

UTILITY OF NONCOGNITIVE ASSESSMENTS FOR DEVELOPING MBA STUDENTS

Ryan Ross
Chair



THE SCIENCE OF PERSONALITY®



OVERVIEW

- Assessing the Assessments: GMAC Pilot Development – **Andrew Martelli, Graduate Management Admissions Council**
- Learning Agility: A Critical Attribute for Developing the Next Generation – **Ken De Meuse, Korn/Ferry International**
- Decision Styles and Development in an MBA Student Population – **Dana Landis, Korn Ferry International**
- Using Personality and Culture Fit Assessments in the GMAC Pilot – **Matt Lemming, Hogan**
- Impressions from the GMAC Spring 2010 Soft Skills Pilot – **Eileen Talento-Miller, Graduate Management Admissions Council**

Assessing the Assessments:

Evaluating soft skills assessments for graduate management programs

Andrew Martelli

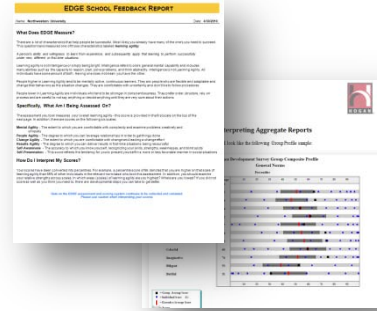
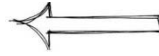
Graduate Management Admission Council

Soft Skills in Business Schools

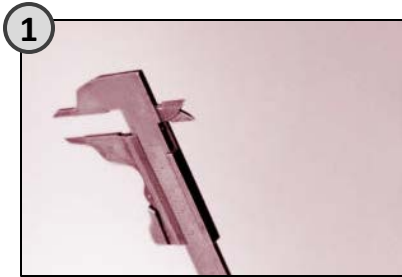
- More about candidates
- Not suitable for high stakes admission
- Information for students and schools
- Focus on personal development



Pilot Design



Participation – by the numbers



Identify Instruments

3



Invite Schools & Secure Participation

42



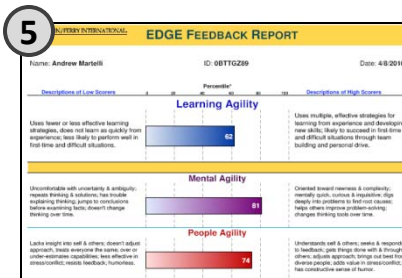
Student Outreach

3,051



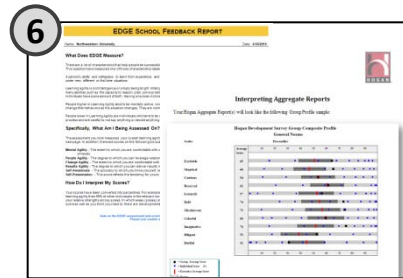
Student Participation

2351



Generate & Distribute Student Reports

2000



Create Aggregate Reports for Schools

54



Survey Schools & Students

21
400



Feedback

Focus groups with schools and students



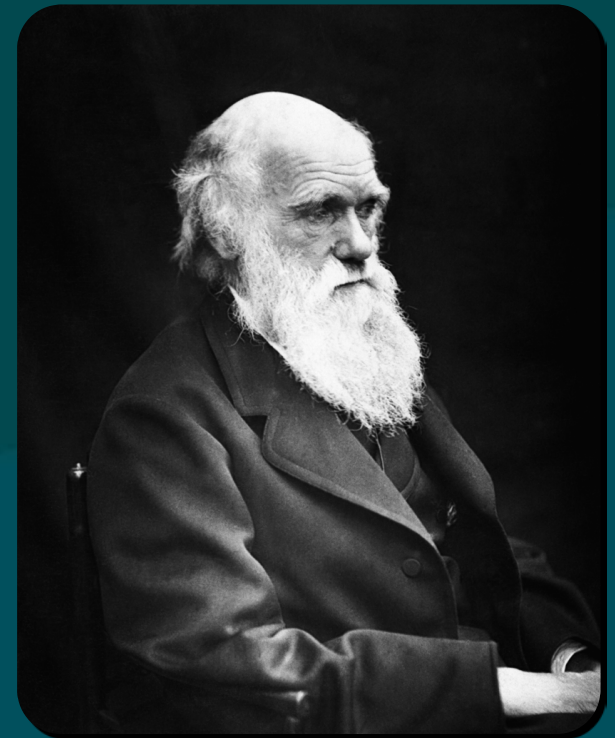
Learning Agility: ***An Essential Ingredient to Successful Leadership***

Kenneth P. De Meuse
Korn/Ferry International

***It is not the strongest of the species that survives
nor the most intelligent. . .***

***. . . it is the one most
responsive to change.***

**Charles Darwin
1809-1882**



Learning Agility

***Ability and willingness to learn
from experience, and then apply that
learning to perform successfully in
new and changing situations.***



Why Learning Agility is Important for MBA Students


- Hi-Po Identification & Development
- International Assignments
- High Visibility and Critical Jobs
- Demanding Roles with Constant Change
- Key Internal Job Assignments



viaEDGE™
Self-Assessment

A 20-Month Journey

viaEDGE™ Overview

- 
- A graphic at the top of the slide features a yellow world map on the left, a blue silhouette of a human head in profile on the right, and a yellow beam of light originating from the head and pointing towards the map. The background of the map area is a light yellow with faint binary code (0s and 1s) scattered across it.
- **Personality & Behaviorally Oriented Items**
 - **Biodata Items**
 - **Situational Judgment Test Items**
 - **Demographic Questions – [optional]**

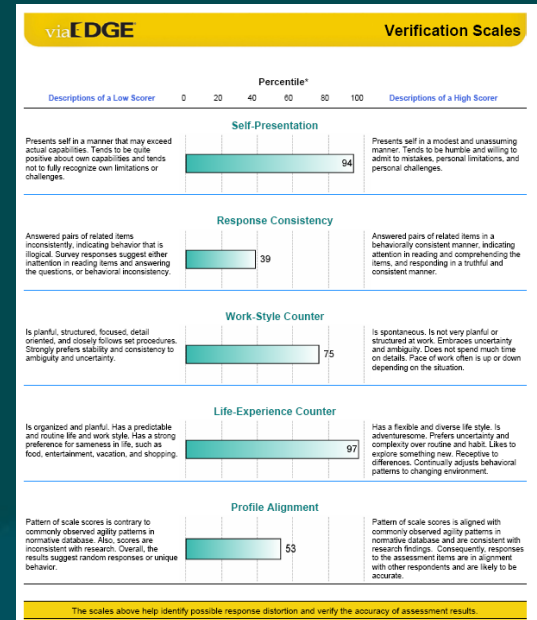
Assessment Structure

- Overall Learning Agility
- Five Facets
 - Mental Agility
 - People Agility
 - Change Agility
 - Results Agility
 - Self-Awareness



Mechanisms to Control Response Distortion

- Verification Scales
 - Self Presentation
 - Response Consistency
 - Work Style Counter
 - Life Experience Counter
 - Profile Alignment
- Overall Confidence Index




Overall Confidence Index Result

The display below indicates the overall relative confidence in the results of this assessment derived from the scores of the different verification scales.



Assessment Reports

viaEDGE™



INDIVIDUAL ASSESSMENT

Individual Summary Report

Ken De Meuse
January 09, 2011
035504028

KORN/FERRY INTERNATIONAL
powered by LOMINGER

viaEDGE™




Coaching Report

Ken DeMeuse
November 23, 2010
744046758

KORN/FERRY INTERNATIONAL
powered by LOMINGER

viaEDGE™



Feedback Report

Ken DeMeuse
November 23, 2010
744046758

KORN/FERRY INTERNATIONAL
powered by LOMINGER



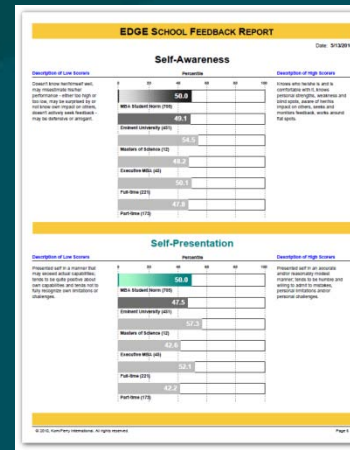
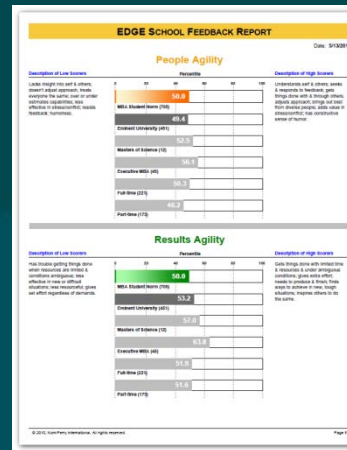
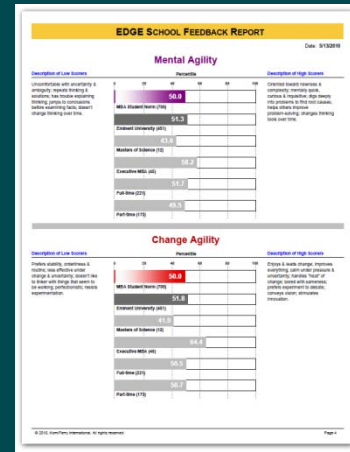
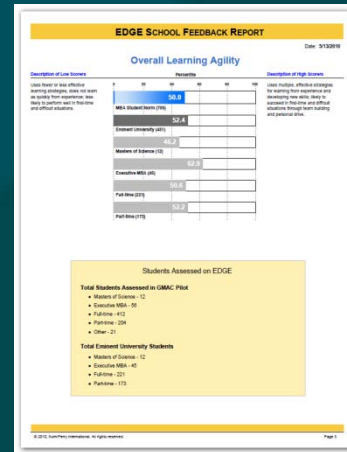
MBA Student Sample

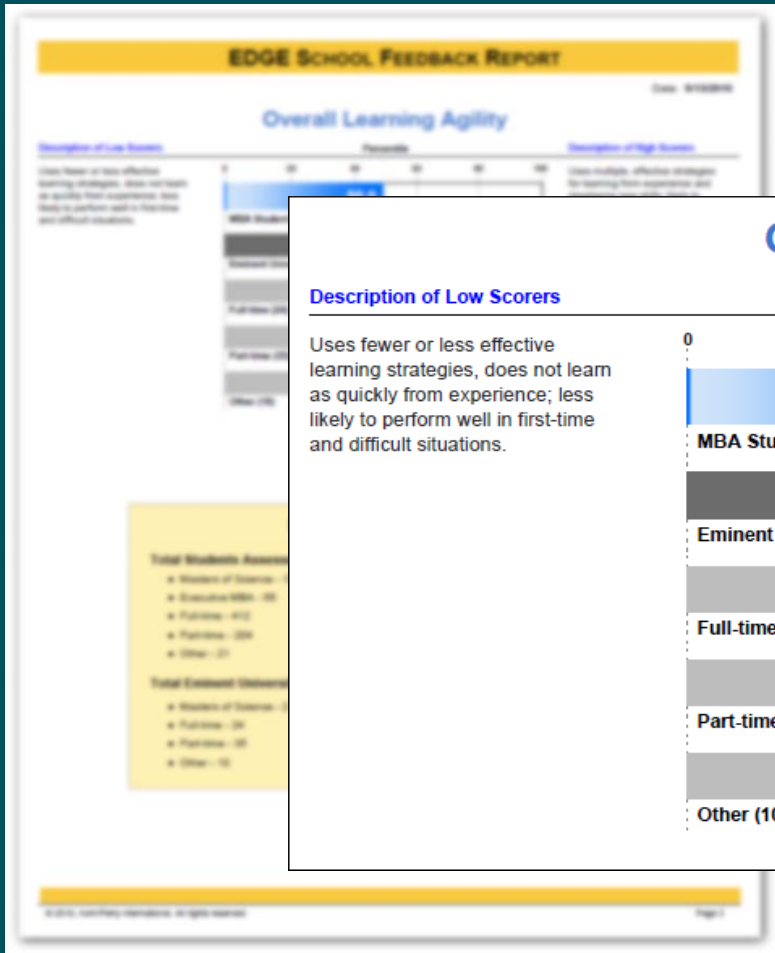
- **30 Participating Universities**
- **MBA Students**
 - Full-time 412
 - Executive MBA 56
 - Part-time 204
 - Other 33
- **Location**
 - U.S. 596
 - Non-U.S. 109



Eminent University - Business School

EDGE Assessment Results



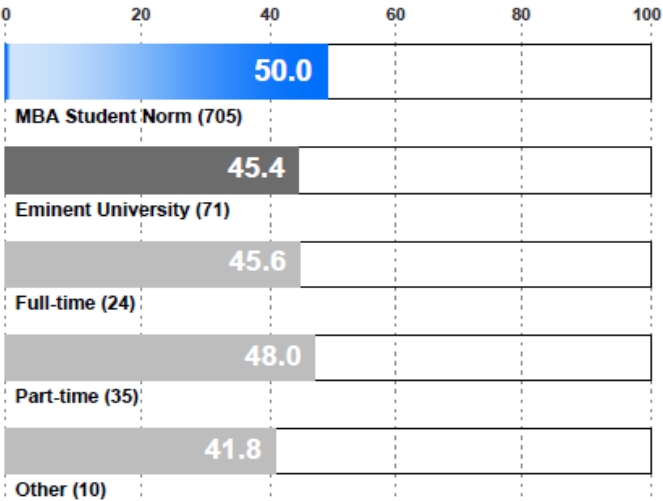


Overall Learning Agility

Description of Low Scorers

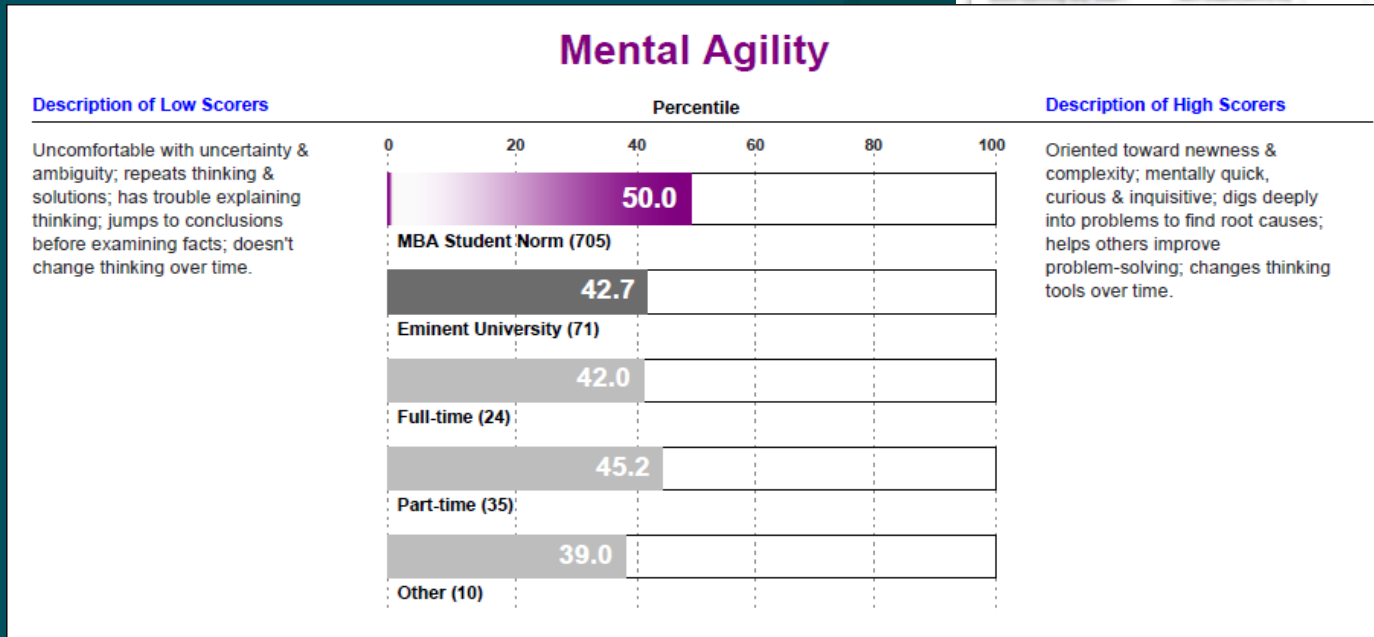
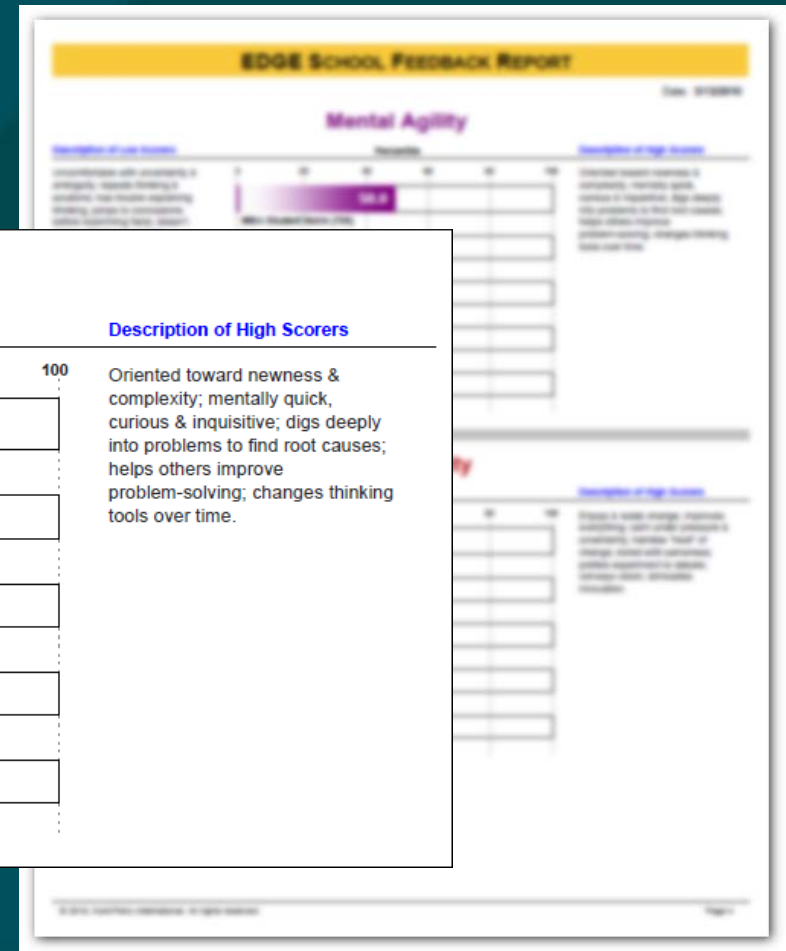
Uses fewer or less effective learning strategies, does not learn as quickly from experience; less likely to perform well in first-time and difficult situations.

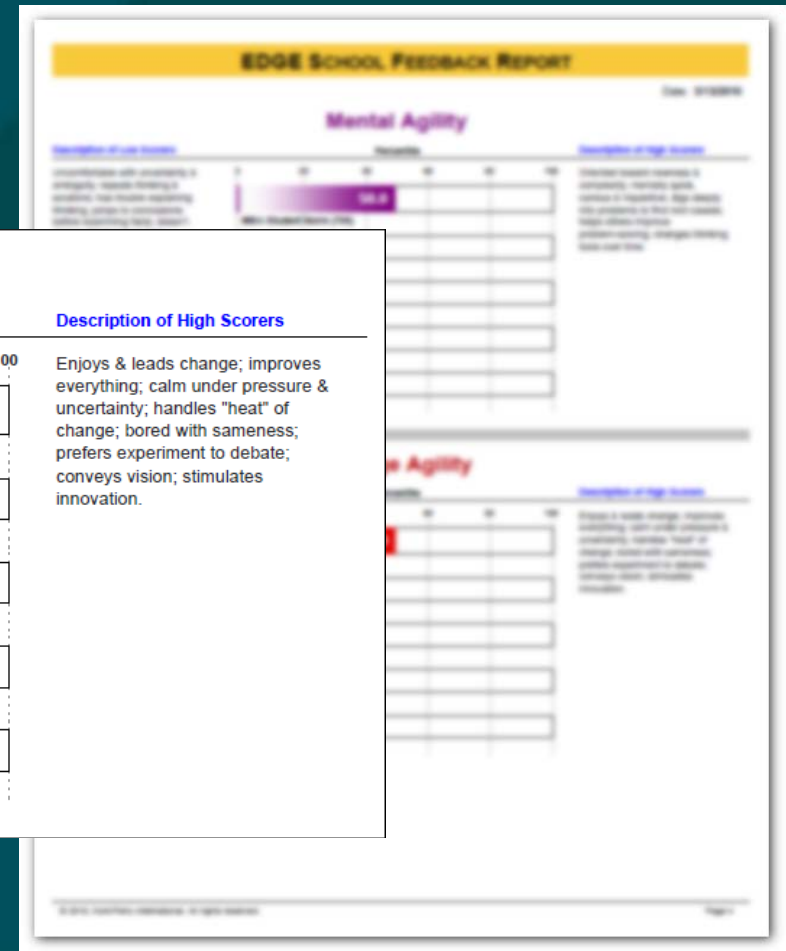
Percentile



Description of High Scorers

Uses multiple, effective strategies for learning from experience and developing new skills; likely to succeed in first-time and difficult situations through team building and personal drive.



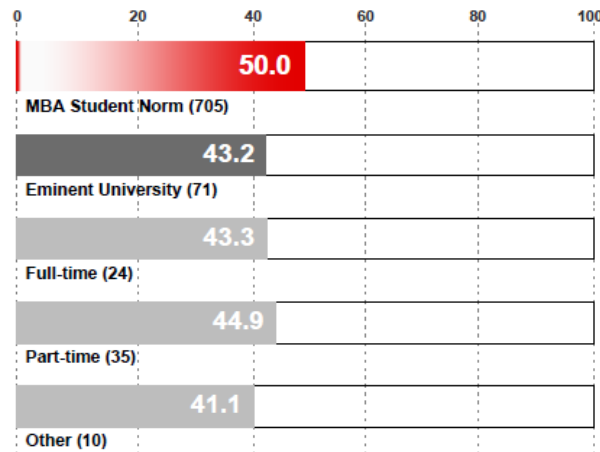


Change Agility

Description of Low Scorers

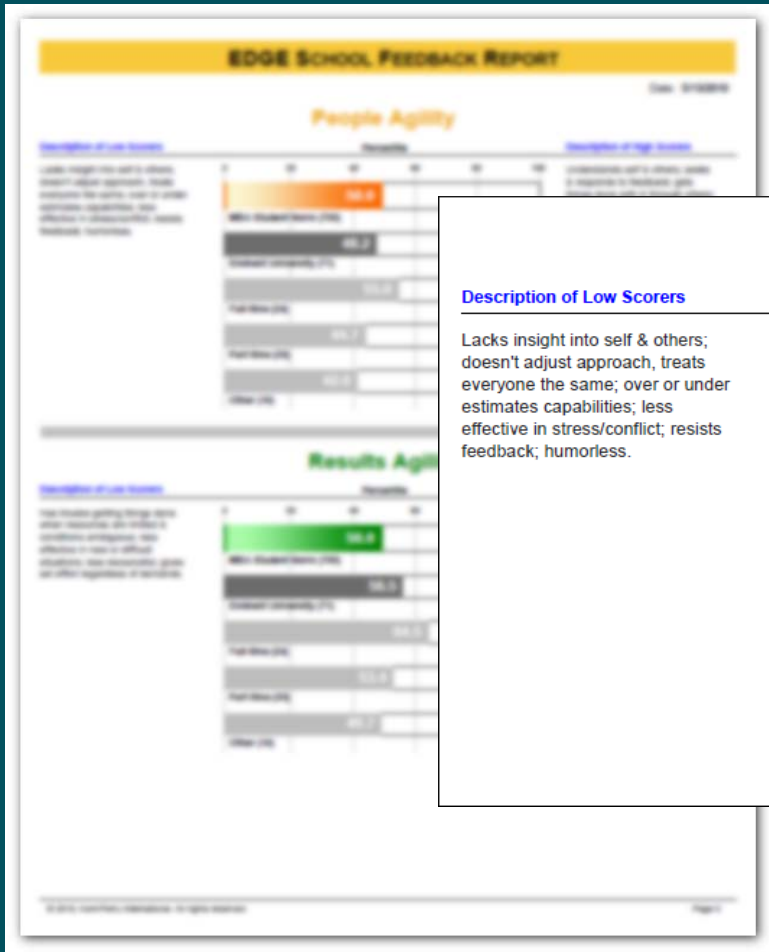
Prefers stability, orderliness & routine; less effective under change & uncertainty; doesn't like to tinker with things that seem to be working; perfectionistic; resists experimentation.

Percentile



Description of High Scorers

Enjoys & leads change; improves everything; calm under pressure & uncertainty; handles "heat" of change; bored with sameness; prefers experiment to debate; conveys vision; stimulates innovation.

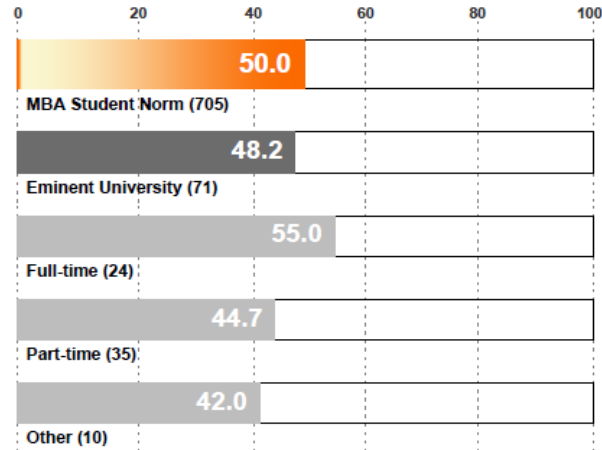


People Agility

Description of Low Scorers

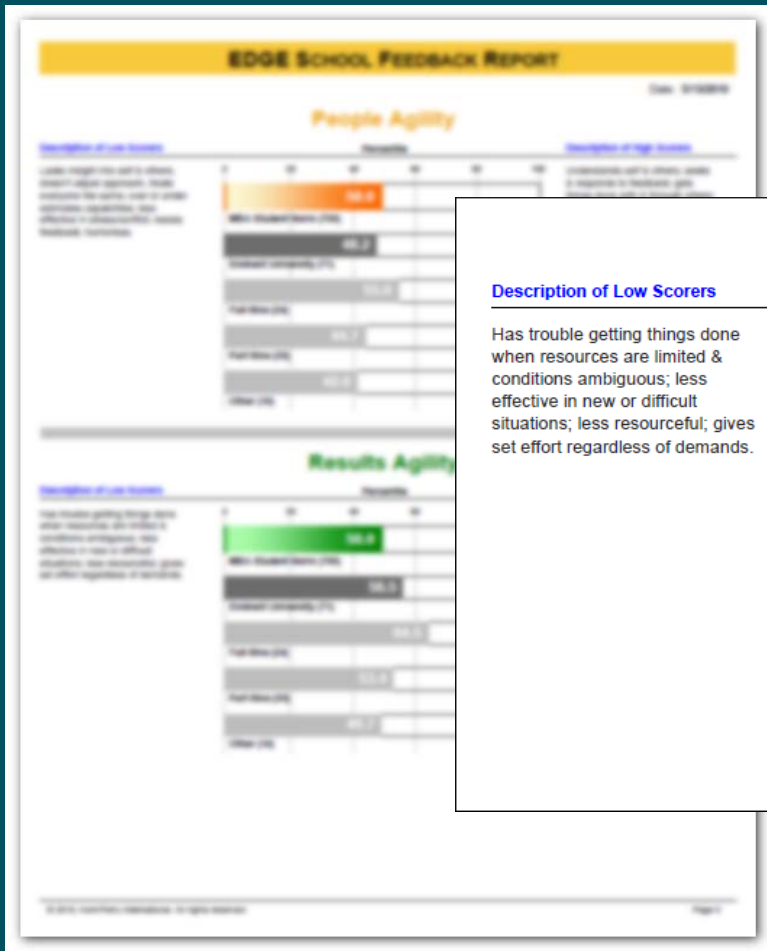
Lacks insight into self & others; doesn't adjust approach, treats everyone the same; over or under estimates capabilities; less effective in stress/conflict; resists feedback; humorless.

Percentile



Description of High Scorers

Understands self & others; seeks & responds to feedback; gets things done with & through others; adjusts approach; brings out best from diverse people; adds value in stress/conflict; has constructive sense of humor.

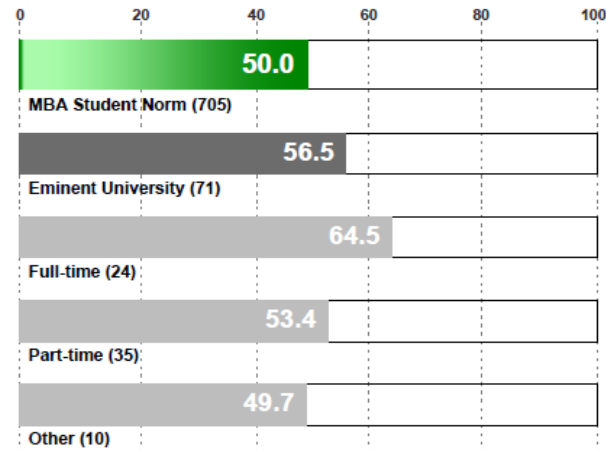


Results Agility

Description of Low Scorers

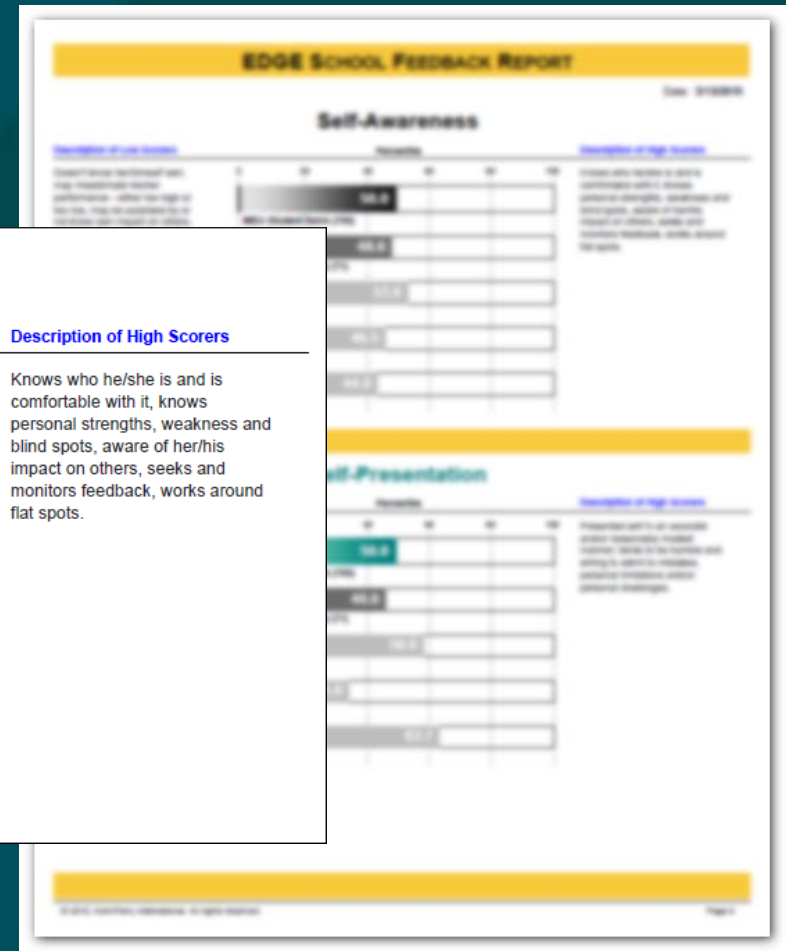
Has trouble getting things done when resources are limited & conditions ambiguous; less effective in new or difficult situations; less resourceful; gives set effort regardless of demands.

Percentile



Description of High Scorers

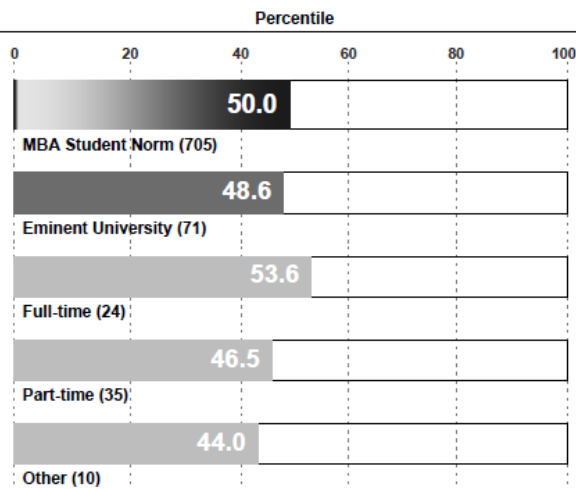
Gets things done with limited time & resources & under ambiguous conditions; gives extra effort; needs to produce & finish; finds ways to achieve in new, tough situations; inspires others to do the same.



Self-Awareness

Description of Low Scorers

Doesn't know her/himself well, may misestimate his/her performance - either too high or too low, may be surprised by or not know own impact on others, doesn't actively seek feedback - may be defensive or arrogant.



Description of High Scorers

Knows who he/she is and is comfortable with it, knows personal strengths, weakness and blind spots, aware of her/his impact on others, seeks and monitors feedback, works around flat spots.

No Adverse Impact - GENDER

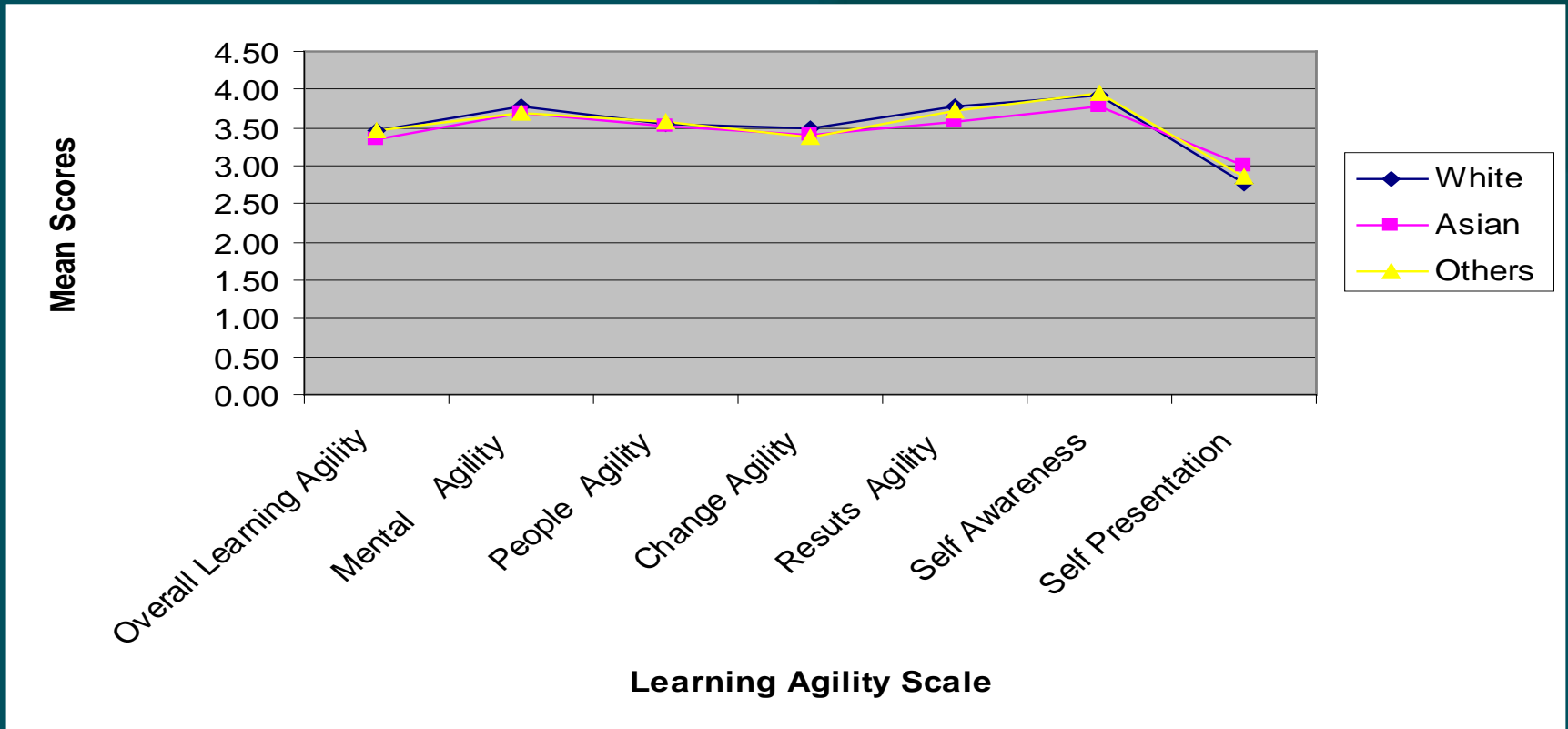
| Scale | Female (n = 161) | | Male (n = 280) | | p | d |
|-----------------|------------------|-------------|----------------|-------------|-----------|--------------|
| | Mean | Std | Mean | Std | | |
| Overall | 0.47 | 0.25 | 0.50 | 0.27 | ns | -0.11 |
| Mental Agility | 0.46 | 0.27 | 0.53 | 0.29 | $p < .05$ | -0.26 |
| People Agility | 0.53 | 0.27 | 0.48 | 0.28 | ns | 0.19 |
| Change Agility | 0.46 | 0.28 | 0.52 | 0.28 | ns | -0.19 |
| Results Agility | 0.49 | 0.24 | 0.51 | 0.28 | ns | -0.09 |
| Self Awareness | 0.50 | 0.27 | 0.51 | 0.25 | ns | -0.03 |



No Adverse Impact - AGE

| Scales | <i>r</i> | <i>p</i> |
|-----------------|--------------|-----------|
| Overall | -0.02 | ns |
| Mental Agility | 0.08 | ns |
| People Agility | -0.02 | ns |
| Change Agility | 0.02 | ns |
| Results Agility | -0.01 | ns |
| Self Awareness | -0.07 | ns |

No Adverse Impact - ETHNICITY





Unrelated to Undergrad GPA

| Scales | <i>r</i> | <i>p</i> |
|-----------------|--------------|-----------|
| Overall | -0.03 | ns |
| Mental Agility | -0.01 | ns |
| People Agility | -0.03 | ns |
| Change Agility | 0.00 | ns |
| Results Agility | 0.03 | ns |
| Self Awareness | -0.07 | ns |



Some Moderate and Meaningful Correlations with Hogan Personality Inventory

viaEDGE

| HPI | Overall | Mental Agility | People Agility | Change Agility | Results Agility | Self Awareness |
|---------------------------|---------|----------------|----------------|----------------|-----------------|----------------|
| Adjustment | 0.12 | -0.01 | 0.10 | 0.09 | 0.08 | 0.10 |
| Ambition | 0.41** | 0.02 | 0.20* | 0.10 | 0.29** | 0.34* |
| Sociability | 0.41** | 0.13 | 0.10 | 0.28** | 0.21* | 0.17 |
| Interpersonal Sensitivity | 0.29** | 0.07 | 0.46** | 0.16 | 0.17 | 0.08 |
| Prudence | -0.12 | -0.19* | 0.09 | -0.25** | 0.12 | 0.00 |
| Inquisitive | 0.48** | 0.42** | 0.22** | 0.34** | 0.07 | 0.08 |
| Learning Approach | 0.14 | 0.26** | -0.01 | 0.07 | 0.13 | 0.13 |



Some Moderate and Meaningful Correlations with Hogan Development Survey

viaEDGE

| | HDS | Overall | Mental | People | Change | Results | Self Awareness |
|----------------|-------------|---------|---------|---------|---------|---------|----------------|
| Moving Away | Excitable | -0.16 | 0.04 | -0.20* | -0.15 | -0.09 | -0.16 |
| | Skeptical | -0.01 | -0.12 | -0.08 | -0.11 | -0.03 | 0.06 |
| | Cautious | -0.43** | -0.13 | -0.19* | -0.16 | -0.25** | -0.29** |
| | Reserved | -0.32** | -0.14 | -0.46** | -0.20* | -0.10 | -0.19* |
| | Leisurely | -0.21 | -0.13 | -0.17 | -0.15 | -0.16 | -0.21* |
| Moving Against | Arrogant | 0.30** | 0.05 | 0.04 | 0.02 | 0.21* | 0.31** |
| | Mischiev. | 0.40** | 0.11 | 0.23* | 0.32** | 0.20* | 0.16 |
| | Colorful | 0.44** | 0.18 | 0.13 | 0.21 | 0.14 | 0.27** |
| | Imaginative | 0.29** | 0.26** | 0.12 | 0.15 | 0.16 | 0.16 |
| Moving Toward | Diligent | -0.04 | -0.22** | 0.06 | -0.31** | 0.23* | 0.07 |
| | Dutiful | -0.14 | -0.04 | 0.13 | -0.27** | -0.12 | -0.06 |



Some Moderate and Meaningful Correlations with Decision Styles

viaEDGE

| D. Styles | Overall | Mental Agility | People Agility | Change Agility | Results Agility | Self Awareness |
|---------------|---------|----------------|----------------|----------------|-----------------|----------------|
| Task focused | -0.50** | -0.42** | -0.41** | -0.43** | -0.39** | -0.28** |
| Social | 0.41** | 0.38** | 0.33** | 0.37** | 0.33** | 0.18* |
| Intellectual | 0.07 | -0.02 | 0.13 | -0.06 | 0.00 | 0.18* |
| Participative | 0.25* | 0.25** | 0.12 | 0.32** | 0.25** | 0.04 |
| Act. Focused | 0.11 | 0.00 | -0.03 | 0.08 | 0.06 | 0.05 |
| Flexible | -0.10 | -0.04 | -0.02 | -0.04 | -0.03 | -0.11 |
| Complex | -0.04 | 0.00 | 0.00 | -0.10 | 0.02 | 0.06 |
| Creative | 0.01 | 0.04 | 0.06 | 0.01 | -0.05 | -0.01 |



Learning Agility: ***An Essential Ingredient to Successful Leadership***

Kenneth P. De Meuse
Korn/Ferry International



Decision Styles Assessment

Dana Landis
Korn/Ferry International



Pilot Overview

Total Students Assessed – 775

- Full Time – 359
- Part Time – 380
- Executive MBA – 36
- US – 679
- Non US – 57

Applications of the DS Assessment

The DS tool was developed originally by researchers at Decision Dynamics, LLC, based on research conducted at Princeton University, Purdue University and the University of Southern California.

Korn/Ferry International utilizes the assessment for screening candidates in its executive search practice world-wide.

Korn/Ferry also uses the DS in its Leadership & Talent Consulting practice globally to assist clients in improving the utilization of talent within their organizations – e.g., succession planning, coaching, and team development.

660,000 executives have been assessed across the globe.

From the collected assessment data, a series of “best-in-class” profiles have been developed characterizing the most successful executives and managers at five different levels in a variety of functions and industries.

What Are Decision Styles?

- Habits of thinking and deciding
- Measurement of fit
 - Unlike traditional IQ and Aptitude assessments, there is no absolute “good” or “bad”
 - Unrelated to general intelligence
- Formed through experience with information, decisions, other people
- Can and do change over time with experience and coaching
- Effectiveness depends on the situation



**Leadership
Style**



**Thinking
Style**



**Emotional
Style**



**Career
Motives**

Key Dimensions of Decision Styles



- **Information Use**
 - Amount of information actually used in the process of making decisions and solving problems
- **Solution Focus**
 - Zeroing-in on one clear-cut solution or course of action vs. identifying multiple solutions and/or alternate courses of action



Leadership Styles

Styles used when people are watching themselves — attempting to behave as they believe they should behave

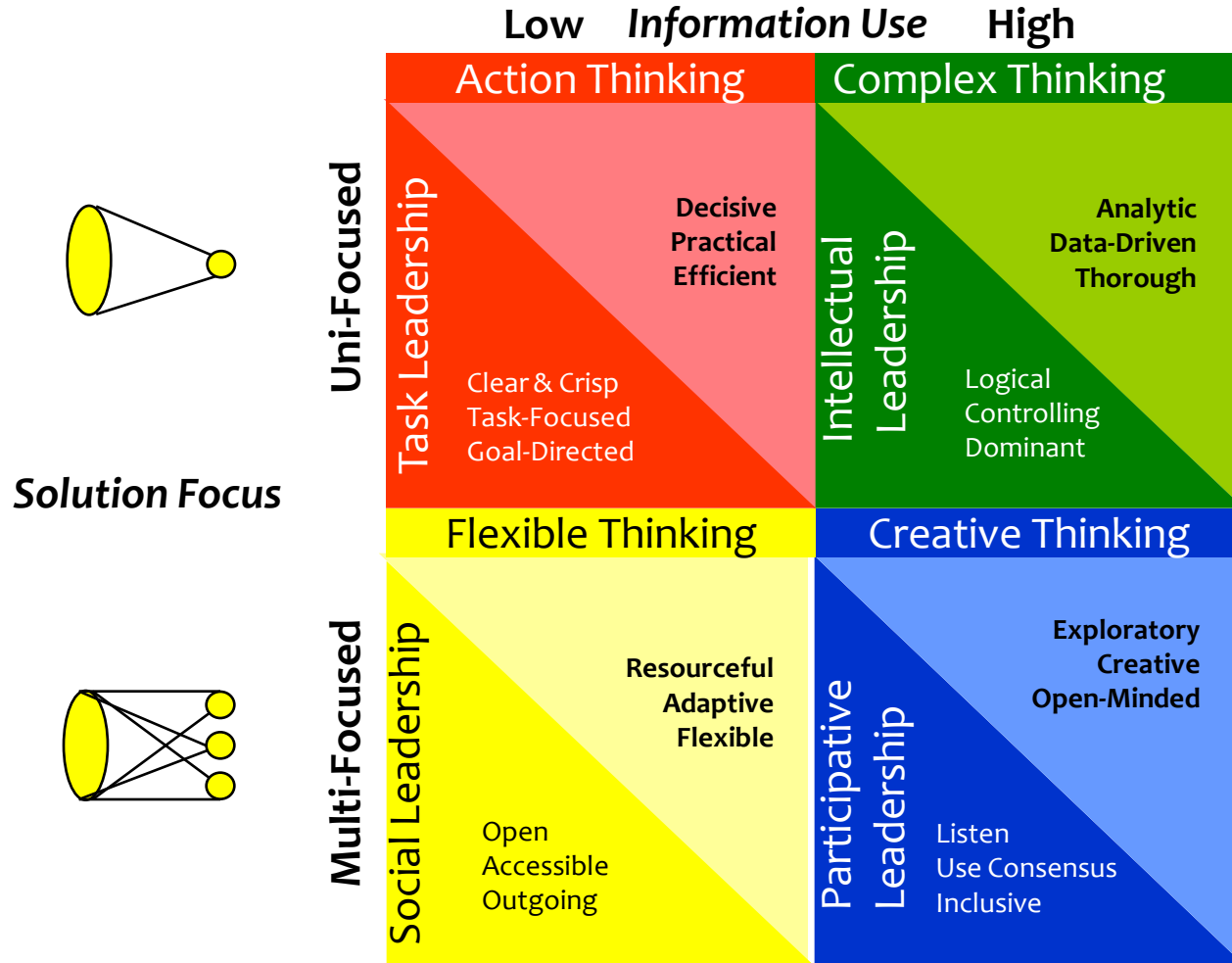
Thinking Styles

Styles used when people are not watching and not thinking about how they should behave — when they are focusing on a task or situation



The Two Faces of Style

Decision Styles® Model



Emotional Styles

An executive's learned capacity to get along well with others and deal effectively with emotionally laden situations.



*Ambiguity
Tolerance*



Composure

6 Emotional Styles



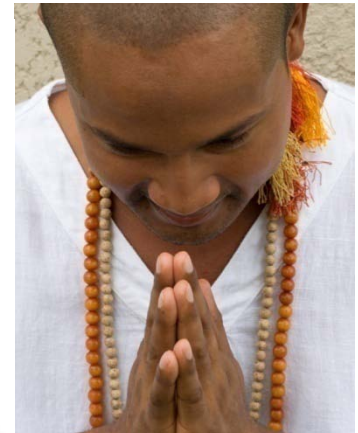
Confidence



Empathy



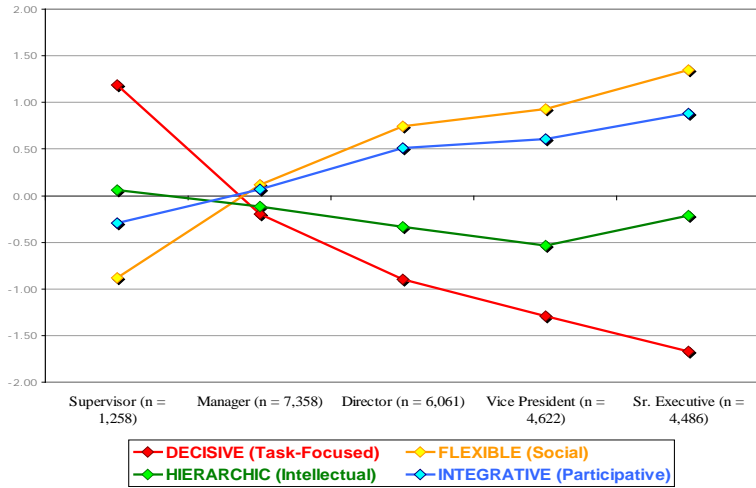
Energy



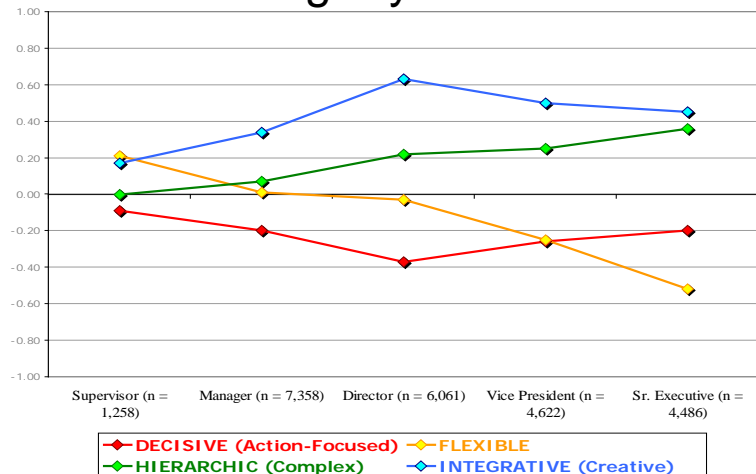
Humility

Leadership, Thinking & Emotional Styles Change as One Moves up the Ladder

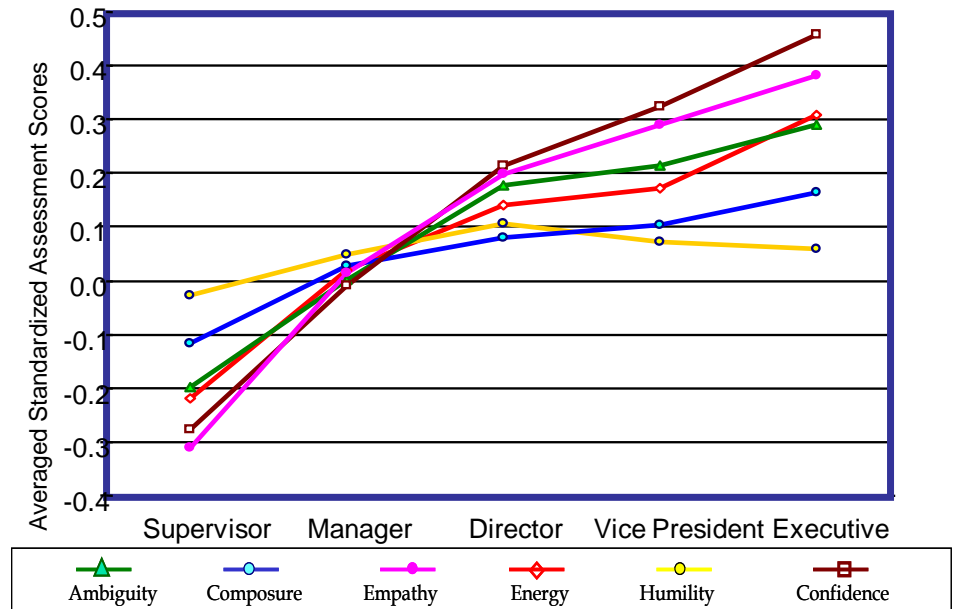
Leadership Styles



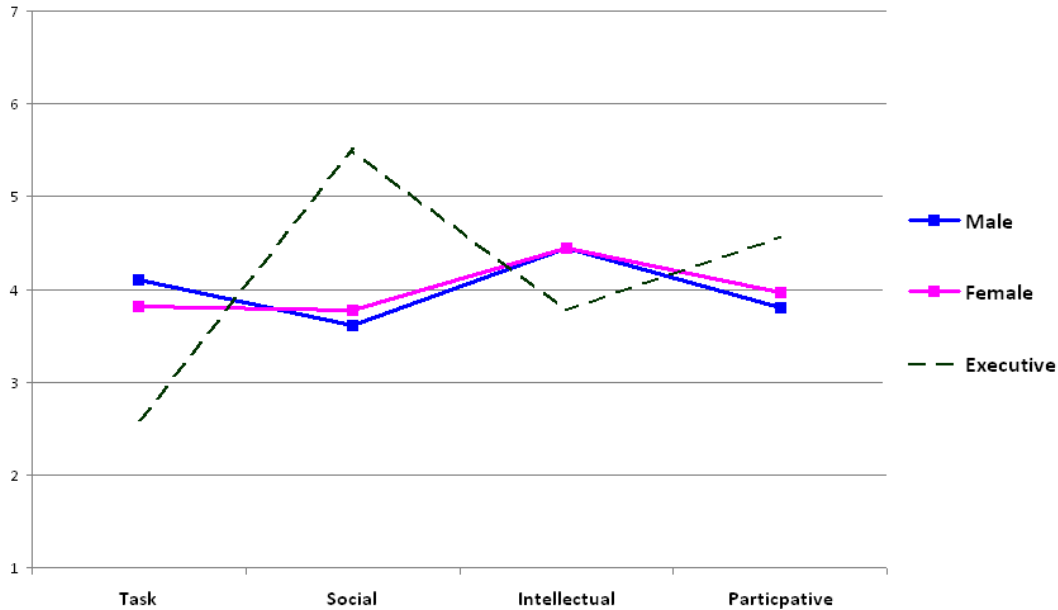
Thinking Styles



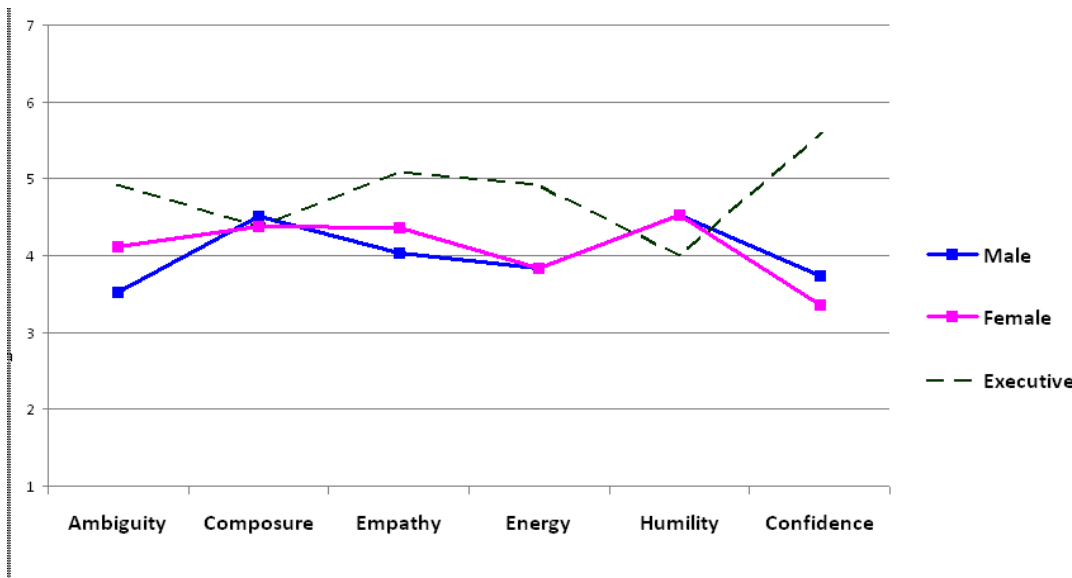
Emotional Styles



Significant Results - Gender



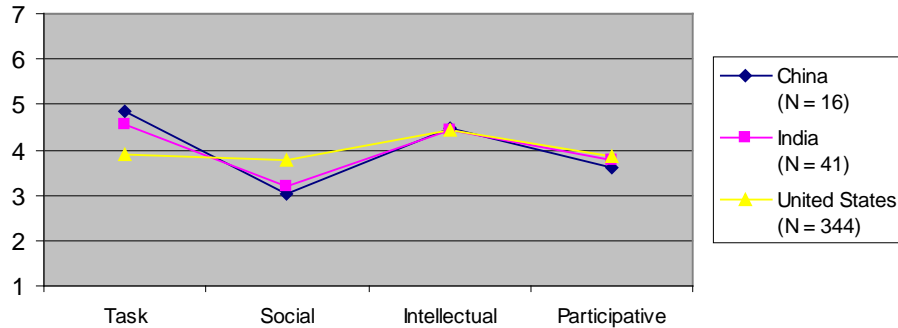
Female students appear to be trending toward a pattern more consistent with successful behavior in higher leadership roles



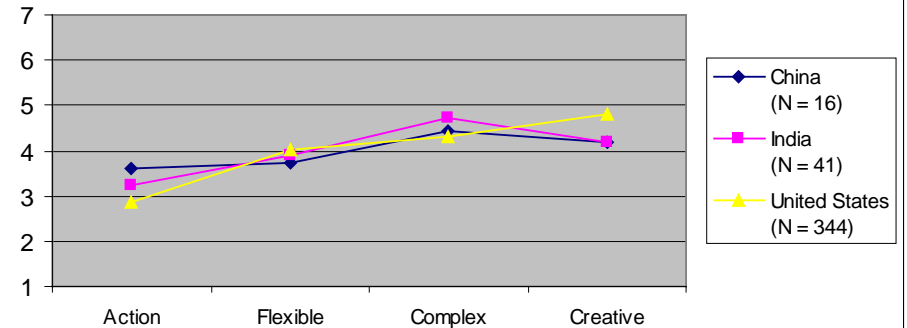
The single exception is in Confidence, where male students scored significantly higher than female students

Significant Results – Country of Citizenship

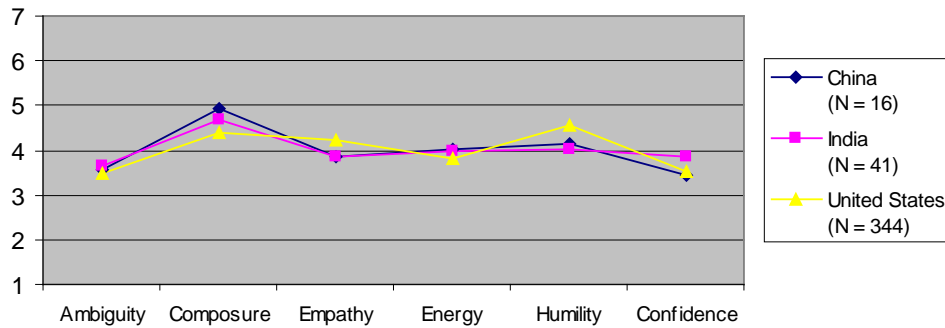
Traditional MBA Leadership Styles by Student Country of Citizenship



Traditional MBA Thinking Styles by Student Country of Citizenship



Traditional MBA Emotional Competencies by Student Country of Citizenship



- **Non-US citizens significantly more uni-focused in Leadership and Thinking Styles, and had higher Composure scores**
- **Citizens of India had significantly higher Confidence scores/lower Humility scores**
- **Higher leadership roles require more:**
 - Multi-focused leadership
 - High Confidence/Low Humility
 - High Empathy/Low Composure

Other Findings

Older students differed significantly from younger students, trending toward styles more consistent with higher leadership levels

EMBA students also showed a more mature leadership pattern

Gender and cultural differences suggest the need for different developmental approaches

THE USE OF NON-COGNITIVE ASSESSMENTS FOR DEVELOPING MBA STUDENTS

Matt Lemming
Hogan Research Division



THE SCIENCE OF PERSONALITY®

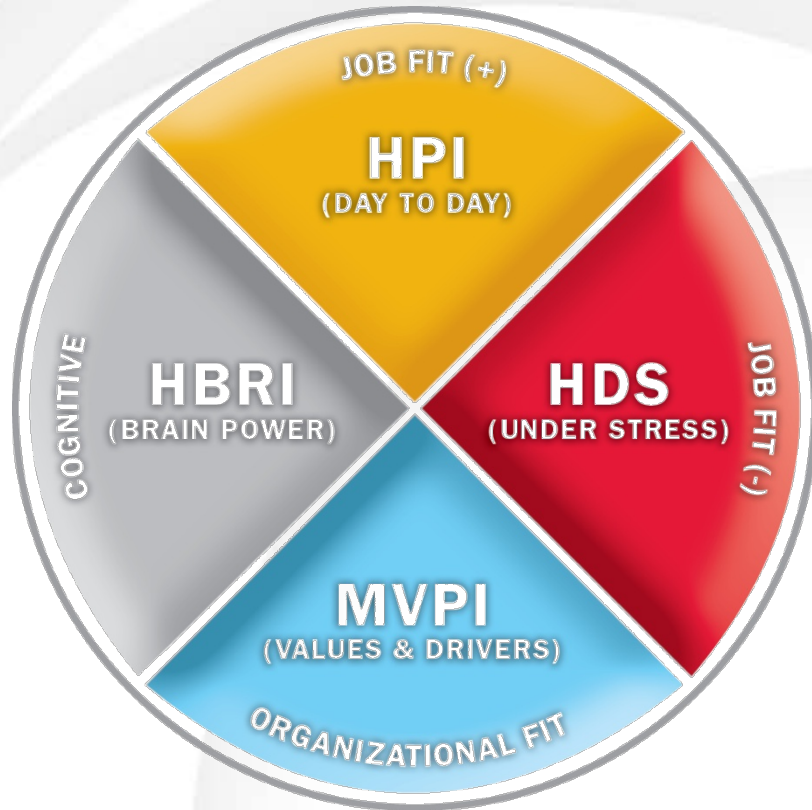


PILOT OVERVIEW

- 1,800 Students Received Invitations for the Hogan Assessments
- 851 Students Completed the HPI, HDS, and MVPI
 - 421 Full Time
 - 384 Part Time
 - 23 Executive MBA
 - 23 Other
- 154 Students Completed Follow-Up Survey



HOGAN ASSESSMENT OVERVIEW



HPI - Hogan Personality Inventory

Normal personality as it relates to success in a job or career

HDS - Hogan Development Survey

Eleven patterns of behavior that can lead to career derailment

MVPI - Motives, Values, Preferences Inventory

Core values related to organization fit and leadership environment

HBRI – Hogan Business Reasoning Inventory

Tactical and strategic reasoning as it relates to decision making



HOGAN PERSONALITY INVENTORY

Characteristics we see
daily...the things we
notice

Behaviors used to reach
our goals

Assesses “**Job Fit**”





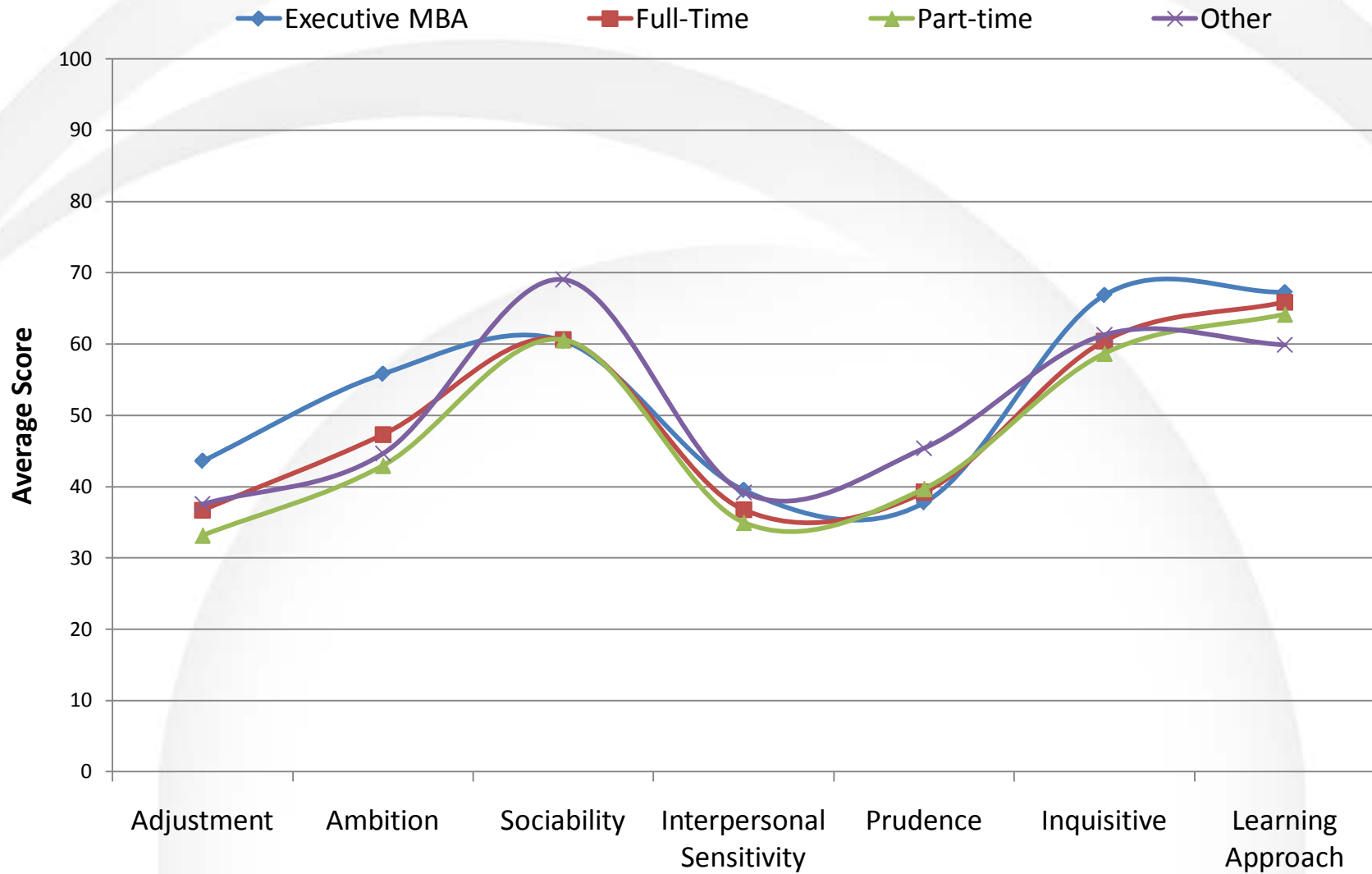
THE “BRIGHT SIDE”

HPI

- **Adjustment:** Calm, stable moods, steady under pressure
- **Ambition:** Competitive, status seeking, initiative taking
- **Sociability:** Talkative, outgoing, approachable
- **Interpersonal Sensitivity:** Charming, responsive, warm, and engaging
- **Prudence:** Formal, diligent, conscientious, honest
- **Inquisitive:** Curious, original, unconventional, creative
- **Learning Approach:** Up to date, well read, coachable



GMAC PILOT - HPI RESULTS BY PROGRAM TYPE





Hogan Development Survey



Derailers that lead to leadership challenges

Behaviors that interfere with reaching our goals

Assesses **“Job Derailment”**



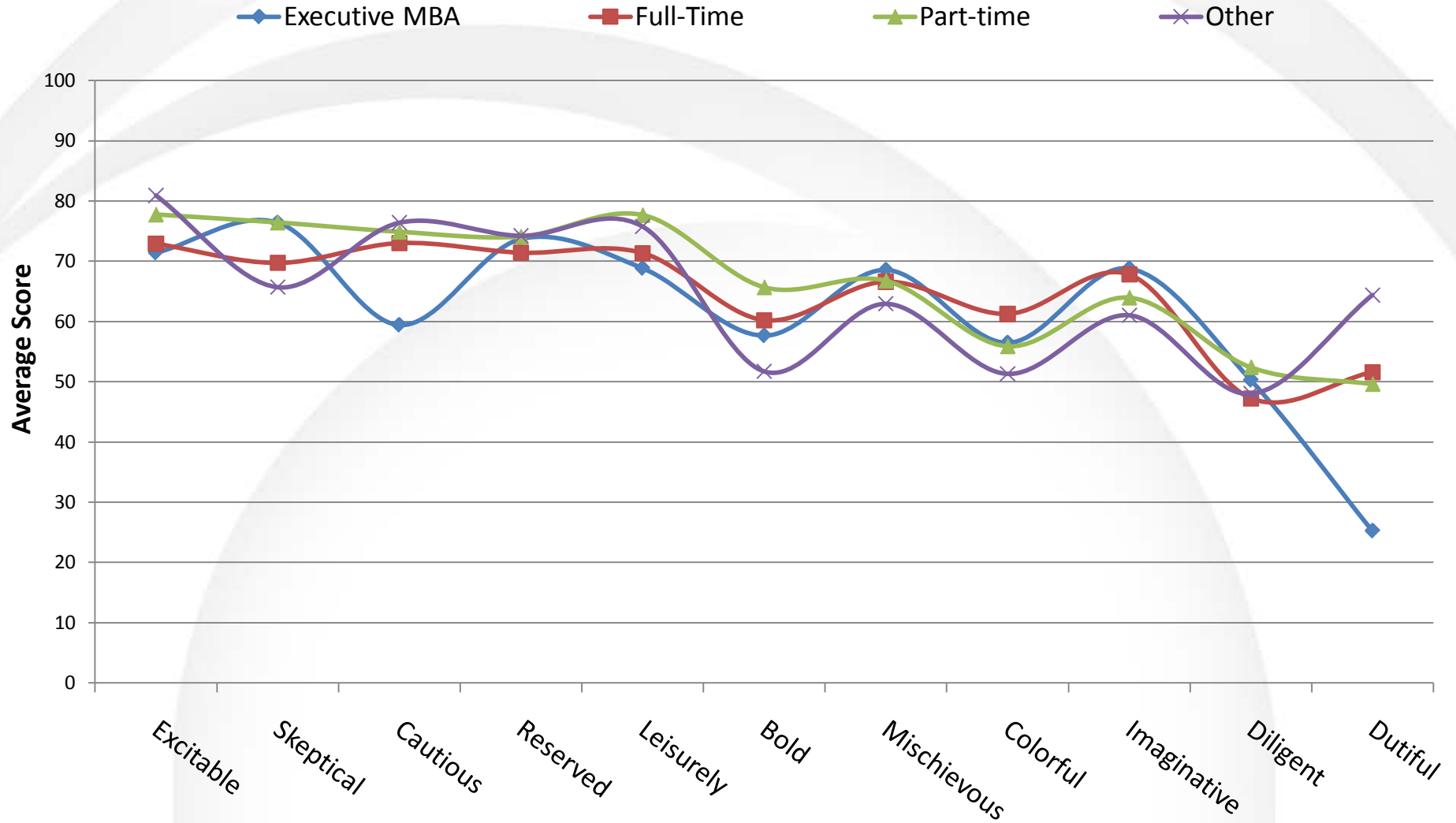
THE “DARK SIDE”

HDS

- **Excitable:** Erratic emotional outbursts
- **Cautious:** Risk averse, won't make decisions
- **Skeptical:** Mistrustful and vindictive
- **Reserved:** Poor communicator, insensitive to morale issues
- **Leisurely:** Passive-Aggressive meanness
- **Bold:** Narcissistic feelings of entitlement
- **Mischievous:** Careless about commitments, constant lying
- **Colorful:** Manages by crisis to be center of attention
- **Imaginative:** Bad ideas and decisions
- **Diligent:** Over-controlling micro-manager
- **Dutiful:** Too concerned about pleasing superiors



GMAC PILOT - HDS RESULTS BY PROGRAM TYPE





MOTIVES, VALUES, PREFERENCES INVENTORY

Drivers that influence our
career choices and
leadership style

Goals that we strive to
meet daily

Assesses “Organizational
and Cultural Fit”





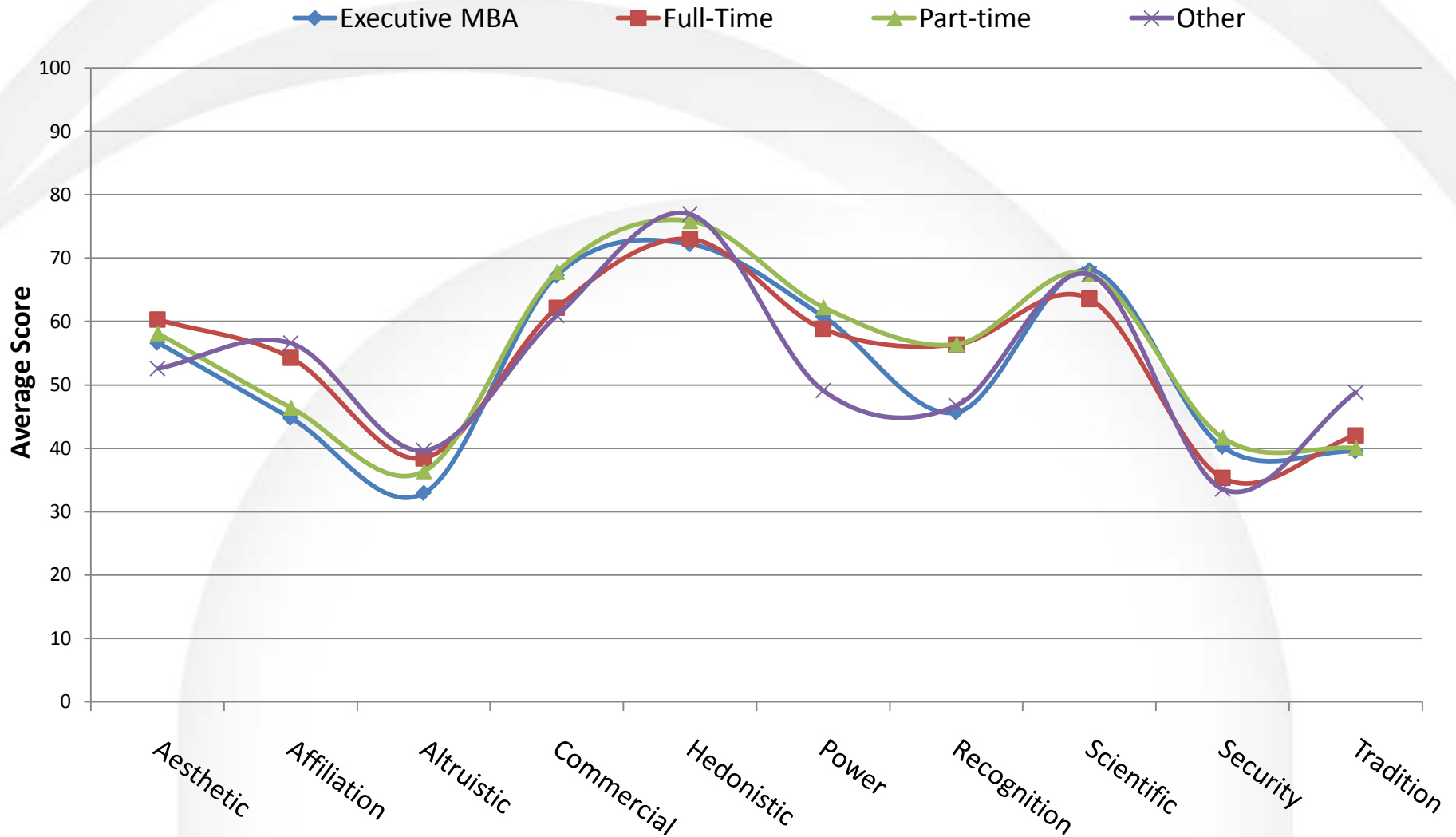
CULTURE FIT

MVPI

- **Recognition:** Public acknowledgement and “pats on the back”
- **Power:** Being in charge and being perceived as influential
- **Hedonism:** Fun, lighthearted, and open-minded work environments
- **Altruistic:** Actively helping others and providing excellent customer service
- **Affiliation:** Networking, building relationships, belonging to work group
- **Tradition:** Conservative org. cultures and personal values match
- **Security:** Secure, predictable, and risk-free work environments
- **Commerce:** Making and saving money and involvement in org. finances
- **Aesthetics:** Focusing on quality and product “look & feel”
- **Science:** Analytic problem solving and working with technology



GMAC PILOT - MVPI RESULTS BY PROGRAM TYPE





HOGAN'S ACADEMIC BACKGROUND

- Work with undergraduate programs
 - E.g., University of Tulsa, Missouri School of Science and Technology
- Personality predicts both GPA and graduation rates
- Retention can be improved through targeted communications



HOGAN'S EXPERIENCE WITH MBAs

- Collaborate with Multiple MBA Programs
 - Washington University – St. Louis, Vanderbilt University, University of Maryland
- Uses
 - Feedback from Results
 - Individualized Coaching
 - Soft Skills Training
- Benefits
 - Data Collection
 - Product Familiarity
 - Develop Critical Business Skills



POST SURVEY RESULTS

- N = 154
- My results provided an accurate reflection of me. (3.53)
- I did not understand what the report was saying about me. (reversed, 3.84)
- I can improve some aspects of my soft skills as a result of this report. (3.84)
- I do not understand the connection between my results and improving myself. (reversed, 3.73)



SURVEY RESULTS (CONT.)

- Most likely uses:
 - Develop skills for corporate leadership (72%)
 - Develop specific skills to be a better manager (68%)
- Highest potential for development was with a coach
- Other results
 - Interested in graduate programs providing assessments (85%)
 - Would favor graduate schools that target individual developmental needs (89%)
 - Interested in knowing how schools use assessments (89%)

THANK YOU

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THE SCIENCE OF PERSONALITY®

Impressions from the GMAC 2010 Spring Pilot

Eileen Talento-Miller

Graduate Management Admission Council

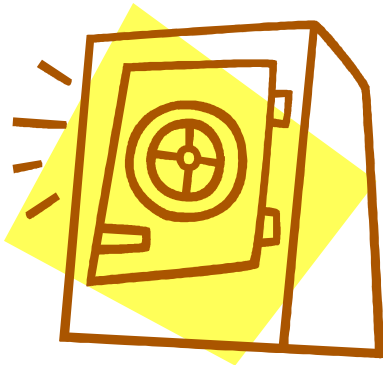
Data

- Assessments
- Overlap
- Background information

Psychometric Analyses

- Reliability
- Construct Validity
 - Not related to cognitive measures
 - Learning approach (T,V)
 - Scientific motivation (T,Q)
 - Mental Agility (V)
 - Relationships among scales
 - Security vs. Change Agility
 - Task Focused vs. Mental Agility

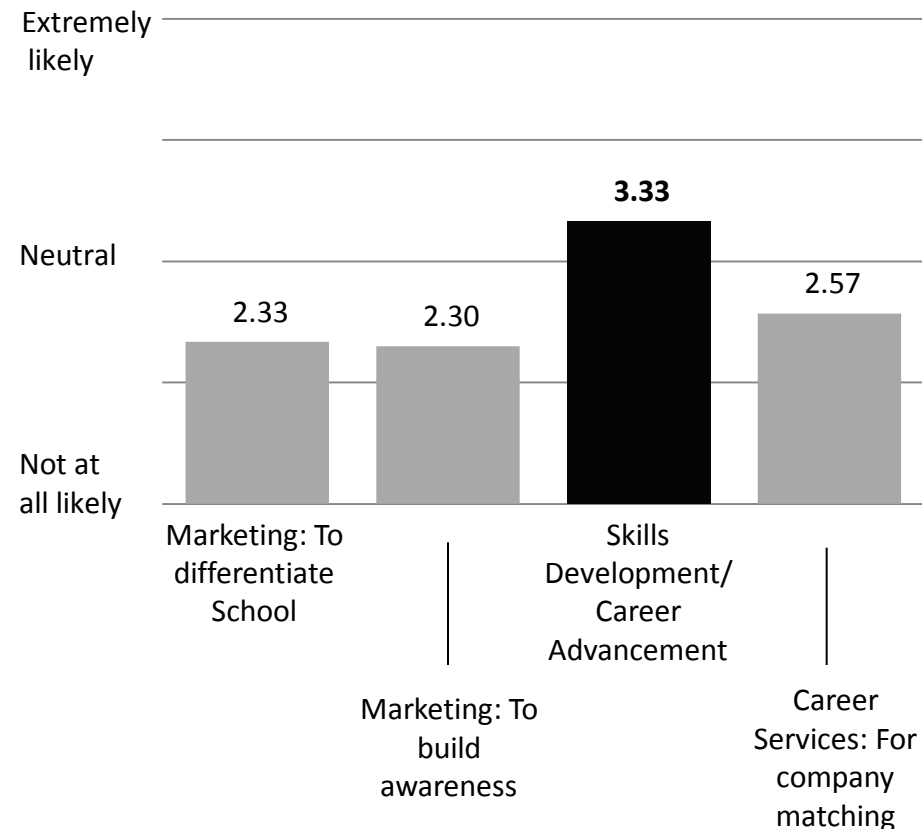
Group Differences



Schools and Student Impressions

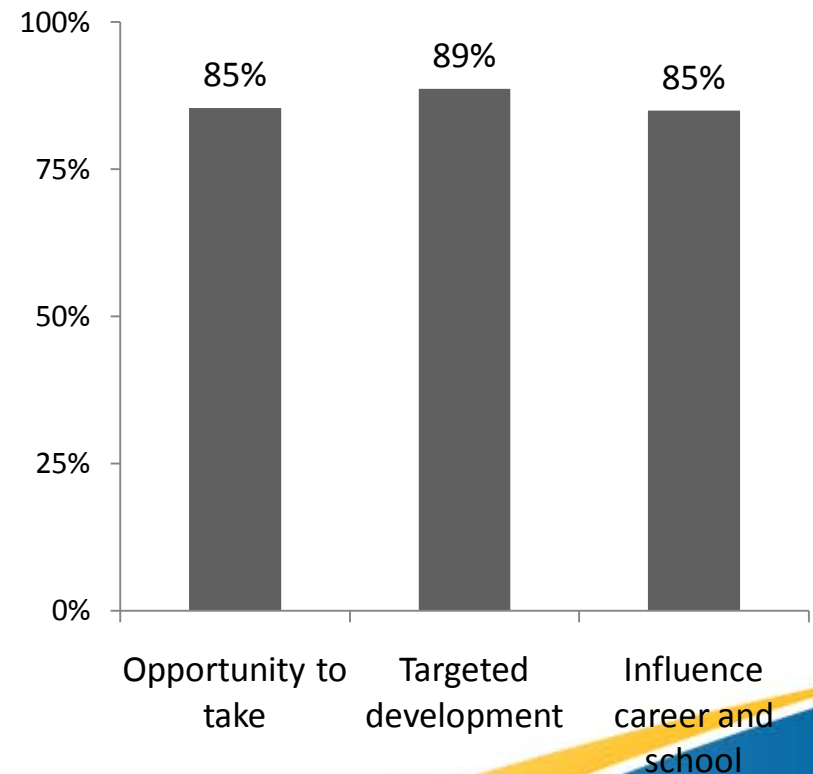
Likelihood of Using Information

Mean Score for All Assessments

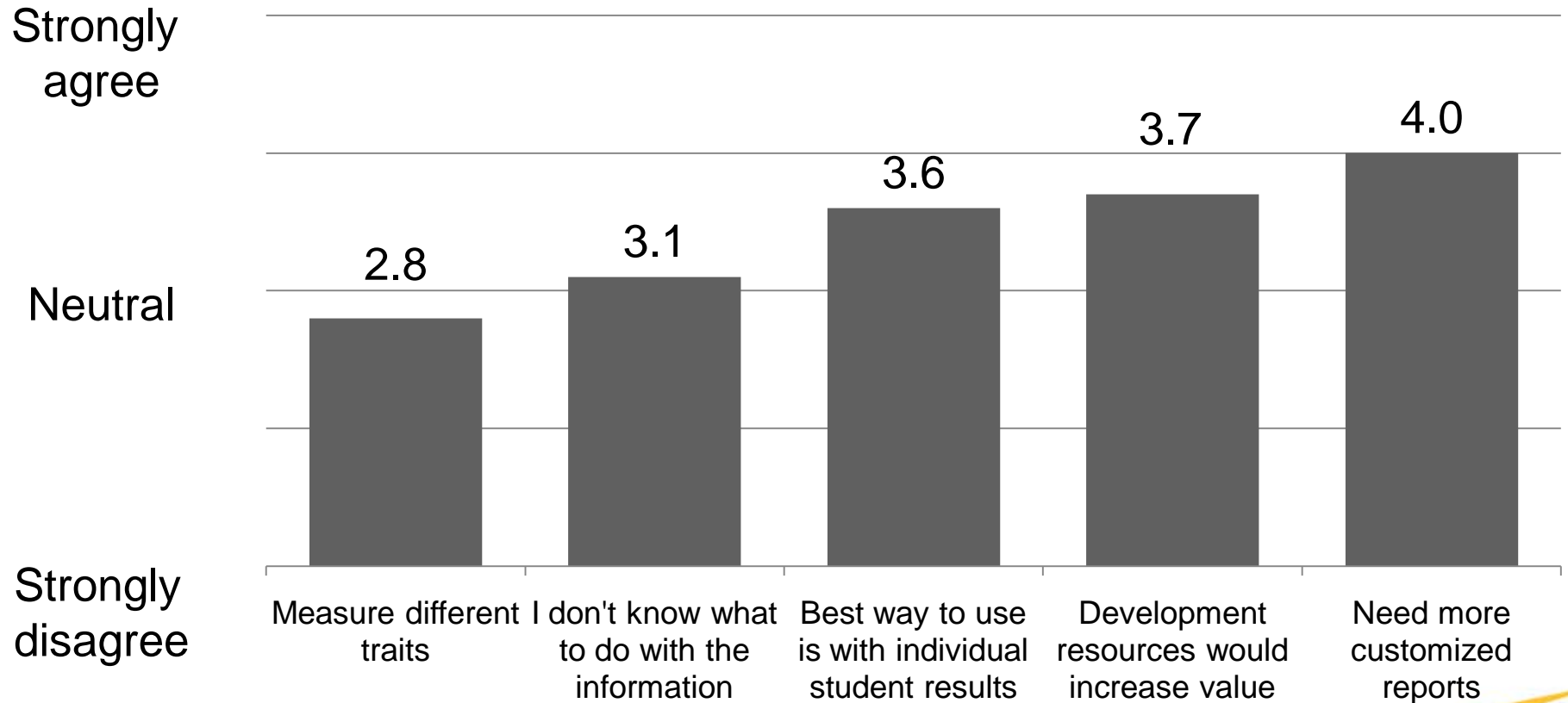


Considering GME

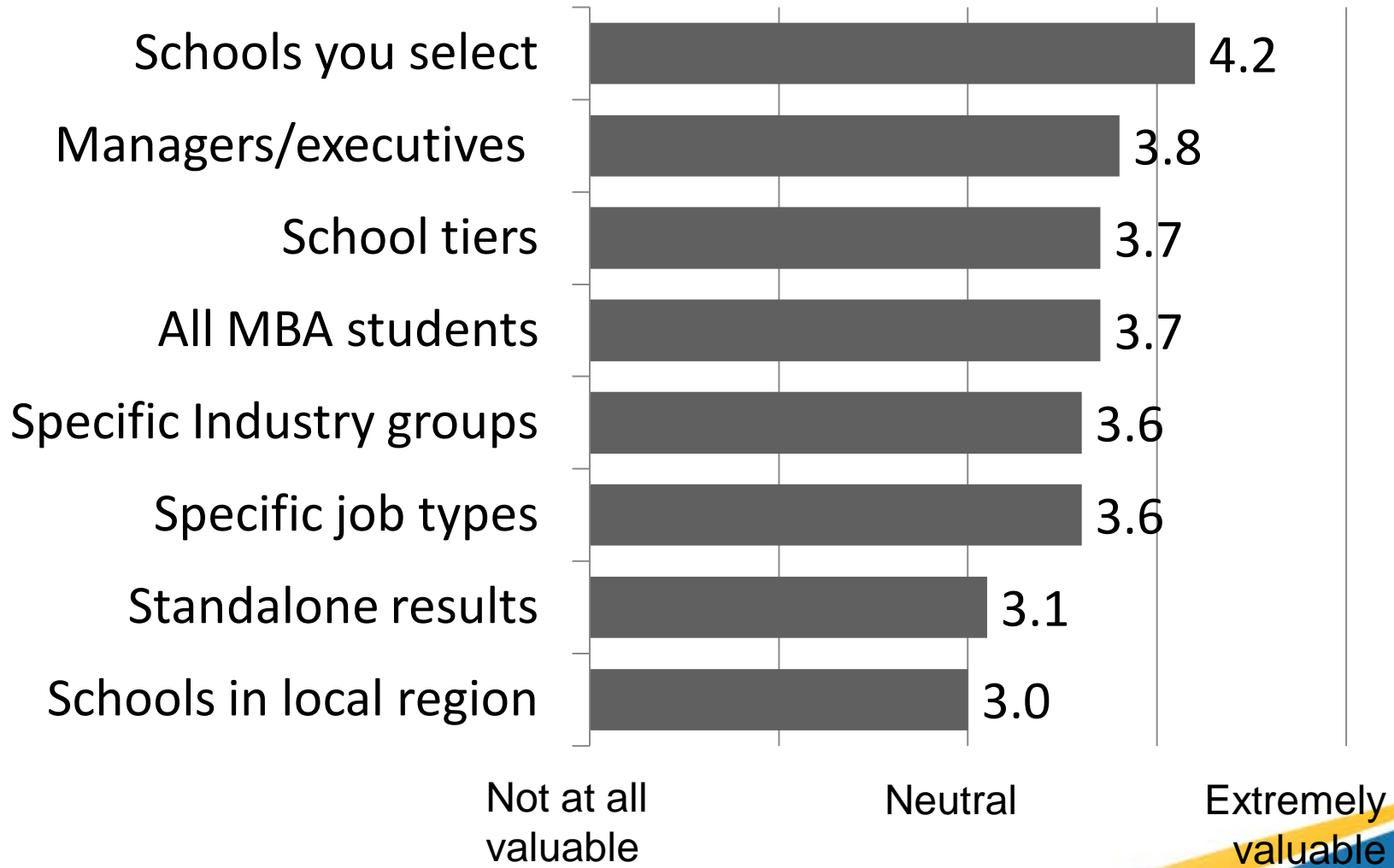
(Definitely or Probably Yes)



Customization for Schools

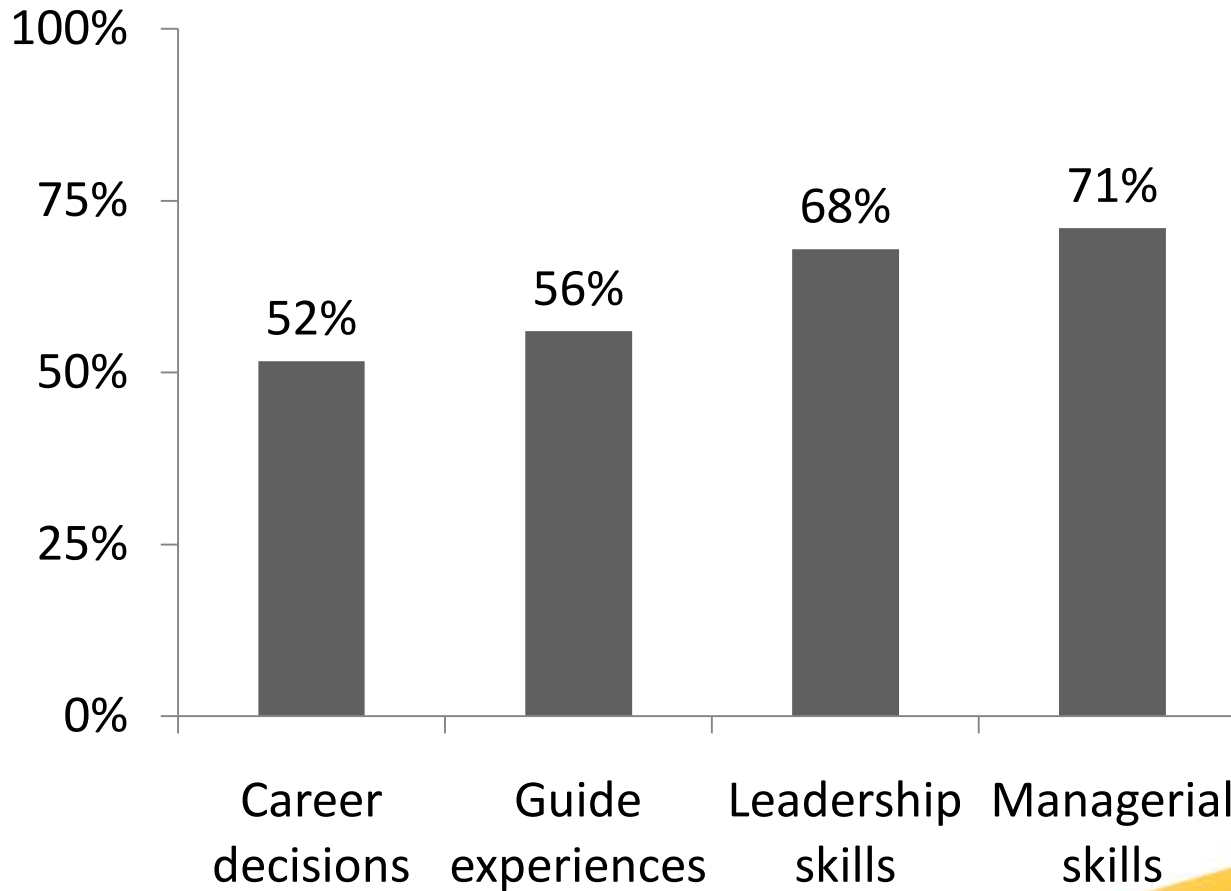


Benchmarking Value for Schools



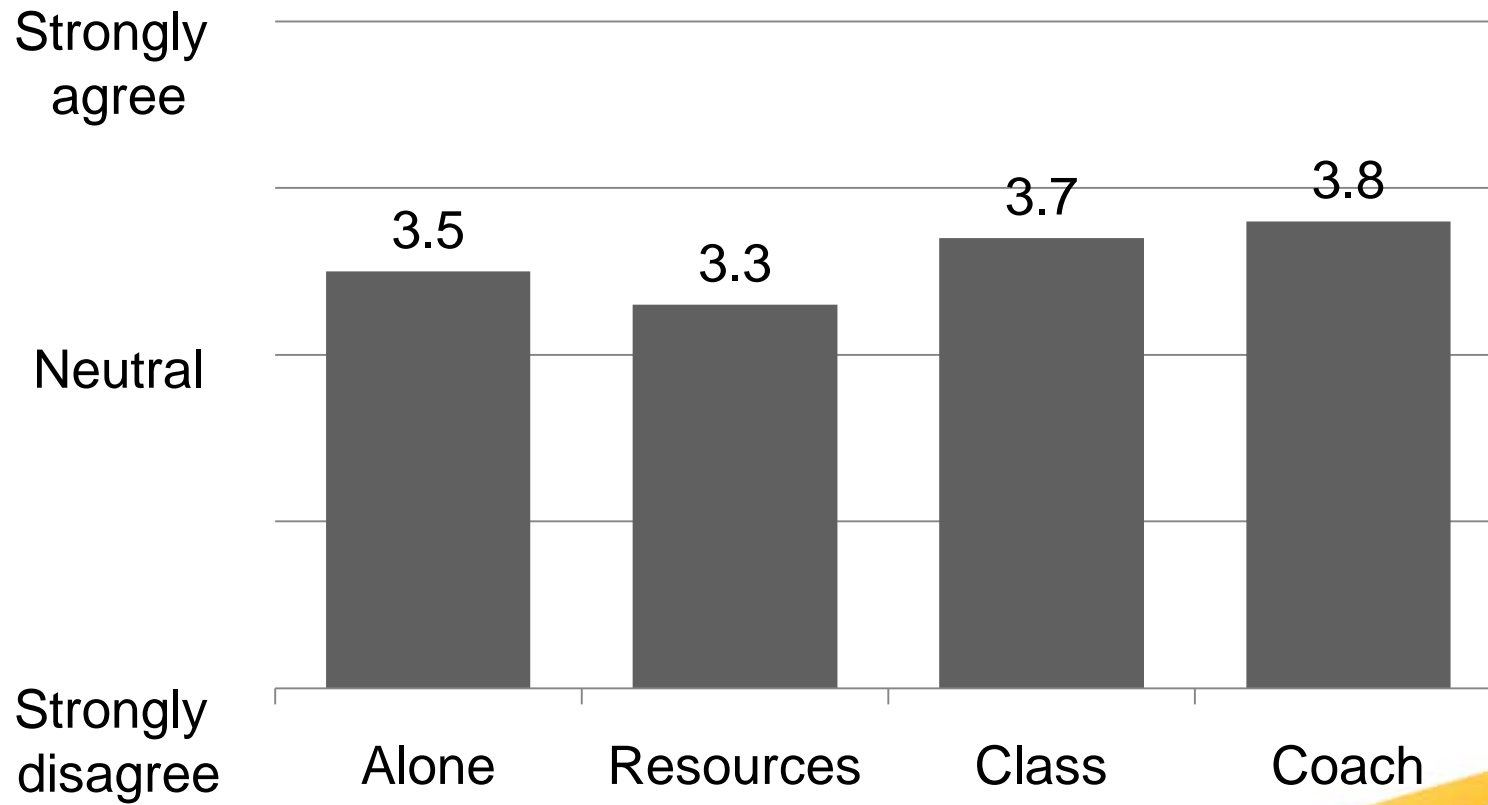
Student Use

Potential Use for Results
(Percent Selecting Option)



Student Skill Development

Use in Development
(Average Agreement)



Conclusions

Customization



Development

Questions?

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