

Attitudes of Management to the Contribution of Assessment Centres in Selected Companies in the Zlín Region

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ABSTRAKT

Tato bakalářská práce zjišťuje postoje managementu k přínosu Assessment Center. Výzkum byl proveden v 15 firmách Zlínského kraje. V teoretické části se autor zabývá charakteristikou Assessment Centra (AC), jeho historií a vývojem. Součástí je také srovnání AC s jinými podobnými metodami a ukázka možné struktury AC. V analytické části autor pracuje s výsledky výzkumu založeného na dotazníkovém šetření a poskytuje tak reálnou představu o tom, jak výběr zaměstnanců probíhá v praxi. Výstupem je analýza míry využití metody AC, zjištění, co firmy považují za výhody a nevýhody této metody a jak k této metodě přistupují v porovnání s ostatními možnými způsoby výběru zaměstnanců.

Klíčová slova: Assessment Centrum (AC), výběrové řízení, metoda, hodnotitel, kandidát, moderátor, zadavatel, modelová situace, simulace, zpětná vazba

ABSTRACT

This bachelor thesis identifies the attitudes of management to the contribution of Assessment Centres. The research has been made within 15 companies in the Zlín region. In theoretical part, the author looks into characteristics of Assessment Centre (AC), its history and development. Comparison of AC with other similar methods and demonstration of possible structure of AC is given as well. In analytical part, the results of the research based on the questionnaire are provided. As far as the analysis is concerned, it offers the real picture of selection process of employees used in business practice. The output of the analysis is finding about the usage of AC, advantages and disadvantages of AC considered by the managers, and comparison of their attitudes to AC and to other methods for selecting the employees.

Keywords: Assessment Centre (AC), selection process, method, assessor, assessee, moderator, taskmaster, model situation, simulation, feedback

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INTRODUCTION

Employees are a company's greatest asset. Many new businesses are being established nowadays. There are two things which company needs to become successful – an innovative business idea and good people running the business. A good employee is a company's competitive advantage. Each organization wants to attract and retain the best people. However, it is not only about selecting those people, but allocation of right people into the right positions is crucial as well. This is the key to success. The work of Human Resource (HR) department is essential. What people are chosen, so will be the company. Quality of selection process is the first matter which influences the future of the company. There are many methods which can be used for selection of an employee nowadays. The important thing is to choose the most effective ones.

This bachelor thesis is focused on problematic of one of the selection methods which is called Assessment Centre. Many publications claim that Assessment Centre is considered to be the most accurate and objective method predicting the success in job. However, the theory does not reflect the reality very often, so on purpose to find out the reality about usage of this method this research has been performed.

First of all, there is a description of this method provided. This information is precisely described in the theoretical part. In the part of the analysis there is the entire research depicted. This bachelor thesis is focused particularly on attitudes of management to the contribution of Assessment Centres and the research has been made in 15 selected companies from the Zlín region. The research is qualitative, not quantitative. Data have been obtained through the questionnaire survey and the personal meetings with the HR managers or people responsible for the recruitment in the company. The companies were chosen based on their field of industry so at least one company from each industry is represented. The companies are from the industries which are crucial for the Zlín region, such as the plastic and rubber-making industry, chemical industry, engineering industry, shoemaking and leather industry, IT and electro technical industry, civil engineering and food industry. The research was not made in the bank sector on purpose, because from the author's experience the majority of the banks use Assessment Centres, so the result of the research would be influenced by the number of banks approached.

There are many particular points which have been discussed with the managers. The essential for this research was to find out whether this method is used in practice by companies and if yes or no then why. However, there are more things which this research

was supposed to ascertain, such as how the managers or the people responsible for the selection process in their company evaluate this method, what they consider as the advantages and the disadvantages of it, for what purposes they use or would use this method. The other point to find out is whether the companies prefer to organize the Assessment Centre by themselves or if they rather approach the supplier, which is usually some personnel agency. There are also some other aspects discussed so it is possible to compare the reliability of all methods used by the companies. This is why question what selection method the companies use the most and why, as well as which method, according to them, guarantees the highest accuracy of choosing the right employee from all the candidates, are included. Of course, the selection process for ordinary employees and the ones in leadership position differs, so the distinctions have been discussed too. Another information to find out were following: how much money the companies are willing to spend on selection of the best candidate; what the average time employment of the ordinary employee and the one in leadership position is; what the most frequent reasons for employees to terminate the employment in the particular company are; and how long it usually takes for the company to select the ordinary employee and the one in the leadership position. The number of employees in a company and the personal experience of managers with Assessment Centre are also important facts which have to be taken into the consideration. As a result of the research, anyone who is interested in problematic of the selection process can get the real picture of how the situation looks like in the Zlín region. Moreover, it is beneficial for the companies to compare the processes in their and another business.

I would like to emphasize that many information provided in this bachelor thesis are outcome of my observations and experience which I gained from Assessment Centres I participated in. The list of them is given in appendix.

I. THEORY

1 WHAT IS AN ASSESSMENT CENTRE

An important goal of human resource management and one of the cornerstones of a well-functioning organization is a proper selection of people. Choosing among the number of candidates should be done by using a method which allows identifying not only the skills but also the ability of people, is able to predict a future job performance and is considered as meaningful and fair by the candidates. Assessment Centre (AC) is considered to be the appropriate method by many experts. Assessment Centre may be used for selection of various positions - managerial, administrative, mercantile, position in the civil service, the army, the police, etc. However, as Vaculík (2010, 12) points out, it is unnecessary to organize AC if the main selection criterion is expertise and experience in the field, or if it is a position which requires no skills crucial for contact with other people.

The term Assessment Centre creates an image of room or building used for the assessment of people (Woodruffe 2007, 2). However, the term refers to the procedure and not necessarily places. AC is a method which aims to assess people for many particular reasons. It combines various model situations and assessment activities. It works on “the principle that no individual method of selection is particularly good and no individual assessor is infallible” (Price 2004, 424).

1.1 Definition

There are four characteristics, which are typical for AC. Participants are observed by the team of assessors. Ratio which works well is one assessor per two participants. AC is a combination of several methods, and overall the whole concept should reflect the simulation of the job, upon which the centre is focused. Several people take part in the same assessment process in the same time (Woodruffe 2007, 5). In AC, the behavioural patterns are observed. By assessing the present behaviour it is possible to predict the future behaviour (Gibbons and Thornton III 2009, 170).

František Hroník (2005, 47) uses the term of “three principles” to describe the characteristics of AC: (a) the principle of multiple eyes; (b) the principle of different point of view; (c) the principle of monitoring changes in the limited time.

The **duration of AC** can be few hours, but in extreme case it can also be few days. However, AC is realized within 1 day the most often. The ideal **number of candidates** to ensure the reliability of this method is between 4 and 12. There is also an appropriate number of assessors, then managers and moderator who coordinates the whole process of AC. At the end of the AC there is a consultation of all assessors, who are supposed to come

up with **collective evaluation**. They give the recommendation to the management of the particular company. Based on the determined competences which are required for the particular position, the team chooses not the best candidate, but the most suitable one (Kyriánová 2003, 8). Assessment Centres “aim to give accurate information about the participants’ current or potential competence...to perform at the target job or job level” (Woodruffe 2007, 2). Very important part of AC is providing participants with the **feedback** as well as giving the feedback to the organizing team as such to realize what was good and what should be improved for the next time (Kyriánová 2003, 8). In particular, there are two aspects which are assessed in AC. As Mikuláščík (2004, 191) claims, the first one is work capability and the second one is psychological capability. Psychological capability is not assessed universally, but it is taken into consideration in terms of high-risk, demanding jobs, jobs which require expert knowledge and usually positions of middle and top management.

Each AC might be slightly different, but it has to correspond with the basic characteristics mentioned above. The AC might be also used for various reasons, which are depicted in chapter 2. However, each AC should be designed in order to meet the organization’s needs. As Thornton (1992, 215) asserts, it is important to keep in mind that AC is quite money-and-time consuming method, so to reduce costs, the precise planning is essential.

1.2 History and development

Surprisingly, the origins of Assessment Centres are connected with army, public service and after that, many years later, it has started to be used in companies. Many publications mention the first case studies which have similar purpose and structure as AC in connection with Caesar and his soldiers, Chinese dynasty Ming and selecting its officers and even the deeds of Greek heroes are compared with the AC (Kyriánová 2003, 9; Hroník 2005, 2-6; Montag 2002, 8). Nevertheless, by following this way there could be found many examples and it would be a long-distance run to try to name them. More relevant is the information of first use of AC as the method which is being known nowadays. The AC was mentioned for the first time in 1938 by American psychologist Henry Murray. He wrote that AC was used in German and British army during the World War II and at the Office of Strategic Services (OSS) in USA (Kyriánová 2003, 9). OSS was the predecessor of the Central Intelligence Agency (CIA) and was established to control espionage activities behind the enemy borders. It cooperated with United States Armed Forces (CIA

2014). Petr Montag claims that AC was used as selective method for the first time in 1958 in Bell Telephone Company (later American Telephone and Telegraph Company). Since that time the AC spread first in USA, later also in Europe, especially in UK, France, Germany and Benelux. Due to the rising number of AC organized by industrial, educational, military and governmental institutions, the participants started to call for the formal regulations but also the ethical rules. The first formal rules and set of guidelines were set up on the third International Congress on Assessment Center Methods, which took place in Quebec in 1975 (Montag 2002, 8). Since that time there have been done many updates of the guidelines and so far there were 37 of International Congresses on Assessment Center Methods all together (Assessment Centers 2014). This event has become the official authority for setting up the guidelines. The participants can learn about the latest assessment methodology research, they can also discuss the technological progress, insights, trends and best practices with other HR professionals. Next Congress will be held in October 23-34, 2014 in Virginia (Assessment Centers 2014).

In particular, the AC in USA or UK occupies quite high position among the selection methods. However, the method is still quite new for the Czech Republic. It does not have a long tradition and companies as well as candidates lack the experience in terms of this method. Regarding to the number of Czech publications dealing with this issue, the options are available in very limited extent. Development of work and organizational psychology in the Czech Republic is associated with Bata Company (Kyriánová 2003, 11). Tomas Bata himself put a strong emphasis on selecting eligible employees for his business. Testing was based on samples of work and the selection process consisted of many methods, which can be compared to the concept of AC. He did not mind spending time and money for selecting the best people for his business. Once he selected the employees, he paid a lot of attention to remaining them in the organization (Tomas Bata 2014). Since that time the human resource management in the Czech Republic came across great development. Nevertheless, the biggest boom in AC is dated to the beginning of 21st century. According to František Hroník (2005, 6), who has written one of the first publications about Assessment Centres in the Czech Republic, the AC is used in the widest extent since the time it was officially designated. Further expansion and development of AC is expected, especially in terms of new particular methods and tools used within AC. It is likely to believe that some parts of AC, which are done face to face now, will be replaced by online technology.

2 PURPOSES OF ASSESSMENT CENTRE

One of the goals of human resource management is to recruit talented, skilled and motivated people into the organization. These people might be found both inside and outside the organization. There are two ways how to attract people's attention. People might become interested in the company itself, or in the particular job offer provided by the company. As Vaculík (2010, 12) states, Assessment Centre can be considered as a tool which transforms the attracted candidates into talented, skilled and motivated employees.

AC might be organized for several purposes. According to the purpose which is chosen by the company, the structure of AC should be adjusted. Moreover, the participants should be told in advance, what the data from AC will serve for. The organizing subject of AC (supplier or company itself) should keep the objective in mind when designing and implementing AC. Purpose of AC shapes the content of simulations, selection and training of assessors, scoring, evaluation and feedback (Guidelines and Ethical Considerations for Assessment Center Operations 2009). It is obvious that purpose of AC influences also the atmosphere during the whole process. As Kyriánová (2003, 16) asserts, there will be significant differences in atmosphere in selection AC, in developmental AC and in AC organized because of the reorganization within the company.

AC is a selection method, however the word *selection* covers several cases. In particular, it might be used for selection of:

- External candidates into organizations
- Internal candidates into supervisory and managerial positions
- Individuals into the pool of potentials who will get a special training and will be developed
- Employees for retention when there is a need of reduction of workforce and reorganization (Gibbons and Thornton III 2009, 169)

2.1 Selection - filling a vacancy

Selection AC which aims to fill a vacancy is the most frequent reason for realization of AC in the Czech Republic. The company can fill a vacancy from internal or external resources. However, nowadays the combination of both is used a lot too (Hroník 2005, 55). In AC where both internal and external candidates are involved, there might be several facts which can influence the final results. First of all, the internal candidates are usually more familiar with the environment and the job issues, because very often they work in the same department just on the lower position. The company has also more of available information

about the internal candidates than about the external ones. This fact may also decrease the objectivity of assessors. What can also happen is that manager feels in advance that he does not want to accept some internal candidate, but he invites him to AC just to show the fair-play attitude. On the other hand, the manager can be also very biased and has the winning candidate in advance, but he organizes AC just to have the opportunity to compare him with other candidates, to make sure that his intention is right. To ensure the objective assessment, the assessors should be aware of this risk and should be well trained (Kyriánová 2003, 17). The following table provides the advantages and disadvantages of selection within internal and external candidates.

Table 1. Recruiting inside and outside the organization

Selection within internal candidates	
Advantages	Disadvantages
Stronger loyalty to the company Lower costs for recruitment Knowledge about the company Knowledge of the colleagues Awareness of own skills/abilities Awareness of salary levels Faster proces of selection Free work place for junior employees Plan of development available Low possibility of fluctuation	Limited number of candidates for selection Limited points of view because he knows how it works only in our company Rivalry among employees which results in possibly bad relationships Fear to say no to the senior employee Internal candidate looks down on the external candidate
Selection within external candidates	
Advantages	Disadvantages
More options during selection New impuls and energy for the company New employee is accepted easily Accurate fullfiling of companys needs New employee can see the ways for improvement in the company	Higher costs for recruitment and education Higher posibility of fluctuation Risk of probationary period No knowledge about the company No knowledge of colleagues It takes longer to find the proper candidate Imagination of higher salary Blocking of promotion of senior employees

Source: Mayerová, Marie, Růžička Jiří. 2000. *Moderní Personální Management*. H&H: Praha.

2.2 Allocation / Promotion / Relocation

The aim of allocation is to put the right people to the right job position. AC provides the company with the candidate's profile of characteristics, abilities and skills. These information are very helpful to decide where to allocate the person whom the company would like to employ. According to Vaculík (2010, 12) this purpose of AC is very often used in connection with graduates, who do not have a lot of experience but can have the potential to succeed at the particular job position.

The promotion and relocation to another job position at different level are related to career development of current employees. Both promotion and relocation support the effective functioning of the organization because it reflects the needs of the company as well as the employee (Vaculík 2010, 12). The employees who have the opportunity for further career development are usually more loyal to the company and remain working for the organization many years. To organize AC might be very useful for the company when it is time to decide who should be promoted or relocated to another job position.

2.3 Creation of individual educational plan / Training

As Vaculík (2010, 13) admits, AC is also very often used for the purpose of personal development of current employees. Diagnostic AC or developmental AC can be applied. The aim of diagnostic AC is to diagnose the present abilities and skills of current employees. The results of diagnostic AC function as input for individual development. In particular, individual educational or developmental plan is created which include the action steps that the employee should go through. Developmental AC is considered to be the next step after diagnostic AC. The aim of developmental AC is to develop concrete abilities and skills which are important to succeed in job position. This AC reminds a practice or training and the aim is rather to educate than to evaluate.

2.4 Creation of a work team

The results of diagnostic AC might be applied when creating new work team or converting the current one. As doctor Belbin asserts, simply gathering a certain number of people with the expectation that they will work as a team is not enough (Belbin 2014). The participant's characteristics, abilities and skills observed in AC ought to serve as the base to assemble a diverse and balanced work team, whose composition should reflect the objectives the team is supposed to achieve (Vaculík 2010, 13).

2.5 Reduction of a workforce

To arrange AC may also help the company when there are changes in structure of the organization. Some job positions may cease to exist and the management has to decide which employees will remain in the company and which have to be dismissed. As Hroník (2005, 56) claims, AC is perceived as fair method, giving everyone the same chance to showcase their skills and abilities. In a situation of reorganization it is considered to be more appropriate tool than for example dismissal on the basis of employee's age or length of work in the company.

Difference between AC and DC

Sometimes, the term Development Centre (DC) can be used instead of developmental Assessment Centre. There is almost no difference in techniques between DC and AC, however there is a difference in purpose. (Gruber and Kyriánová 2006, 121-124). As obvious, the aim of AC is to identify the competencies, and the goal of DC is to develop the competencies. There are internal people (company's employees) involved in DC and it plays very important role in terms of the attitude of the company. A thorough feedback is required for each candidate participated in DC.

Both AC and DC help people to remain employable within the company and can be integrated as part of a learning organization. Both give the participants the opportunity to consider their strengths and weaknesses and build up their development plan (Woodruffe 2007, 30).

Assessment Centres (or Development Centres) provide the company with many options of usage. Despite the fact, the companies very often lack the knowledge about this method and if they use it, they use it mainly for one purpose. However, both AC and DC can be implemented as a helpful tool in all stages of work with people. The following figure indicates the example of integration of the method into the company.

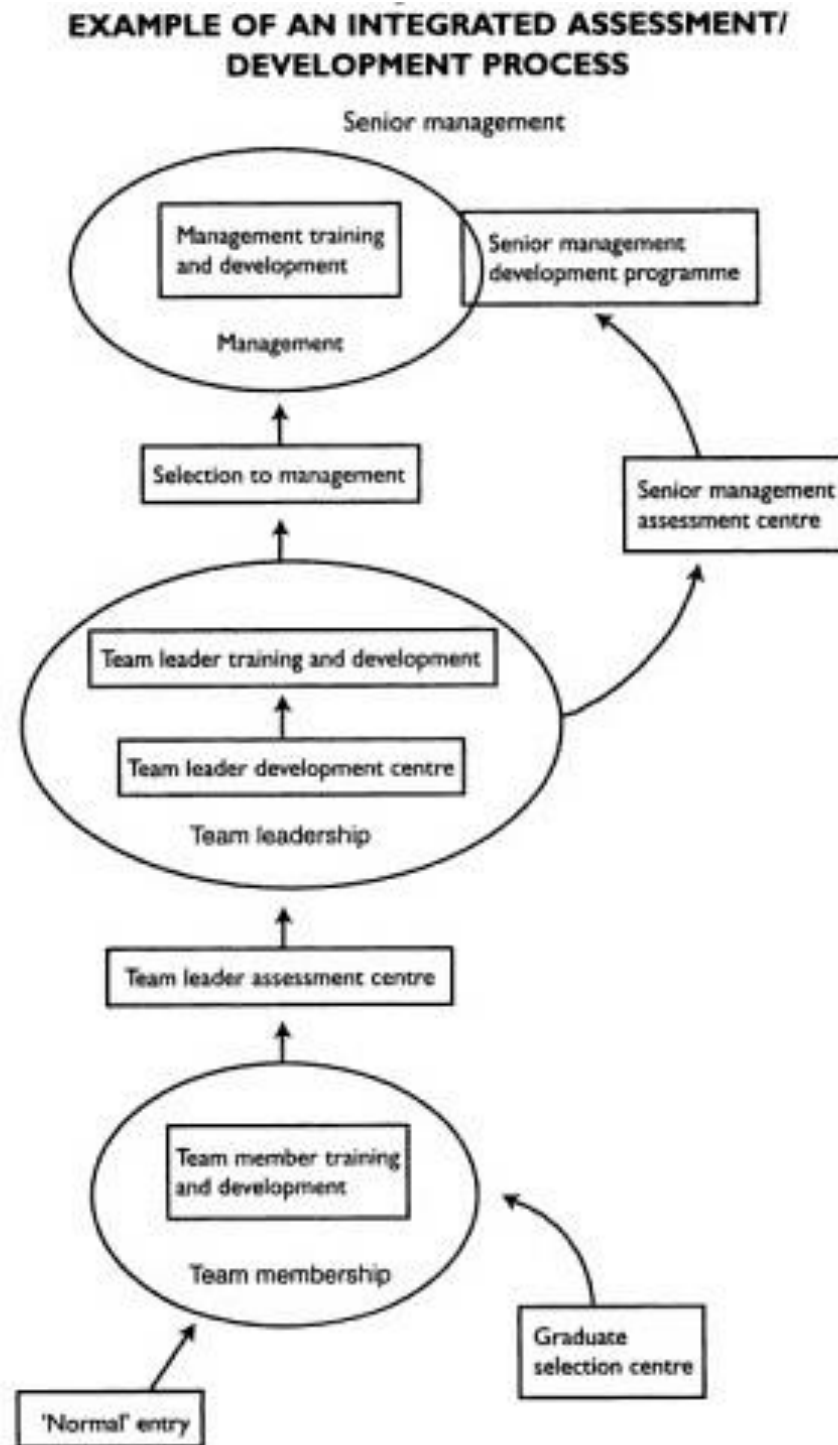


Figure 1. Example of an integrated assessment/development process
 Source: Woodruffe, Charles. 2007. Development and Assessment Centres: Identifying and Developing Competence. London: Human Assets.

3 ROLES OF PARTICIPANTS

The main factors which influence the course and results of AC are the attitudes and roles of people who participate in AC. The roles are contract owner, when organizing external AC, or manager, when organizing internal AC, assessor, assessee and moderator.

3.1 Taskmaster - manager

Contract owner or manager is a person, who chooses his subordinate(s). He is the person, who has absolute right to make the final decision, but he also carries the consequences of his decision. Because of his power it might be very tough proposition to cooperate with (Kyriánová 2003, 51). An essential difference is between a person, who already has any kind of experience with AC and is helpful during the process, and a person, who has never experienced any AC, has unrealistic ideas and expectations and complicates the process.

3.2 Assessor

According to Guidelines and Ethical Considerations for Assessment Center Operations (2009), assessor is “an individual trained to observe, record, classify and make reliable judgements about the behaviours of assessee.” When selecting assessors, the company should “strive for diversity both in terms of demographics (race, ethnicity, sex, age) and experience (organizational level, functional work area, managers, psychologists, etc.)” A participant’s current supervisor should not be involved in his direct assessment when the data will be used for selection or promotion. It is important to take into consideration the various backgrounds of assessors, such as “previous knowledge or experience with similar assessment techniques, type of assessor (psychologist vs. manager), knowledge of the organization and the target job position and the frequency of assessor participation” during AC. As overwhelming majority of HR specialist assert, the quality of the results from AC is dependent on the quality of assessors. This indicates that to select professional assessors is a key to success.

3.3 Assessee

Assessee is “an individual whose competences are measured by an Assessment Centre” (Guidelines and Ethical Considerations for Assessment Center Operations 2009). Attitude of a candidate is based on previous experience or information obtained, on the level of self-esteem in the labour market and in general, on the extent of interest in the position, etc. There is a different attitude of candidate who has not succeeded in previous ACs or has

some negative experience in terms of AC, and the candidate who has a positive experience with AC and has the tendency to feel that he is in advantage (Kyriánová 2003, 54).

3.4 Moderator

Kyriánová (2003, 50) describes a moderator as a person, who leads and coordinates the realization part of AC. He starts the AC with introduction, he enter the instructions for majority of model situations, controls the time, communicates possible changes of the program, announces the breaks, answers the candidates' questions, etc. Due to demanding character of his role he is less able to evaluate individual candidates. However, he can participate in the evaluation phase and contribute with his observations to the final discussion.

4 STRUCTURE OF ASSESSMENT CENTRE

According to Petr Montag (2002, 39), each AC should consist of 6 stages; decision-making phase, preparatory phase, realization phase, evaluation phase, feedback phase and implementation of obtained information into the practical form.

4.1 Decision-making phase

First of all the company has to decide whether it is beneficial for it to organize AC or not. In this phase it should be defined what exactly the company wants to find out. In some cases the company can achieve the same effect in easier and cheaper way by using different or similar method for selection of employees. The company should also take into the consideration if it has enough resources for realization, mainly time and money. The most crucial and usually the most difficult point is to get the support of the senior management and their permission to realize this time-and-money demanding selection procedure (Montag 2002, 40).

4.2 Preparatory phase

Preparatory phase is considered to be the most important phase of the whole process. The criteria for setting up the profile of a candidate the company wants to employ should be based on the answers to these questions:

- Who do we envision for the position? What should the employee know? What qualities and skills should the new employee have?
- What will be his/her job description? What will he/she be responsible for?
- How do we recognize that the employee is successful in his work? How should he/she contribute to the company?
- Will he/she work in the team or alone? How will the team look like? What will be his/her role in the team? What kind of person would fit to the existing team?
(Kyriánová 2003, 21)

For Assessment Centre to fulfil its purpose a thorough job analysis based on the job description must be conducted. According to the job analysis the key competences required for particular job position must be defined (Holmes and Vanlandingham 2012, 87). The defined competencies to be assessed influence the content of assessment exercises (Gibbons and Thornton III 2009, 170). Competencies can be divided into following categories:

Table 2. Competency overview

Problem solving	Problem solving
	Information Seeking
	Creativity
Approach to work	Planning and organizing
	Adaptability
	Stress Tolerance
	Consciousness
	Motivation
Communication	Oral Communication
	Written Communication
	Listening
	Persuasiveness
Relationships	Relationships/Interpersonal skills
	Leadership
	Team Work
	Conflict Management

Source: Vaculík, Martin. 2010. Assessment Centrum: Psychologie ve výběru a rozvoji lidí. NC Publishing: Brno.

Within preparatory phase it is also necessary to calculate the costs, prepare a timetable and define the critical points and possible risks. Assessment techniques are chosen and assessors are selected and trained. Ideal evaluation team is composed of both internal and external assessors. Assessors should go through all the different scenarios in advance and should be warned about the most common observational and rating errors that can occur in the particular simulation (Montag 2002, 40). The company has to also decide whether to realize AC with own resources or whether to pay the supplier/external company which will provide them with the service (Kyriánová 2003, 15).

4.2.1 Organizing by supplier or company itself?

As written in Human Resource Management magazine (9/2013), economic crisis has led to the fact that companies started to reduce use of services provided by personnel agencies already since the year 2008. For some of the positions the alternative solution could be found, but for the higher managerial positions and for positions which require very specific knowledge and skills of the candidates, the solution leading to the success was very sporadic. Some of the enlightened companies started lately to come back and look for the help of the personnel agencies and discontinued practicing false economy and some of the enlightened personnel agencies adapted to the situation of the market by changes in the structure of their supply.

Zuzana Fibichová, who is a director of strategic development of HR in Česká spořitelna, describes the influence of the crisis in HR Forum (5/2013). She said that in the year 2012 they completely stopped the realization of AC from suppliers. The number of personnel agencies they worked with they have reduced by two thirds and they have also significantly cut down the additional services of job advertising websites. How did they replace the external services? AC is organized with internal resources, they choose from internal candidates or they approach external candidates based on the recommendation of current employees, they search the profiles at LinkedIn and just in exceptional cases they go for help to personnel agencies (HR Forum 5/2013). This may seem of course like good solution if the company needs to reduce the cost on recruitment of new employees. On the other hand, it is necessary to take into account the threats the company may succumb when choosing the employees itself and only from its own resources. The threat could be prejudice and subjective evaluation, because the company knows the candidates, their strengths and weaknesses.

4.3 Realization phase

Paradoxically, realization phase is the shortest part of the whole process (Montag 2002, 43). Realization phase consists of assessment techniques which can be also called simulations or model situations. Model situation is every situation, when candidate not only think about how he would act or behave in particular situation but he acts and behaves in simulated conditions which are very close to the reality (Vaculík 2010, 89). Assessment Centres designers should be careful that the exercises do no favour certain candidate because of their race, age, sex, ethnic, etc. (Guidelines and Ethical Considerations for Assessment Center Operations 2009).

These techniques are the most frequently used as part of AC:

- **Group discussion**

It is possible to observe the behavioural patterns when working with higher number of people, moreover, this model situation provides assessors with unique information about behaviour of candidates when all of them are on the same level (there is no leader of the discussion assigned), and all of them have the same conditions (assignment, time, etc.). It is considered as irreplaceable part of AC (Vaculík 2010, 75). In group discussion it is possible to identify characteristics such as activity - passivity, dominance - submissiveness, ability to defend personal

opinion, ability to listen, communication skills, empathy, effort to cooperate, ambition to solve the problem, etc. (Montag 2002, 31).

- **Individual presentation**

The presentation can be done in front of the assessors or in front of all participants. As depicted for example at Assessment Day website (2014), the fact how convincing the candidate is when giving some information is evaluated as well as the ability to explain and defend candidate's opinion, resistance to stress, communication skills, the level of expressing the ideas, improvisation, etc.

- **Individual or group problem solving**

It is possible to observe behavioural patterns of participants when solving the problem or situation, which is very likely to be close to the conditions at existing or future workplace (Montag 2002, 33).

- **Managing the meeting/conference**

Specific case of regulated group discussion with role plays, when one of the participants has the role of moderator (Montag 2002, 33).

- **In-tray (in-basket) exercise**

The aim is to sort out and put in order all tasks, which might appear in "mail box" during the day, such as notes, requests, letters, messages, announcements, meetings, contracts, etc. (Vaculík 2010, 82). In addition to appropriateness and adequacy of decisions it is also possible to evaluate stress resistance, mainly because of the limited time, ability to make decisions, ability to set priorities, organizational skill, self-time management, etc. (Montag 2002, 34). In many companies the in-tray exercise is followed by interview with assessor where the candidate is asked to justify his decisions (Howard 1974, 117).

- **Role play**

The interview simulations provide with the opportunity to simulate concrete work conditions and issues, which is their biggest advantage (Vaculík 2010, 78). The candidate solves the situation with assessor in the role play and each of them represent different role; superior – inferior, businessman – customer, etc. (Montag 2002, 34). The development of the interview simulation is dependent on the experience and knowledge of the assessor, who leads the conversation (Vaculík 2010, 79). The interview simulation can be held also by telephone, which

significantly complicates the situation for assessee – more emphasis is put on his communication skills (Montag 2002, 34).

- **Fact finding**

As Edenborough (2007, 153) indicates, it can be an individual or group task, the goal is to get the necessary information important for solving the particular problem. Mainly the ability to find or deduce the needed information and the ability to distinguish the important information from unimportant is evaluated.

- **Managerial games**

There are many situations which can be simulated within the managerial games. As Montag (2002, 35) or Howard (1974, 118) summarize, the ability to make decision, act under the stress, team work, ability to listen the opinions of others, standing up for own ideas, conviction the rest of the team about correctness of the candidate's opinion – the ability to get everyone on the same boat, reasoning and communication skills are evaluated.

- **Case studies**

It is usually the individual exercise, when assessee gets a written assignment and is supposed to propose a solution for the issue (Edenborough 2007, 149). Oxford University Careers Service (2012) points out that the matter itself many not be important and very often there is not one obvious answer. Assessors rather evaluate the ability to analyse information, to think clearly and logically, to work under time pressure and expressing assessee's judgement on paper or verbally.

- **Interview**

Takes places usually at the end of the whole AC. Its purpose is to find out or complete the missing knowledge about the candidates especially in terms of their interests, attitudes, motivation and self-reflection.

- **Self-assessment and assessment within all candidates**

In terms of self-assessment the assessors observe the self-reflection, review of own performance, ability to admit strengths and weaknesses. As part of assessment of other candidates the assessors observe the ability to give and receive feedback, the ability to objectively evaluate and compare all other candidates, the ability to define their strengths and weaknesses (Montag 2002, 37).

- **Psychodiagnostic (psychometric) testing**

Price (2004, 411) explains that the term psychometric means “measurement of the mind”. The aim is to measure psychological characteristics such as personality, career interests, motivation, competences and intellectual abilities. They used to be in form of pen and paper multiple-choice questionnaires, however, with modern times the online form appears more frequently.

According to author’s experience as assessor in AC organized by company XYZ, the example of AC structure is provided:

Position: team leader

Company: XYZ

Competences required: results orientation, teamwork, organizational skills, communication skills, ability to express himself, managing priorities, multitasking

Timetable:

Table 3. AC organized by company XYZ

Introduction – company, structure of AC	5 minutes
Icebreak / Individual presentations	35 minutes
Group discussions / Group presentations	40 minutes
Individual problem solving	30 minutes
Break	
Sorting of incoming mail / Individual priorities	15 minutes
Sorting of incoming mail / Group discussion	10 minutes
Role play (candidate - assessors)	25 minutes
Group problem solving	30 minutes
Self-assessment	10 minutes
Assessment of other candidates within each other	15 minutes
Feedback	
Expected time	4 hours

Source: Material of a company which wishes to remain anonymous.

Although the modern society provides us with technologies which, as might seem, can simplify and speed up the process of AC, the HR specialists stick to the traditional face to face techniques. As Vaculík (2010, 89) claims, the interaction between individuals is hardly replaceable with interaction between person and computer. People need to communicate with other people in everyday life, no matter in what extent they use the technologies to make their life easier. Interpersonal skills are very important element for success not only in terms of job.

4.4 Evaluation phase

Evaluation of AC may take few hours but very often several days, depending on how detailed data should be analysed. First of all, the opinions of assessors on individual candidate in particular technique have to be unified. Then follows the comparison of candidates with the ideal profile and finally the candidates are compared with each other (Montag 2002, 44). There is a final report written as the output of AC, which specifies candidates' strengths, weaknesses, developmental needs and assessors' recommendations (Howard 1974, 120). According to author's personal experience, the examples of evaluation sheet are provided. The assessors were supposed to assign the points in scale from 1 to 4: 1 = below average; 2 = average; 3 = above average; 4 = excellent

Table 4. Evaluation sheet, example of variant A

Candidate	A	B	C	D	E	F
	Individual presentation					
Expression (curiosity, the ability to attract, creativity)						
Tempo/voice (nervousness, speed, vagueness)						
Relevance of the information						
Ability to control the time and take advantage of it						
Total rate						

Source: Material of a company which wishes to remain anonymous.

Table 5. Evaluation sheet, example of variant B

Group problem solving						
Candidate	Team work	Self-assertion	Negotiation skills	Creativity	Total rate	Notes
A						
B						
C						
D						
E						
F						

Source: Material of a company which wishes to remain anonymous.

4.5 Feedback phase

Feedback should be delivered by a specialist (a psychologist is preferred). First part of the feedback is usually given already during the interview which takes place in the final part of AC. Another feedback is provided to the participants after the evaluation and processing of the results. Regarding developmental AC, proper feedback is a necessary tool to make participants realize their strengths and weaknesses and to set up a plan for future development. Assessment Centre is supposed to be a tool for both personal and carrier development, so the results and recommendation should be discussed with each candidate individually. On the other hand, in selection AC the feedback is not required that much. Assesseees can ask for information regarding the final decision but the feedback is not usually as extensive as in terms of developmental AC (Taylor 2007, 75). At the end of AC it is useful for the company to ask for oral or written feedback from both assesses and assessors (Sponton and Write 2009, 103).

4.6 Implementation of results into practice

This part is often overlooked or underestimated, although it has a great importance. Hroník (2005, 278-282) summarizes that regarding selection AC, the implementation of results is very simple. The organizing team creates an output where participants are put into order and the decision about acceptance or rejection is given. Implementation of the results of developmental AC is a condition that must be fulfilled so that AC was not organized pointlessly. For each AC a final report have to be designed. It should contain the recommendations for both participants and company.

5 COMPARISON OF ASSESSMENT CENTRES WITH OTHER SIMILAR METHODS

First of all it is necessary to admit, that to compare the AC with other methods is quite complicated, because AC is a combination of many particular methods and there are almost no limits for the companies to compile the AC based on their needs. This means that each AC is most likely to be a little bit different. Martin Vaculík (2010, 17) compares in his book 4 methods which are considered by him as the most similar to the concept of AC. He focuses especially on the type of information which is possible to acquire by using them and also on the ways of acquiring them. The methods are:

- Multi-source feedback
- Interview
- Individual assessment
- Psychodiagnostics

1. **Multi-source feedback** – information are acquired from many different sources, which are usually people, who are in touch with the assessed person. It might be for example superior or inferior employees, colleagues or customers. One of the sources can be also the self-assessment of the particular employee.

Similar features to AC: More people are involved in the assessment.

Different features from AC: The results in AC are discussed by all assessors and it is the outcome of their collective work, however the results from the multi-source feedback are independent of the assessments of other assessors. Time of finalizing the results from AC is usually only few hours, whereas in multi-source feedback the past experience is evaluated and the length of the period since something happened can play very important role in exactness of the information. In AC the assessors are focused on the behavioural features in the particular moment and they write down everything immediately, whereas in multi-source feedback the assessors have to remember and recall the experience so they are able to evaluate it. In AC the assessors are supposed to be trained so they know what and how to evaluate, whereas in multi-sources feedback the assessors do not have any education connected to it. In AC the content of the assessment method can be adjusted to the situation so it fulfils the needs of assessors – what has to be found out, whereas this option is not possible in multi-source feedback. In AC the assessors can evaluate the potential of the candidate, whereas in multi-source feedback they can evaluate only his performance. In multi-source feedback all people

involved in assessment have a close relationship to the person who is evaluated; this is usually not the case of AC.

2. **Interview** – is commonly used for evaluation of people and, as well as AC, can be used for selection of employees, assessment of their performance or for their development. Very often the interview is part of AC.

Similar features to AC: The interview follows the rules, structure and content which is set up in advance as well as in case of AC. The assessors write down the notes during the interview and AC. More assessors might be used for both methods. The answers can be marked according to behaviourally anchored scales. The criteria for evaluation and desired competences can be set based on the job description.

Different features from AC: In the situational interview or the behavioural event interview the assessors can predict the future behaviour based on the person's intention, whereas in AC the future behaviour can be predicted based on the present behaviour. In AC the participant has to act and the behavioural patterns can be observed, whereas in interview he thinks about how he did or would act – it means there is no certainty that what he says correspond to the reality. In AC the participants usually do not know what exactly is evaluated and what behaviour is desired in each case study, whereas in interview the candidate might be able to guess what answer is socially desired to be heard so he can influence statements and not say the truth.

3. **Individual assessment** – it is a psychological screening, where one candidate is evaluated by one assessor. The assessor plays very important role in final interpretation of the results. The results depend on the ability to acquire and interpret the information and also on his experience.

Similar features to AC: More methods can be used to acquire the information both in AC and in individual assessment.

Different features from AC: The evaluation of the participant in individual assessment is not based on acquiring of the behavioural patterns, but rather on the diagnostics of personal qualities, cognitive abilities and experience. The different number of the assessors influences the reliability of the results.

4. **Psychodiagnostics** – the base of using the psychodiagnostic methods is an idea, that to be able to predict the employee's success in his work there is need to determine the particular personal characteristics or cognitive abilities. It means that psychodiagnostic methods consist of personality tests or tests of cognitive abilities.

Similar features to AC: Both methods work with competences required for the specific job description.

Different features from AC: Psychodiagnostic methods measure personal characteristics or skills but they do not apply them in concrete situations whereas AC creates ideal conditions to observe if the particular personal characteristics and skills are applied in candidate's behaviour. If using psychodiagnostic methods, the candidate assess himself based on his experience and his intention, whereas in AC the assessors have the ability to assess the obvious reality. The psychodiagnostic tests are based on solving the abstract situations whereas in AC the candidates have to solve the real situations.

As Michael Armstrong (2003, 415) claims, "it has been demonstrated again and again that interviews are an inefficient method of predicting success in a job." He supports this argument with the fact that only less than 10% of interviewees respond honestly in conventional interviews. However, the majority of the companies consider the interview as the main method when selecting new employees anyway (Price, 2004. 415). The following figure indicates how much we can rely on methods in term of prediction. Although every research came up with slightly different results, almost all of them put Assessment Centres and work sample tests and ability tests in to the top position.

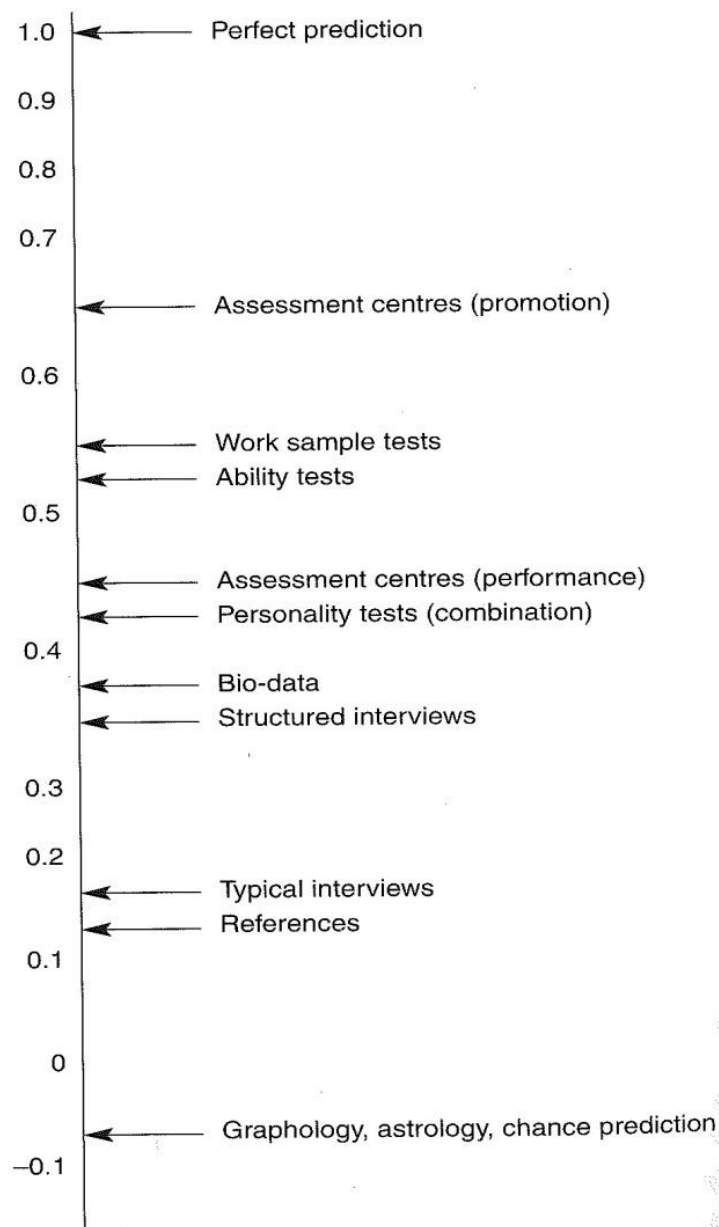


Figure 2. Accuracy of some methods of selection

Source: Armstrong, Michael. 2003. *A Handbook of Human Resource Management Practice*. London: Kogan Page.

As far as this analysis is concerned, it may seem that AC provide the assessors with many options and advantages, which other methods, even they have some similar features, do not enable. As Sponton and Wright assert (2009, 8), “well-designed, well-managed AC is one of the fairest, most accurate and objective ways to predict likelihood of someone’s success.” Nevertheless, AC does not have only pros, but also many cons. The following chapter deals with both.

6 ADVANTAGES AND DISADVANTAGES OF ASSESSMENT CENTRE

It is very important to mention and consider both advantages and disadvantages of this method because it probably plays very important role for the company when it is time to decide, whether to use AC or not. In the theoretical part the point of view of many authors is given, however in the part of analysis the point of view of managers from 15 concrete companies from the Zlín region is provided.

6.1 Advantages

František Hroník (2005, 64) considers as the most important advantages following facts. AC provides with more points of view through more eyes during longer and continuous period of time. AC is the most flexible method available so far. All participants benefits from AC thanks to the feedback from assessors (even those who are not chosen for the position usually feel enriched).

Jiří Stýblo (1994, 94) highlights that the concrete performance and behavioural patterns are assessed, not the personality in general. It simulates similar or even the real situations from professional experience, according to particular job description. More assessors ensure the objectivity. The model situations can be adjusted to the most of the job descriptions. It is possible to combine more methods based on needs. All participants are assessed in the same moment and in the same situation. Assessors are fair-play towards all the participants, because to be able to compare all of them, they should give them the same opportunities.

Martin Vaculík (2010, 21) adds also following arguments. The prediction of future behaviour is based on the present behaviour. AC usually takes more hours or sometime even days so the assessors can benefit from the factor of time; it means after few hours the participants are almost not able to pretend anymore and the assessors can reveal their real behavioural patterns. In AC the participants usually do not know what exactly is evaluated and what behaviour is desired in each case study so it prevents them from intentional pretending. AC is usually considered as meaningful and fair method among participants. If once we train the internal assessors, it decreases the costs because we do not need to pay for external consultancy; moreover, it develops our employees themselves. It is possible to evaluate abilities and potential not depended on experience.

Petr Montag (2002, 39) provides also with one point of view which has not been mentioned so far, and it is that AC is very fashionable nowadays and it makes the company to look more professional in terms of selection process.

Oxford University Careers Service (2012) consider as the biggest added value of AC the fact, that it gives assessors the opportunity to see what candidates can do, rather than what they say they can do, in a variety of situations.

6.2 Disadvantages

Almost in all sources available there can be found two the most important disadvantages which are the biggest obstacles in realization of the Assessment Centre:

- High costs for the whole process
- Time demands – long preparation, long realization, long evaluation

As Martin Vaculík (2010, 21) claims, AC is a complicated process which requires many resources, such as time, people, money and place. Moreover, very qualified and important staff is usually involved in AC, and their time spent on AC makes it even more expensive. František Hroník (2005, 65) asserts that it is kind of vicious circle, because only rich companies can afford to realize proper AC, but actually they are rich because of well selected and motivated people who work in the company. The management of the company also should not ask how much it will cost but rather how much it will bring and when the expenses will be returned.

Some other disadvantages might be that the number of participants in AC is limited (to make an efficient AC we have to stick to the number of maximum 12 participants), in comparison with number of people who can make the online psycho-diagnostic questionnaire in the same time it may seem that it is not very efficient. The quality of assessment is directly dependent on the quality of assessors (to train really skilled assessors is a long time process). It is almost impossible to determine the validity of AC as such, because there are many various AC and we can only talk about validity of the particular AC in some company. It is natural for people to have the sympathy or prejudice towards other people and it is impossible to ensure unbiasedness of the assessors. In multicultural companies it might be difficult to create the AC which does not discriminate any of the participants (Vaculík 2010, 22). For some positions which require specific hard skills there might not be enough applicants so realization of AC in such a case is almost impossible (Kyriánová 2003, 14). The company might become interested in organizing AC but the

success of this method can fail because of their lack of knowledge and experience. Alan Price (2004, 427) considers a program design, selection and training of assessors and effective follow-up action as the most difficult but most crucial parts of AC.

In conclusion, for realization of AC the company should have enough:

- Participants
- Assessors
- Time
- Money
- Skills

All of the advantages and disadvantages mentioned above are the result of long term researches by many specialists in Human Resource branch. However, each company has own arguments for and against realization of AC.

As Raiffeisenbank wrote in the article of Human Resource Management magazine number 5 issued on September 2012, they have started to use the Assessment Centre in 2007 and since that time they decided to continue with it for many reasons. The positions for which they use this selection method the most are bankers and consultants, business people of all segments, operators of call centre, business managers as well as ordinary employees. They use it not only because they consider it as the most quality and effective method, but also because they want to make a good impression about the company to all participants. They suggest that all participants have a positive attitude to the company after they experience the Assessment Centre during selection process even if they do not succeed. They also admit that very important factor to realize Assessment Centre is to have enough candidates in the particular moment, that is why very rarely can this method be used while recruiting specialists or experts in the field. They organize the Assessment Centres by themselves, never by supplier, because they believe that it enables them to have the full control over the whole process. However, they believe that to make a successful Assessment Centre it is crucial to state exactly who they need, define the competences required for the position and during the Assessment Centre verify these competences in two case studies at least – one is not enough.

However, using Assessment Centre does not mean that you did the maximum and that you chose the best candidate. As managers from Raiffeisenbank claim, what proved to be useful for them the best is giving the most suitable candidates the opportunity to get to

know the environment of the company and also the possible colleagues, to talk with them about the job and business and the corporate culture, because in such a natural situation both sides find out the best, if that is *the winning ticket*. Eventually, as the representative of Raiffeisenbank admits, it is much better to find it out in this phase than few weeks after the commencement. If they like someone in AC but cannot offer him a job at the moment, they try to set up cooperation in different way or retain all the information about the candidate and contact him as soon as they have another job position opened (HRM 9/2012). However, this is just one of many points of view towards the AC. More complex picture will be provided in the part of analysis.

II. ANALYSIS

7 OBJECTIVE OF THE ANALYSIS

The objective of the analysis was to find out whether Assessment Centre is used in practice by companies and if yes or no then why; what the attitudes of the managers or the people responsible for the selection process in their company towards Assessment Centre are; if the respondents have any personal experience with Assessment Centre or not; for what purposes they use or would use this method; what they consider as the advantages and the disadvantages of it; whether the companies prefer to organize the Assessment Centre by themselves or if they rather approach a supplier; what selection methods the companies use the most and why; what method, according to them, guarantees the highest certainty of choosing the right employee from all the candidates; how much money the companies are willing to spend on selection of the best candidate; how the selection process for ordinary employees and the ones in a leadership position differs; how long it usually takes for the company to select the ordinary employee and the one in a leadership position; what the average time of employment of the ordinary employee and the one in a leadership position is; what the most frequent reasons for employees to terminate the employment in the particular company are; and what the current number of employees is.

The questions were focused mainly on problematic of AC, however the questions about other methods were asked as well in order to make a comparison of the methods. There were also several questions which are related to some Human Resource processes or issues, because the output can help to understand companies' attitudes towards AC.

7.1 Methodology

The research is qualitative and only the primary data from companies have been analyzed. The companies for the research were chosen after discussion with branch manager of personnel agency Grafton Recruitment in Zlín. At least one company from each field of industry which is crucial for the Zlín region was involved. First of all, the author approached the companies via phone and arranged a personal meeting with them. The author asked respondents the questions according to the questionnaire and they discussed about the situation in the company. Three companies were not able to set up a meeting so the questionnaire was filled online. The questionnaire can be found in the appendix.

8 DESCRIPTION OF COMPANIES INVOLVED IN RESEARCH

The research has been made within the 15 companies from the Zlín region. The Zlín region is according to its expanse of 3 963 square kilometres the fourth smallest region of the Czech Republic. It is comprised of 305 municipalities, 30 of them are cities. By 31 December 2013 it had 586 299 inhabitants which is about 0.2 % less than in the previous year. Population density 148 people/km² is significantly above the national average (130 people/km² by August 2013). The highest density of population is in the district Zlín (186 people/km²) and lowest is in the district Vsetín (127 people/km²). The number of economic subjects was 138 197 by 31 December 2013 (CZSO 2013). The most fundamental value for Zlín region have the economic entities of plastic and rubber-making industry, chemical industry, engineering industry, shoemaking and leather industry, IT and electro technical industry, civil engineering and food industry (Katalog Firem Zlínského Kraje 2014). The selection of the companies responds to the character of the Zlín region. The brief information about each company is provided in the following part, however the results of the research itself do not mention any concrete data from the particular companies to ensure the security of the internal information.

8.1 Plastic and rubber-making industry

8.1.1 BARUM CONTINENTAL

Number of employees: 4400

Core business activities: production and distribution of summer and winter tyres for passenger, freight cars of premium brand Continental and brands Uniroyal, Semperit, Barum, tyres for motorcycles and bicycles

Place of business: Otrokovice (Continental Corporation 2014)

8.1.2 SPUR

Number of employees: 215

Core business activities: production of specific plastic products, such as: plastic pipelines, sheets and profiles, tubes and accessories, polyethylene expanded insulation, retro reflective materials, packaging materials made out of PE foam, bubble film, EPE protective profiles and edges, extruded corrugated sheets - polypropylene, electro spinning production line for nanofiber preparation, filtration materials with nanostructures, transparent GPPS sheets, floor protection mat and attachable adhesive foils

Place of business: Zlín (Spur 2014)

8.1.3 FATRA

Number of employees: 1040

Core business activities: production of plastics (PVC, PE, PP and PET). The concrete portfolio includes: PVC and vinyl floor coverings, waterproofing membranes, PVC foils, PVC granulate, extruded profiles, welded products, breathable films and laminates, BOPET - biaxial-oriented films and laminates, foils and boards from PE, PET and EVA, injection moulding, injected products, thermoformed packaging and cooling filling boards

Place of business: Napajedla (Fatra 2014)

8.1.4 DUPONT

Number of employees: 44 + 14 external

Core business activities: production of safety PVB by recycling, which is used in the manufacture of safety glass laminates, especially in the automotive and construction industries

Place of business: Holešov (DuPont 2014)

8.1.5 MITAS

Number of employees: 3425

Core business activities: production of agricultural tyres, production of wide range of Mitas-branded industrial and motorcycle tyres

Place of business: Zlín, Otrokovice, Prague (Mitas Tyres 2014)

8.2 Chemical industry

8.2.1 CS CABOT

Number of employees: 102

Core business activities: production and distribution of carbon black for production of tyres and industrial rubber

Place of business: Valašské Meziříčí (Cabot 2014)

8.3 Engineering industry

8.3.1 TAJMAC-ZPS

Number of employees: 652

Core business activities: development, production and distribution of the machine tools, the production line consists of vertical, horizontal and multi-functional machining centres, multi spindle automatic lathes and CNC sliding headstock machines

Place of business: Malenovice (Tajmac-ZPS 2014)

8.3.2 ČESKÁ ZBROJOVKA

Number of employees: 1672

Core business activities: operating in the precision mechanical engineering field in the following branches: weapons for armed military and police units, as well as for hunting and sporting purposes, components, parts and assemblies for the aircraft and motor industries, special tooling for machine production

Place of business: Uherský Brod (CZUB 2014)

8.3.3 LAPP KABEL

Number of employees: 200

Core business activities: production of industrial cables (control, connection, data cables, fibre-optic cables), connectors, protection hoses, cable outlets, power chains, cable labelling systems

Place of business: Otrokovice (LAPPGROUP 2014)

8.4 Shoe-making and leather industry

8.4.1 BAŤA

Number of employees: 897

Core business activities: production and distribution of shoes and accessories

Place of business: Zlín (Bata 2014)

8.5 IT and electro technical industry

8.5.1 EDHOUSE

Number of employees: 35

Core business activities: IT and software services: custom-made software development, outsourcing of development capacities, software solution implantation and support, 24x7x365 monitoring centre, software architecture, analyses and consultations, iPFaces - mobile application framework

Place of business: Zlín (Edhouse 2014)

8.5.2 COMINFO

Number of employees: 120

Core business activities: supplier of identification systems, non-contact chip technologies, attendance record keeping, access control, catering systems, cashless payment systems, dispatch systems, product identification, identification card reader, entrance turnstiles and gates

Place of business: Zlín (Cominfo 2014)

8.6 Civil engineering

8.6.1 CENTROPROJEKT

Number of employees: 119

Core business activities: comprehensive services including site surveys, studies, multi-staged design documents through planner's supervision during the construction period and engineering services to turn-key project deliveries for industrial and energy sectors, residential and commercial facilities, water and effluent systems as well as water parks, pools and pool water systems

Place of business: Zlín (Centroprojekt 2014)

8.6.2 POZIMOS

Number of employees: 90

Core business activities: business in the field of civil engineering, focusing in particular on the implementation of general contracting and construction work

Place of business: Zlín (Pozimos 2014)

8.7 Food industry

8.7.1 RUDOLF JELÍNEK

Number of employees: 108

Core business activities: production and distribution of alcoholic beverages, mainly distilled liquors (several combinations of plum brandy, but also pear, apricot, cherry, apple brandy and kosher liquors)

Place of business: Vizovice (R. Jelínek 2014)

9 RESULTS OF THE RESEARCH

The research has been divided into individual parts. Each part answers the question which was set up as the objective of the analysis at the beginning. Each part except strengths and weaknesses consists of graph and commentary.

Usage of AC

The first question which was asked within the research was the easiest one to answer but regarding the meaning it is crucial.

Do you use AC in your company?

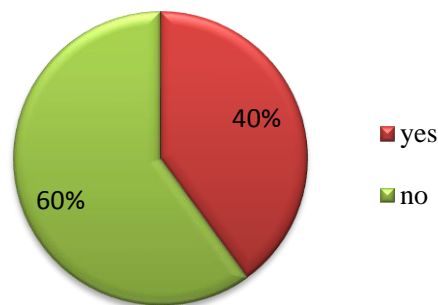


Figure 3. Usage of AC

Source: Author's own data processing.

The research has revealed that majority of the companies which were approached do not use AC for any purpose in their organization. To be precise, 6 companies do and 9 do not use AC. The facts which influence these numbers are given in the following part.

The respondents consider the practical verification of real abilities in recruitment as the main advantage. Moreover, AC allows them to identify and observe the key competencies. Some companies use AC when selecting people to leadership positions or for individual career development of particular employees. Some companies think that AC is good way how to select business people and managers or how to evaluate current employees. One company also uses AC for selection of graduates, because even though they do not have a lot of practical experience, they may show abilities eligible for some job positions.

The most frequent obstacle for the company is time and financial demanding character of the method. Another argument was that the company uses psychodiagnostics and thinks that it is a good way how to substitute AC. Other companies support their statement with the fact that there is already an existing system of recruitment which functions well, that

they have never done AC so far, so probably there is no need to implement it now. Some of them admit that they simply did not know about this method. Very frequent argument was that the respondents do not have any experience with AC and were not sure whether it would work in their company. In two cases the companies said that there is no HR department at all, or very few people working in HR department, so they do not have anyone to deal with it. They would have to hire some external people who would be able to organize AC and it does not seem beneficial to them. The last problem is that more than half of the employees are manual workers so the practice is preferred over behaviour. Moreover, majority of the companies recruit from internal resources when selecting people to leadership positions and they do not consider AC as proper method for that. As was written in theoretical part, AC is quite new method for our country and many people still lack the experience and knowledge about it. Although ACs are spreading among the companies in the Czech Republic, the extent of use is still not that wide as in UK and USA. According to one research (Assessment Centre HQ 2014), “68% of employers in the UK and 72% in the USA now use some form of Assessment Centre as part of their recruitment/promotion process.” This is not applied to our country.

Personal experience of respondents with AC

This fact was also taken into consideration within the research because the author believes that there is a connection between kind of experience the respondents have and the utilization rate of AC in the companies.

Do you personally have any experience with AC?

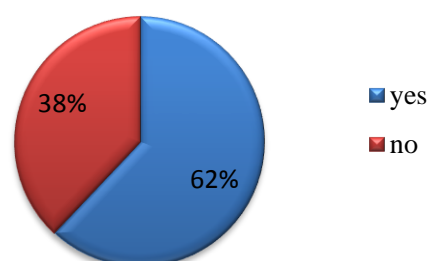


Figure 4. Personal experience of respondents with AC

Source: Author's own data processing.

The majority of the respondents who answered yes, went through AC both in role of assessee and assessor. The rest of them have at least experience as assessee from the time

they were applying for some job in their life. 38% of the respondents have never got any opportunity to experience AC in any role. It is appropriate to highlight the fact that those respondents who do not have any personal experience with AC are in most cases the representatives of companies where AC is not used. It is obvious that personal experience is very often the factor which influences the managers' attitude towards the method. As a matter of interest, according to one research (Assessment centre HQ 2014), "an average corporate employee in the UK will attend 3 assessment centres during their career."

Purposes of using AC

As was mentioned in chapter 2, AC might be used for various purposes, such as selection, promotion (or allocation/relocation), training or creating individual education plan, creation of work team and reduction of workforce. The following figure indicates what purposes the companies consider as meaningful for them.

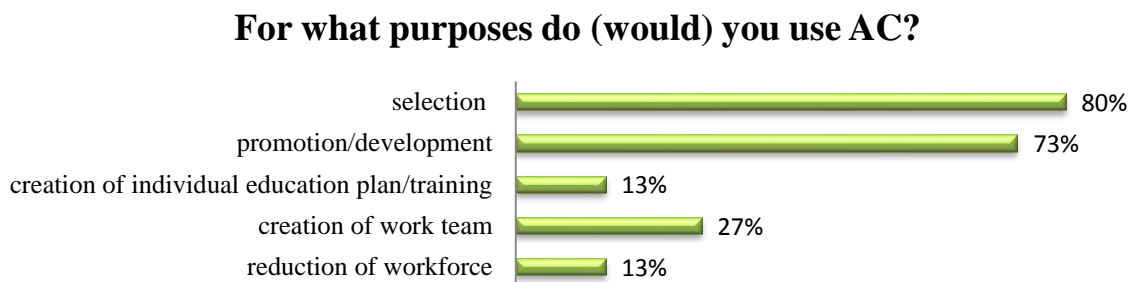


Figure 5. Purposes of using AC

Source: Author's own data processing.

80% of companies would use AC for purpose of selection. This figure supports the argument of František Hroník who claims that selection AC which aims to fill a vacancy is the most frequent reason for realization of AC in the Czech Republic. Promotion and activities connected to career development of an individual also occupy quite high position, exactly 73%. Less than one third of the companies would use AC as a method which should help them to create a work team. AC for creation of education plan, AC as training and AC for reduction of workforce is used or would be used rarely. This is related to the fact that using AC in companies is not as common as in UK or USA, so the companies do not see the possibilities of this method.

Price of AC

A high cost is very often the argument why companies do not want to organize AC. The following figure reveals in what extent the respondents agree with the statement that AC is the most expensive method.

AC is the most expensive method

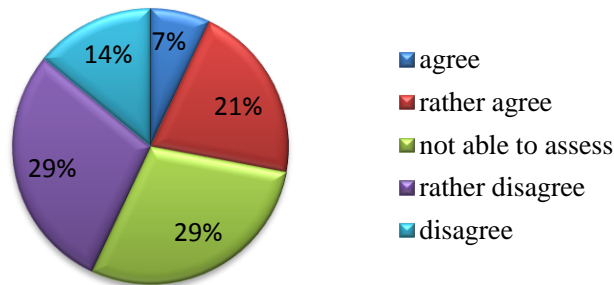


Figure 6. Price of AC

Source: Author's own data processing.

Although majority of the respondents consider AC as money demanding method, only 7% agree with the statement that AC is the most expensive way to recruit people. 21% include respondents who rather agree. 29% are not able to assess, mainly because of the fact that they do not have any experience with AC. One third rather disagree mostly because of the eligible argument that AC can be organized not only externally but also internally and this may reduce the price. Respondents who fully disagree point out that services provided by external personnel agencies such as sourcing or head hunting are usually more expensive than AC. To sum up, the majority of respondents do not think that AC is the most expensive method, which seems to be justified.

Reliability of AC

Reliability of AC means accuracy of the method as a tool to assess. More reliable method brings more accurate results. The respondents were asked to state how much they agree with the statement that AC is the most reliable method out of all selection methods.

AC is the most reliable method

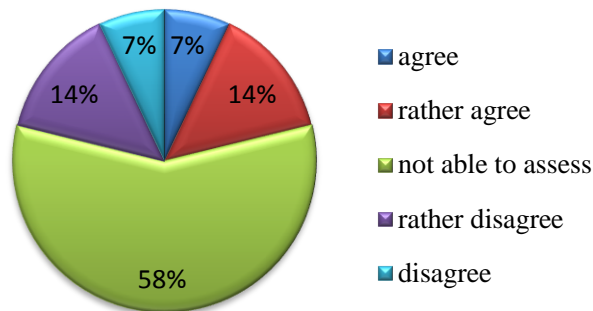


Figure 7. Reliability of AC

Source: Author's own data processing.

The opinions considering the reliability of AC are various. More than half of the respondents were not able to assess, usually because of the fact that they do not have experience with it. The rest of the numbers do not really show if AC is considered to be more reliable method or less. However, it is not very surprising, because reliability has been discussed by many expert, many times, and lot of them agreed that AC as a selection method is hard to assess in terms of accuracy. Although it is overall considered as reliable method, each AC has slightly different structure and is designed in order to fulfil needs of a specific company. It is possible to assess accurately only reliability of particular AC organized by particular company and these results may vary because of many factors (experience of company, professionalism of assessors, internal or external organization, etc.)

Benefit of investment in AC

Assessment Centres carry quite a high cost. No matter if the companies have the financial resources to organize AC or not, they were asked if they think that to invest into AC is beneficial for company in general.

Is investment in AC beneficial for company?

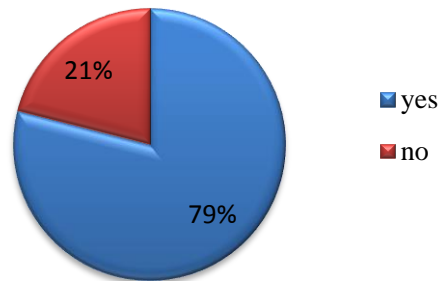


Figure 8. Benefit of investment in AC
Source: Author's own data processing.

The majority of the respondents believe that investment in AC is beneficial, if the company has enough money, time, people to deal with it and conditions under which it is possible to organize AC. However, not in all cases is AC applicable. AC should reflect the needs of the company.

Organization by company itself or by supplier

The following figure shows if the companies would prefer organization of AC by internal or external resources.

Do you prefer organization of company's own AC or by supplier?

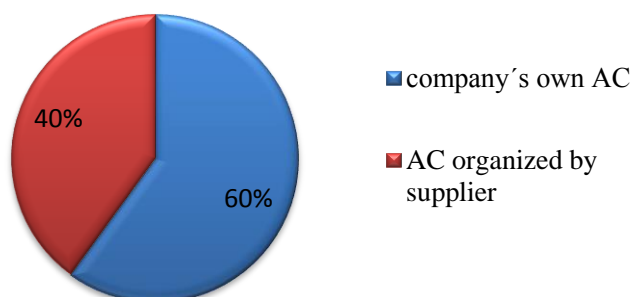


Figure 9. Organization by company itself or by supplier
Source: Author's own data processing.

Despite the fact that many companies do not organize AC at all and several do not even have any experience with it, 60% believe that it would be better to organize AC by themselves. To organize AC by internal resources can be much more cheaper, however the

companies are usually not able to deliver such a quality as the specialists. Although there is much higher risk in delivering professional AC when organizing AC by the company itself, the economic crisis very often do not give any other option to the companies if they want to keep AC running. On the other hand, some respondents would like to organize AC by themselves because they see it as a useful tool how to develop their employees (assessors) by training.

Advantages of AC

The respondents were asked opened question to find out what they consider as the strengths of AC. There were no given options to choose in order to do not limit respondents' own ideas and attitudes. The following points sum up the respondents' opinions what is good about AC.

- Well designed AC is able to reveal true personality of the assessees
- Time saving – more candidates assessed in the same time
- Objectivity
- Ability to find a candidate with skills for team work
- Ability to observe the candidates in informal conditions
- Complexity - various situations
- It usually takes long enough that candidates are not able to pretend all the time
- It is generally reliable method
- The possibility of using more selection methods
- Development of assesses and assessors (if they are internal workers)
- Person is tested in real situations
- Point of view from psychologist
- Appropriate for commerce positions – candidates have the opportunity to present themselves
- Exact identification of needs for further career development (if internal AC)
- More professional level of selection when involving external HR specialists
- Ability to determine the assumptions to the most of activities in the short time
- Possibility to come back to the results of selection AC and work with them in developmental AC
- Dynamic method
- Ability to evaluate more characteristics within one process
- External company is unbiased and detached
- With the participation of more candidates - the possibility to assess teamwork, attitude towards cooperation, the way of communication
- Instant comparison of candidates
- Fighting spirit in a group – people put more effort into selection
- Ability to reveal obvious strengths and weaknesses of candidates

In comparison with arguments provided in theoretical part, it is obvious that they have the same or very similar meaning. However, what was not mentioned by the respondents is that all participants benefit from AC thanks to the feedback from assessors; AC is a flexible method so it can be adjusted to the particular job description; potential can be

assessed not depended on the experience; company looks more professional if using AC. Anyway, these facts are obvious advantages of this method, the respondents only did not think of them.

Disadvantages of AC

The respondents were also asked opened question to find out what they consider as the weaknesses of AC. As well as in the previous paragraph, there were no given options to choose in order to do not limit respondents' own ideas and attitudes. The following points sum up respondents' opinions about what makes AC weaker.

- Overall consuming method (time, money, human resources)
- Organizational demands
- High demands on assessors
- Expensive (if external assessors are involved)
- Influence of assessee's behaviour by group dynamics
- Stylization of the assesseees
- Time workload of specialists
- Need for more thorough preparation
- Does not fulfil the needs when selecting specialists
- In reality it is scifi – managers do not have time for personnel matters
- For some it may be discriminatory
- Risk in assessors
- The person may have knowledge but can be afraid to assert himself
- Frequent unwillingness of candidates to participate in AC
- One does not have a good day – we needlessly lose a skilful employee
- Candidate could already participate in other AC – knows what is expected from him
- The group of people may not need to fit to the candidate
- Uncomfortable conditions for the candidates
- Candidates may sham their behaviour
- AC can fail because of poor selection of simulations
- AC is suitable rather for extroverts

In comparison with arguments provided in theoretical part, it is obvious that they are very similar or the same in meaning. One of the disadvantages which were mentioned in theoretical part was also the fact that number of participants in AC is limited to make AC efficient. Moreover, for some positions there may not be enough candidates interested in the job offer at particular time. One of the respondents' arguments was that candidates can sham their behaviour, which contradicts to the argument for strength that AC is long enough so the participants are not able to pretend all the time and real behaviour is revealed. Every selection method gives the candidate the space to pretend, however AC eliminates this risk if it is well designed and long enough.

Selection of an ordinary employee

The term ordinary employee represents office worker at the lower position in hierarchy. Selection of manual workers was separated because in this case practice is preferred to behaviour and AC is not suitable method to assess that. This graph provides with comparison of usage of particular selection methods when the aim is to select an ordinary employee.

Which 3 selection methods do you use the most for selecting an ordinary employee?

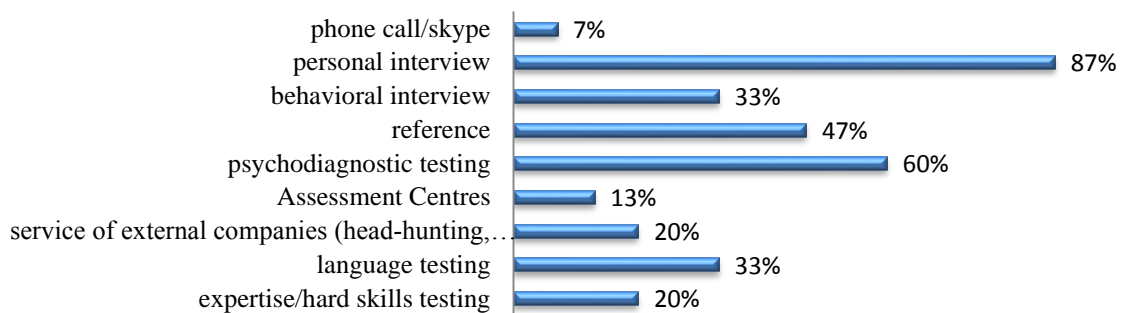


Figure 10. Selection of an ordinary employee

Source: Author's own data processing.

Speaking of the personal interview, it is not very surprising that it is used in the largest extent. As a result of the research it was pointed that 87% of companies use interview as one of the three most frequently used methods when selecting an ordinary employee. Psychodiagnostic testing occupies second position with figure of 60%. Almost a half of the companies take references into consideration and select ordinary employees based on them, which is quite unexpected. 33% of the companies include behavioral interview and language testing into top 3 methods, 20% use service of external companies and do hard skills testing. Only 13% of companies consider Assessment Centres as appropriate method to be included in top 3 methods when selecting ordinary employee (usually graduates). Nevertheless, it is quite expected because AC are more useful for selection into management positions. 7% represent the extent of using phone call or skype. Most companies said that after meeting a candidate in person and studying the results of the psychodiagnostics they are able to get a complete picture of the candidate and his potential suitable employment.

Selection of an employee in a leadership position

This graph provides with comparison of extent in use of particular selection methods when selecting an employee at leadership position.

Which 3 selection methods do you use the most for selecting an employee at leadership position?

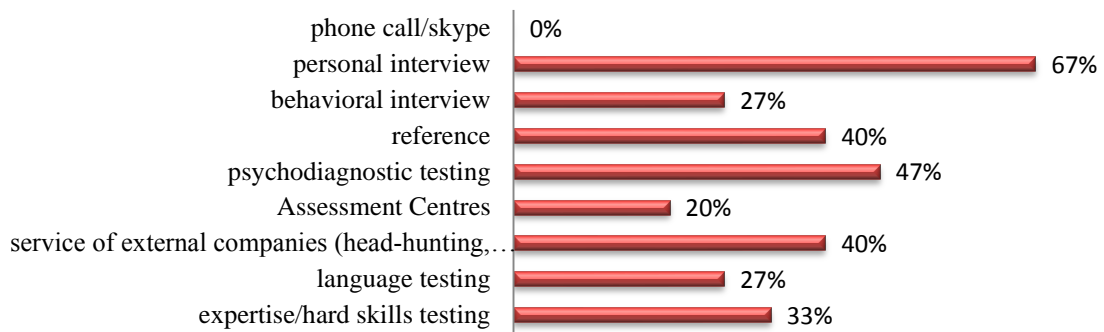


Figure 11. Selection of an employee in a leadership position

Source: Author's own data processing.

Personal interview, psychodiagnostic testing, references and service of external companies are used the most frequent when selecting an employee to leadership position. In comparison with top three methods for selection of an ordinary employee, the figure of personal interview dropped by 20%, psychodiagnostic testing dropped by 13%, references decreased by 7% and service of external companies risen by 20%. Figure of Assessment Centres increased by 7%. In conclusion, cooperation with external companies is growing when selecting employee for leadership position, utilization rate of AC increases from 13% to 20% and the average time of selection and the average cost of employee selection increases as well, because both methods are time and money demanding.

Difference between selection of an ordinary employee and an employee in a leadership position

The most frequent difference is that ordinary employees are usually recruited from external resources, however leadership position are filled from internal resources the most frequently. When selecting employee to leadership position, more people, especially from top management, are involved. Considering structure of AC, for ordinary employee the focus is mainly on practical, every day issues, however AC for leadership position is focused more on case studies and solving problematic situations. The selection for the leadership position is more comprehensive, has more rounds and, in addition, managerial

skills are tested. Vacancy for ordinary employee is promoted at job portals such as jobs.cz or práce.cz, however to fill a vacancy in a leadership position, personnel agencies, such as Grafton Recruitment or Trenkwalder are approached very often.

The most reliable method

The respondents were asked to divide the amount of 100% into particular methods based on the fact how much they think they can rely on them. The following figures represent the average number of total answers.

Which method do you think provides the greatest assurance of choosing the right candidate?

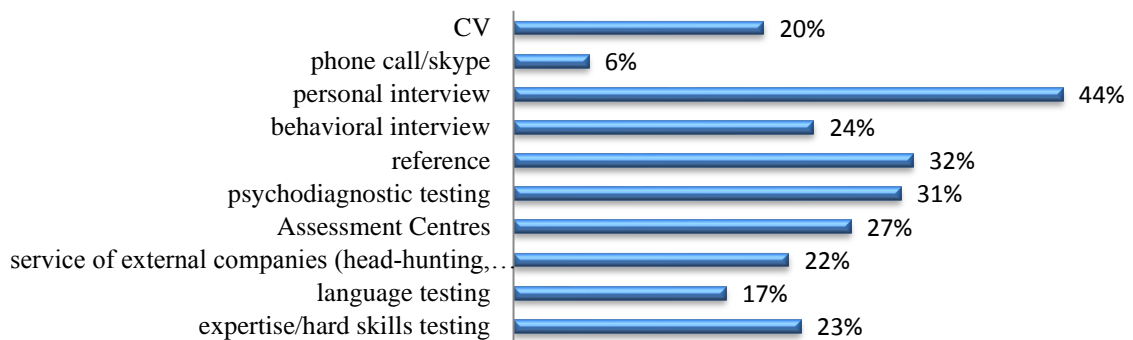


Figure 12. The most reliable method
Source: Author's own data processing.

The respondents consider personal interview, reference and psychodiagnostic testing as the three most reliable methods. This is not very surprising because the methods which they use the most for selection are the same. Important is the fact that they put Assessment Centres in 4th position. This illustrates that respondents trust this method in terms of its reliability. The question then is, why so many of them do not use AC in their company. The reason is probably the lack of knowledge and experience and willingness to invest in something new if the current system works quite well.

Average time of selecting an ordinary employee

The following figure indicates how long it takes in average for companies to select an ordinary employee from opening a position till the moment the candidate accept a job offer.

How long does it take on average to select an ordinary employee?

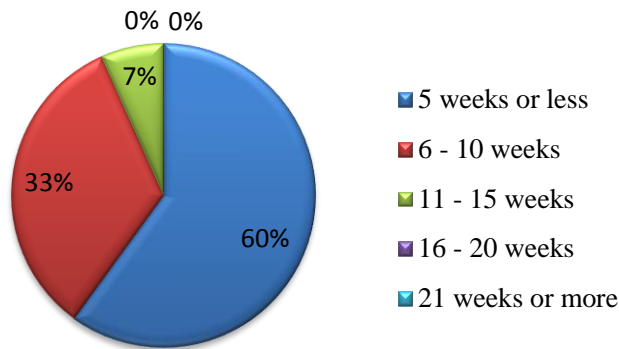


Figure 13. Average time of selecting an ordinary employee
 Source: Author’s own data processing.

More than half of the companies is able to select the ordinary employee within 5 weeks or even less. For one third of the companies it takes from 6 to 10 weeks to select the employe and only 7% needs up to 15 weeks. None of the companies select the ordinary employees for longer than 16 weeks. The time of the selection corresponds with the methods which are used the most, such as interview, psychometric testing and reference. These method are not so time demanding. Moreover, it is easier to find an employee for the lower position than searching for a good leader.

Average time of selecting an employee in a leadership position

The following figure indicates how long it takes for companies to select an employee for leadership position from opening a position till the moment the candidate accept an offer.

How long does it take on average to select an employee in a leadership position?

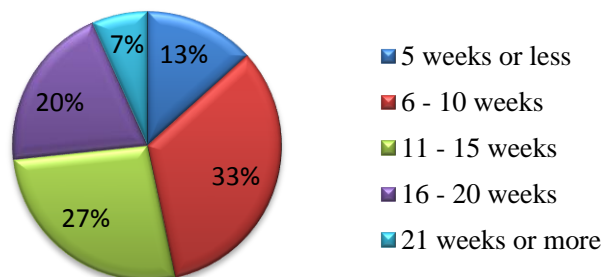


Figure 14. Average time of selecting an employee in a leadership position
 Source: Author’s own data processing.

It is obvious that to find an employee for the leadership position takes much longer than selecting an ordinary one. Only 13% of the companies is able to select him within 5 weeks or less. In comparison with the previous case it is by 47% less. For many companies (33%) it takes from 6 to 10 weeks to select the employee for leadership position. Still quite a lot, 27% of them, need from 11 to 15 weeks. The period from 16 to 20 weeks, which was not needed in previous case, is now represented by 20% of the companies. 7% of them need 21 weeks or even more. The longer time of selection is caused by decrease in use of more time demanding methods, such as Assessment Centres and services of personnel agencies.

Costs for selection of an ordinary employee

The following graph shows how much money the companies are willing to invest into selection of an ordinary employee.

How much are you willing to pay for the right selection of an ordinary employee?

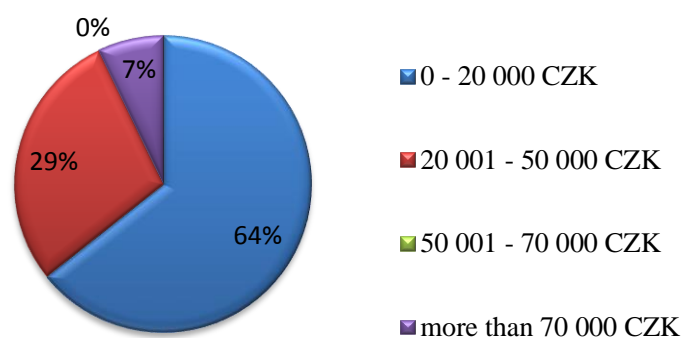


Figure 15. Cost for selection of an ordinary employee

Source: Author's own data processing.

Majority of the companies (64%) limit their costs for recruitment of an ordinary employee up to 20 000 Czech crowns. About one third of the companies do not mind spend up to 50 000 Czech crowns for the recruitment. Besides that, only 1 company is willing to pay more than 70 000 Czech crowns for selecting the right employee at ordinary position, however it is appropriate to say that this company cooperates with personnel agency very often so obviously higher costs are accepted.

Costs for selection of an employee in a leadership position

The following figures show how much money the companies are willing to invest into selection of an employee in a leadership position.

How much are you willing to pay for the right selection of an employee at leadership position?

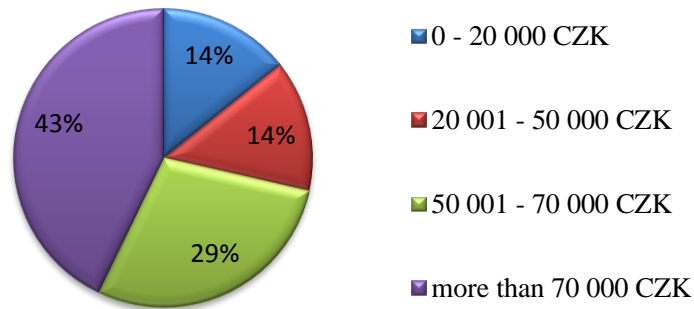


Figure 16. Cost for selection of an employee in a leadership position

Source: Author's own data processing.

First two limits, which represented the highest figures in previous graph stand for the lowest figures in this case. Nevertheless, 29% of the companies are willing to pay up to 70 000 Czech crowns for selecting the right employee to leadership position and even more, specifically 43% of the companies do not mind spend more than 70 000 Czech crowns for the recruitment. Higher costs go hand in hand with increase of using Assessment Centres and services of personnel agencies when filling a vacancy at leadership position.

Average time of employment of an ordinary employee

Following graph indicates what the average time of employment of an ordinary employee is. Based on the level of fluctuation the company is able to evaluate the success of the selection process. Proper selection process can prevent the high fluctuation of employees.

What is the average time of employment of an ordinary employee ?

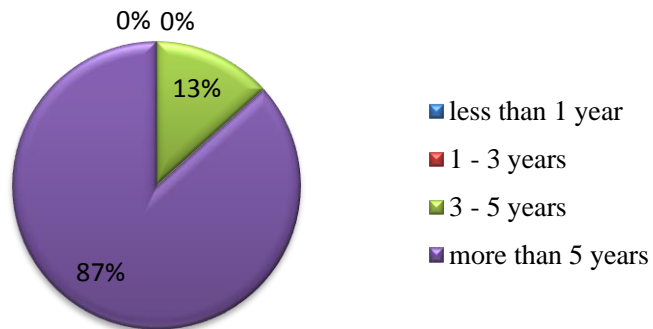


Figure 17. Average time of employment of an ordinary employee
 Source: Author’s own data processing.

Regarding the fluctuation in companies involved in the research, the numbers are very low. The average time of employment of an ordinary employee is more than 5 years in most cases, specifically 87% and the rest of the employees stay in the company at least for 3 years. This indicates that selection process of companies works satisfactorily.

Average time of employment of an employee in a leadership position

This graph denotes the average time of employment of an employee in a leadership position so it is possible to compare it with the previous graph.

What is the average time of employment of an employee at leadership position ?

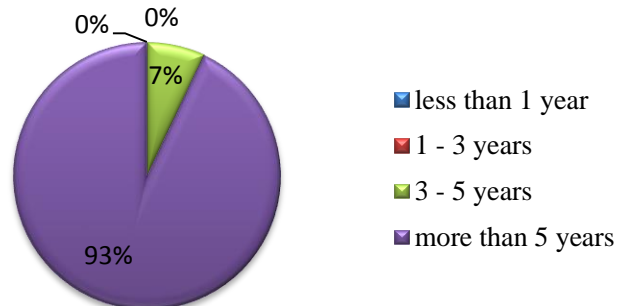


Figure 18. Average time of employment of an employee in a leadership position
 Source: Author’s own data processing.

Similarly to the previous graph, it is obvious that fluctuation of employees at leadership position is very low. All companies except 7% of them work with the

employees for more than 5 years. As obvious, the selection processes are probably efficient.

Reasons for terminating the employment

The awareness of the fact why employees terminate the employment helps the companies to identify the key issues which should be focused on in the near future.

What are the 3 most frequent reasons your employees terminate the employment?

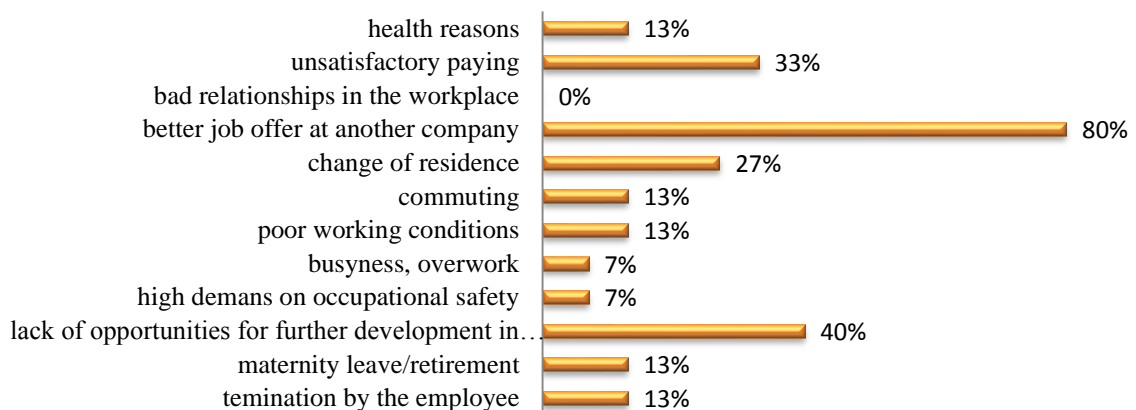


Figure 19. Reasons for terminating the employment
Source: Author's own data processing.

The most frequent reason (80%) why employees leave their employment is because of the better job offer in another company. 40% of the companies lost their employee because of the lack of opportunities for further development. 33% employees left because they were not satisfied with the amount of money they were paid by the company. These 3 reasons can be considered as ones which company could influence. Regarding the fact that almost in a half of the cases the employee lack the opportunity for further development, the companies can prevent it by creating a personal career plan. To identify the potential of the people, AC can be very helpful. However 27% of employees left their job because of the change of the residence. This is an external factor which company is not able to influence. Some other reason which do not appear that frequently are health reason, commuting, poor work conditions, maternity leave or retirement and also termination by employer. The least frequent reasons were overwork, busyness of the employee and high demands on occupational safety. Non of the employee left because of the bad relationships in the workplace.

9.1 Summary of the research

Assessment Centre (AC) is rather less used method in the Czech Republic. Only 40% of approached companies use this method for selection of their employees or any other purpose. Compared with usage of Assessment Centres in United Kingdom and United States of America, companies in the Czech Republic trust this method less and overall they have less experience with it. Only 62% of respondents have the personal experience with AC as assessor, assessee or both. Respondents who do not have personal experience with AC are mostly representatives of those companies where AC is not implemented, and vice versa. Respondents consider organizing AC for selection and for promotion and career development of employees as the most meaningful purposes. Respondents consider AC as a costly method, however, the most of them do not think that AC is the most expensive one. 79% of respondents think that investment in AC is beneficial for company, supposing that company has sufficient resources needed (candidates, time, money, skills, and place). For both, selection of an ordinary employee and an employee in leadership position, companies use a personal interview, psychodiagnostic testing and reference the most frequently. Cooperation with external companies is growing when selecting employee in a leadership position, utilization rate of AC increases from 13% to 20% and the average time of selection and the average cost of employee selection increase as well. Regarding the overall reliability of the methods, respondents put AC in 4th place, just behind the personal interview, reference and psychometric tests. The advantages and disadvantages of Assessment Centres, which were considered by the companies, are listed on page 51-52. The three most common reasons why employees terminate employment in the company are better job offer in another company; lack of opportunities for further development in the company; unsatisfactory paying. This can be eliminated by the company. Very helpful might be the implementation of developmental AC, which will give employees the opportunity to work on their personal growth and, at the same time, create a much stronger bond between employee and the company and thus increase employees' loyalty. The selection process of the companies cannot be considered as wrong/inefficient because most of them have a very low fluctuation rate and the average length of employment is more than 5 years for both ordinary employees and managers. Assessment Centre offers many possibilities of use. Nevertheless, due to lack of knowledge of the companies it is often used only for one purpose. Investing in AC, however, could become a much greater benefit for company if the company takes advantage of all the opportunities that AC offers.

CONCLUSION

Selecting the right people into the right positions should be the most important objective of a company if it wants to run a successful business. An innovative business idea is not enough. The employees are company's heart and brain. They are a company's greatest asset. With the modern society there come many modern attitudes towards Human Resource management. There are several methods and tools which can be used for selection of an employee, his career development and other issues connected to work with personnel. The theory claims that Assessment Centre is considered to be the most accurate and objective tool which can predict a success in job as long as it is well designed and well managed. The research which was conducted based on the questionnaire survey and personal meetings with HR managers of 15 companies from the Zlín region has revealed that Assessment Centre is used only in 6 companies and that most of the respondents do not have a personal experience with this method. The respondents lack the knowledge about this method very often. Moreover, if the method is used within the company, it aims to fulfil only one or maximum two purposes (selection or development). The research has revealed that company trust interview, psychodiagnostic tests and references the most. Performing an interview is generally accepted part of selection process. It can provide the company with candidate's attitudes and values; however it does not reveal his real behaviour. Therefore the company should not rely only on this source of information. Psychodiagnostic tests are much more accurate tool which provides the company with the psychological characteristics of the candidate such as personality, career interests, motivation, competences and intellectual abilities. However, it does not show the ability of interaction with other people. References do not ensure the reliability of the information and should be considered only as a support of acquired observations about the candidate. Assessment Centre enables to assess candidate's potential in job and, besides that, it indicates his ability to communicate and cooperate with people. The truth is that not a single method can ensure a right decision for 100%. Usually some combination of the methods is necessary. HR specialists from personnel agencies I talked to claim, that combination of interview, psychodiagnostic test and Assessment Centre ensures the highest accuracy in predicting someone's success in job. More detailed observations are given in the analytical part.

This bachelor thesis consists of theoretical and analytical part. The theoretical part summarizes the most important issues connected to Assessment Centre. The practical part

indicates the attitudes of HR managers towards this method. Assessment Centre offers many ways of usage. Assessment Centre is a frequently used tool for work with personnel in US and UK. This method is still quite new for the Czech Republic and, as obvious from the research, people lack the experience with it. However, I believe that there will be an expansion of this method in future as soon as the companies will become more familiar with it. Because all of the companies which took part in this research are interested in the results, I believe that this research will help to improve their knowledge about this method.

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APPENDICES

P I Author's participation in Assessment Centre events

P II Questionnaire

**APPENDIX P I: AUTHOR'S PARTICIPATION IN ASSESSMENT
CENTRE EVENTS**

Event	My role	When	Where
Selection of new Executive board of AIESEC Zlín	Assessee	January 2012	Zlín
Training delivered by Deloitte for HR managers of AIESEC	Trained for assessor	September 2012	Czech University of Life Sciences in Prague
Selection of new Executive board of AIESEC Zlín, delivered by Grafton Recruitment, Zlín	Assessor	January 2013	Zlín
Simulation of AC organized by Komerční banka for HR managers of AIESEC	Assessee	February 2013	Doksy
HR club of Grafton Recruitment in Zlín – simulation of AC	Assessor	October 2013	Zlín
Selection of new Executive board of AIESEC Zlín, delivered by Grafton Recruitment, Zlín	External assessor	January 2014	Zlín
Simulation of AC organized by Job Centre TBU, delivered by Kovalsky & Partners	Assessee	March 2014	Tomas Bata University in Zlín

APPENDIX P II: QUESTIONNAIRE

Postoje managementu k přínosu Assessment Center ve vybraných firmách Zlínského kraje

Vážený respondente,

ráda bych Vás požádala o vyplnění následujícího dotazníku. Odpovědi budou použity pro moji bakalářskou práci, která je zaměřená na téma Postoje managementu k přínosu Assessment Center ve vybraných firmách Zlínského kraje.

Není-li uvedeno jinak, vyberte vždy jen jednu odpověď a zakroužkujte.

Děkuji za Váš čas a spolupráci,

Tereza Havrlantová

studentka Univerzity Tomáše Bati ve Zlíně, obor Anglický jazyk pro manažerskou praxi

Cílem dotazníku je zjistit:

- jestli firmy používají/nepoužívají AC a proč
- jak hodnotí metodu AC vedoucí pracovníci firmy
- k jakým účelům firmy AC používají/by použili
- co vnímají firmy jako silné a slabé stránky AC
- jakou výběrovou metodu využívají firmy nejvíce a proč
- která metoda podle firem zajišťuje největší jistotu správného výběru kandidáta
- jestli firmy preferují vlastní organizaci AC nebo raději zaplatí dodavateli
- kolik je firma ochotna zaplatit za výběr správného zaměstnance
- v čem se liší výběrové řízení pro řadové a vedoucí pozice
- jaká je průměrná doba pracovního poměru řadového zaměstnance/zaměstnance na vedoucí pozici
- z jakých důvodů zaměstnanci nejčastěji ukončují pracovní poměr
- jak dlouho firmě průměrně zabere výběr řadového zaměstnance
- jak dlouho firmě průměrně zabere výběr zaměstnance na vedoucí pozici

Název firmy:

Pozice vyplňujícího dotazník:

Firma **má / nemá** zájem o výsledky výzkumu

1. Používáte ve své firmě metodu AC?

- a) ano b) ne

2. Proč? (otevřená otázka)

3. K jakým účelům AC používáte (byste použili)?

- a) výběr zaměstnance
b) posun stávajícího zaměstnance na jinou pozici
c) tvorba pracovního týmu
d) nutnost propustit nejméně vhodné zaměstnance
e) jiné – doplňte _____

4. Do jaké míry souhlasíte s následujícími výroky? 1 – vůbec nesouhlasím, 5 – naprosto souhlasím

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • AC je nejspolehlivější metoda pro výběr zaměstnance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • AC je nejdražší metoda pro výběr zaměstnance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Je (byla by) podle Vás investice do AC přínosem pro Vaši firmu?

- A) ano B) ne

6. Preferujete (preferovali byste) organizaci vlastního AC nebo raději zaplatíte (byste zaplatili) dodavateli?

- a) organizace vlastního AC
b) dodavatel

7. Co vnímáte jako výhody AC? (otevřená otázka)

8. Co vnímáte jako nevýhody AC? (otevřená otázka)

9. Jakou výběrovou metodu používáte nejvíce pro výběr řadového zaměstnance?

Vyberte 3 metody a seřadte je od 1 do 3 (1 – používáme nejvíce)

- a) telefonický pohovor/skype
b) osobní pohovor
c) behaviorální pohovor
d) reference
e) psychodiagnostické testy

- f) Assessment Centra
- g) využití externích firem (head – hunting, přímé oslovení manažerů/odborníků/ostatních kandidátů z databází)
- h) jazykové testování
- i) jiné – doplňte _____

10. Proč? (otevřená otázka)

11. Jaké výběrové metody používáte nejvíce pro výběr zaměstnance na vedoucí pozici? Vyberte 3 metody a seřadte je od 1 do 3 (1 – používáme nejvíce)

- a) telefonický pohovor/skype
- b) osobní pohovor
- c) behaviorální pohovor
- d) reference
- e) psychodiagnostické testy
- f) Assessment Centra
- g) využití externích firem (head – hunting, přímé oslovení manažerů/odborníků/ostatních kandidátů z databází)
- h) jazykové testování
- i) jiné – doplňte _____

12. Proč? (otevřená otázka)

13. V čem se liší výběrové řízení pro řadové a vedoucí pozice ve Vaší firmě? (otevřená otázka)

14. Která metoda podle vás zajišťuje největší jistotu správného výběru kandidáta? Rozdělte hodnotu 100 % mezi metody:

- a) vyhodnocení životopisu
- b) telefonický pohovor/skype
- c) osobní pohovor
- d) behaviorální pohovor
- e) reference
- f) psychodiagnostické testy
- g) Assessment Centra
- h) využití externích firem (head – hunting, přímé oslovení manažerů/odborníků/ostatních kandidátů z databází)
- i) jazykové testování
- j) jiné – doplňte _____

15. Jak dlouho Vám průměrně zabere výběr řadového zaměstnance? (od vypsání pozice do akceptace nabídky)

- a) 1 - 5 týdnů
- b) 5 – 10 týdnů
- c) 10 – 15 týdnů
- d) 15 – 20 týdnů
- e) 20 týdnů a více

16. Jak dlouho Vám průměrně zabere výběr zaměstnance na vedoucí pozici? (od vypsání pozice do akceptace nabídky)

- a) 1 - 5 týdnů
- b) 5 – 10 týdnů
- c) 10 – 15 týdnů
- d) 15 – 20 týdnů
- e) 20 týdnů a více

17. Kolik jste ochotni zaplatit za správný výběr řadového zaměstnance?

- a) 0 - 20 000 Kč
- b) 20 000 - 50 000 Kč
- c) 50 000 - 70 000 Kč
- d) 70 000 a více Kč

18. Kolik jste ochotni zaplatit za správný výběr zaměstnance na vedoucí pozici?

- a) 0 - 20 000 Kč
- b) 20 000 - 50 000 Kč
- c) 50 000 - 70 000 Kč
- d) 70 000 a více Kč

19. Jaká je průměrná doba pracovního poměru řadového zaměstnance?

- a) méně než 1 rok
- b) 1 – 3 roky
- c) 3 – 5 let
- d) 5 let a více

20. Jaká je průměrná doba pracovního poměru zaměstnance ve vedoucí pozici?

- a) méně než 1 rok
- b) 1 – 3 roky
- c) 3 – 5 let
- d) 5 let a více

21. Z jakých důvodů Vaši zaměstnanci nejčastěji ukončují pracovní poměr? Vyberte 3 důvody a seřaďte je od 1 do 3 (1 – nejčastější)

- a) zdravotní důvody
- b) nedostatečné finanční ohodnocení
- c) špatné vztahy na pracovišti
- d) lepší nabídka u jiné společnosti
- e) změna bydliště
- f) nevyhovující pracovní podmínky
- g) časová vytíženost, přepracovanost
- h) absence možnosti dalšího vývoje ve firmě
- i) jiné – doplňte _____

Doplňující otázky:

Máte Vy osobně vlastní zkušenost s metodou AC? Pokud ano, jakou?

Jaký je aktuální počet zaměstnanců ve Vaší firmě?

Děkuji za vyplnění.