

Predicting Future Performance with Forward-Looking Assessments



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2018 Assessment Survey Demographics

301 Total Responses

 **42** Countries

- **72%** US/Canada
- **20%** EMEA
- **7%** APAC
- **1%** Carribean/South America

 **22** Industries

Top 5: Technology/Software,
Consulting/Business,
Healthcare, Education, Retail

Small, Mid-Size, and
Large Organizations



43%
Less than 500
employees

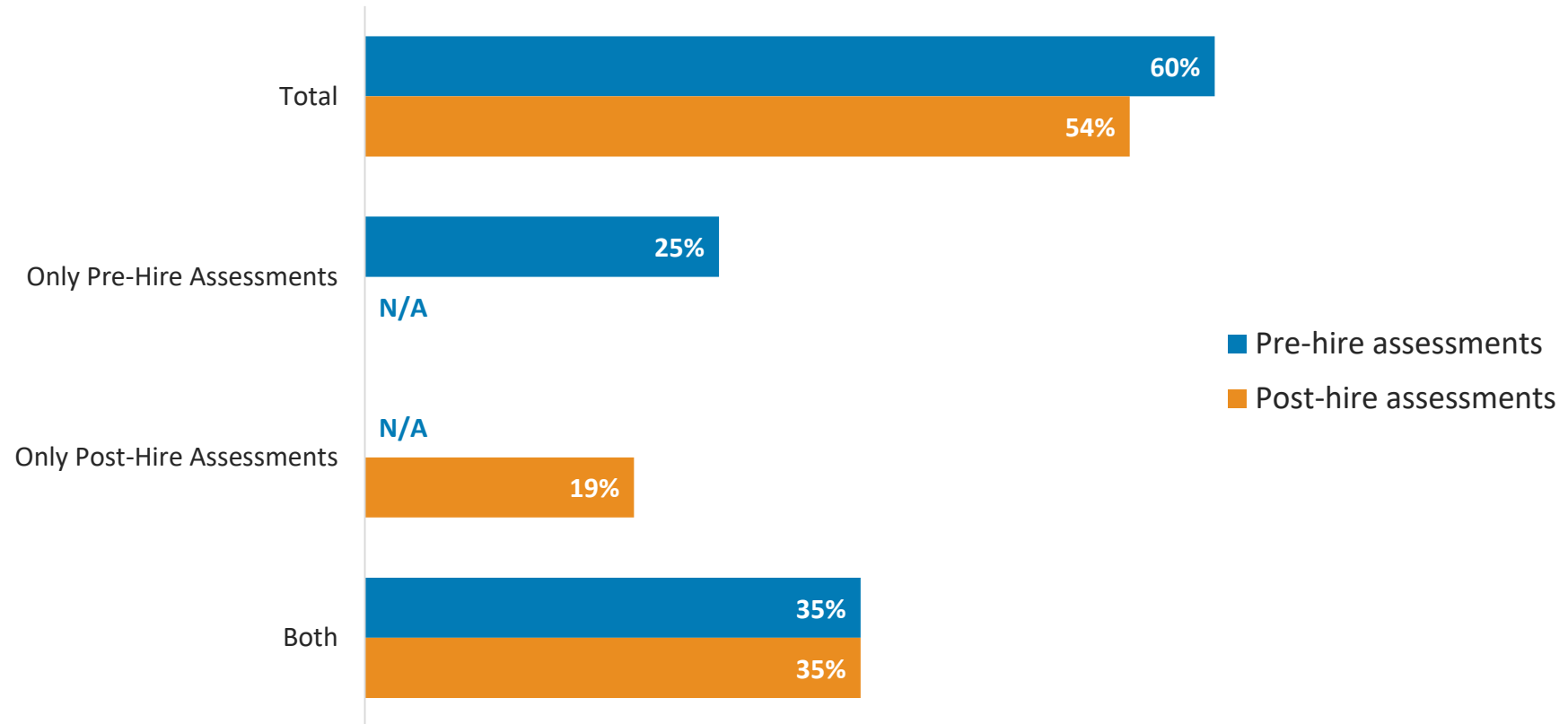


19%
500-4,999
employees



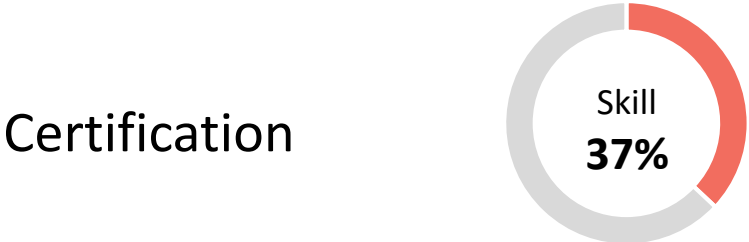
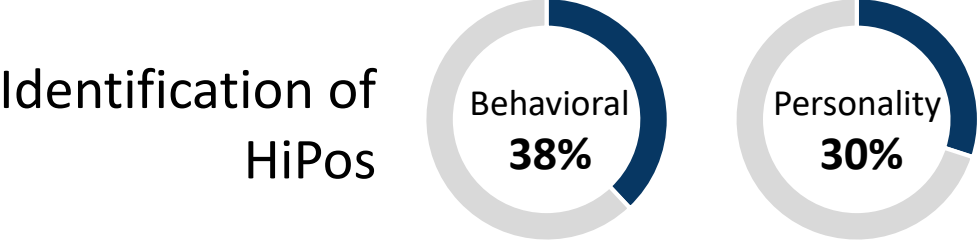
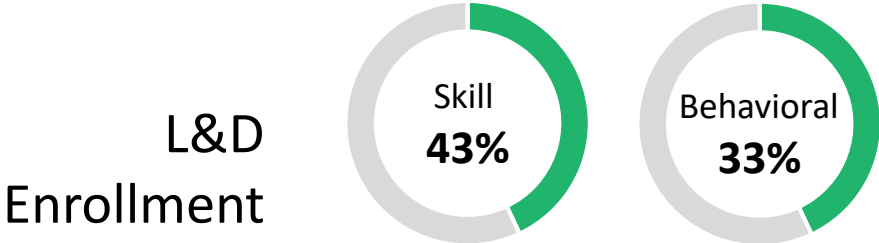
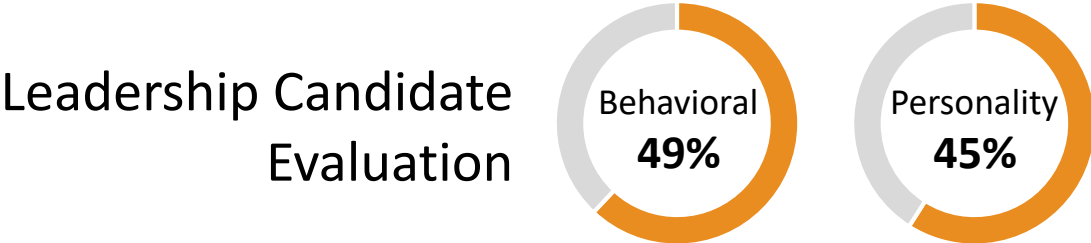
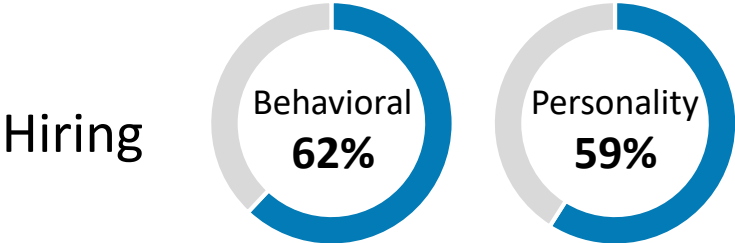
38%
5,000+
employees

Current Usage of Assessments



Source: 2018 Brandon Hall Group Assessment Practices Survey

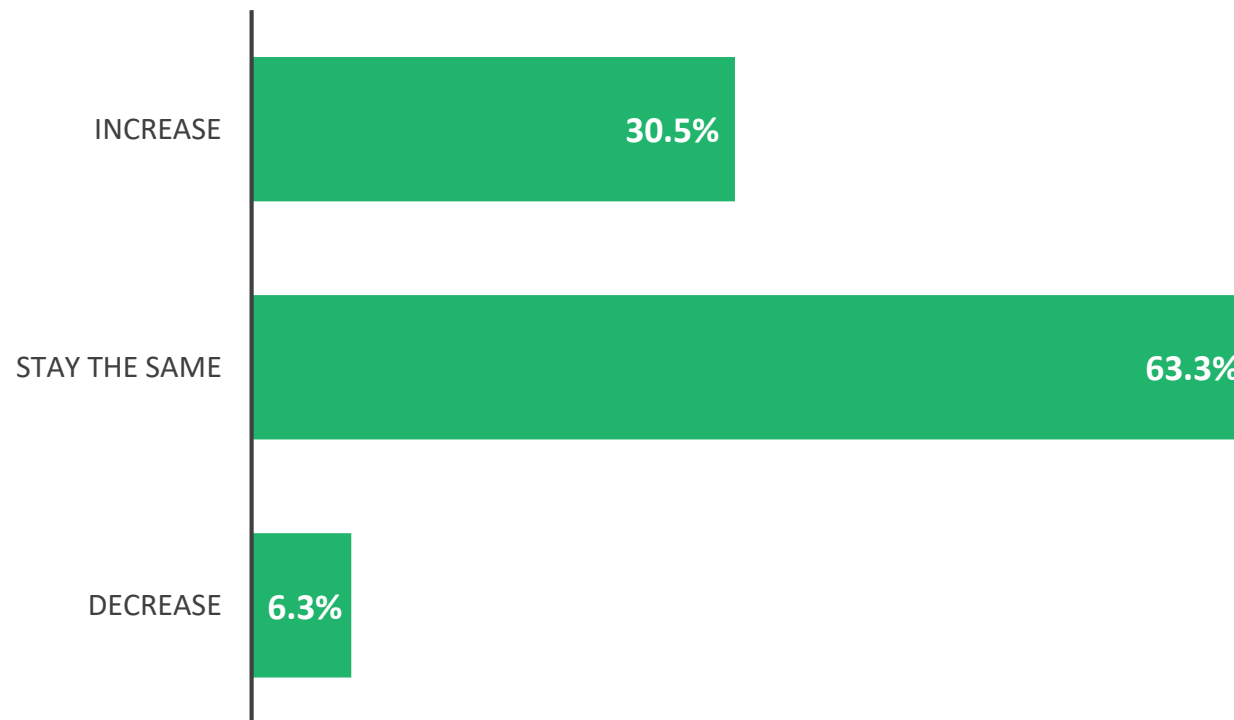
Top 2 Cited Assessments by Goal



Source: Brandon Hall Group Assessment Practices Survey

Assessment Budgets Expected to Increase in Next Year

- Organizations spend an average of 7.3% of talent management budget on assessments.

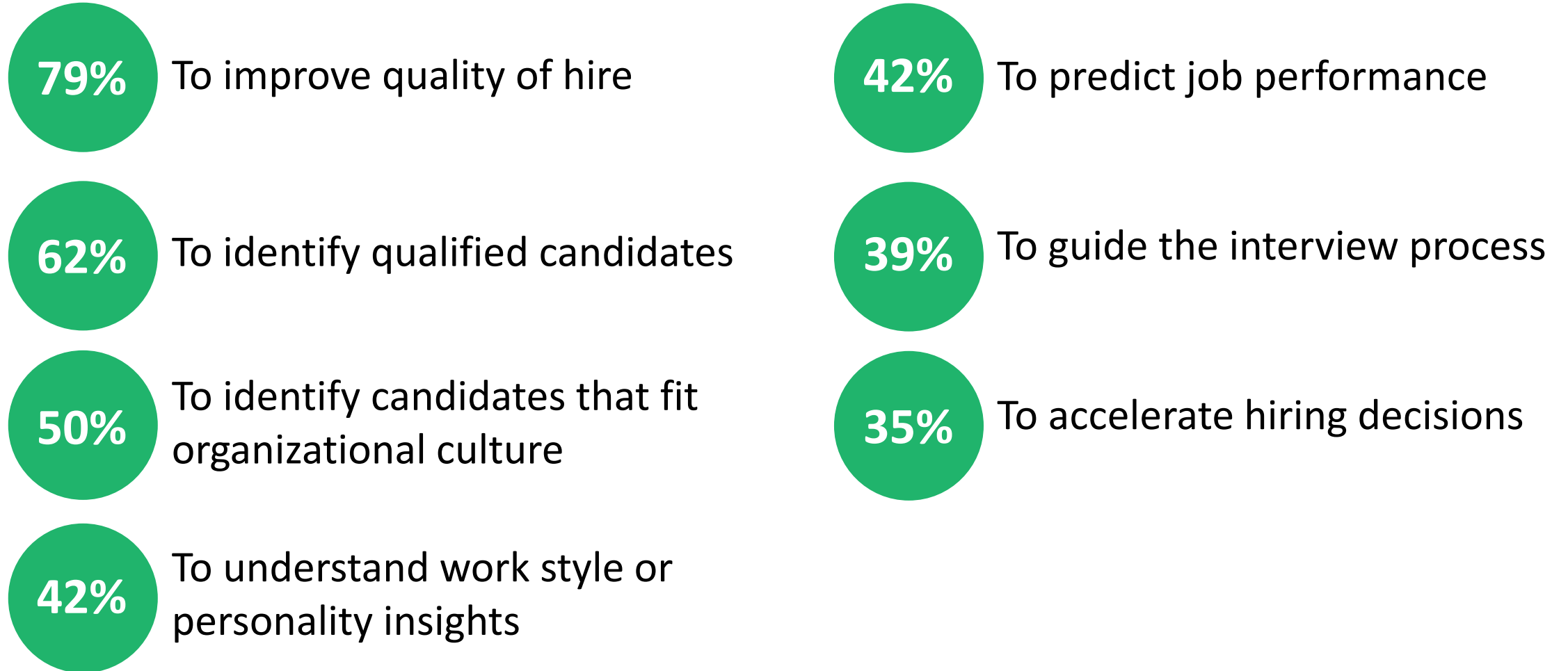


Source: 2018 Brandon Hall Group Assessment Practices Survey

Polling Question

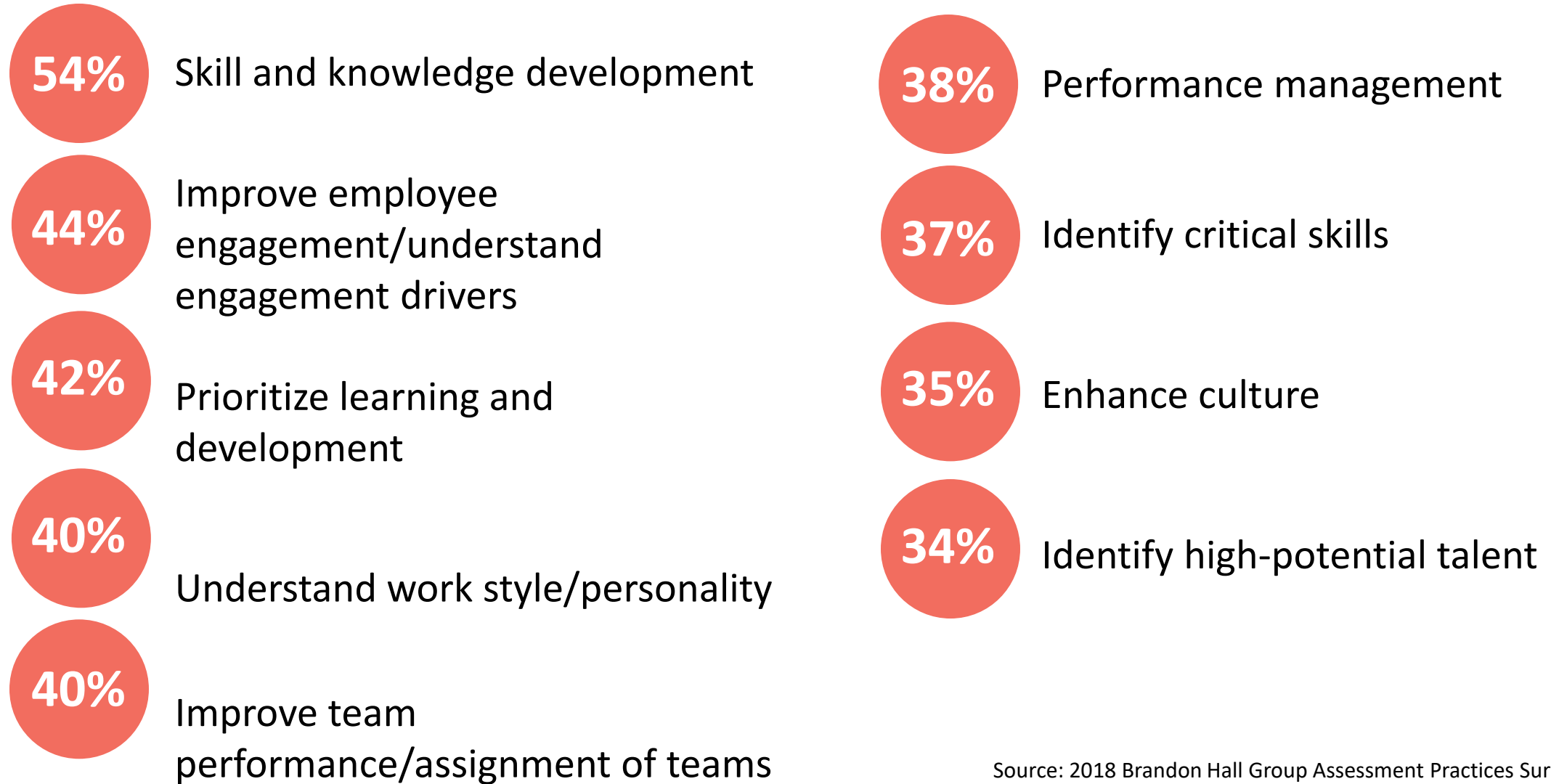
- **What is your current usage of assessments?**
 - Use only pre-hire assessments
 - Use only post-hire assessments
 - Use both pre and post-hire assessments
 - Plan to use assessments in near future
 - Not sure

Top Reasons for Using Pre-Hire Assessments



Source: Brandon Hall Group Assessment Practices Survey

Top Reasons for Using Post-Hire Assessments



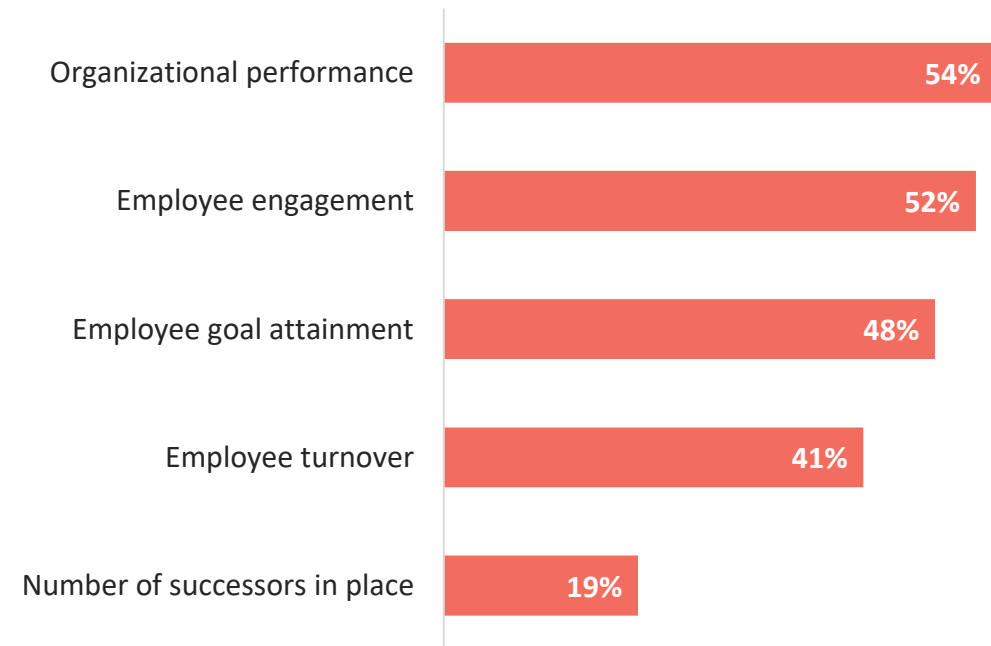
Source: 2018 Brandon Hall Group Assessment Practices Survey

Most-Important Metrics Used to Determine ROI

Pre-Hire Assessments*



Post-Hire Assessments**



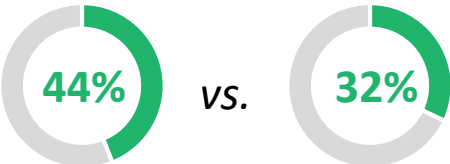
Source: Brandon Hall Group Assessment Practices Survey

*Among users of pre-hire assessments. ** Among users of post-hire assessments.

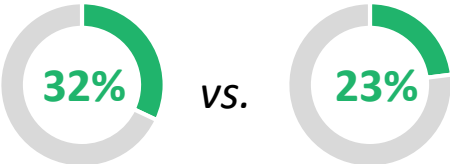
Assessments Favorably Impact KPIs

Organizations using assessments are more likely than their cohorts to see improvement over the past year in:

Pre-Hire Assessments

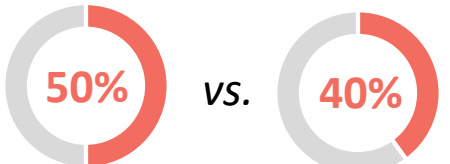


Quality of Hire

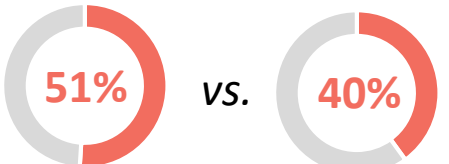


Employee Retention

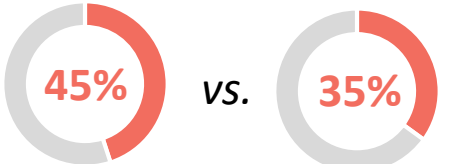
Post-Hire Assessments



Employee Engagement



Customer Satisfaction

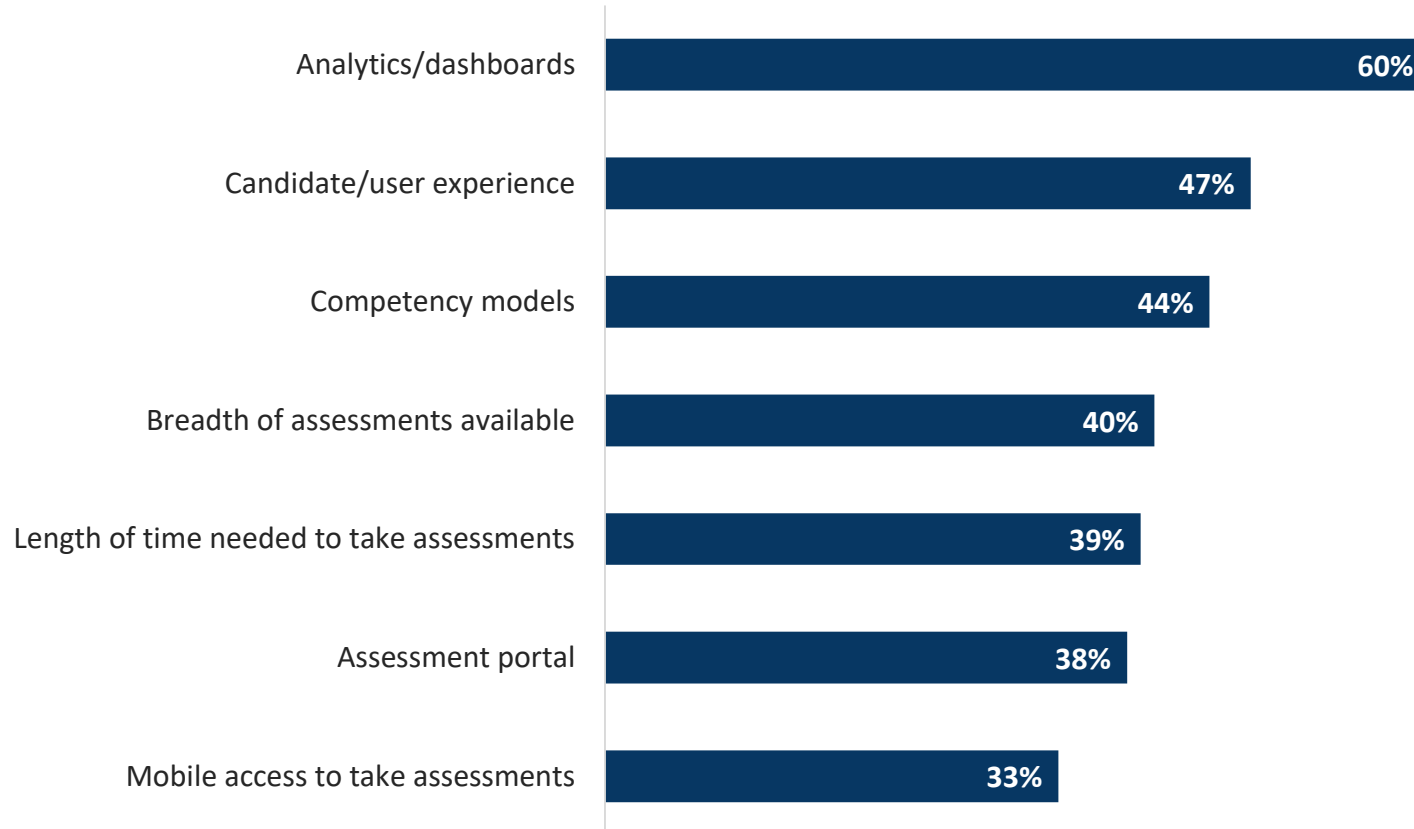


Customer Retention

Source: 2018 Brandon Hall Group Assessment Practices Survey

Most Important Features When Selecting Assessment Solution

- 54% of organizations use an assessment technology solution.



Source: 2018 Brandon Hall Group Assessment Practices Survey

Types of Assessments Discussed Today



Tests & Exams

- Summative assessments comprised of questions and scoring algorithms
- Scores and feedback at question, topic and assessment level



Job Task Analysis

- Surveys used to analyze what tasks within a job role are most important
- Items designed to capture ratings of tasks' difficulty, importance and frequency



Quizzes

- Formative assessments that present questions and provide feedback at the item, topic and/or assessment level



Observational/ Performance Testing

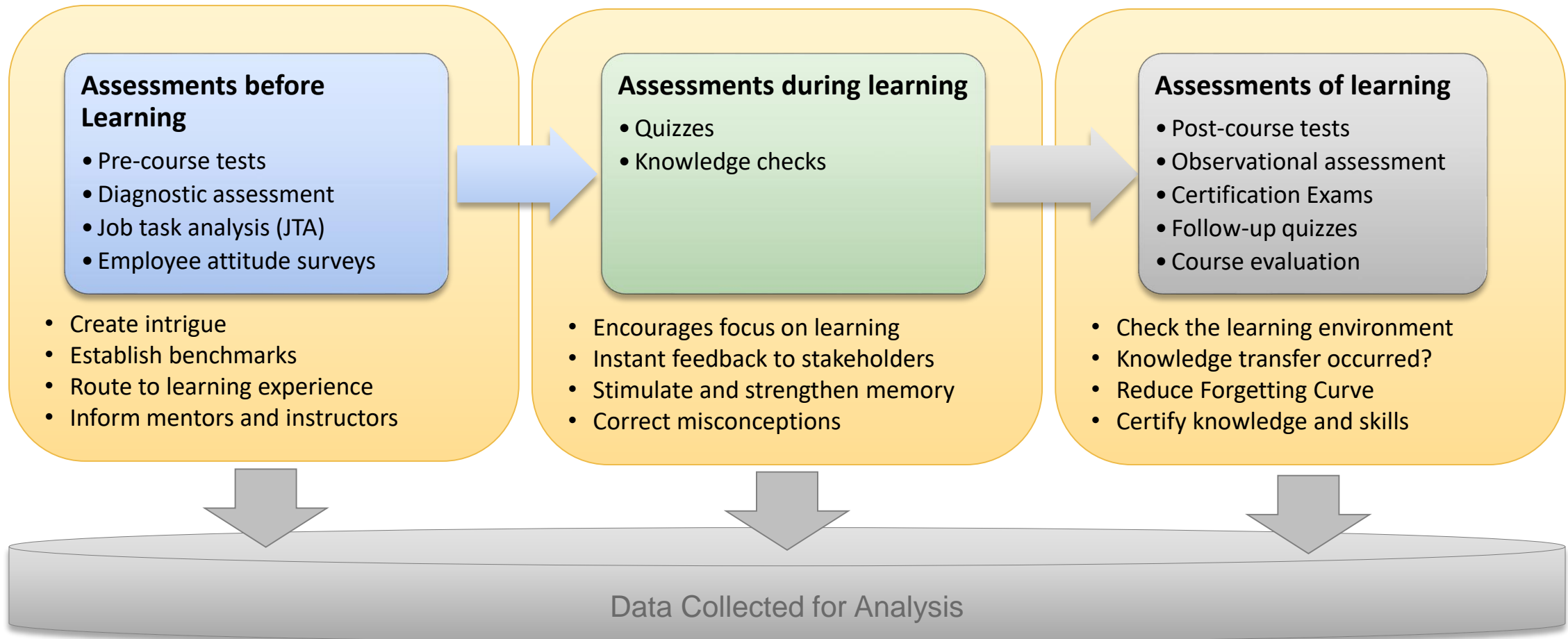
- An observer assesses or rates a person's performance, knowledge, skills, and abilities



Surveys

- Questions relate to a person's opinions on a topic (e.g. Course evaluation, employee attitude surveys)
- Conclusions drawn based on analyzing frequency of responses

Assessments through the Learning Process



Kirkpatrick Model

Level 4

- What was the organizational impact of the learning initiative/experience?

Level 3

- To what extent was behavior impacted and knowledge and skills improvements applied on the job?

Level 2

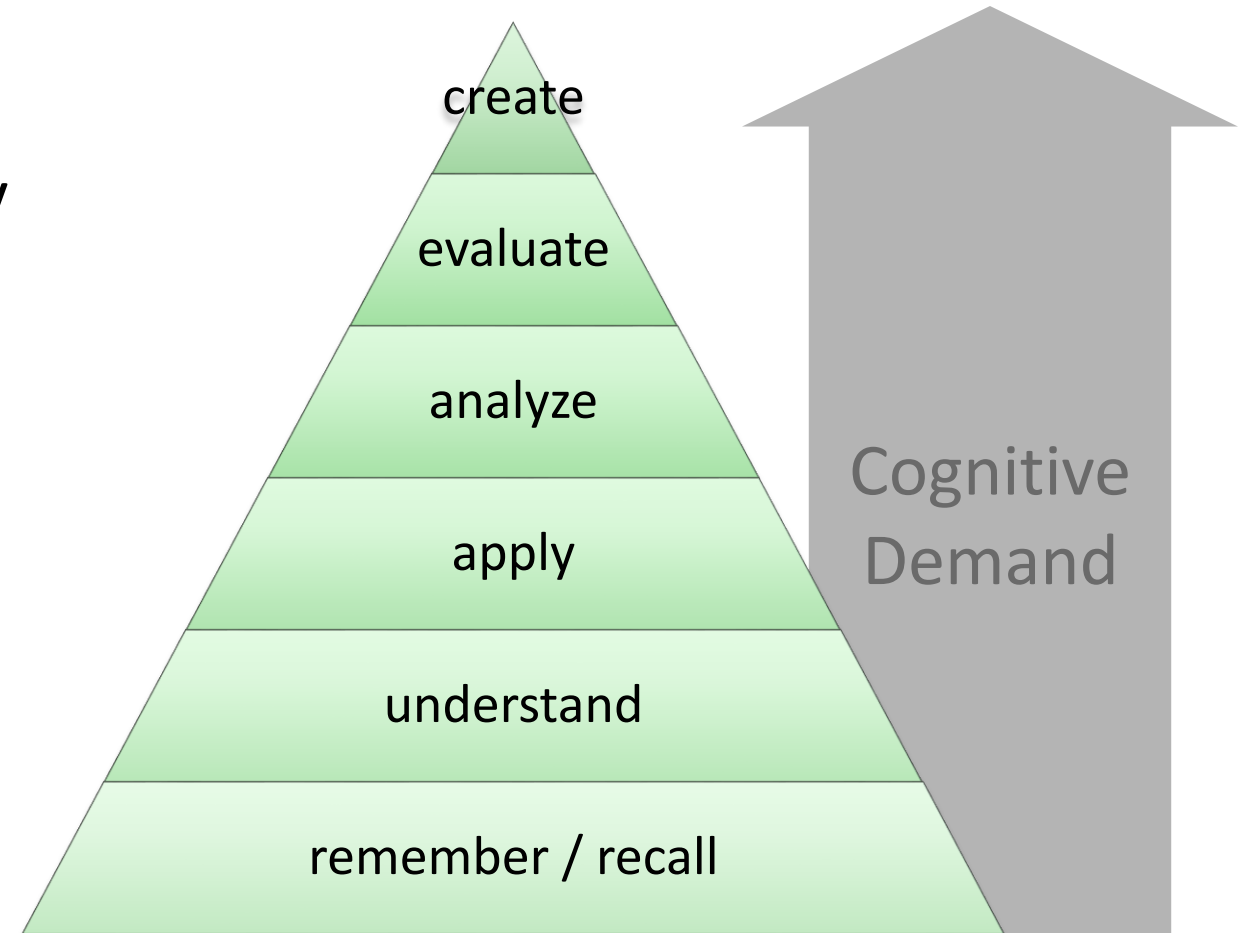
- What was the resulting increase in knowledge or capability?

Level 1

- What participants think and feel about the learning experience?

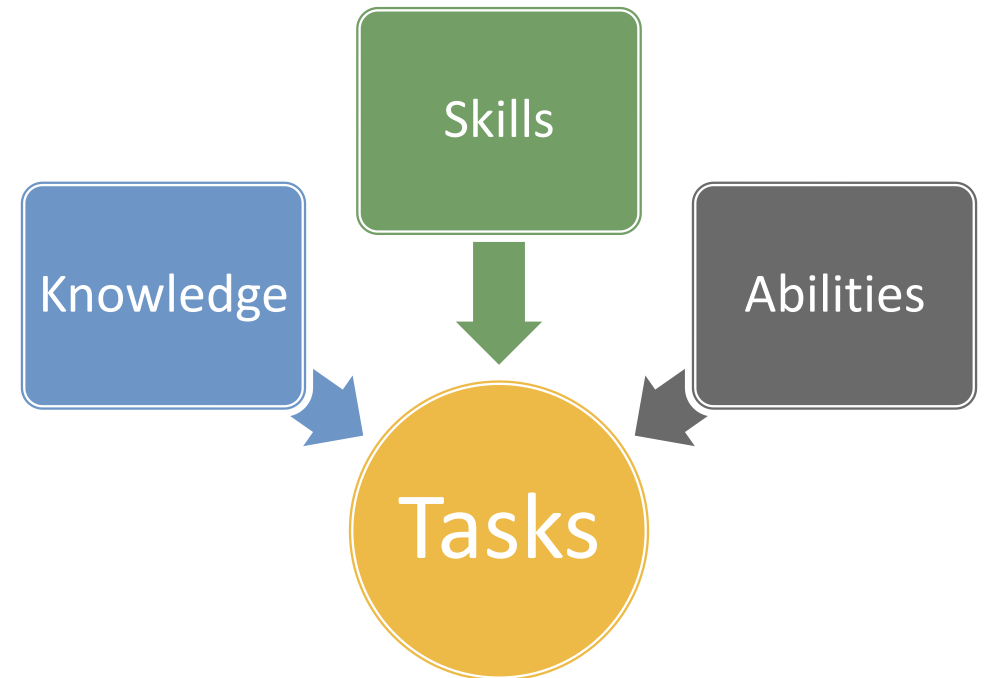
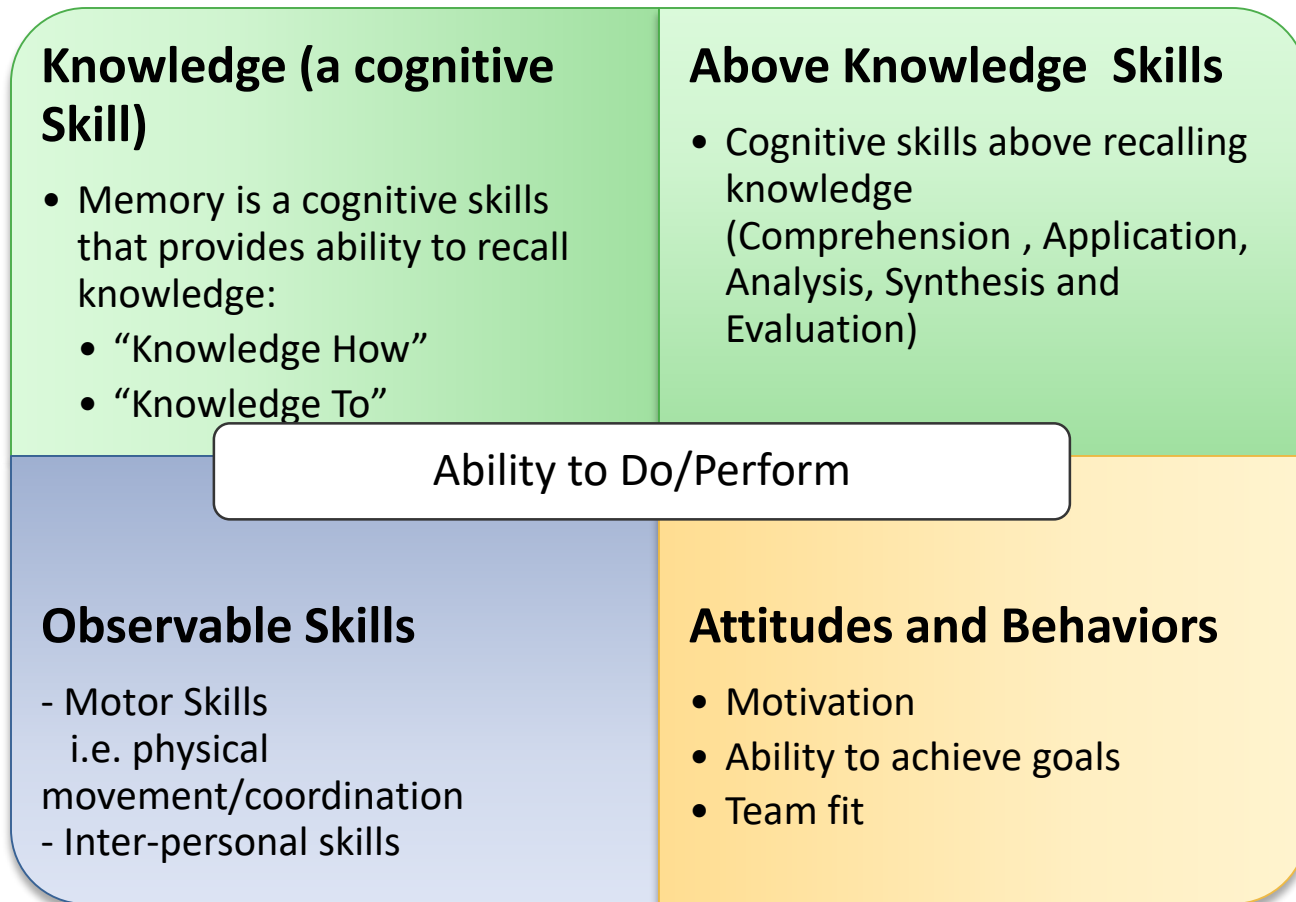
Bloom's Taxonomy

- ▶ Classifies cognitive skills in levels
- ▶ Most real world jobs require many levels of taxonomy

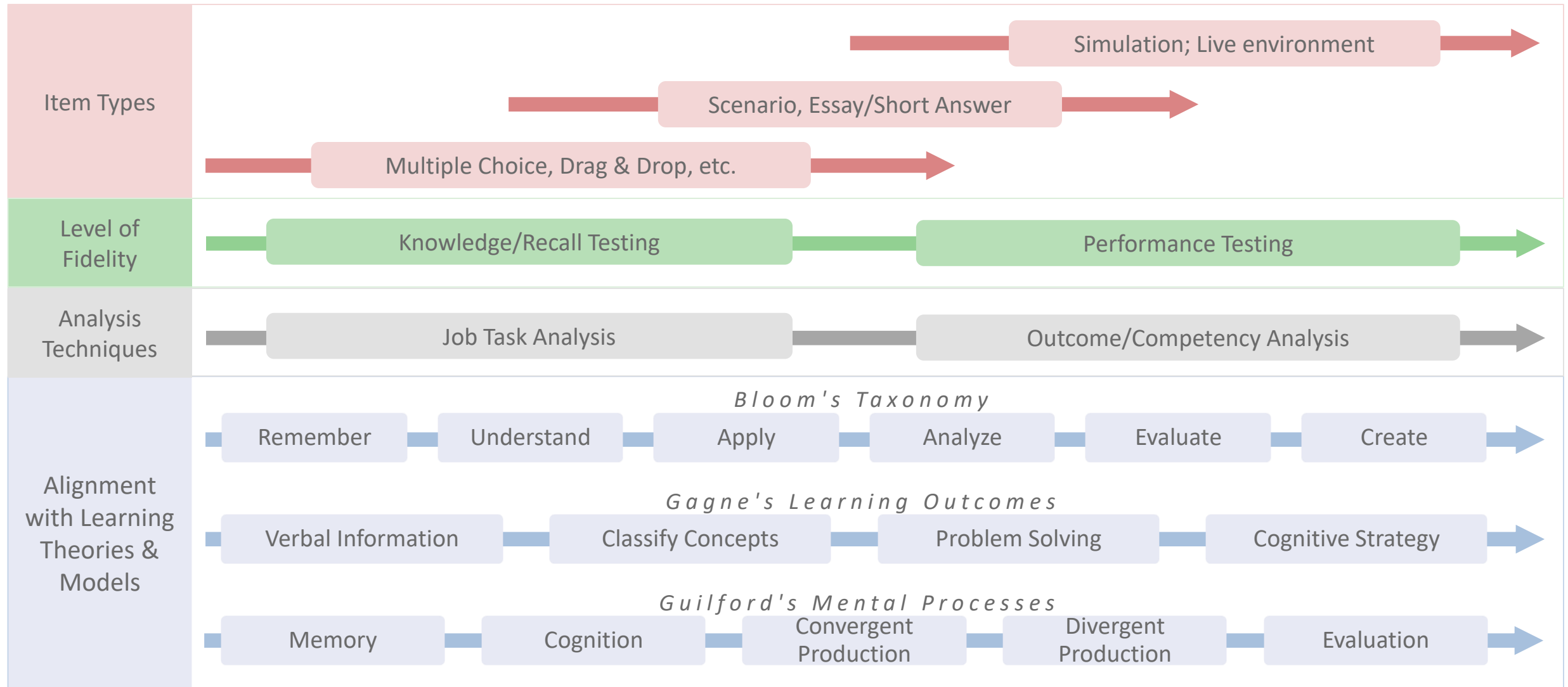


** Revised Bloom's Taxonomy. Original version from Bloom ordered levels as: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation*

Competency Models...



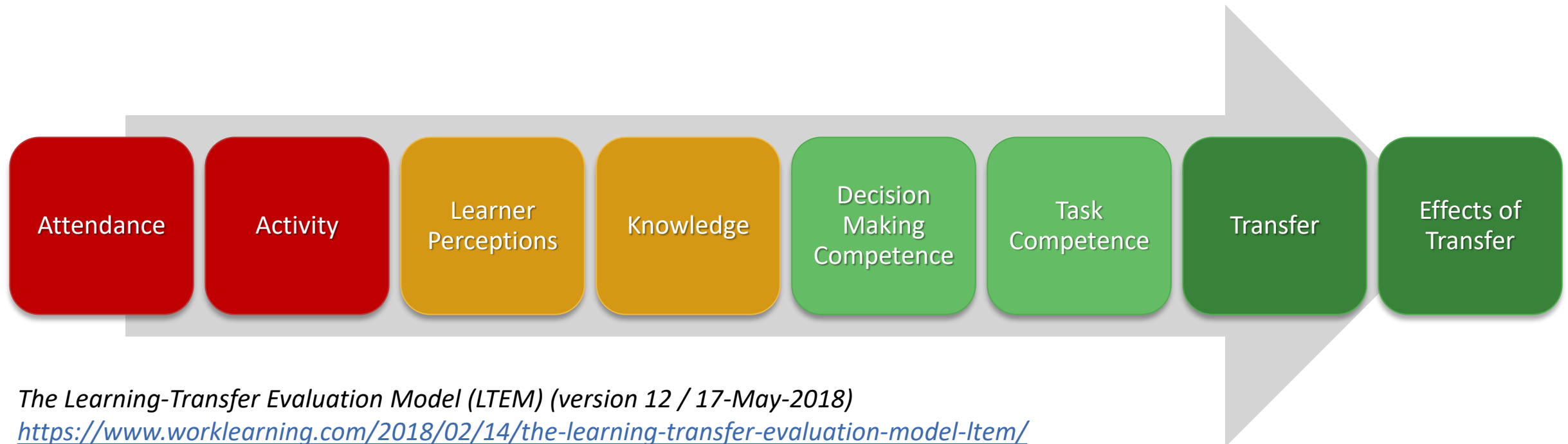
Performance Testing & Development Taxonomy (The Performance Testing Council)



Source: <https://www.performancetest.org>

The Learning-Transfer Evaluation Model

- ▶ Evolving model from Will Thalheimer
- ▶ Combines concepts from Blooms, Kirkpatrick and others



The Learning-Transfer Evaluation Model (LTEM) (version 12 / 17-May-2018)

<https://www.worklearning.com/2018/02/14/the-learning-transfer-evaluation-model-ltem/>

Common threads...



Beyond Recall

- Assessing and predicting readiness requires measuring beyond the knowledge/recall levels

Context Counts

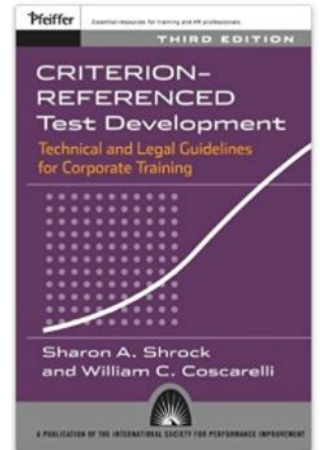
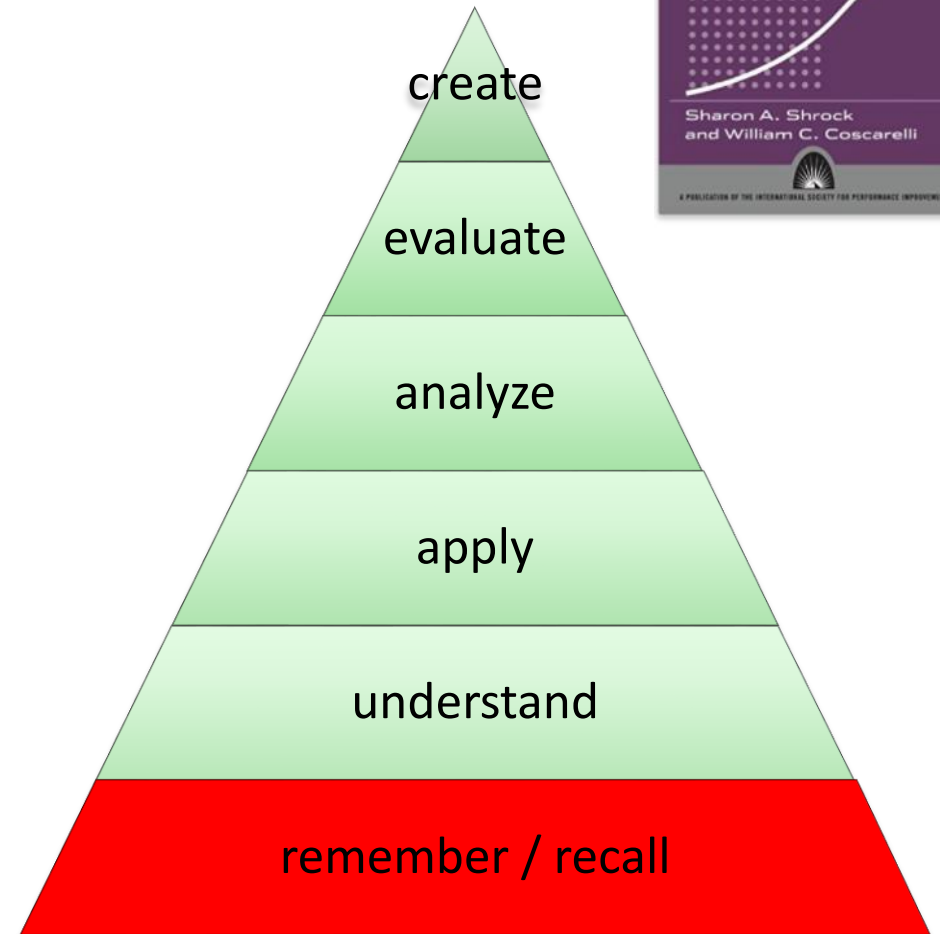
- Aligning context of the assessment with performance environment increases fidelity of measurement

Desired Outcomes

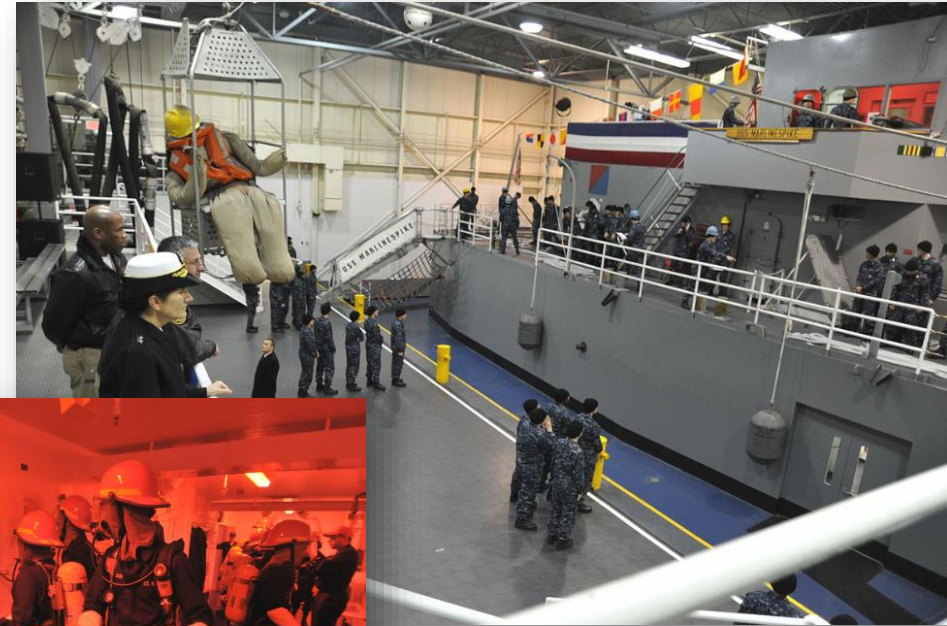
- Defined objectives for desired performance/behavior and organizational/KPI levels vital to effective assessment

Beyond Recall...

- ▶ Advice from the experts:
(William Coscarelli and Sharon Shrock)
 - Knowledge (recall) level items are by far the easiest to write.
 - Developing tests that truly reflect on-the-job performance requires ... writing items at the higher cognitive levels
 - **In general, the single most useful improvement you can make in writing test items is to write them above the memorization level.**



High Fidelity Simulation Environments



Not all job roles require this level of fidelity!

Images sourced from <https://commons.wikimedia.org>

Some approaches to assessing higher level skills

Writing conventional questions to assess beyond recall

- Use multiple choice, matching, ranking and other question types
- Techniques eliciting higher level cognition required to get the right answer

Observational Assessment / Performance Testing

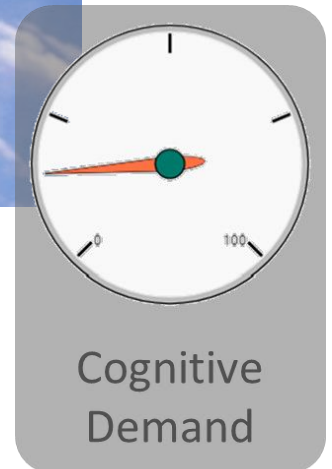
- An observer watches someone performing a practical task
- Answers questions about performance on a mobile device

Situational Judgement Assessments

- Frame questions based on a dilemma that could be encountered in workplace
- Evaluate judgement of what course of action is taken

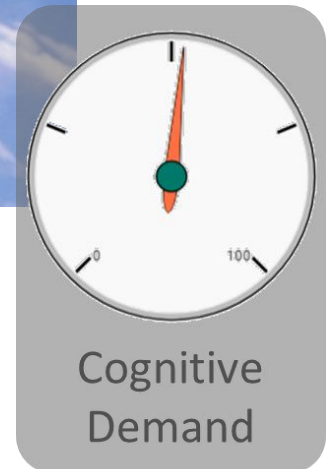
“Recall” example

- ▶ What does a yellow traffic light mean?
 - a) Stop
 - b) Go
 - c) Caution
 - d) Look behind you



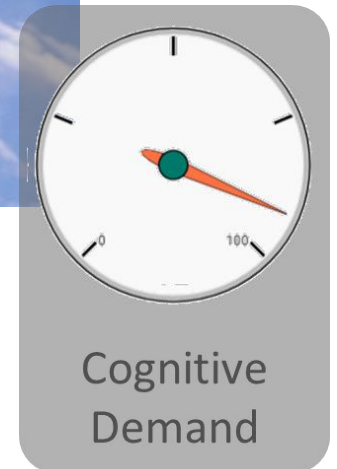
“Understand” example

- ▶ If you are driving toward an intersection and the light turns from yellow to red, what should you do?
 - a) Speed up and cross the intersection
 - b) Continue at the same speed and cross the intersection
 - c) Stop suddenly
 - d) Stop gradually



“Evaluate” or “Judgement” example

- ▶ You are giving a close friend a ride to work and because of traffic you are running 15 minutes late for an important appointment. You are driving toward an intersection with traffic lights on it. You can see the intersecting road to some extent and there seem to be no cars on it. The light turns to yellow as you approach. The car behind you sounds their horn and seems to be accelerating in the expectation that you are going to cross the intersection. Your friend tells you to put your foot down as you are running late and there are no cars visible on the intersection. What should you do?
 - a) The road appears to be clear so speed up and cross the intersection to exit the intersection as soon as possible
 - b) Stay at the same speed and continue to cross the intersection while keeping an eye out for crossing cars
 - c) The light is about to turn red so you should stop immediately and ignore the car behind you as they will need to stop as well
 - d) Put your hazard lights on to signal to the car behind you and stop at the intersection if the lights facing you turn red
 - e) Ignore your friend’s irritation and move across to the side of the road to let the other car pass



Cognitive
Demand

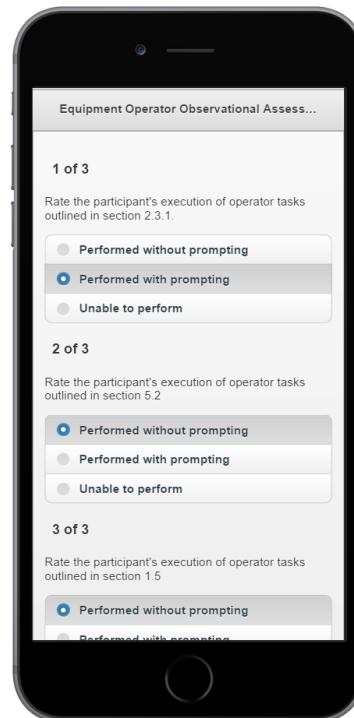
Observational Assessment / Performance Testing



Observer "rates"
the participant

Rate the participant's execution of operator tasks outlined in section 2.3.1.

- Performed without prompting
- Performed with prompting
- Unable to perform



Example Applications



Sales Training



Level 3 Evaluations



Customer Service



Equipment operation

Getting Objective Ratings, Reliable Results

Context

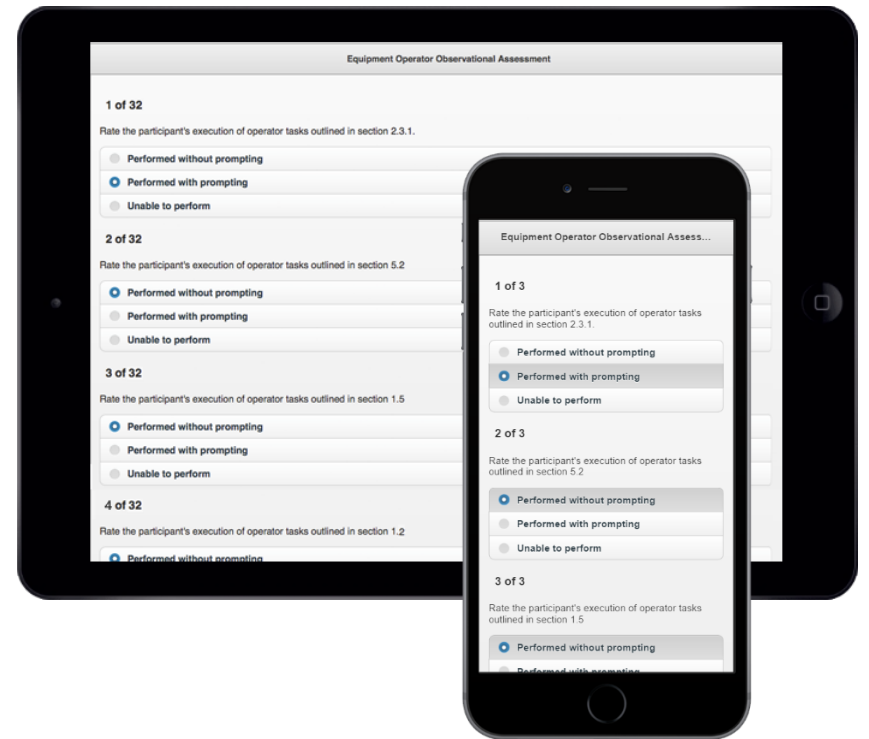
- Can be delivered in
 - Performance Environment
 - Simulated Performance Environment (e.g. role playing)

Items typically solicit ratings for:

- Performance of task(s)
- Demonstration of appropriate knowledge, skills, abilities, behaviors

Goal is to ensure ratings are as objective as possible

- Keys to ensuring **reliability** of observational assessment results:
 - Establish consistent rating scales & scoring rubrics
 - Educate raters to ensure consistent understanding and application of rating scales

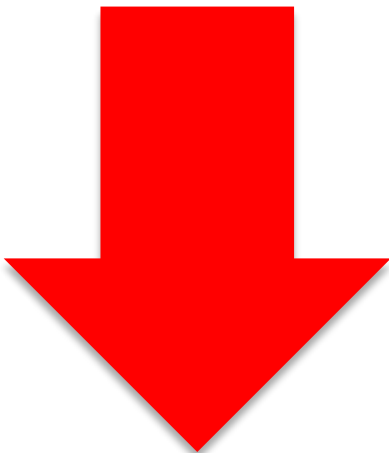


Assessing Judgement and Decision Making



Rules immensely important

- in defining the parameters within which teams and individuals should operate



Rules alone are not enough

- Whether and how they are adopted by people when making decisions that matters

- ▶ **“Judgement is at the heart of nearly every business scandal that ever occurred”**
([Ernst & Young](#))



Assessing for Situational Judgement



Presenting work-relevant **dilemmas** with questions that require **judgements** about possible responses

Assessing how well participants can:

Recognize critical aspects of a situation and how they should be prioritized

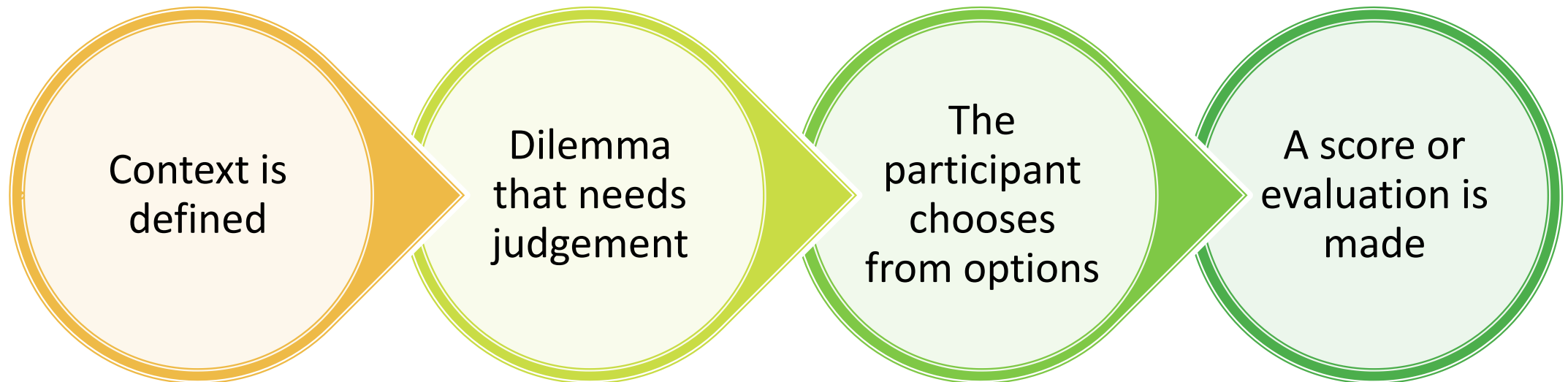
Identify which actions/options are more vs. less likely to achieve objective

Determine which responses are more vs. less aligned with organizational expectations

Display soft skills required work collaboratively with colleagues to overcome obstacles

Deal with dilemmas with no clear 'positive outcomes' or where available information may be ambiguous

Structure of an SJA



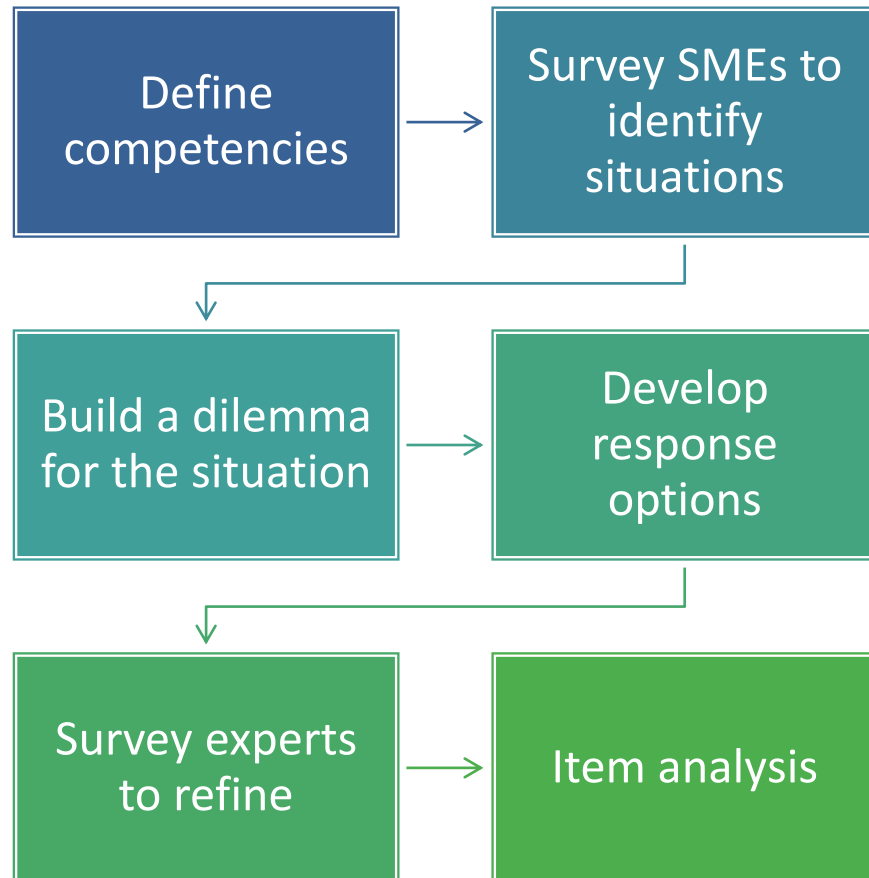
Example SJA question - compliance

- ▶ You work in the back office in the team approving new customers ensuring that the organization's procedures have been followed (such as credit rating and know your customer). Your manager is away on holiday this week. A senior manager in the company (three levels above you) comes into your office and says that there is an important new customer who needs to be approved today as they want to place a big order, and that he can vouch that the customer is good. You review the customer details, and one piece of information required by your procedures is not present. You tell the senior manager and he says not to worry, he is vouching for the customer. You know this senior manager by reputation and have heard that he got a colleague fired a few months ago when she didn't do what he asked.

- ▶ **Select the most and least effective of the following options:**
 - Take the senior manager's word and approve the customer
 - Call your manager's cellphone and interrupt her holiday to get advice
 - Tell the manager you cannot approve the customer without the information needed
 - Ask the manager for signed written instructions to override standard procedures to allow you to approve the customer



Steps to construct an SJA item



► Types of response options:

- Select most effective
- Select most effective and least effective
- Rank options (e.g. “most effective” to “least effective”)
- Multiple response
- Survey ratings

Example Attributes for SJAs (UK medical doctors)

Commitment to Professionalism

- Dealing with issues of confidentiality such as hearing a colleague talking about a patient outside of work
- Challenging inappropriate behavior such as a consultant speaking to a colleague/patient in an inappropriate way

Coping with Pressure

- Knowing how to respond when you make a mistake such as providing wrong medication to patient
- Seeking help when not sure of the correct procedure/best way of doing things

Effective Communication

- Gathering information and communicating your intentions to nursing staff or other colleagues
- Listening and effectively communicating such as with an unhappy patient or relative

Patient Focus

- Identifying that a patient's views and concerns are important and they should have input into their care
- Spending time trying to understand a patient's concerns and empathising with them

Working Effectively as Part of a Team

- Recognising and valuing the skills and knowledge of nursing staff, when faced with a disagreement about a patient's care
- Offering assistance and support to colleagues when they are not able to handle their workload

Job Task Analysis Survey can help determine Job Needs

- ▶ Ask Subject Matter Experts
 - Do you **do** the task or **supervise it**
 - How **Difficult** is it to do this task
 - How **Important** to do this task
 - How **Frequently** to do this task

- ▶ Identify what you need to assess

JTA summary report

Assessment name: JTA Medical Staff
 Date report produced: 09 December 2014
 Date of results: All dates
 Filtered by groups: JTA Group
 Ignore assessment revisions: No

[PDF](#) [CSV](#)

Reference #	Task	Applicability			Difficulty					Im
		Do Task	Supervise Task	N/A	Very Easy	Easy	Neither Easy or Difficult	Difficult	Very Difficult	
N/A	Administering medication	97% (30)	3% (1)	0% (0)	26% (8)	32% (10)	13% (4)	10% (3)	19% (6)	0% (0)
N/A	Assessing patients	77% (24)	23% (7)	0% (0)	19% (6)	35% (11)	16% (5)	16% (5)	13% (4)	0% (0)
N/A	Assisting patient	71% (22)	29% (9)	0% (0)	29% (9)	23% (7)	16% (5)	26% (8)	6% (2)	0% (0)
N/A	Communicating with family members	87% (27)	13% (4)	0% (0)	29% (9)	16% (5)	6% (2)	35% (11)	13% (4)	19% (6)
N/A	Cleaning surgical area	74% (23)	26% (8)	0% (0)	19% (6)	39% (12)	13% (4)	16% (5)	13% (4)	0% (0)
N/A	Showing empathy	100% (31)	0% (0)	0% (0)	29% (9)	32% (10)	10% (3)	26% (8)	3% (1)	26% (8)
N/A	Checking patient temperature	87% (27)	13% (4)	0% (0)	37% (11)	30% (9)	10% (3)	17% (5)	7% (2)	0% (0)
N/A	Completing medical records	77% (24)	23% (7)	0% (0)	10% (3)	23% (7)	6% (2)	42% (13)	19% (6)	0% (0)
N/A	Communicating with doctors	97% (30)	3% (1)	0% (0)	10% (3)	19% (6)	16% (5)	35% (11)	19% (6)	3% (1)

Two ways to for SMEs to identify Situations for SJAs

Critical Incident Analysis

- ▶ Item writing workshop / Survey SMEs
- ▶ Brainstorm situations that discriminate between effective/appropriate behavior and less effective
- ▶ Include real life examples
- ▶ Analyze, sort and frame dimensions/topics
- ▶ Good for ensuring that real life instances of judgement identified

Competency-based Approaches

- ▶ Start with a job analysis and competencies required
- ▶ Item writing workshop / Survey SMEs
- ▶ For each competency, identify situations for each competency where demonstrated/not demonstrated
- ▶ Good for ensuring competencies covered

Key Aspects of a Dilemma

Choice needs to be made

Using judgement for the choice is clearly linked to a needed domain of knowledge, skill or competency in the job role

Requires professional judgement to answer well. (Question discriminates between more and less capable people)

Response Options for SJAs

“Should”

- ▶ What the participant thinks is best to do:
 - Choose the most effective response
 - Choose the most and least effective response
- ▶ Best for higher stakes and competency testing

“Would”

- ▶ What the participant thinks he/she would actually do:
 - Which response best typifies what you would do in this situation
 - Choose the response that best reflects how you would respond and least how you would respond
- ▶ Best for understanding participant behavior, e.g. in recruiting or learner diagnostics or compliance surveys

Five different kinds of response options

- ▶ Select most appropriate choice
 - Simplest cognitively
 - Easiest to guess
- ▶ Select most and least appropriate choice
 - Checks knowledge of what is best and worst
 - A good solution
- ▶ Select x best choices
 - For example, choose the 2 best options out of 5
- ▶ Rank the choices
 - Hardest for participant
 - Challenge to design as experts have to agree the best ordering of all choices
- ▶ Rate each choice
 - E.g. agree/disagree/neither agree nor disagree that someone in your organization would do this
 - Good for surveys including in compliance

You are looking after Mr. Kucera who has previously been treated for prostate carcinoma. Preliminary investigations are strongly suggestive of a recurrence. As you finish taking blood from a neighboring patient, Mr. Kucera leans across and says "Tell me honestly, is my cancer back?"

Rate each option in terms of how appropriate it is in responding to the situation.

Enter: 1 for an option you think is **Highly Inappropriate**
 2 for an option you think is **Inappropriate**
 3 for an option you think is **Neither Appropriate nor Inappropriate**
 4 for an option you think is **Appropriate**
 5 for an option you think is **Highly Appropriate**

- A. Explain to Mr. Kucera that it is likely that his cancer has come back
- B. Reassure Mr. Kucera that he will be fine
- C. Explain to Mr. Kucera that you do not have all the test results but you will speak to him as soon as you do
- D. Inform Mr. Kucera that you will chase up the results of his tests and ask one of your senior colleagues to discuss them with him
- E. Invite Mr. Kucera to join you and a senior nurse in a quiet room, and get a colleague to hold your 'bleep' and then explore his fears

See example SJA questions at: <https://www.questionmark.com/go/example-sja>

Validating with other SMEs or content experts

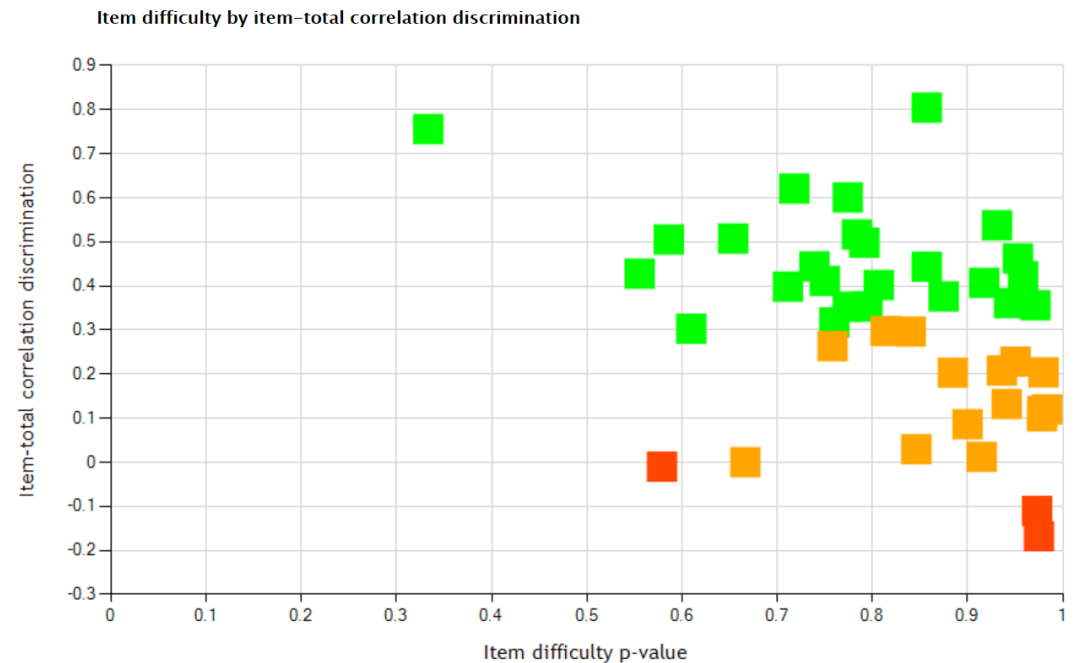
- ▶ Survey SMEs not involved in the item development
 - Present the item stem
 - Present the response options
 - Ask them to rate
- ▶ Compare their ratings with the scoring you have developed and adjust choices as necessary

Rate the options shown below in terms of how effective they are in responding to this situation where 1 = Very Ineffective, 2 = Ineffective, 3 = Neither Ineffective/Effective, 4 = Effective and 5 = Very effective

Option	Description	Your Rating
A	Explain to Mr. Kucera that it is likely that his cancer has come back	
B	Reassure Mr. Kucera that he will be fine	
C	Explain to Mr. Kucera that you do not have all the test results but you will speak to him as soon as you do	
D	Inform Mr. Kucera that you will chase up the results of his tests and ask one of your senior colleagues to discuss them with him	
E	Invite Mr. Kucera to join you and a senior nurse in a quiet room, and get a colleague to hold your 'bleep' and then explore his fears	

Pilot and item analysis

- ▶ For medium or high stakes use of SJAs, just like other questions, you should
 - Present SJAs to a pilot group
 - Conduct item analysis
 - Look carefully at each question's statistics and remove/adjust questions which need it



Summary

Using questions that test recall of knowledge have value, but often fall short of testing true job competence

It's worth writing questions targeting understanding / application or higher level cognitive skills

Observational assessments are effective at objectively measuring performance on practical skills in context of a simulated or actual performance environment

Situational Judgement assessments provide a scalable, cost-effective method for measuring measure judgement and decision making

QUESTIONS?



Thank you
for joining us today!

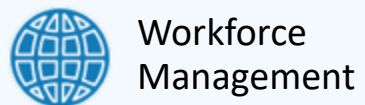
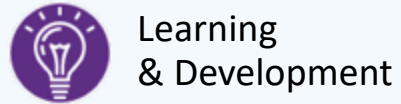


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Learn More About Us

Products and services that we offer

How We Help You



We Do This Through...

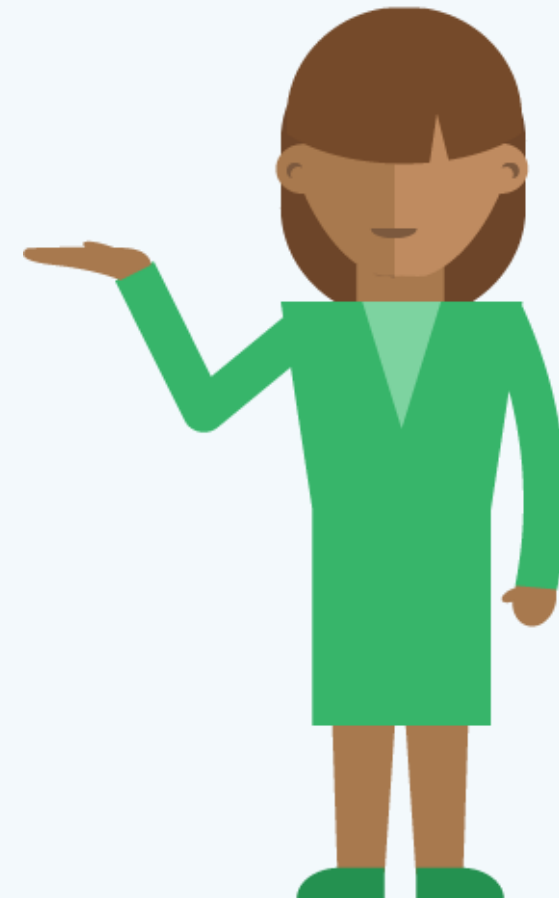
Research and Analysis that Define New HCM Standards

Success Stories from Global Organizations that Show those Standards in Action

Professional Development that Assesses Current State and Enables Innovation

Flexible Services to Design and Implement Transformative Solutions

Recognition that Validates the Transformation



Membership Offers Tailored Support

RESEARCH ACCESS & EVENTS

- Reports
- Case Studies, Frameworks & Tools
- DataNow® & TotalTech®
- Webinars and Research Spotlights
- Annual HCM Conference

ADVISORY SUPPORT

- Ask the Expert
- 1 on 1 Consultations
- Research Briefings
- Benchmarking

CLIENT SUCCESS PLAN

- Your Priorities
- Executive Sponsor
- Client Associate
- Monthly Meetings



To learn more about becoming a member or to sign up for a free trial, please email us at success@brandonhall.com

Strategic Consulting Offers Expert Solution Development

BENCHMARKING

- Competitive/Comparative
- Maturity Model
- Custom Research

STRATEGY

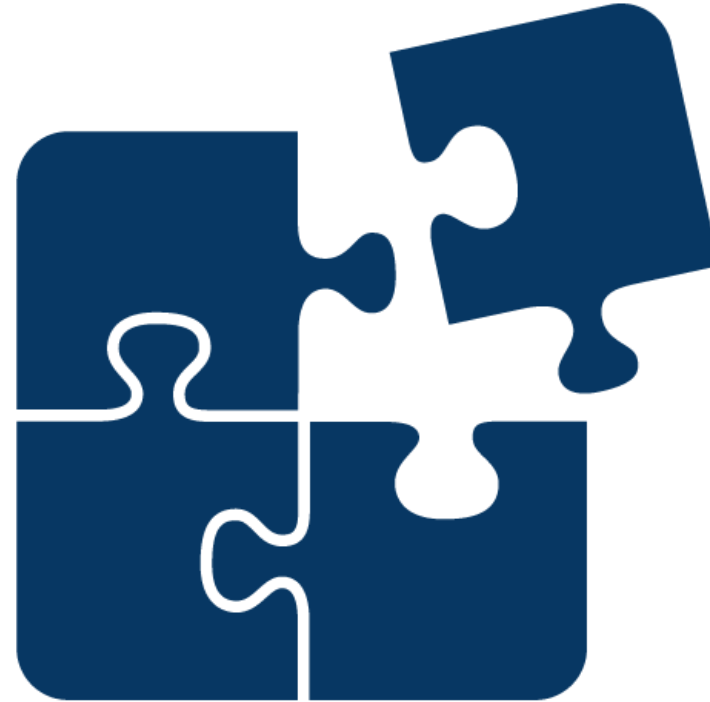
- Business Case
- Planning
- Organization & Governance

TECHNOLOGY SELECTION

- Vendor Selection
- Architecture Design
- Systems Evaluation

DEVELOPMENT & INTEGRATION

- Program Design
- Assessment
- Survey
- Process Integration



To learn more about consulting, please email us at success@brandonhall.com

Why Brandon Hall Group

1

We offer flexible, high-value memberships that offer everything you need at a cost you can afford.

2

Our research is better – more targeted, easily digestible, focused on business results, predictive, prescriptive.

3

Our solutions gets better results – research-driven, focused on the business, simple, targeted, flexible approach.

4

Our case studies are unique for their diversity and focus on business results.

5

Our professional development is practical, tailored to your needs, and equips you to take action.

What Our Clients Have to Say

Brandon Hall Group's Excellence Awards allows you to take a deeper dive and evaluate the programs that you've created at a level that you might not have the opportunity to do... They have always been a cornerstone for me.

- Katrina Williams, Director, Sales Capability
CDW

https://youtu.be/OgdA_tpM55U

What Our Clients Have to Say

I describe the attention and that customer service that I've experienced as being excellent. They are very attentive and wherever I need to be connected to whomever, they are there to help me.

- Joanne Veech, Global Talent Leader
PwC

<https://youtu.be/YkY-v8gfW5k>

HCMx Radio

THE ONLY PODCAST IN THE HCM ARENA THAT WEAVES CURRENT MARKET RESEARCH, HR TECHNOLOGY AND INDUSTRY LEADERS INTO EACH EPISODE



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