99 Ki Assessment Center

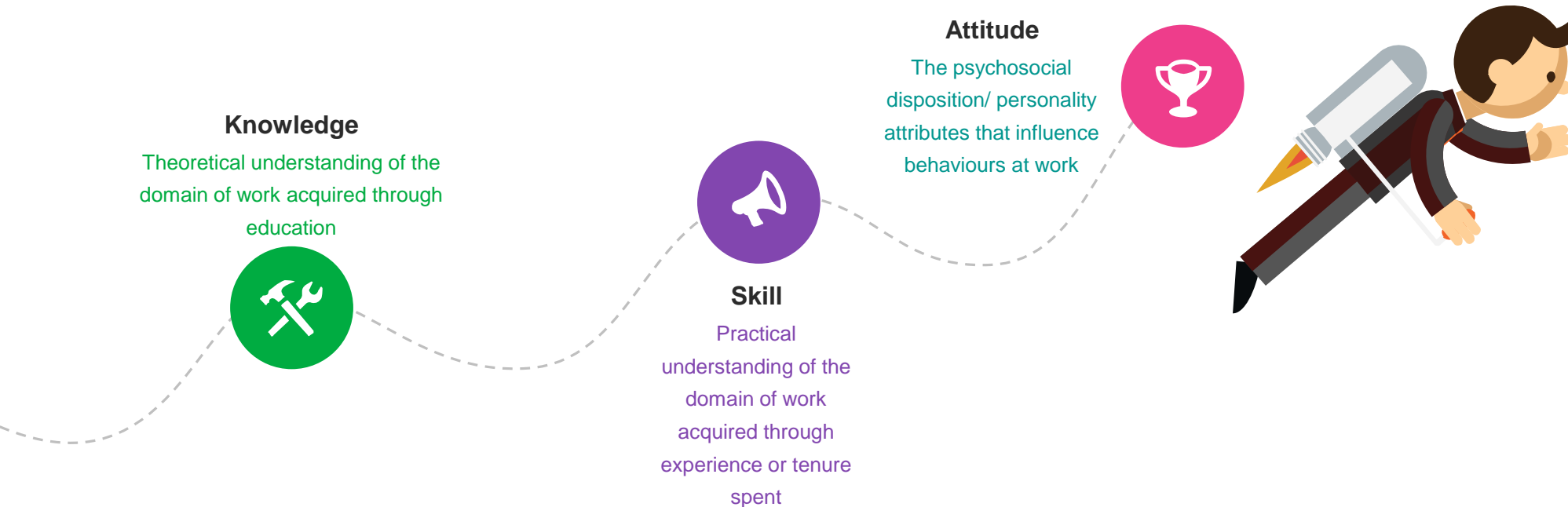**Participant Orientation Session**

November 2022

welcome to brighter

Contents

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What are Competencies

Competencies are underlying characteristics of a person which enable them to deliver superior performance in a given job, role, or situation. Competencies comprise of **three basic elements:**

Attitude

The psychosocial disposition/ personality attributes that influence behaviours at work

Knowledge

Theoretical understanding of the domain of work acquired through education

Skill

Practical understanding of the domain of work acquired through experience or tenure spent

- ✓ Competencies are defined in the context of the organization – **what works for one organization may not necessarily work for the other**

- ✓ Competencies are a **critical determinant of the potential** for success in an organization

- ✓ Competencies are **observable, measurable and developable**

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Now consider this..

David is a Highly Qualified Individual

He has the right mix of Skills & Knowledge that is required to be a Business Leader

However, his actual job performance is nowhere near what is expected from a man possessing skills and knowledge that David has.
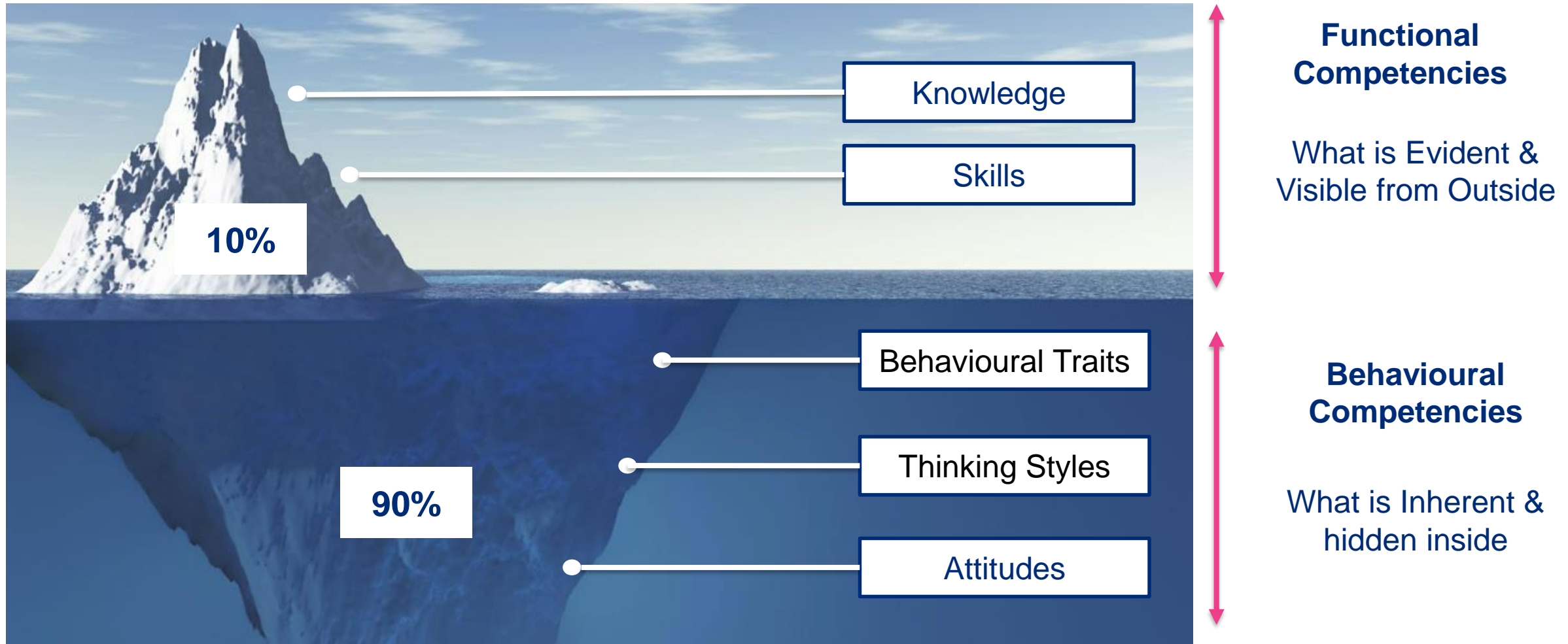
So, What is wrong ? What makes David an Ideal Candidate but stops him from actually performing on his Job ?

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… the answer lies in Behavioral Competencies

Behavioral competencies refer to personality characteristics and behavioral attributes that individuals may possess, which can help determine how successful they will be at the role they are aspiring for.

Knowledge

Skills

10%

Functional Competencies

What is Evident & Visible from Outside

Behavioural Traits

Thinking Styles

90%

Attitudes

Behavioural Competencies

What is Inherent & hidden inside

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Why Assess Behavioral Competencies?

Common Language

Behavioural competencies can lay the foundation for everything critical to an organization. They can dictate expected workplace behaviour, a precise and shared understanding of performance standards, and an organization's values and objectives.

Evaluate Future Potential

Behavioural competencies provide an objective platform to evaluate potential enable identification of right talent.

Employee Development

Once an organization has identified behavioral competencies pertinent to a particular role and level, they can benchmark their workforce against those competencies and initiate individual developmental plans accordingly. Behavioral competencies can also enable employees to identify transferable skills for career progression.

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Honda Competency Framework… a Common Language defining expected workplace behaviors across Levels

HONDA
The Power of Dreams

Honda AO Region

Fundamental Beliefs

Company Principles

Management Policy

Honda Philosophy

+

HONDA
The Power of Dreams

Honda India

HMSI Competencies

India Context

=

2 Competencies

Leadership Competencies

Honda Philosophy

8 Competencies

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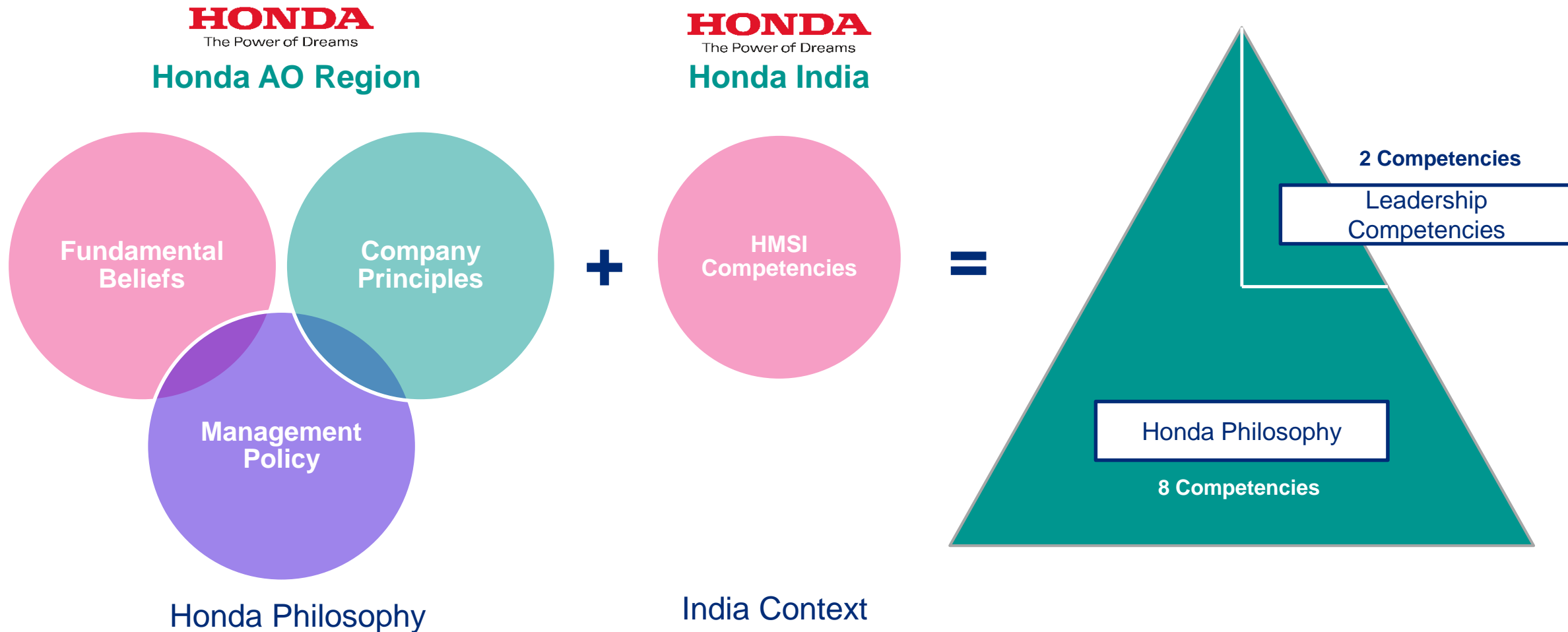
HMSI Competency Framework

Challenging spirit	Inclusive & fairness	Customer orientation
Joy experiencing & sharing	Teamwork	Open communication
Social responsibility	Global viewpoint mindset	Decisiveness
	People development	

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Competency Definitions & Proficiency Levels

Competency Definitions

From a larger understanding of the Competency, Honda arrived at key components (or key behavioural themes) under each competency on the basis of ;

1. **Role and Responsibility** : The key component should support the function of the associate based on organizational level.
2. **Ideal Definition :** The key component should drive the associate to his/her ideal state?
3. **Applicability in Work Setting :** There should be opportunities or chance for the associate to demonstrate the key component in his work setting?

Customer Orientation	✓ Seek to understand customer (internal and external) and society's need and expectation. ✓ Be creative to design and develop product/service in order to exceed customer's need with own joy (batter than customer's requirement)

Proficiency Level

To assess associates ability to demonstrate key components on the job & to support objective evaluation, these key components or key behavioral themes were further granularized & specific behaviors associated with each proficiency level were identified across a 5 point scale.

5 - Far above standard	4 - Above Standard	3 - Meets Standard	2 - Below Standard	1 - Far Below Standard
Always challenges oneself to set the bar high, to attain more than what is expected. Tries new things, not afraid of failure	Sets the bar high by setting targets beyond expectations and once successful, challenge oneself to surpass records	Set goal higher than what is required	Initiate goals based on the target set by superior	Abides with the goals handed down by superior

Challenging Spirit

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Competency & Proficiency Matrix for Department Head Level

Competency & key components	5 Far above Standard	4 Above Standard	3 Meets Standard	2 Below Standard	1 Far below Standard
1. CHALLENGING SPIRIT- Fearlessly & passionately pursue ambitious challenges & overcome obstacles	Always challenges oneself to set the bar high, to attain more than what is expected. Tries new things, not afraid of failure	Sets the bar high by setting targets beyond expectations and once successful, challenge oneself to surpass records	Set goal higher than what is required	Initiate goals based on the target set by superior	Abides with the goals handed down by superior
	Always carry out tasks with accuracy and always ahead of deadlines	Always carry out tasks with accuracy and ahead of deadlines most of the time	Carry out tasks with accuracy and within deadline	Carry out tasks with minimal errors and within deadlines	Rarely carry out tasks with accuracy and within deadlines
2. INITIATIVE– Take proactive action to address opportunity or concern through own ideas	Recognize opportunities and risks in a year for the organization; develops plans to deal with them accordingly	Recognize opportunities and risks in a month for the organization; develops plans to deal with them accordingly	Able to deliver results powered by self motivation, ensuring steadiness and improvement in a week	Pictures out improvement opportunities in his own day to day task	Takes action only when the problem arises in his personal tasks
3. REACHING OUT Take initiative to tackle the "grey zone" with teamwork spirit	Take initiative to tackle the grey zone within company	Take initiative to tackle the grey zone within division	Take initiative to tackle the grey zone within department	Take initiative to tackle the grey zone within team	Makes little effort to cover grey areas within team
4. INNOVATIVE – Support the development of an environment that accepts new ideas / ways of thinking	Able to present, implement and/or adapt an improvement whose benefits can be realized within company	Able to present, implement and/or adapt an improvement whose benefits can be realized within division	Able to present, implement and/or adapt an improvement , that can also be applied within department	Able to present, implement and/or adapt an improvement within team	Implemented accordingly / Can sometimes adapt work improvement, as instructed by superior or team members
5. INNOVATIVE – Develop bold creative and flexible ideas having respect to sound theory	Thinks outside of the box, those that are drawn based on DST principle	Thinks outside of the current "scope" for expansion and improvement	Thinks outside of the current "framework" for expansion and improvement	Modifies an existing idea to improve current situation	Picks up ideas generated by superiors or ideas handed down from the top

Challenging Spirit

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Competency & Proficiency Matrix for Department Head Level

	Competency & key components	5 Far above Standard	4 Above Standard	3 Meets Standard	2 Below Standard	1 Far below Standard
Inclusivity & Fairness	6. Give equal opportunity to all individual to work, to perform, to be listened to, to challenge at workplace regardless of situation	Gives fair and equal treatment to all associates, which shows high effectiveness to work with members within company	Displays ease and comfort with people of different backgrounds, opinions, abilities as well as working effectively within division	Understands the uniqueness of each member and makes sincere effort to work effectively within department	Always treat other members the way oneself wants to be treated	Occasionally need reminder from superior to understand and respect the uniqueness of each member
Customer Orientation	7. Seek to understand customer and society's need and expectation	Anticipate the usual demands and thinks of what maybe the new needs of customers and works on ways to address them	Anticipate the needs of customer based on current regular connection	Raise question to seek out customer input to better understand their need	Listen to customer to understand their need	Customer initiates the discussion and clarification and listens to understand their needs
Customer Orientation	8. Be creative to design and develop product / service in order to exceed customer's need with own joy	Consistent demonstration of high customer service by solving the customer problems quickly and creating new solutions that the associate might need	Monitors and ensures high customer service within own organization by displaying flexibility of approach & thinking creatively to resolve customer related problem	Consistently sees the customers' viewpoint to improve and implement value added items to own activities or process	Looks for ways to add value beyond the customer's immediate needs	Helps out in delivering requirements to customers more than what is expected
Joy Experience & Sharing	9. Enjoy work: always putting in maximum effort, show positive attitude to work, sincere effort (try the best) to the fulfil our responsibilities	Show determination and hard work to achieve annual goals over time	Show determination and hard work to achieve monthly goals over time	Show determination and hard work to achieve weekly goals over time	Show determination in completing own tasks	Performs tasks completely with minimal support from superior
Joy Experience & Sharing	10. Joy Experiencing & Sharing - Proactively create a joyful work environment and share the joy with others	Provides recognition opportunities in the team to encourage and motivate team members	Takes the lead in motivating associates; spread the joy of achievement and show sincere encouragement	• Sincerely compliment other's contribution • Celebrate the achievement together	Recognizes the contributions of team members	Minimal effort in creating an environment of motivation and encouragement

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Competency & Proficiency Matrix for Department Head Level

	Competency & key components	5 Far above standard	4 Above standard	3 Meets standard	2 Below standard	1 Far below standard
Team Work	**11. Working together in teams with a common goal and mutual trust**	• Genuinely values the ideas and perspectives of within company • Makes suggestions, volunteers assistance, offers resources, or removes obstacles to help the business achieve its goals	• Genuinely values the ideas and perspectives of within division • Makes suggestions, volunteers assistance, offers resources, or removes obstacles to help the division achieve its goals	• Genuinely values the ideas and perspectives of within department • Makes suggestions, volunteers assistance, offers resources, or removes obstacles to help the department achieve its goals	• Genuinely values the ideas and perspectives of other member • Makes suggestions, volunteers assistance, offers resources, or removes obstacles to help the team achieve its goals	• Values the ideas of other members • Provides support and assistance when asked to
	12. Ensuring effortless coordination of actions across all areas	Develops and maintains good working relationships across the company to achieve greater collaboration and improved operational efficiencies	Develops and maintains good working relationships across the division to achieve greater collaboration and improved operational efficiencies	Develops and maintains good working relationships across the department to achieve greater collaboration and improved operational efficiencies	Develops and maintains good working relationships across the team to achieve greater collaboration and improved operational efficiencies	Still developing ways to materialize seamless coordination within own team

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Competency & Proficiency Matrix for Department Head Level

<table>
<tr><th rowspan="2"></th><th rowspan="2">Competency & key components</th><th>5
Far above standard</th><th>4
Above standard</th><th>3
Meets standard</th><th>2
Below standard</th><th>1
Far below standard</th></tr>
<tr></tr>
<tr>
<td rowspan="2">Open Communication</td>
<td>13. Proactively share constructive / respectful ideas

14. Facilitate open discussion to ensure common understanding and commitment of every associate</td>
<td>Brings up less comfortable but important issues to the team, in a respectful and understandable manner, to discuss and resolve them through an environment welcoming all opinions and suggestions</td>
<td>Actively participates to meetings and discussions, share feedback to other members of the section, and gathers useful feedback to enhance own process
(actively participates + gives feedback + gathers feedback)</td>
<td>Actively participates to meetings and discussions and share feedback to other members (actively participates + gives feedback)</td>
<td>Proactively share constructive / respectful ideas (actively participates)</td>
<td>Shares ideas, insights and feedback only when asked to</td>
</tr>
<tr>
<td>15. Timely share

organization's vision / goal / strategy with all members and related stakeholders (internal and external) in an easy to understand manner to adapt to changing business situation</td>
<td>Always timely share department's goal (which is linked with goal of higher levels) with all related stake holders in an easy- to-understand manner</td>
<td>Often timely share department's goal (which is linked with goal of higher levels) with all related stake holders in an easy- to-understand manner</td>
<td>Timely share department's goal in an easy-to- understand manner</td>
<td>Able to share in a timely manner the department's goals but with items ambiguous to some members</td>
<td>Unable to communicate the department goals among members</td>
</tr>
<tr>
<td>Social Resp.</td>
<td>16. Focus on sustainable development and contributing solutions to global concerns</td>
<td>Always reflect the mindset of CSR in daily operations, performs activities to support CSR mindset and encourages members to do the same</td>
<td>Always reflect the mindset of CSR in daily operations and performs activities to support CSR mindset</td>
<td>Always reflect the mindset of CSR in daily operations</td>
<td>Reflect the mindset of CSR in daily operations most of the time</td>
<td>Seldom reflect the mindset of CSR in daily operations</td>
</tr>
</table>

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Competency & Proficiency Matrix for Department Head Level

	Competency & key components	5 Far above Standard	4 Above Standard	3 Meets Standard	2 Below Standard	1 Far below Standard
Global Viewpoint Mindset	17. Always keep wider viewpoint, not only stick on regional / local view but also align to global standard 18. Continuous drive for consistently high work standards to deliver global customer satisfaction regardless of national boundaries	• Frequently inquires with the practices of other genpo or other companies related to task on hand • Seeks alignment and benchmark activities with other genpos, industries or competitors to achieve the highest standard and customer satisfaction • Initiates the sharing and communication of best practice within the company which maybe useful in the organization	• Always listen to customer, raise question to seek out customer input to better understand their need in global aspect • Always delivers high work standards and highest customer satisfaction	• Listens to customer, raise question to seek out customer input to better understand their need in global aspect • Often delivers high work standards and highest customer satisfaction	Listens to customer, raise question to seek out customer input to better understand their need in global aspect	Performs task according to known standard. Rarely listens to the customers' input
Decisiveness	19. Make and take responsibility for, and demonstrate commitment to appropriate decisions in a timely manner even when faced with ambiguous information	Performs quick and sound judgement through analytical thinking, when there are ambiguous situations through recognition of conflicting information when it surfaces	Exhibits sound judgement for unique and non routine situations	Makes and implements decisions, involving recurring problems, in a timely manner;	Seeks consultation with other supervisors or superiors when conflicting situations arises, before coming up with own decision	Lets the manager perform all the decisions in his team; unable to perform analytical
		Anticipates, decides and provides potential solutions to problems, whether apparent or non apparent	Anticipates and decides on issues that are nor apparent on the surface	Can decide on how to prioritize multiple issues and problems	Breaks down problems into manageable parts and prioritizes issues in decision making	Gathers and reports data before decision making

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Competency & Proficiency Matrix for Department Head Level

Competency & key components	5 Far above Standard	4 Above Standard	3 Meets Standard	2 Below Standard	1 Far below Standard
Decisiveness 20. Be accountable to internal and external stakeholders for own decisions	Supports annual target of the team and holds accountability for the proposed targets to support it	Takes part and holds oneself accountable for the monthly targets set for the team	Takes responsibility for weekly operations of the team	Holds accountability for the result of his action only	Holds the manager responsible for any result of the team
People Development 21. Keep reproducing talents by creating working environment in which full potential of associates could be realized, providing a holistic development plan to help associates excel in their current and future job responsibilities	• Has an eye for talent and develops them further trough proper delegation and growth opportunities • Empowers members to think and decide on their own	• Shares knowledge and expertise with team members, gives valuable feedback. • Gives responsibilities and tasks according to team member's talent and potential (no micromgt.)	• Share knowledge and expertise with team members to enhance individual performance • Provide day-to-day feedbacks to team members on their task	Shares knowledge and expertise only when the situation calls for	No knowledge and expertise sharing; members perform tasks on a routine basis

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Development Center

Structured process where the participants are actively involved in exercises or simulations and are assessed against a set of behavioral skills
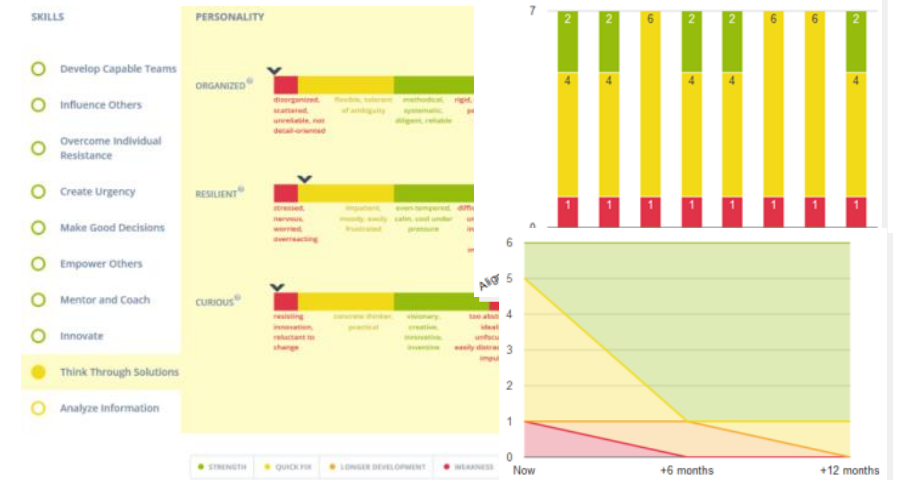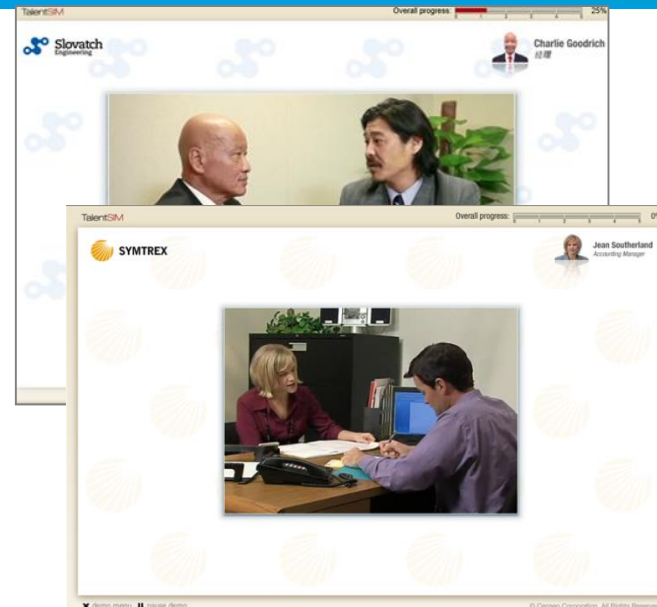
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Development Center – Delivery Mechanism

Assessment in a realistic and engaging manner by **simulating a work environment**

Simulation is set in **an in-person environment**, with focus on *Day in the Life of a Leader*

Participants will undergo multiple **team and individual exercises** that reflect business realities - under the watchful eyes of an assessor
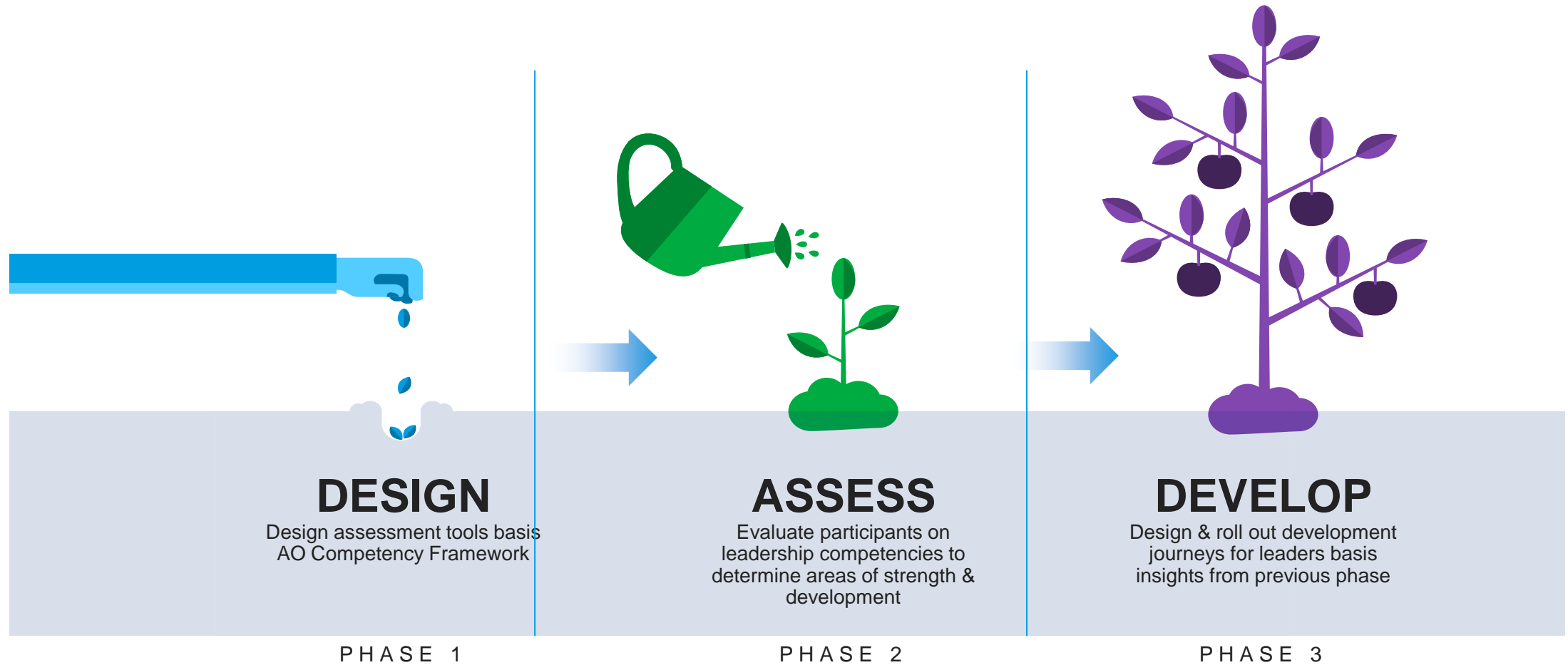
Psychometric and Cognitive tests will be added

Illustrative Deliverables

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Various Stages of a Development Center

Aimed at grooming leaders for today and identifying future leaders through structured assessment and developmental interventions

DESIGN

Design assessment tools basis AO Competency Framework

ASSESS

Evaluate participants on leadership competencies to determine areas of strength & development

DEVELOP

Design & roll out development journeys for leaders basis insights from previous phase

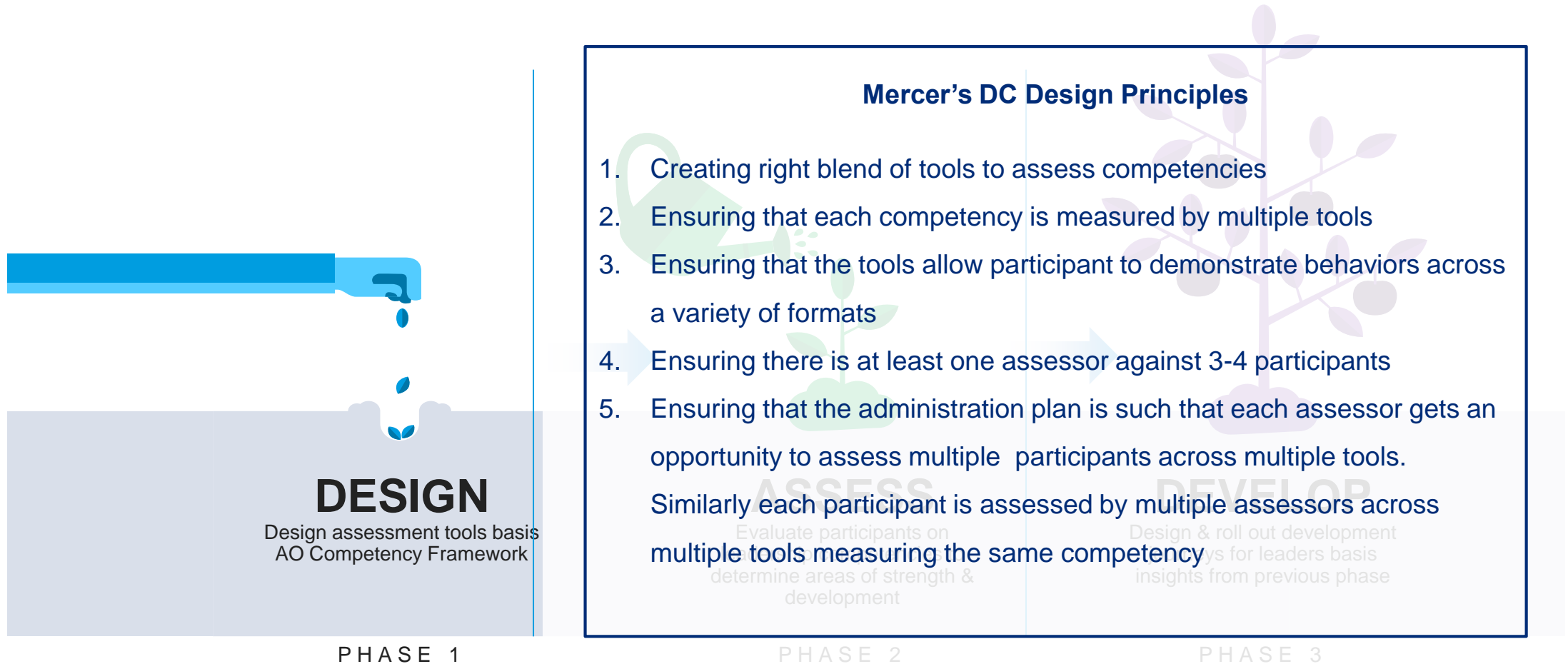PHASE 1

PHASE 2

PHASE 3

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Various Stages of a Development Center

Aimed at grooming leaders for today and identifying future leaders through structured assessment and developmental interventions

DESIGN
Design assessment tools basis AO Competency Framework

PHASE 1

Mercer's DC Design Principles

1. Creating right blend of tools to assess competencies
2. Ensuring that each competency is measured by multiple tools
3. Ensuring that the tools allow participant to demonstrate behaviors across a variety of formats
4. Ensuring there is at least one assessor against 3-4 participants
5. Ensuring that the administration plan is such that each assessor gets an opportunity to assess multiple participants across multiple tools. Similarly each participant is assessed by multiple assessors across multiple tools measuring the same competency

ASSESS
Evaluate participants on determine areas of strength & development

DEVELOP
Design & roll out development ys for leaders basis insights from previous phase

PHASE 2

PHASE 3

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Tool – Competency Matrix

Competencies	CBE 1	CBE2	Case Study	Role Play - 1	Role Play - 2	BEI	Total
Challenging Spirit	✓		✓		✓		3
Inclusive & Fairness	✓	✓		✓			3
Customer Orientation	✓		✓		✓		3
Joy Experiencing & Sharing	✓	✓		✓			3
Teamwork	✓	✓					2
Open Communication		✓		✓		✓	3
Social Responsibility			✓		✓	✓	3
Global Viewpoint mindset			✓		✓	✓	3
Decisiveness			✓		✓	✓	3
People Development		✓		✓			2
Time - In minutes	Prep 15 Discussion 30	Prep 15 Discussion 30	Prep 60 Activity 20	Prep 10 Activity 15	Prep 5 Activity 15	Interview 30	

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Overview of the Development Center process

I. Development Centre for nominated employees

A Simulations/ Exercises based on the AO Leadership Competency Model

B Validated instrument of intelligence & abstract reasoning

II. Psychometric Assessment

Employees also undergo a psychometric assessment that evaluates individual's personality traits & values.

III. Internal HMSI Panel Interview

Shortlisted employees are also interviewed by a panel of internal HMSI leaders who assess the participants against the AO Competency Model

- The process ensures a balance of internal as well as external input on the potential of the participant
- A variety of inputs are sought to build a comprehensive view: performance on simulations/ exercises, cognitive capabilities measured by the fluid intelligence test, psychometric assessment and panel interview

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Participant Experience in during Development Center

Day 1

Welcoming the participants
Provide briefing on the exercises for the day and instruction for admin logistics

1. Psychometric Assessment and Cognitive Tools | 60 minutes

Participant completes MPP psychometric and Mercer's Cognitive Primer

2. Tool Administration | 3- 3.5 hours

Participate in below exercises through multiple assessor led exercises

- Role Play (30 minutes)
- Case Study (75 minutes)
- Consensus Building Exercises (45 minutes)
- Behavioral Event Interview (30 minutes)

Day 1 – second half

3. Moderation of scores| Discussion between all Mercer Assessors | 2 hours

- Alignment on assessment findings (Strengths & development areas)
- Alignment on scores to be given and pointers to be shared during 1:1 feedback

4. Individual feedback session | 30 - 45 minutes

Mercer Assessor shares an Individual feedback based on Development Center performance and psychometric test for each leader

The meeting will be attended by Assessor and Participant

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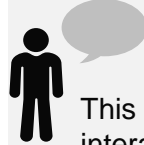
Introduction to Assessment Tools

Consensus Building Exercise

This is a group interaction based on a defined topic.

It is used to understand participant's behaviour in group settings.

Individual Interview

This is a 1-1 interaction with an assessor to build a deeper understanding of the participant profile and strengths/ development areas on specific competencies

Case Study

This is a business case study based on an industry context similar to Honda to gauge ability to understand, interpret and draw insights from information provided

Role Play

This is a simulation of the participant's interaction with a key stakeholder to understand ability to manage relationships for desired outcomes

Cognitive Ability Test

Prep: no preparation time
Activity: 45 minutes – 90 minutes

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Guidelines for the day
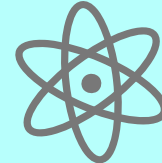
The do's

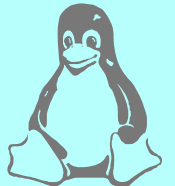|			
Make yourself available for each exercise as per the schedule provided	Spend time preparing for each exercise (as indicated by the coordinators)	Participate with full enthusiasm in all activities	Share your thoughts and views openly, in a respectful manner

Be yourself and come with an open mind to make the most of this learning experience!
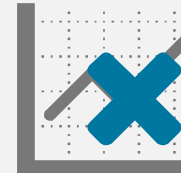
Do not attend work related or personal calls during the center	Do not leave the center premises or take breaks without informing the coordinators	Do not share your individual analysis/ preparation with other participants	Do not over analyse your performance throughout the day!

The don'ts

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Thank You !