



Assessing for Future Leaders in the Federal Public Service of Canada

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Overview

- Accelerated Executive Development Program
- New direction in assessment: focusing on potential
- Assessing potential: learning potential and key competencies
- Integration of assessment information
- Stakeholder buy-in
- Final message



Accelerated Executive Development Program

- Application
- ***Assessment and Selection***
- Developmental Assignments
- Performance Assessment,
Promotion and Program Completion



Leadership Competencies for ADMs and Senior Executives

- ***Intellectual***
 - Cognitive Capacity
 - Creativity
- ***Future Building***
 - Visioning
- ***Management***
 - Action Management
 - Organizational Awareness
 - Teamwork
 - Partnering
- ***Relationship***
 - Interpersonal Relations
 - Communication
- ***Personal***
 - Stamina/Stress Resistance
 - Ethics and Values
 - Personality
 - Behavioural Flexibility
 - Self-Confidence



Previous Assessment and Selection Approach

- Assessment Tools
 - Track Record
 - Reference Checks
 - Board Interview
- Selection
 - by Integration Committee
 - Assessment Results
- ***All 14 competencies assessed by every tool***
- ***Focus on achievement***



New Direction in Assessment Focusing on Potential

- ***In the past...***
 - cautious approach to selection
 - focus on proven performers
 - focus on depth and scope of experience
 - high achievers at current level
 - all 14 competencies assessed
- ***Looking forward...***
 - take more risks in selection
 - focus on “future stars”
 - focus on potential, ability to develop
 - focus on ability to learn
 - focus on key competencies



What is Potential?

Ability to attain a desired developmental level.

It is distinct from the individual's current level of achievement.



Characteristics of High Potential Individuals

a) Learning Potential

- Open to new experiences and ideas
- Learn and profit from experience
- Adapt easily and effectively to new situations
- Seek challenging experiences
- Aware of own strengths/limitations...



Characteristics of High Potential Individuals

b) Key Competencies

- Strengths in key areas
 - Competencies that candidate must “bring” to the program
 - More “difficult to develop” competencies
- Higher potential individuals will have fewer and smaller gaps in key competencies
- Have needs that can be addressed by types of assignments program has to offer



Key Competencies and Other Competencies

- Key competencies: strengths individual is expected to bring to the program, e.g.,
 - Cognitive Capacity
 - Creativity
 - Ethics and Values
 - Behavioural Flexibility
- Other competencies: gaps in these areas can be addressed by program, e.g.,
 - Action Management
 - Communication
 - Visioning
 - Organizational Awareness



Possible Characteristics of “High Achievers” “High Potentials”

- More senior candidate:
many years as executive
- Many opportunities to
demonstrate competencies
- High achievement in area
of expertise
- Strengths in several
competencies
- Learns easily within
comfort zone
- More junior candidate:
fewer years as executive
- Fewer opportunities to
demonstrate competencies
- High achievement in
several areas
- Strengths in **key**
competencies
- High learning potential



Assessing Potential

- What determines potential?
 - Number and **size of gaps** on competencies
 - How much is there to learn?
 - Is it reasonable given the time, opportunities, and resources available?
 - Ability to **close the gap**
 - Learning Potential
 - Ability to learn and profit from experience...



Assessment of Learning Potential

- Track Record
 - focus on recurring pattern of learning throughout career
- Reference Check
 - referees rate candidate on behaviours associated with learning on the job
- Board Interview
 - behavioural questions



Integration of Assessment Information

Consider...

– size of gap

»➡ key competencies

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»➡ other competencies

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– ability to close the gap (LP)

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Integration of Assessment Information

- Decide...
 - recommended / not recommended
 - rationale
 - developmental recommendations



Stakeholder Buy-in

- Candidates, decision-makers, champions, executive community...
- Process makes sense: captures what everyone agrees is important to be assessed
- Process structured, enhancing transparency and fairness without removing judgement
- More efficient, facilitated work of decision-makers
- Balanced assessment: provides a tool for everyone's need



Final Message

- Importance of learning potential
- Best professional practices are applicable at senior decision-making levels
- Importance of patience: one step at a time