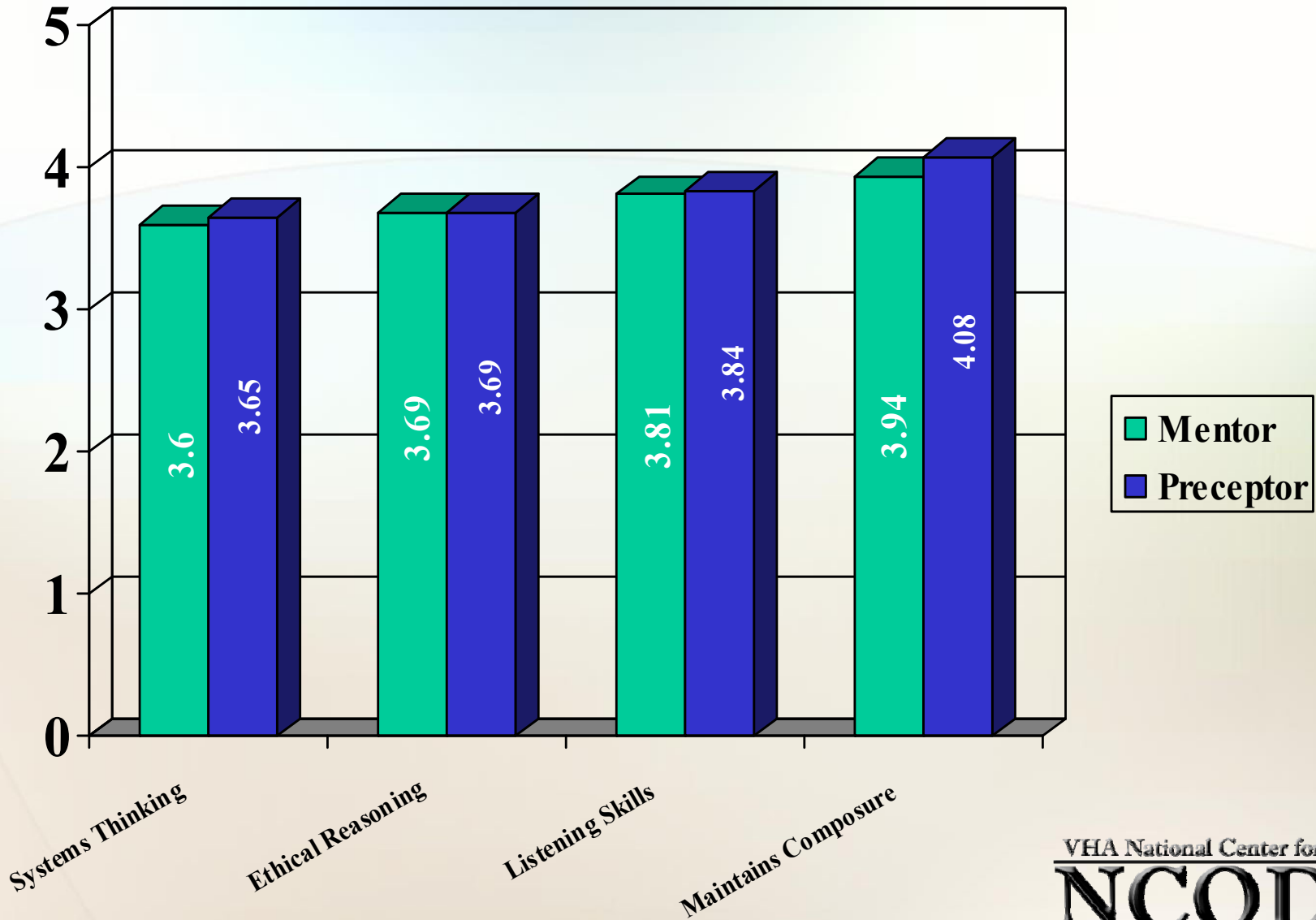
Executive Team Simulation Rater Differences: Tuesday



Executive Team Simulation Rater Differences: Thursday



Press Conference Rater Differences



**Construct Validity of Dimensions:
Dimensions Within Exercises Do
Not Differentiate From Each Other**

ETS All 3 Days with Press Conference

		Systems Thinking in Press Conf	Ethical Reasoning in Press Conf	Listening Skills in Press Conf	Maintains Comp. in Press Conf	Systems Thinking in ETS	Org Stewardship in ETS	Customer Service in ETS	Inter-personal Effectiv. in ETS	Flexibility / Adaptability in ETS	Personal Mastery in ETS
Systems Thinking in Press Conf	Pearson r	X									
Ethical Reasoning in Press Conf	Pearson r	.569(**)	X								
Listening Skills in Press Conf	Pearson r	.670(**)	.581(**)	X							
Maintains Comp. in Press Conf	Pearson r	.684(**)	.438(**)	.732(**)	X						
Systems Thinking in ETS	Pearson r	.415(**)	.323(*)	.438(**)	.279(*)	X					
Org Stewardship in ETS	Pearson r	.451(**)	.423(**)	.320(*)	0.238	.622(**)	X				
Customer Service in ETS	Pearson r	.460(**)	.420(**)	.373(**)	.372(**)	.573(**)	.626(**)	X			
Inter-personal Effectiv. in ETS	Pearson r	.456(**)	.455(**)	.481(**)	.437(**)	.545(**)	.632(**)	.616(**)	X		
Flexibility / Adaptability in ETS	Pearson r	.515(**)	.362(**)	.469(**)	.504(**)	.629(**)	.696(**)	.656(**)	.711(**)	X	
Personal Mastery in ETS	Pearson r	.421(**)	.300(*)	.385(**)	.375(**)	.449(**)	.637(**)	.576(**)	.738(**)	.617(**)	X

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Sample size fluctuated between 57-61

ETS Monday with Press Conference

		Systems Thinking in Press Conf	Ethical Reasoning in Press Conf	Listening Skills in Press Conf	Maintains Comp. in Press Conf	Systems Thinking in ETS	Org Stewardship in ETS	Customer Service in ETS	Inter-personal Effectiv. in ETS	Flexibility / Adaptability in ETS	Personal Mastery in ETS
Systems Thinking in Press Conf	Pearson r	X									
Ethical Reasoning in Press Conf	Pearson r	.569(**)	X								
Listening Skills in Press Conf	Pearson r	.670(**)	.581(**)	X							
Maintains Comp. in Press Conf	Pearson r	.684(**)	.438(**)	.732(**)	X						
Systems Thinking in ETS	Pearson r	0.247	0.126	0.248	0.084	X					
Org Stewardship in ETS	Pearson r	.297(*)	.302(*)	0.136	0.009	.616(**)	X				
Customer Service in ETS	Pearson r	.261(*)	.347(**)	0.249	0.106	.549(**)	.694(**)	X			
Inter-personal Effectiv. in ETS	Pearson r	0.233	0.190	.279(*)	0.177	.560(**)	.614(**)	.639(**)	X		
Flexibility / Adaptability in ETS	Pearson r	.265(*)	0.241	.297(*)	.276(*)	.646(**)	.624(**)	.549(**)	.727(**)	X	
Personal Mastery in ETS	Pearson r	0.163	0.145	0.152	0.089	.497(**)	.600(**)	.593(**)	.722(**)	.692(**)	X

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Sample size fluctuated between 56-61

ETS All 3 Days with Meeting Management

		I/P Skills in MtngMgmt	System Thinking in Mtng Mgmt	Technical Skills in Mtng Mgmt	I/P Effectiveness in ETS	Systems Thinking in ETS	Technical Skills in ETS
I/P Skills in MtngMgmt	Pearson r	X					
System Thinking in Mtng Mgmt	Pearson r	.856(**)	X				
Technical Skills in Mtng Mgmt	Pearson r	.735(**)	.836(**)	X			
I/P Effectiveness in ETS	Pearson r	-0.072	0.097	0.154	X		
Systems Thinking in ETS	Pearson r	-0.156	-0.037	0.109	.545(**)	X	
Technical Skills in ETS	Pearson r	-0.146	0.048	0.125	.599(**)	.651(**)	X

** . Correlation is significant at the 0.01 level (2-tailed).

N=61

Meeting Management with Press Conference

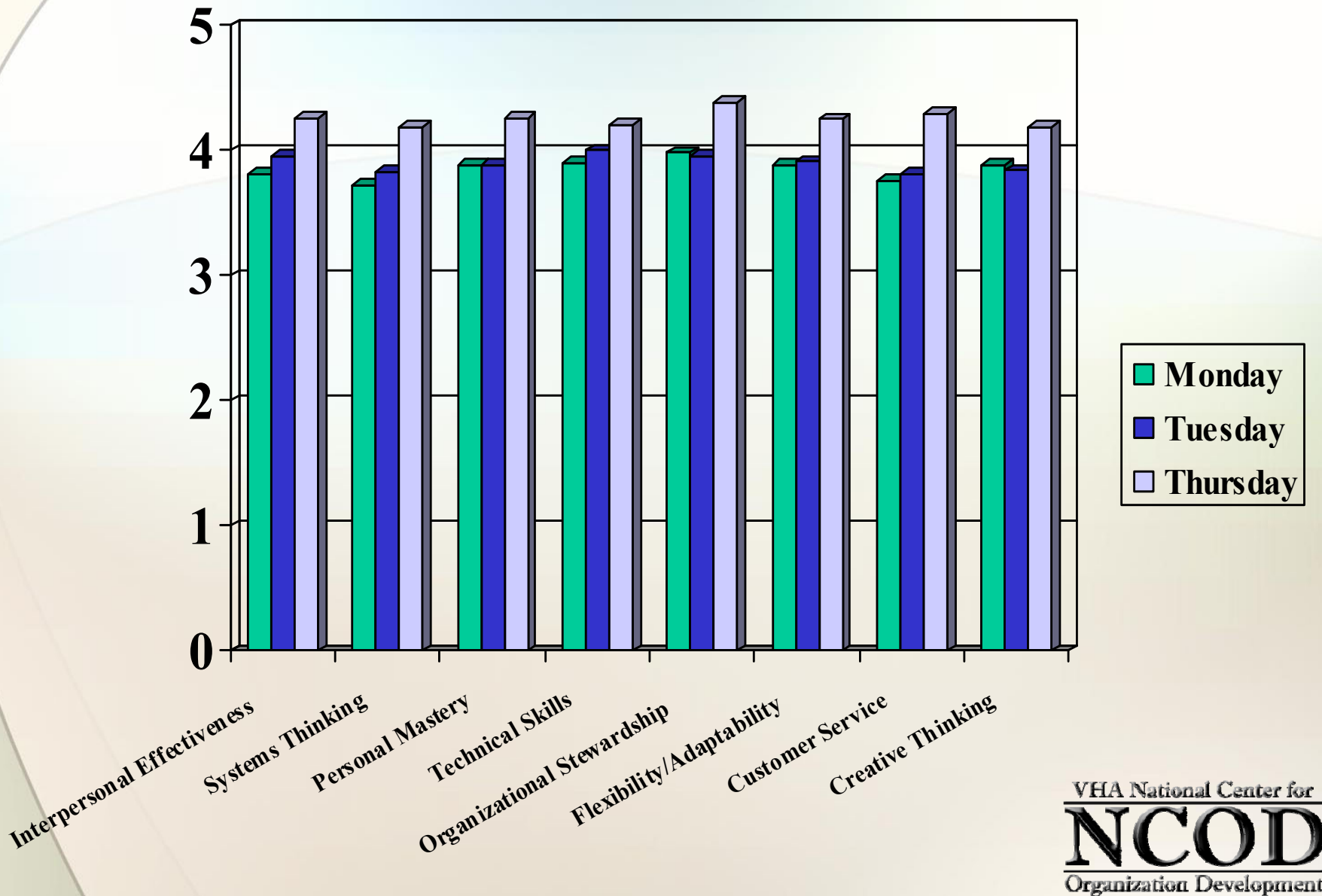
		Systems Thinking in Pree Conf	Listening Skills in Press Conf	System Thinking in Mtng Mgmt	Interpersonal Skills in Mtng
Systems Thinking in Press Conf	Pearson r	X			
Listening Skills in Press Conf	Pearson r	.670(**)	X		
System Thinking in Mtng Mgmt	Pearson r	0.170	0.177	X	
Interpersonal Skills in Mtng	Pearson r	0.155	0.112	.856(**)	X

** . Correlation is significant at the 0.01 level (2-tailed).

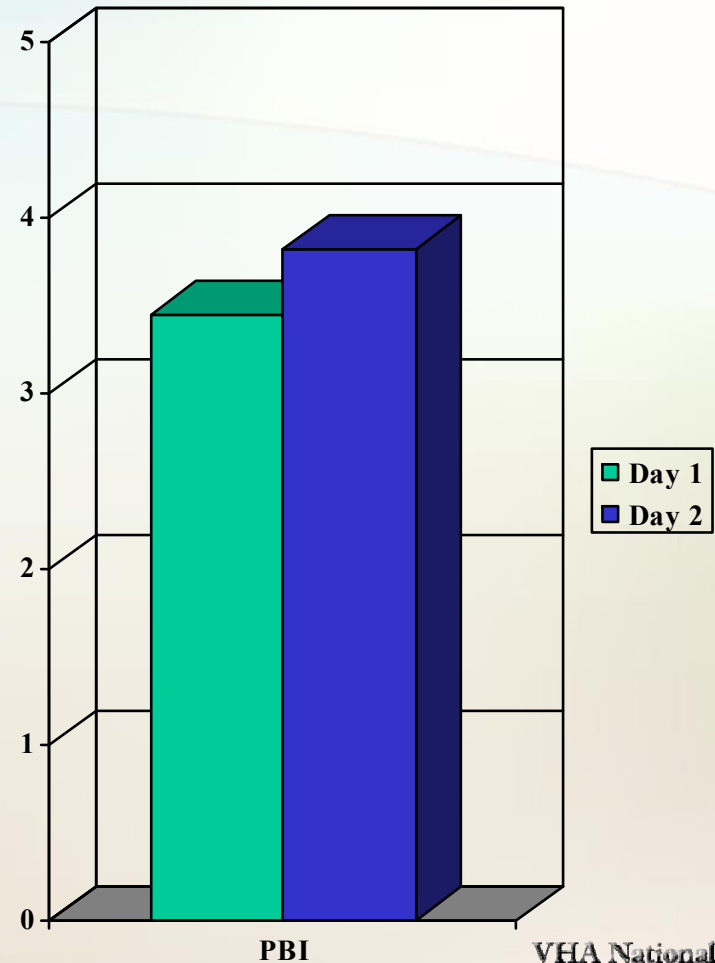
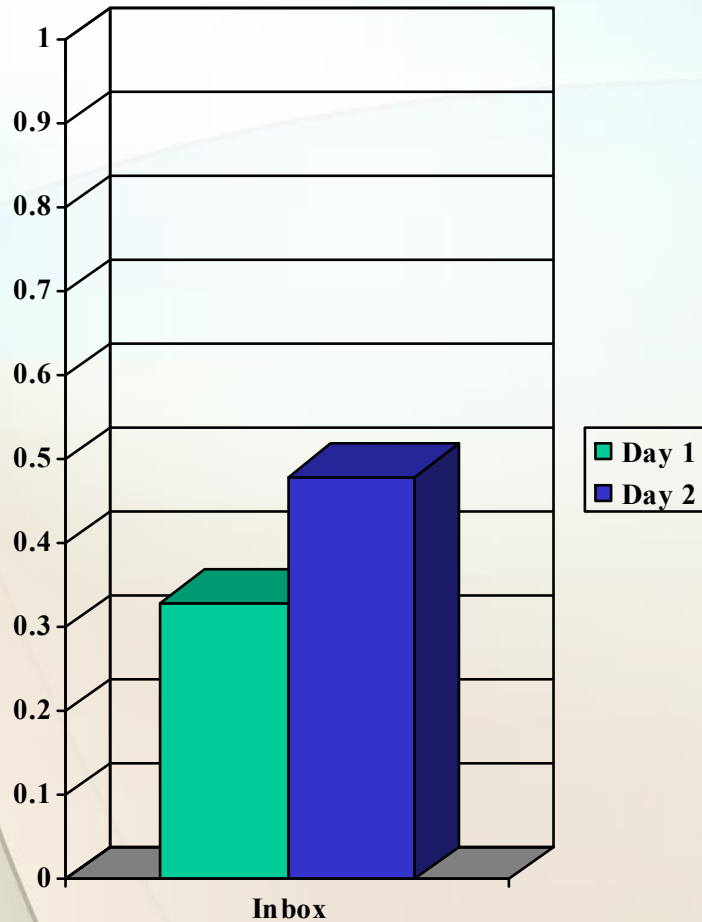
Sample size fluctuated between 58-61

Developmental Properties of Dimensions: Scores Increased Across Administrations

ETS Scores Across 3 Days



Inbox and PBI Scores Across 2 Days



Summary

- **Differences Between Raters: Mainly non-significant**
 - Raters (Mentors and Preceptors) tended to agree with each other on ratees' (Candidates') ratings
- **Perceived Learning/Development**
 - Participants improved on scores in activities with multiple administrations, showing evidence for the developmental nature of the targeted competencies
- **Construct Validity**
 - Competencies did not measure separate constructs
 - This finding on our DAC is consistent with previous research on DACs

Future Considerations

- **Further training using behavioral anchors for raters**
 - **Would allow for raters to better differentiate between dimensions**
 - **Increases construct validity**
- **Since all Candidates were evaluated by separate Raters, true inter-rater reliability could not be assessed**
 - **Techniques exist for breaking down variance and could be used for future DAC evaluation**