AGILE BASED COMPETENCY MANAGEMENT

ABC Management

Output 1 / Activity 4

Article: The managers' role in process of assessment results utilization

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Executive summary

This article deals with the managers' role in utilising assessment results. The information provided here is important for the development of the CAWC method. It lists subjects to consider in the process of assessment results utilization and it suggests steps to be followed according to three key models of change management.

1. What to consider in the process of assessment results utilization

This chapter provides a good overview on the many subjects, managers should consider in the process of assessment results utilization.

Assessment instruments, like other tools, can be extremely helpful when used properly, but counterproductive when used inappropriately. Often, inappropriate use stems from not having a clear understanding of what has been measured and why it has been measured. It is important not to rely entirely on any one assessment instrument in making counselling or training decisions. For example, using a variety of assessment tools will help to obtain a fuller and more accurate picture of an individual. Such information should be considered as an evaluation of a person's education, work experience and other job-relevant factors in addition to standardised test results.

A manager should always closely monitor the implementation of the assessment results and fine-tune as required. Evaluation should be seen as an ongoing process rather than a one-time event or moment-in-time report. Findings often give rise to new questions. Questions considered less important at an earlier time can take on new importance as soon as findings have emerged.

Once a change is planned, it is important to have good communication about its rollout and implementation. An effective timeline will allow for all new equipment, supplies or training to take place before fully implemented. Implementing without a logical order can create frustration for those responsible for the work process. Communicating change should be structured and systematic. When there is poor communication and the rumour mill starts spreading rumours, it can create resistance. Being proactive in communication can minimise resistance and make employees feel they are part of the process. Communication should inform the various stakeholders of the reasons for the change (why?), the benefits of successful implementation (what is in it for us, and you) as well as the details of the change (when? where? who is involved? how much will it cost? etc.). It may be necessary to provide personal counselling to alleviate any change-related fears.

Based on the assessment results it is important to devise an effective education, training and/or skills upgrading scheme for the organisation. Honesty and transparency is key to making sure all stakeholders are on board.

Sometimes changes exceed target expectations but there are occasions that they just don't work as planned. When this is the case, management should acknowledge that it didn't work and make adjustments until the desired result is achieved. It may happen that employees encounter barriers when implementing changes. Barriers can be with other employees, other departments, inadequate training, lacking equipment or supply needs. Sometimes management also needs to deal with resistant or difficult employees. It is management's responsibility to ensure that employees can implement change without obstacles and resistance.

2. Key models of change management

In this chapter three models of change management are introduced. They may give the managers hints how to best design the process of assessment results utilization.

First model: Dr. John P. Kotter invented the 8-step process for leading change:

1. Establish a sense of urgency
2. Create the guiding coalition
3. Develop a vision and strategy
4. Communicate the change vision
5. Empower employees for broad-based action
6. Generate short-term wins
7. Consolidate gains and produce more change
8. Anchor new approaches in the culture

For further information see: http://www.kotterinternational.com/the-8-step-process-for-leading-change/

Second model: The LaMarsh Managed Change^{TM} Model consists of four stages:

1. Determine need for change
2. Prepare & plan for change
3. Implement the change
4. Sustain the change

For further information see: http://www.lamarsh.com/successful-change-management/

Third model: The Plan-Do-Check-Act cycle created by W. Edwards Deming is a management method to improve business methods for control and continuous improvement of processes and products. It consists of four stages:

1. Plan - establish objectives and processes
2. Do - implement the plan, execute the process, make the product
3. Check - study actual results and compare against the expected results
4. Act - enact new standards

For further information see: https://www.deming.org/theman/theories/pdsacycle