

Enriching Assessment Centres with Appreciative Inquiry: Creating Opportunities for Talent

Prof. Dr. Lou Van Beirendonck

Quintessence Consulting – Belgium
Antwerp Management School – Belgium

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Competence Management



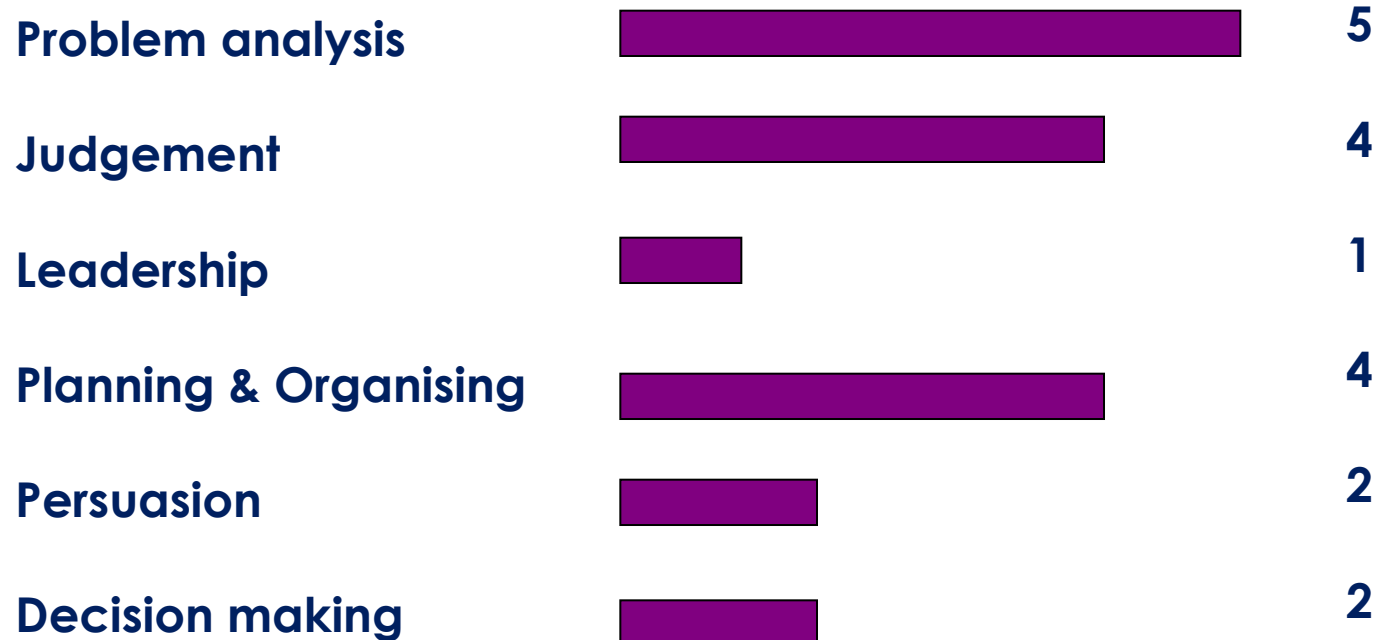
TOP-DOWN & DEDUCTIVE

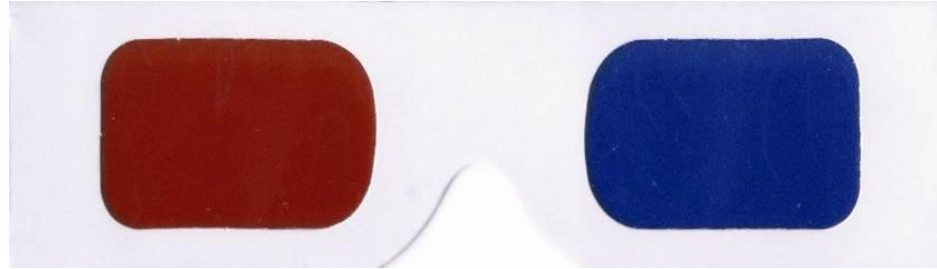
Assessment Centre Method



TOP-DOWN & DEDUCTIVE

Results of Assessment





Human

Resources

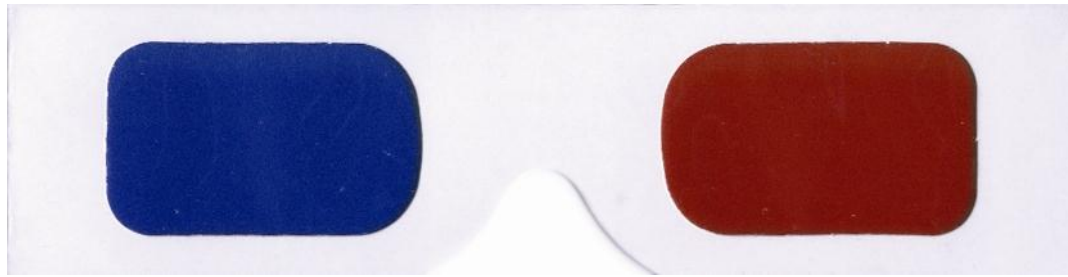
Personnel

&

Organisation

Talent

Competences



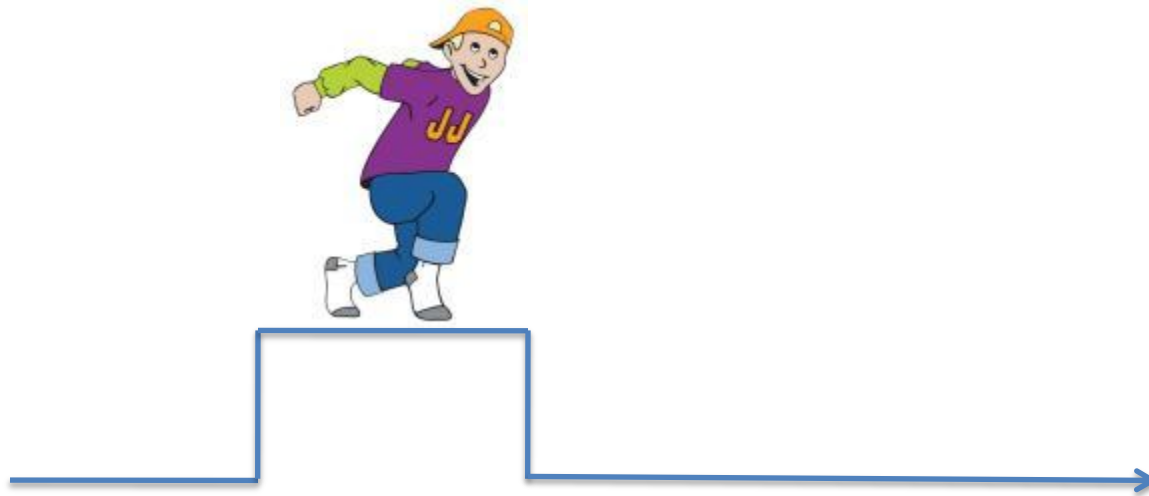
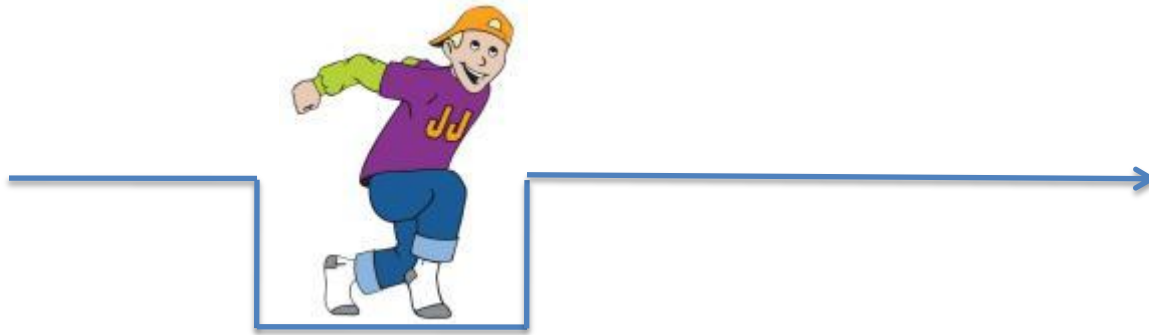
- We start with M,V,S ... and a 'desired' profile
- Outside-in
- Rather the organisation perspective
- Characteristics are 'competencies'
- Strengths: compared with a specific job profile
- Focus on 'fit', efficiency and ROI
- Problem solving approach
- Gap analysis
- Empirism, cognitivism

- We start with 'what's there'
- Inside-out
- Rather the perspective of the employee
- Characteristics are 'talents'
- Strengths: the characteristic that is obvious/easy accessible
- Focus on 'making use of', meaningfulness, development
- Appreciative Inquiry
- Focus on strengths and 'make use of ...'
- Social constructionism

Why Talentmanagement?

- Scarcity on the labor market
- Limits in the development ability of competencies
- Growing impact of positive psychology
- Principles of sustainability, also in HRM

OK, but ... How to ...?



History of Appreciative Inquiry

- David Cooperrider, Ron Fry



- Weatherhead School of Management –
Cleveland –USA
- Middle '80

Methodology

Traditional problem solving

Description of the problem

Analysis of the problem causes

Analysis of possible solutions

Action

Appreciative inquiry

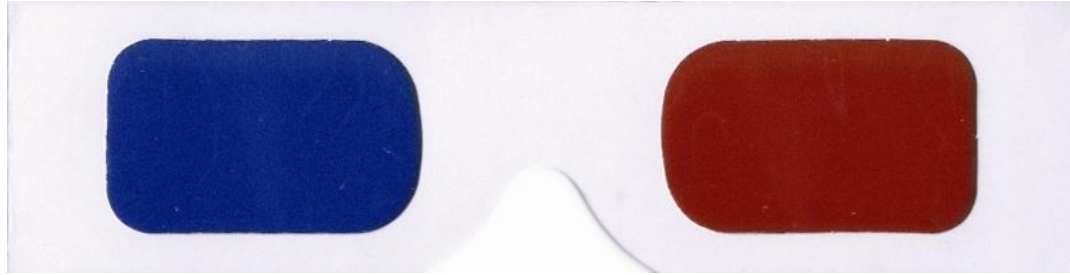
Appreciating 'the best of what is' (discovery)

Envisioning 'what could be' (dream)

Discussion and making plans (design)

Implementing the plans (destiny)

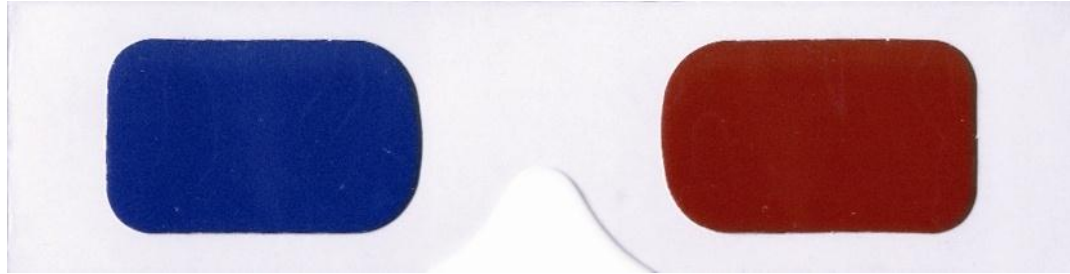
Scientifically



Empirism, cognitivism

Sociaal-constructionism

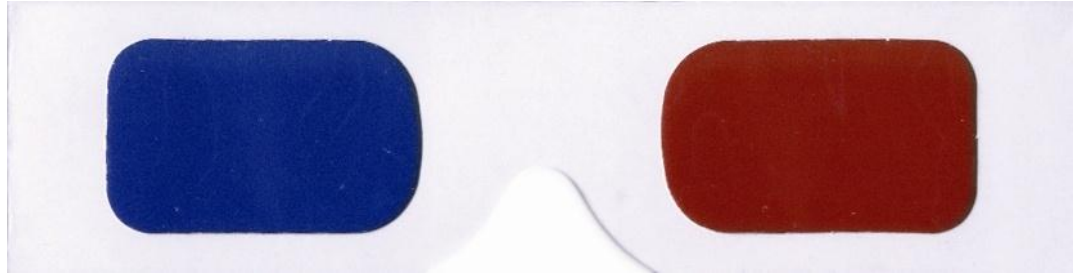
Scientifically



**The truth is what the
expert says**

**The truth is what the
actors have agreed upon**

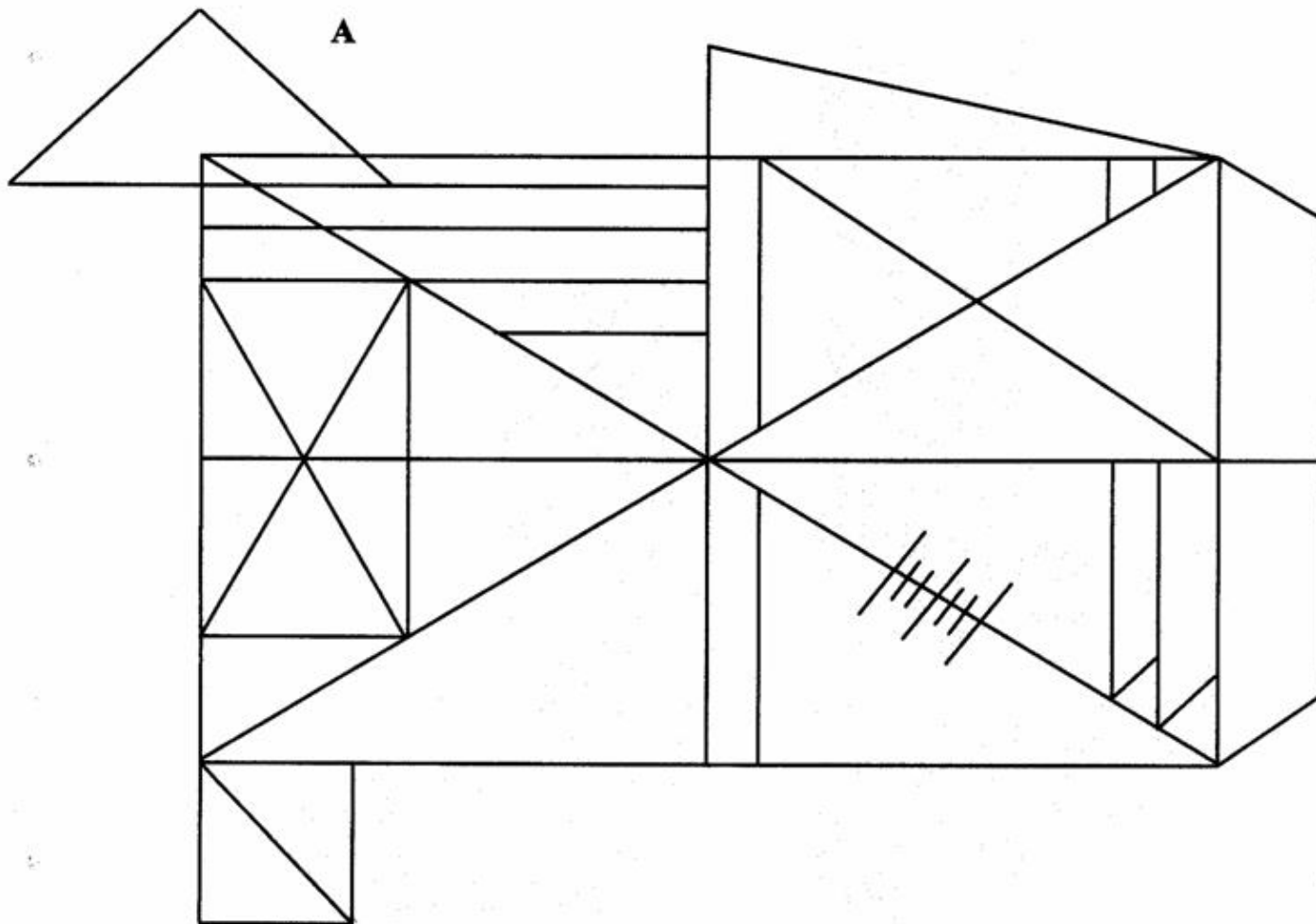
Scientifically



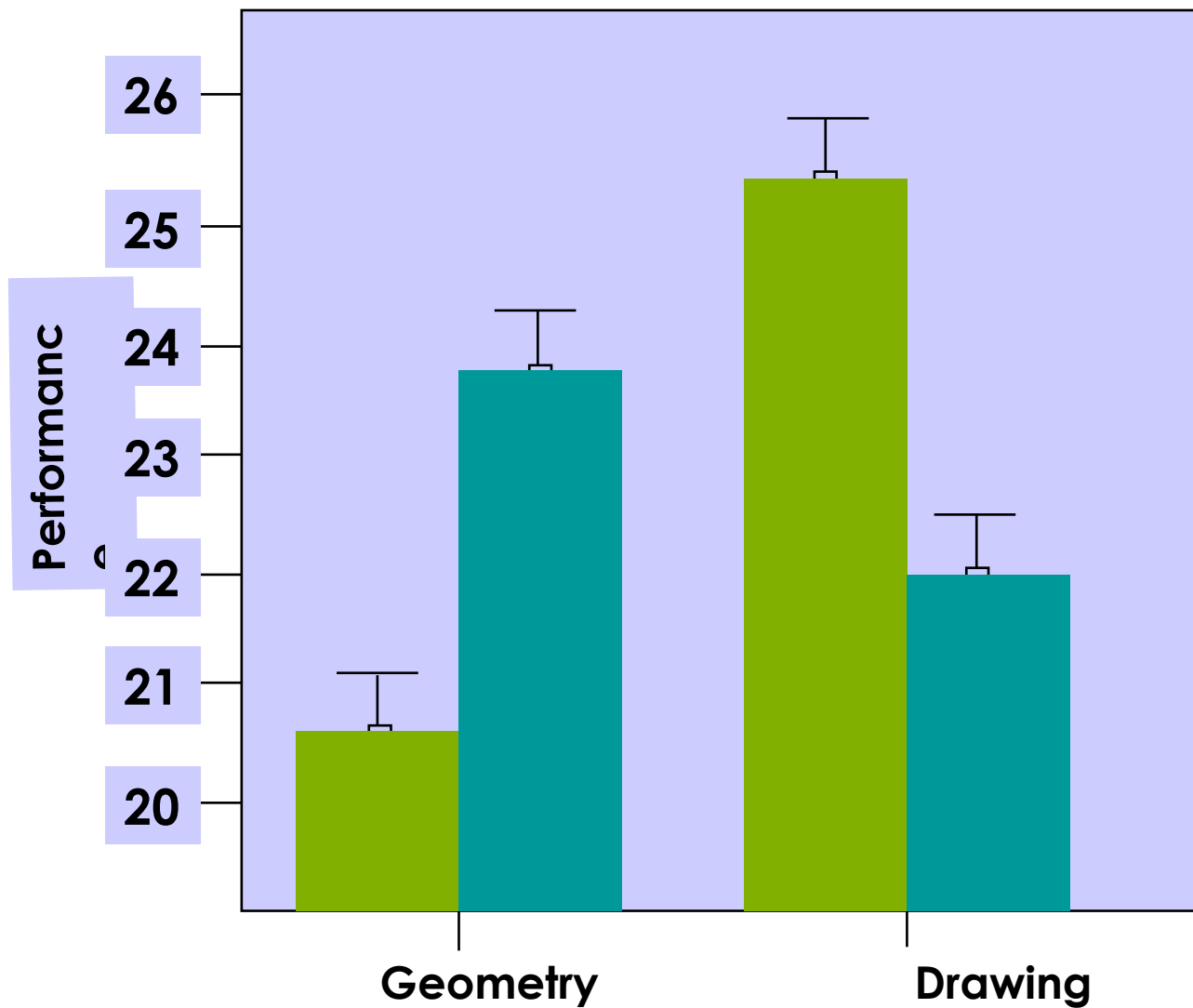
Language describes reality

Language creates reality

Research of P. Huguet & I. Régner



■ Girls
■ Boys



Principles of AI

- A question is an intervention
- Investigating = learning = changing
- Story telling
- Language creates reality
- The positive is the driver for development
- Positive images → positive actions
- Appreciation builds and strengthens the relationship.

AI and Assessment Centres

	Participants Traditional Program	Participants AI or purple approach
Fair	3,33	3,82
Open, concrete, personal communication	3,27	3,72
Shared commitment	2,61	3,58
Stimulating and rewarding activity	3,33	4,06
Instructive	2,77	3,27
General relational quality	3,06	3,69

Quality of the relationship by dimensions (Van Beirendonck, 2010)

AI and Assessment Centres

Before the Assessment Centre:

- Build a relationship before the start
- Communicate all relevant information, also including the competence profile of the job
- Give the opportunity to the candidate to co-construct the assessment centre
 - Which competence or talent do you want to explore additionally to the profile?
 - What do you want to find out about yourself?

AI and Assessment Centres

The AC-program for middle managers:

- 08.30 h: Welcome & introduction
- 08.45 h: Appreciative interview
- 09.30 h: Preparation in-basket
- 10.30 h: Interview on the in-basket
- 11.30 h: Reflection
- 11.45 h: Preparation of a one-on-one conversation with an employee, a customer, a colleague,...
- 12.15 h: Conversation
- 12.45 h: Reflection
- 13.00 h: Lunch
- 15.00 h: Presentation of the business case
- 15.30 h: Reflection
- 15.45 h: Additional test
- 16.15 h: Interview: feedback, in-depth analysis, co-construction of meaning
- 17.15 h: End of the program

AI and Assessment Centres

The AC-program for executives:

- 08.30 h: Welcome & introduction
- 08.45 h: Appreciative interview
- 09.30 h: Preparation in-basket
- 11.00 h: Interview on the in-basket
- 12.15 h: Preparation of a one-on-one conversation with an employee, a customer, a colleague,...
- 12.45 h: Conversation
- 13.15 h: Lunch
- 13.45 h: Preparation of a business case
- 14.30 h: Interview: feedback, in-depth analysis, co-construction of meaning
- 17.30 h: End of the program

AI and Assessment Centres

- Start the AC with an appreciative interview
- Appreciative questions :
 - If you look back on your experience up to now, what are you proud of the most? What was the situation? Who was involved? Why? How? What did you feel? Why is this experience so strong for you?
 - What do you like the most in your actual job?
 - What makes you happy?
 - Which topics in life and work are becoming more important for you?
 - What do you want to do more in the near future?
 - Imagine, we see each other again within 5 years, and in that time you worked hard and you got lucky as well, how does life and work look like then?



Behavioural oriented or appreciative?

- Behavioural oriented questions: focus on **behaviour**
 - ex. Can you give an example of a situation in which you had to work together with others in order to get the desired result? What was your role? What did you do?
- Appreciative questions: focus on an **experience**
 - ex. Can you tell me about an experience you've had with a working relationship or a collaboration in the past that was very meaningful to you? Who was involved? Why was it so meaningful? How did it go? What did you do?

AI and Assessment Centres

- Start the AC with an appreciative interview
 - Putting the candidate at ease
 - Results into less defensive and more authentic behavior
 - The message is: we're not (only) looking for gaps
 - Strengthens the relationship and creates trust
- Take and give time for reflection after every simulation, also with appreciative questions



AI and Assessment Centres

- Do an additional interview at the end of the day:
 - Give feedback, not on competences but on behavioral observations
 - Put the results 'in the middle' and add meaning to them during the interview
 - Challenge facts & figures with perceptions and self-assessment
 - Appreciative inquiry is 'digging for the gold'



The third dimension



Dialogue: talking with people in stead of talking about

Matching of mission and passion

Mutual interest

A rich process

Professional and relational practice

The third dimension



We start with 'what there is' and match it with competence profiles

Perspective organization and employee

Assessment is a combination of observation and reflection

Co-construction of knowledge and meaning

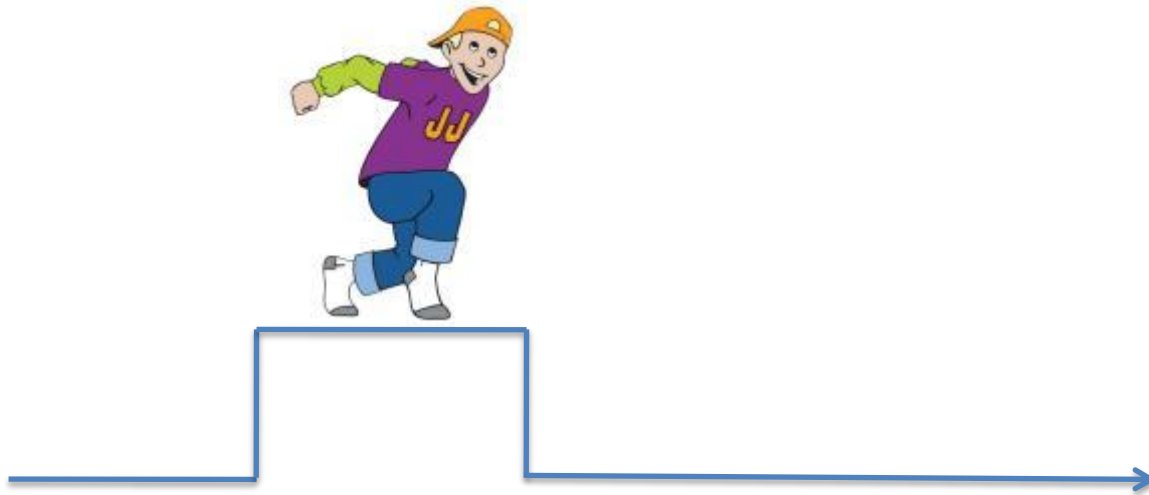
Joint discovering of passion and talents

Dialogue

Relational practice of high quality

Thank you

for your contribution, questions,
remarks, suggestions.



More?

Van Beirendonck, L.: **Paars Management:** Leidinggeven met hart en cijfers, Lannoo Scriptum, 2012, 167 p.

Van Beirendonck, L.: **The colour of management is purple:** Leadership with heart and figures, Lannoo Scriptum, 2013, 167 p.

<http://www.youtube.com/watch?v=ZHTCVYmB9jM>:

The colour of HRM is purple.

<http://www.youtube.com/watch?v=sOhGoV-X4AI>:

Good assessment counters the war for talent.

Contact information?

Lou Van Beirendonck, PhD.

Founder – Director Quintessence Consulting

Email: lou.van.beirendonck@quintessence.be

Professor HRM Antwerp Management School

Email: Lou.vanbeirendonck@ams.ac.be

Telephone number Personal Assistant

Mrs Ann Janssens: +32-3-286.82.36