

**Assessment Tools:
Improving Performance and Employee Development
Course Description and Syllabus
Winter 2005**

Section ID: 047260

Time/Dates: Thursday 6:30 p.m. - 9:30 p.m.
2/17/2005 - 3/24/2005 (6 meetings)

Location: Room 151, UCSD Extension Complex

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BUSA-40642:

Assessment Tools: Improving Performance and Employee Development (2 Units)

This course explores behavioral style assessments, personal values and attitude surveys, and 360 degree feedback tools. Participants will learn how and when these tools can be used in the workplace to positively affect employee performance, job satisfaction, and productivity; assist with career planning; and identify training needs. Attendees will address communication requirements, implementation processes and policy issues that arise from each of the different instruments. As a bonus, each participant will complete four different assessments to gain practical experience with the tools and self-knowledge of their personal behavioral style and its potential impact on managers, coworkers, and/or direct reports.

Course Objectives

Participants will be able to:

- Define 360 feedback, identify appropriate uses, and specify the benefits.
- Outline the steps required to implement a 360 feedback program.
- Identify critical components of a 360 feedback report.
- Write sample behaviorally-based survey questions.
- Apply appropriate language and methods for providing constructive feedback.
- List the pros and cons of 360 feedback software products, application service providers, and service bureaus, and evaluate a variety of 360 feedback products based on differing company requirements.
- Apply appropriate language and methods for providing feedback coaching.
- Explain the theoretical basis of two types of styles and values assessments and their practical applications.
- Analyze specific applications for personal styles and values assessments within your organization.

- Interpret your personal behavioral styles assessment to determine how closely your natural approach to business interactions matches the requirements of the current job.
- Identify the behavioral style of others and adjust your approach to more effectively "sell" your ideas to management or other key constituencies.
- Identify which personal attitudes and interests may be contributing to or impeding communication, personal success, and career progression.
- Interpret your Workplace Motivators™ assessment to determine which key values motivate your actions and drive your decisions.
- Identify the driving force behind the lives of others and see the world from their perspective in order to dialogue convincingly with them.

Required Materials

All course materials will be customized and provided by the instructor through the university. No textbook is required.

Course Requirements

Students are required to complete four assigned assessment tools, individual exercises, and assigned projects as well as participate in group activities and class discussions. Students will be required to strictly adhere to due dates or penalties will apply as indicated in each assignment below.

360 Degree Feedback: Students will engage in a series of in-class exercises designed to determine 360 readiness, structure constructive comments, and select questionnaire items. They will design as a group a 360 degree feedback assessment based on a list of Instructor Survey Questions (see 360 Appendix, Tab 2). This will be considered as part of the class participation grade.

During class students review a sample 360 feedback report and complete a self-development guide. Outside of class students will complete the action plan on pages 10-11 of the Self-Development Guide (see 360 Appendix, Tab 2) and turn the action plan in the following class session. (15% of grade). Any late assignment will be docked 10% for each week delayed.

Outside of class, students will be expected to respond to an instructor evaluation assessment via the internet on a specified date. The instructor to be evaluated may be Dr. Fried or one of her graduate student interns. (The 360 feedback system records those students who have completed the assignment.) The morning after the deadline date, a report will be generated and emailed as a PDF to each student. Students will print out the report, review it, and bring it to class for a discussion. In class we will discuss the quality of the comments in terms of whether they are behavioral, observable, and constructive. This activity will be considered as a class participation grade on the date of the discussion. This activity cannot be made up, and students will receive no class participation points if not completed on time.

Life Style Inventory (LSI): Students will complete a paper-based assessment in class. Scoring may take place in that class or the subsequent class. The instructor will lead the class through a group debrief and provide time for an individual review of the development guide during the class session. (For grading purposes, this assessment will be considered as part of class participation score and no make-up for class participation will be granted). Students who miss class will be expected to review the scored document on their own, as the information will be later used in the final paper.

Success Insights Behavioral Assessment (DISC): Students will complete a behavioral assessment on-line and be required to print out and bring their report to class on the date designated by the instructor. Failure to bring in the assessment on the designated date will cause a loss of the class participation grade for that session date. Any late assignment will be docked 10% for each week delayed. Students will be expected to review the scored document on their own, as the information will be used to complete the Success Discovery Process exercise and final paper.

The instructor will conduct a group debrief of the assessment, followed by an opportunity for each student to complete the Success Discovery Process (see Appendix, Tab 6). Students will be required to turn in pages 13 – 15 of this document at the next class session. (25% of grade)

{Caution} Students may only take this assessment one time. Any student who takes this or the Workplace Motivators more than once will be charged \$50 for each additional assessment they take.

Workplace Motivators: Students will complete a personal interests, values, and attitudes assessment on-line and be required to print out and bring their report to class on the date designated by the instructor. Failure to bring in the assessment on the designated date will cause a loss of the class participation grade for that session date. Any late assignment will be docked 10% for each week delayed. Students will be expected to review the scored document on their own, as the information will be used to complete the specified pages on the report and final paper.

The instructor will provide a group debrief, after which the students are expected to complete and turn in pages 19 – 23 of the Workplace Motivator's report. (20%) Any late assignment will be docked 10% for each week delayed.

Paper: Working individually, students will write a three-page, double-spaced Executive Summary that will recommend and justify which types of assessments, if any, should be implemented in their organization, based on specific business needs of the organization.

Class Participation: Students are expected to come to class prepared to participate in assessments, group exercises, and class discussions.

Extra Credit: Students have an extra credit opportunity to review an online training course on The Essential Skills of Communicating. In order to receive the full 5% extra credit, the student must complete all the exercises and the course's Post-test at an 80% or better. Your time is tracked. Typical completion time is 90-120 minutes. This must be completed on or before March 24, 2005. No late extra credit will be accepted.

Evaluation

360 Degree Feedback Evaluation 15%

A = Highly detailed, thoughtful completion

B = Moderately detailed completion

C = Minimum completion

F = No completion

DUE: March 3, 2005

Success Discovery Process 25%

A = Highly detailed, thoughtful completion

B = Moderately detailed completion

C = Minimum completion

F = No completion

DUE: March 10, 2005

Workplace Motivators 20%

A = Highly detailed, thoughtful completion

B = Moderately detailed completion

C = Minimum completion

F = No completion

DUE: March 17, 2005

Paper 25%

A = Creates excellent case supported by logical, convincing detail

B = Creates good case supported by moderate detail

C = Creates adequate case supported by limited detail

D = Creates weak case with illogical detail

F = No completion

DUE: March 24, 2005

Class Participation 15%

A = Regularly participates in class activities

B = Occasionally participates in class activities

C = Rarely participates in class activities

F = Never participates in class activities

Extra Credit 5%

Full credit with an 80% or above on the Post-test

DUE: March 24, 2005 or before

Grading

93 – 100 = A

92 – 85 = B

73 – 84 = C

72 – 65 = D

0 – 64 = F

Suggested Reading

Bonnstetter, Bill. J., Suiter, Judy .I., & Widrick, Randy.J. **The Universal Language, DISC, Target Training** International, Ltd., 2001.

Bell, Meredith & Coates, Denny, **The 360 SMART Kit**, Performance Support Systems, 1998.

Asch, Sandy., Bentley, Tim, Kohn-Bentley, **The Complete 360-Degree Feedback Resource Kit: Successfully prepare, train, and debrief organizations and their people**, Panometrics, 2002.

Fried, N. Elizabeth, “360 Feedback Vendor Comparison: Evaluating Your Options,” N. E. Fried and Associates, inc. 2003 Available at:
<http://www.nefried.com/360/360goldshootout.html>

Tornow, Walter W., London, Manual, and CCL Associates, **Maximizing the Value of 360-Feedback: A Process for Successful Individual and Organizational Development**, Josey Bass, 1998.

Watson, Ed. DRussell J. and Klassen, Ph.D. Peter T., **Style Insights – DISC: Instrument Validation Manual**, Target Training International – Performance Systems Limited, 2004.