



Assessment Center Methods for Leadership Development

1



Rick Michelson, MPA
619-203-3073
assessmentcenterinfo@gmail.com
Director of KSA Ltd.
<http://assessmentcenter.org>

KSA Ltd. Informal Survey

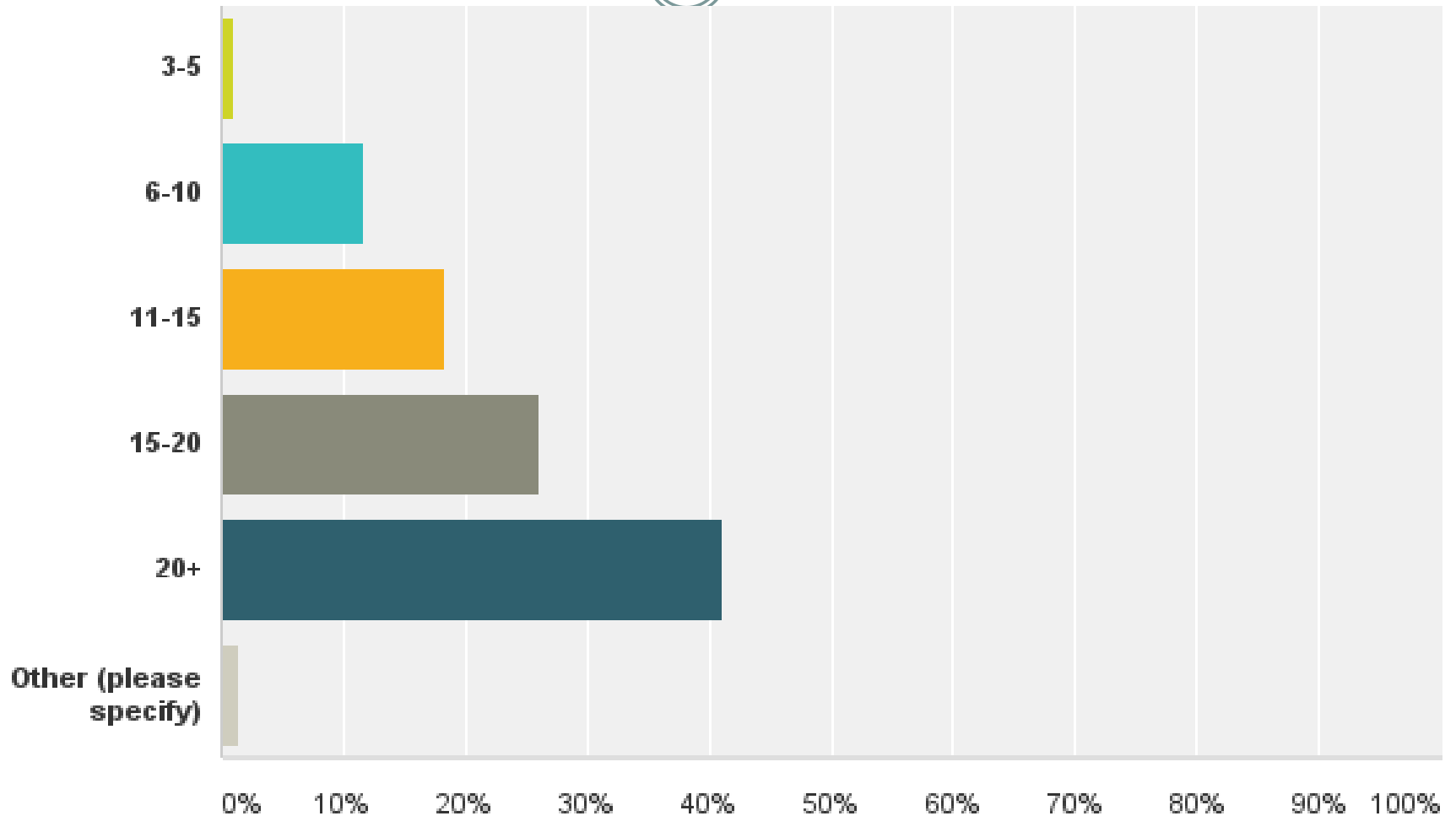
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Reponses by Public Safety candidates

- Total Responses: 197
- Time Frame: October 2006- October 2015
- Complete Responses: 197

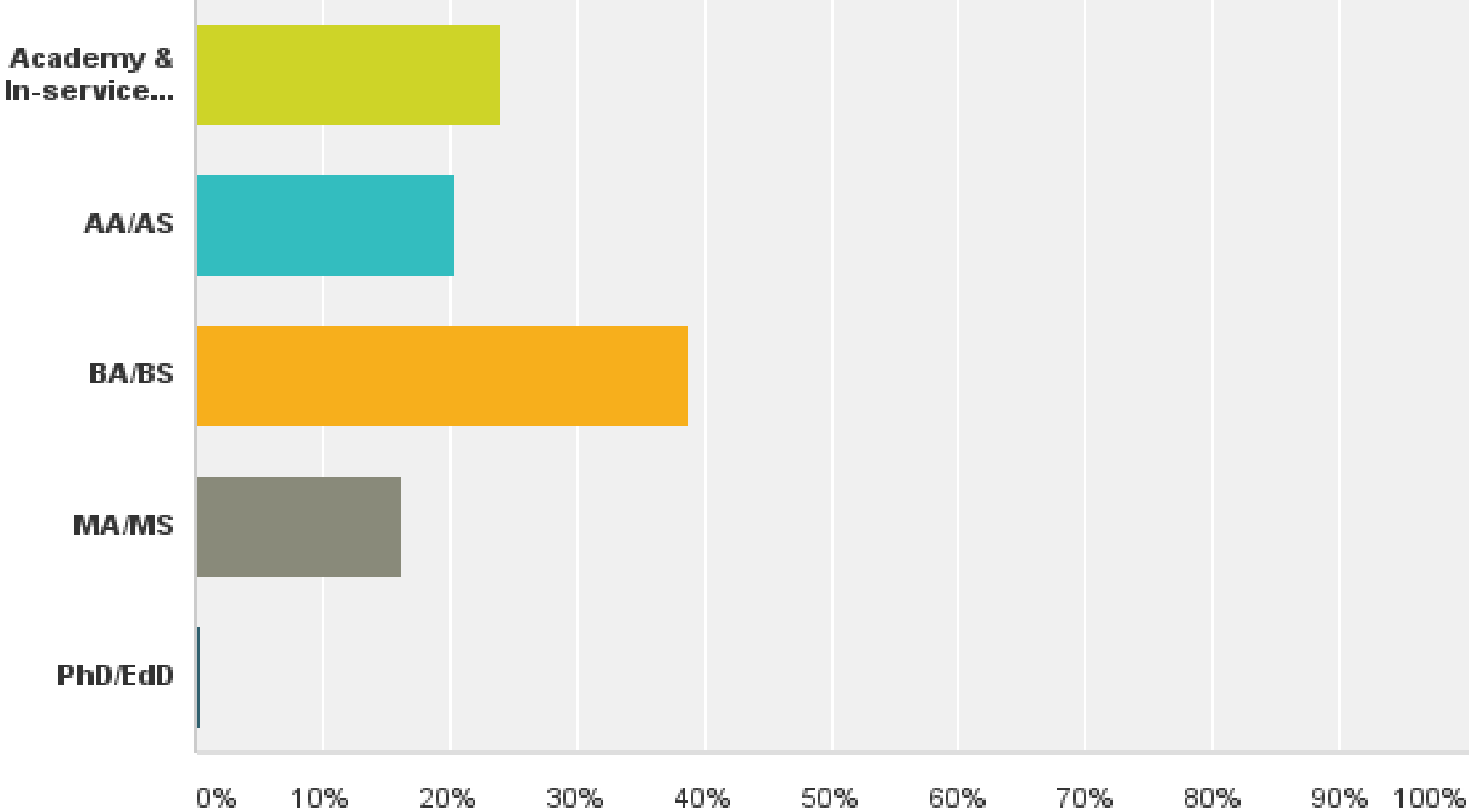
Q1: Please indicate your current years of Service in the public safety field

3



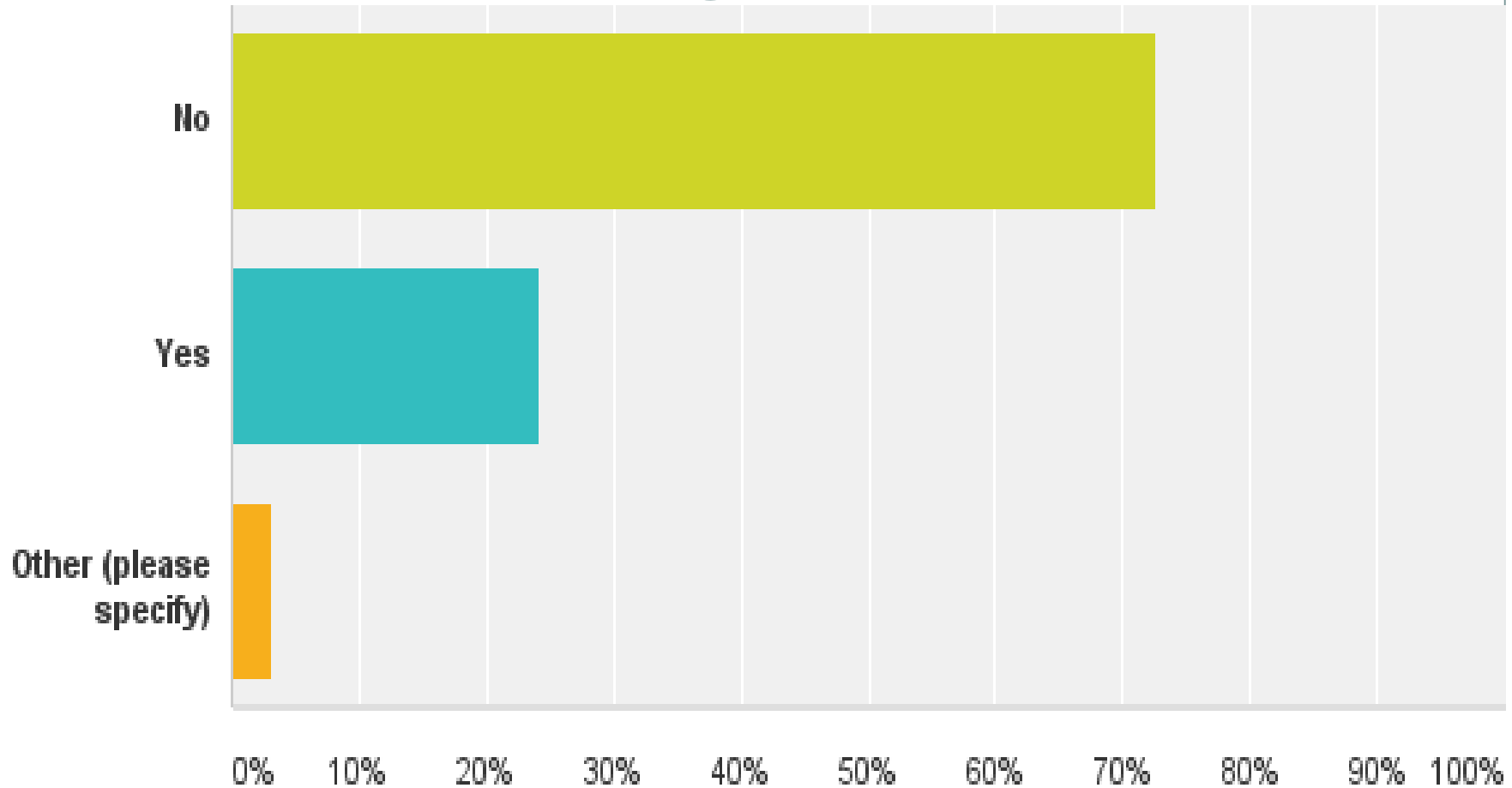
Q2: Indicate your current Educational Level

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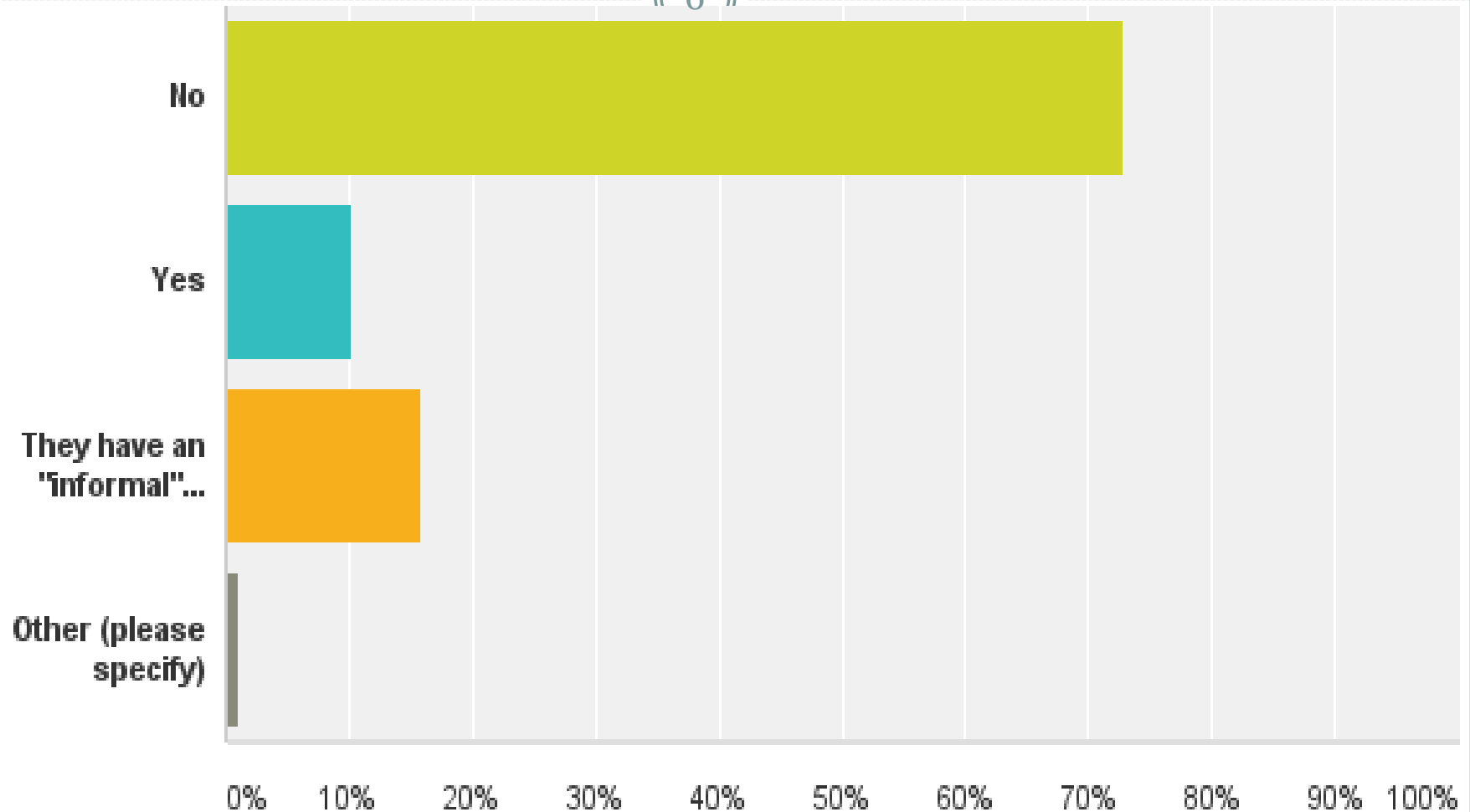
Q3: Does your department have formal leadership development program

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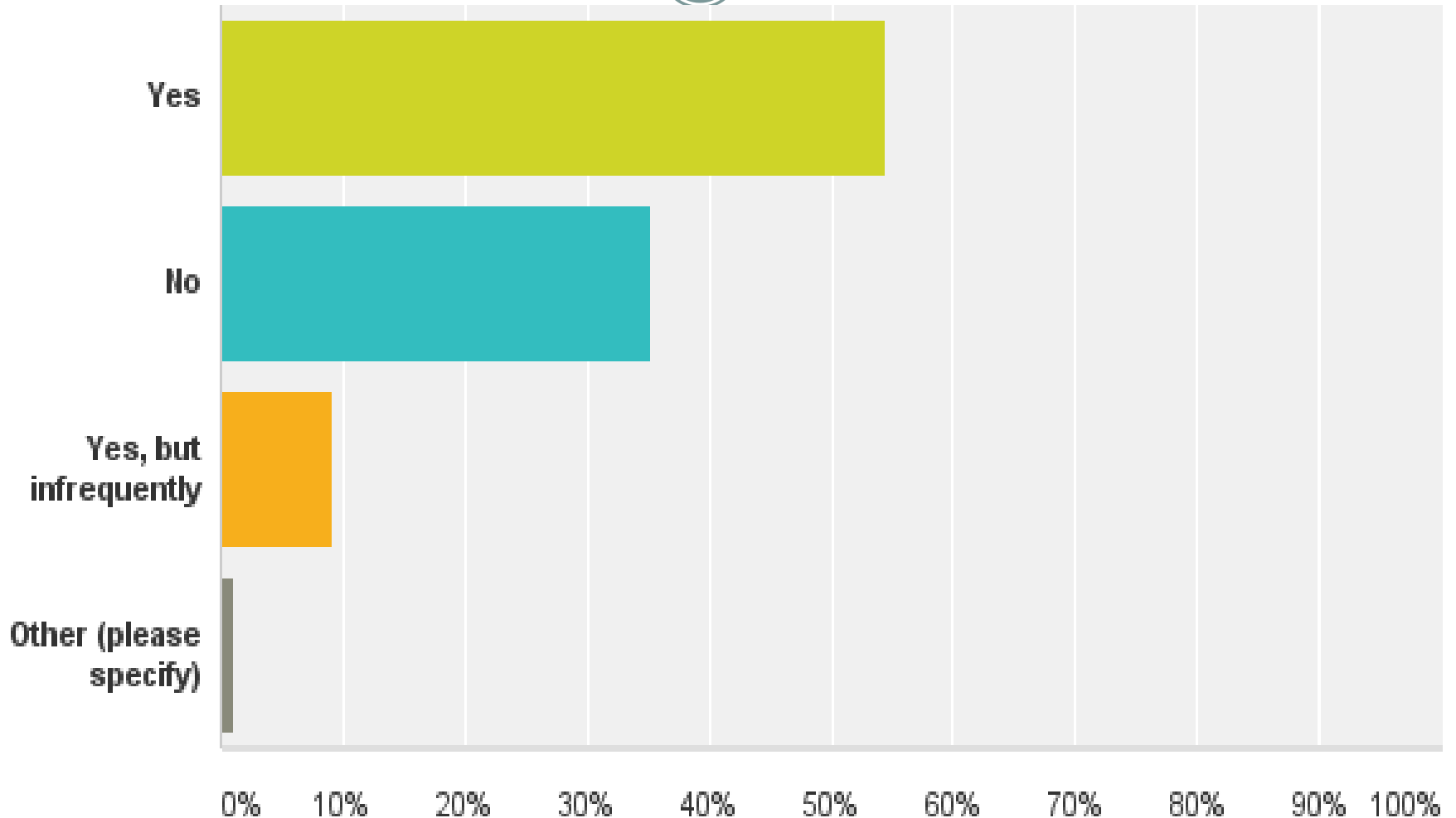
Q4: Does your department have a formal Coaching or Mentoring program for leadership development purposes

6



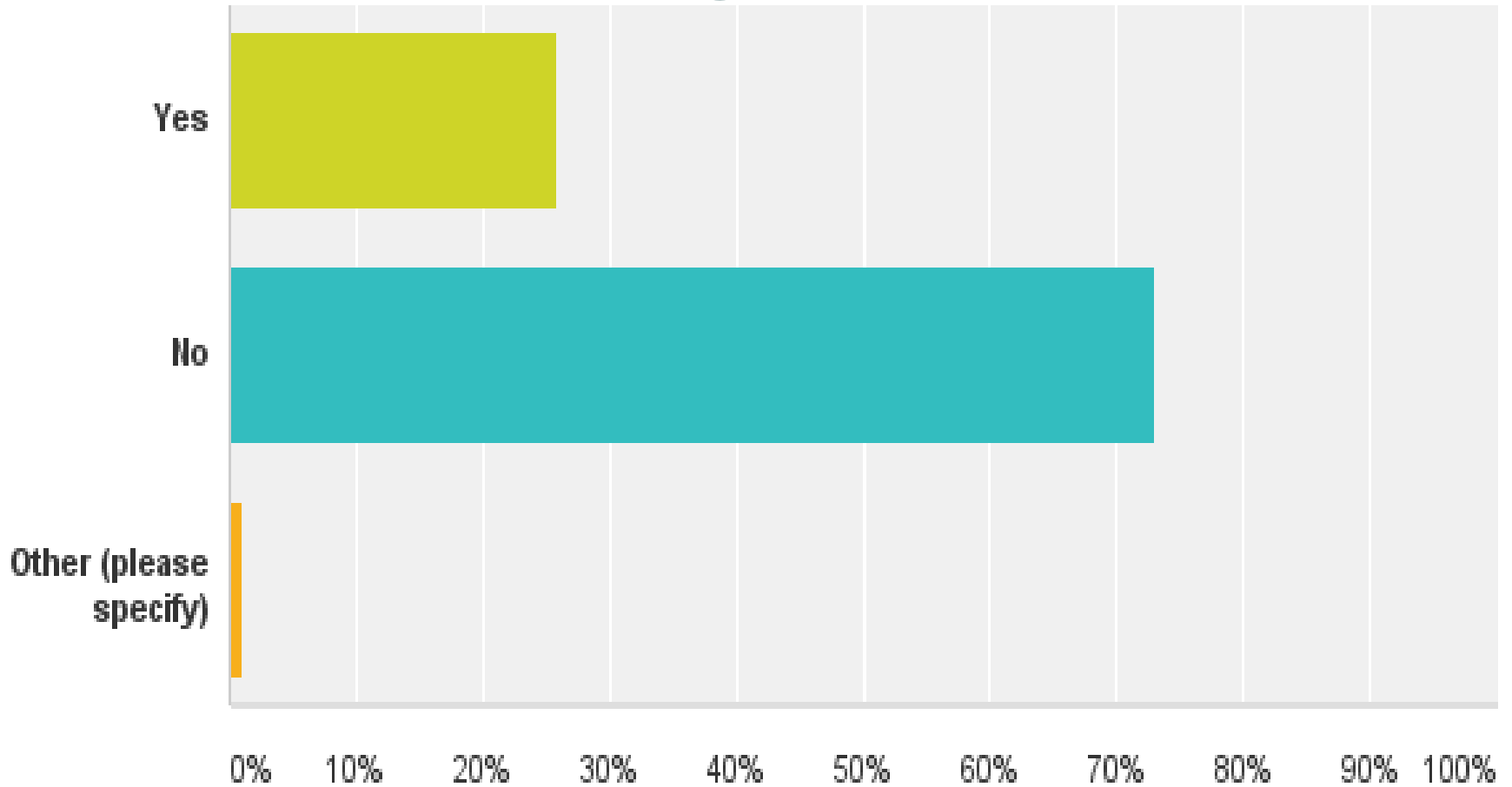
Q5: Does your department use personnel evaluations/performance appraisals as part of your promotional testing process?

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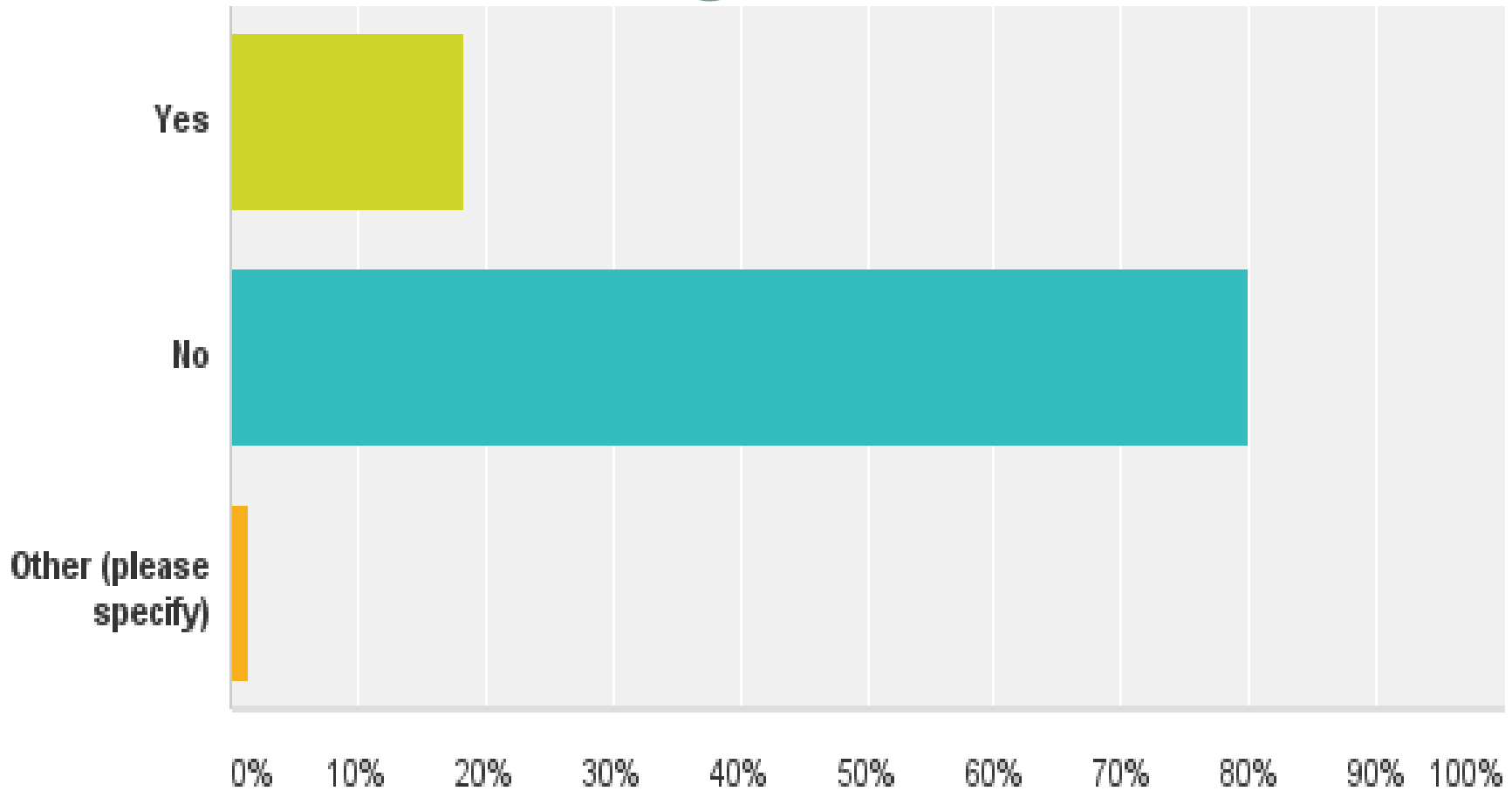
Q6: Does your agency offer proprietary in-house supervisory development courses?

8



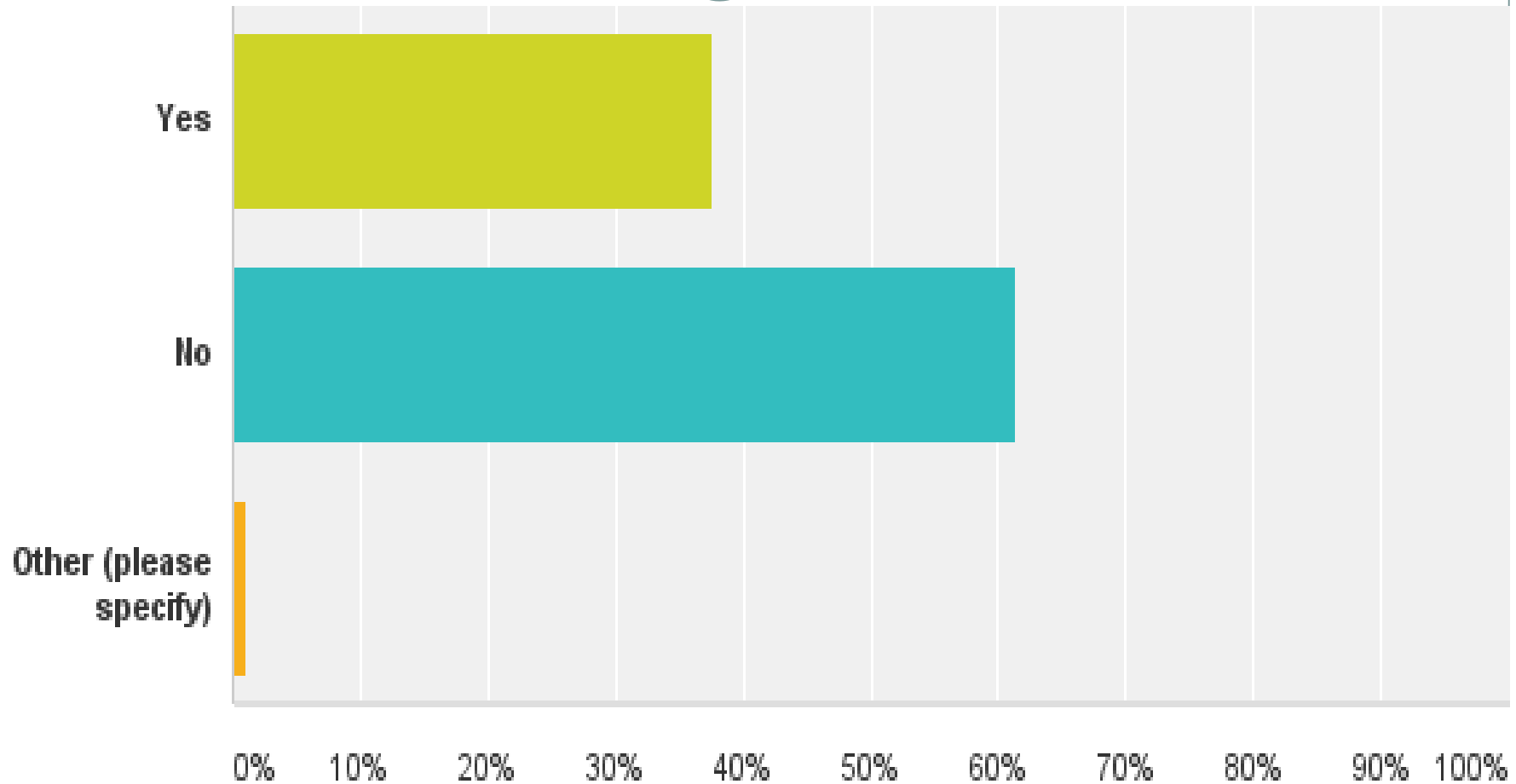
Q7: Does your department offer a proprietary in-service leadership development program?

9



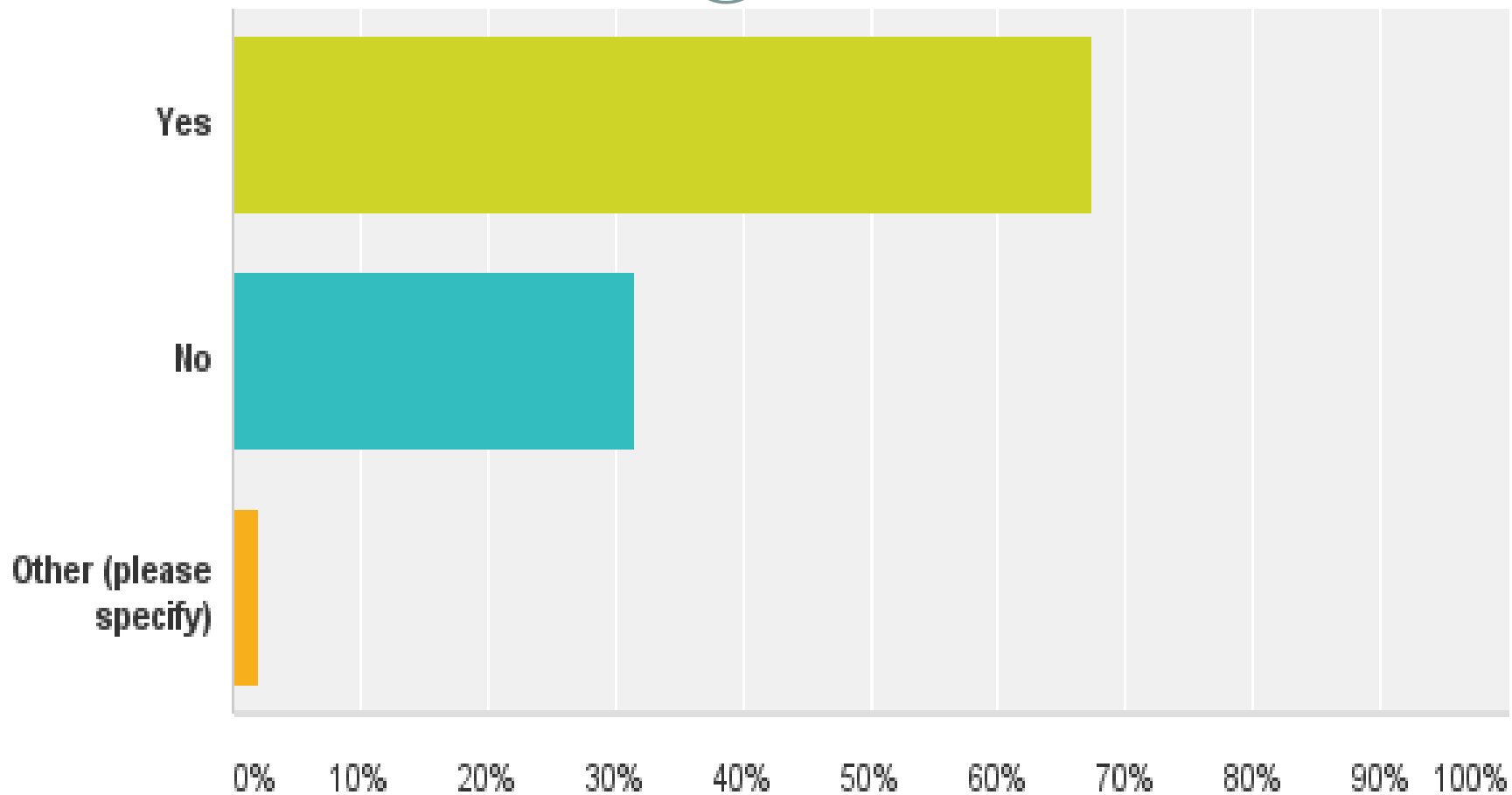
Q8: Does your department formally recommend external supervisory training prior to promotions?

10



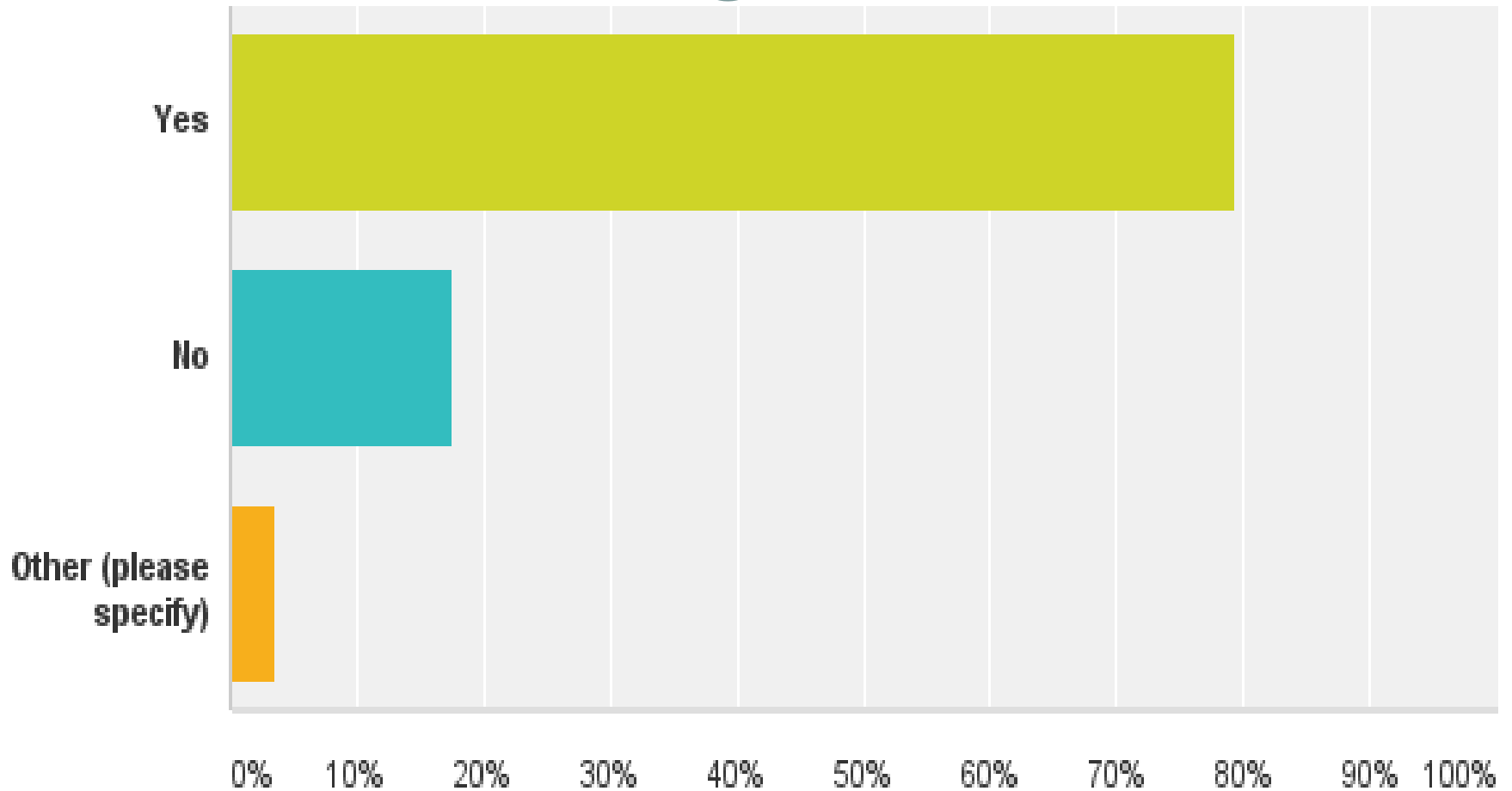
Q9: Does your agency use ASSESSMENT CENTERS for promotional purposes for first line supervision? (Sgt., or Fire Captain)

11



Q10: Does your agency use ASSESSMENT CENTERS for Mid-level managers?
(Lieutenant, Captain for police/corrections/detentions, or Fire Captain, Battalion
Chief or Division Chief)

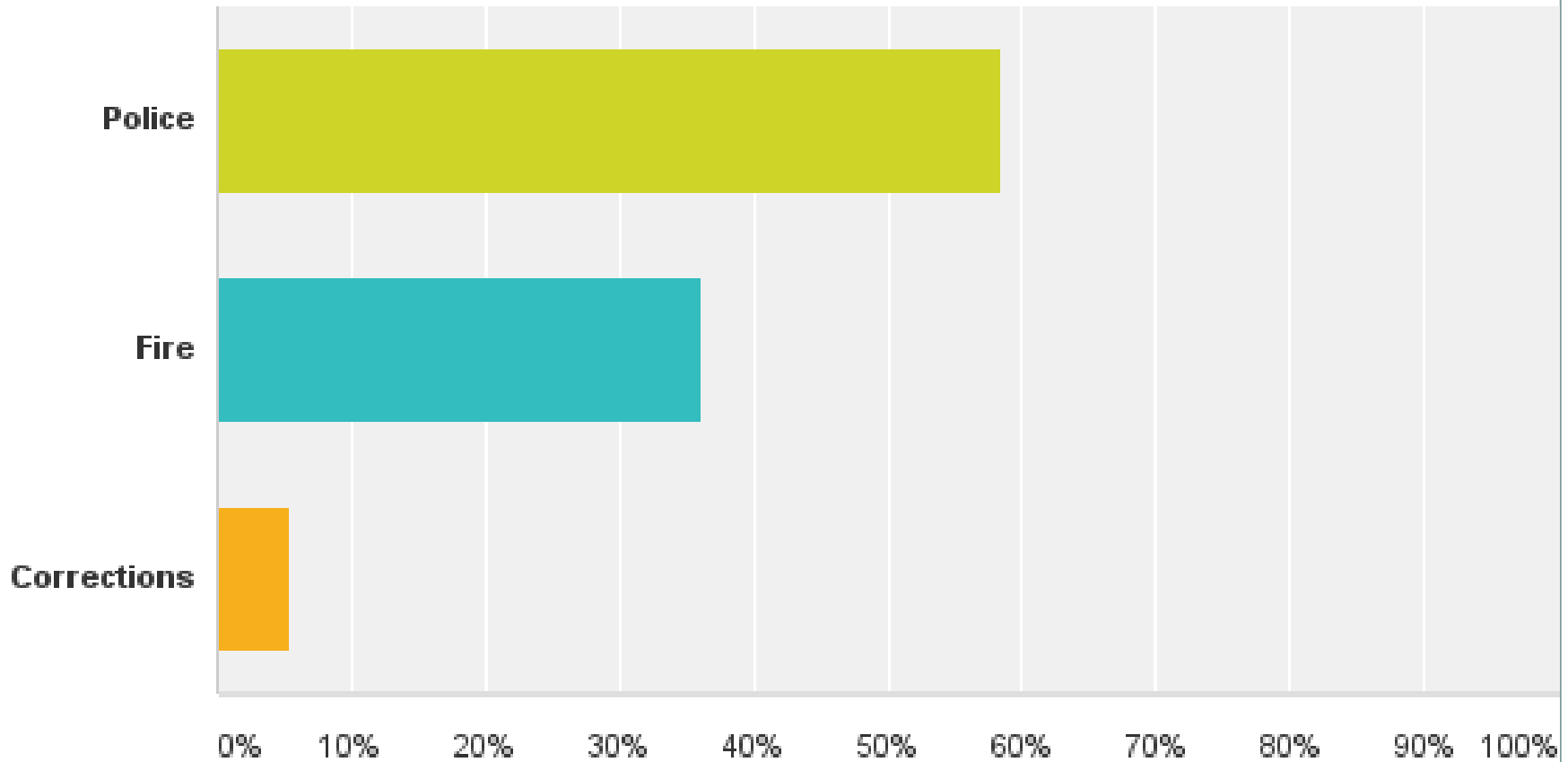
12



Q11: Which type of public safety agency are you employed by? Police, (includes municipal police, county sheriff's, marshals, federal police agencies, etc.) Fire, (including Fire Marshal, Inspectors, Paramedics/EMT/Rescue, etc.) or Corrections, (City/County jails, detentions, or State and Federal Prisons, probation/parole, etc.)

13

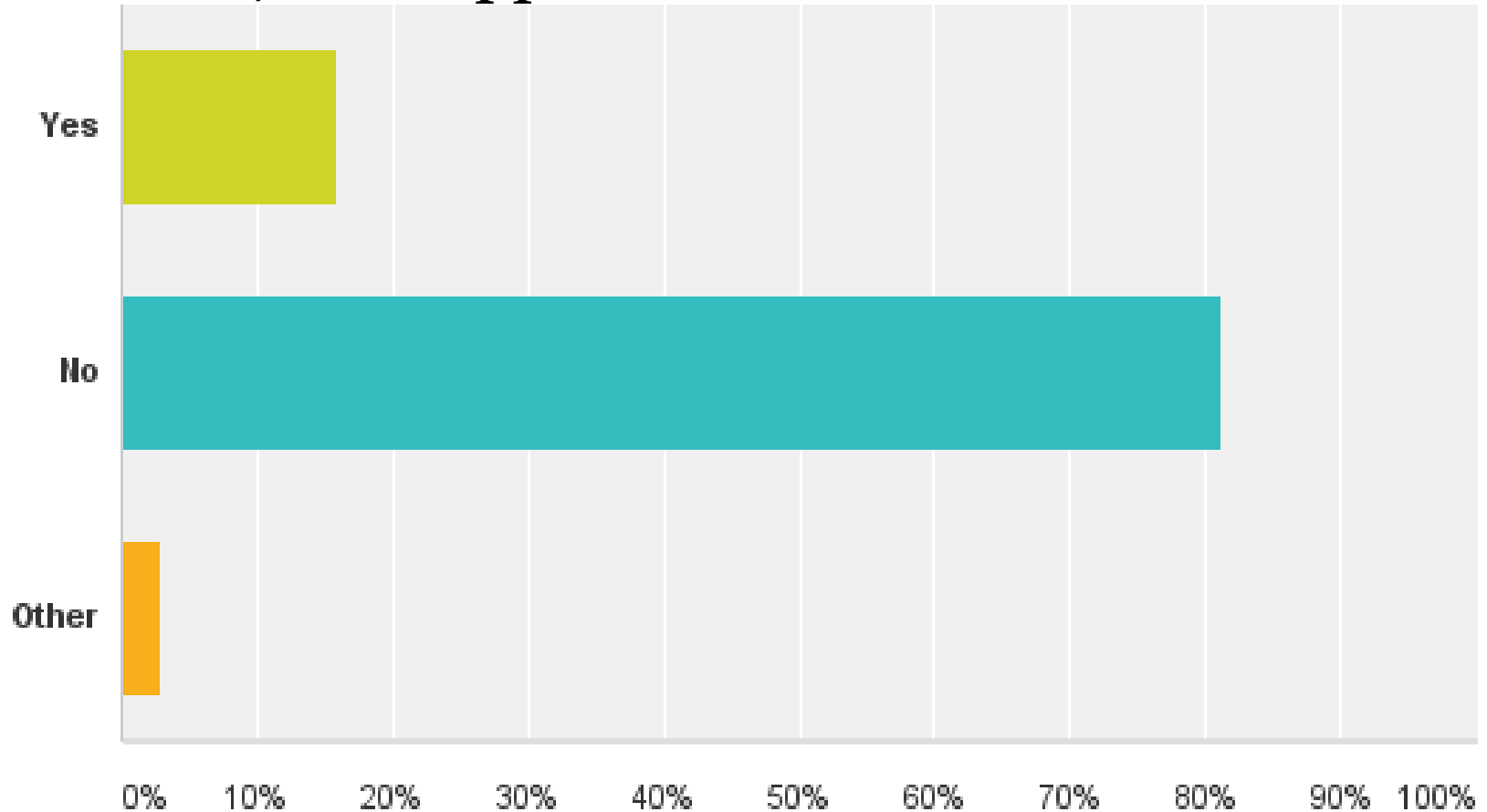
- Answered: 166 Skipped: 31



Q12: Has your local Human Resources (HR)/Personnel unit helped in preparing you for promotions? (Orientations/practice tests/mock interviews, etc.)

14

- Answered: 176 Skipped: 21



“WHO” is responsible for developing leaders within the organization?

15

- **Executives/Directors?**
- **The Chief?/Sheriff?**
- **The Command Staff?**
- **The Mid-Level Managers?**
- **The first line Supervisors?**
- **The Training Division?**
- **Informal Leaders?**
- **Human Resources?**
- **“Stakeholders?”**



How are employees assessed for their leadership potential?

16

- **Anecdotal evidence?**
- **Evaluations?**
- **Mentors?**
- **Commendations?**
- **Recommendations?**
- **Testing?**
- **Temperament?**
- **Leadership assessments?**
- **Assessment Centers?**

How then do we measure those qualities or abilities?

17

- **Hold an interview panel with 10-15 questions related to the job?**
- **Ask them why they want the job?**
- **Ask them scenario questions?**
- **Ask them to tell us about themselves?**
- **Ask them to tell us their job history?**
- **Ask them what they've done to prepare themselves for this job?**
- **Look at their performance reports for the last few years?**

Identifying Characteristics

18

- **Notable work**
- **Proven track record**
- **Willingness to adapt, learn and change**
- **Loyalty and supportive of the agency or organization**
- **Personality, character, temperament considerations**

Getting Started

19

- **Needs assessment?**
- **Initiated by?**
- **Developed by?**
- **Implemented by?**
- **Evaluated by?**
- **Re-Assessed?**

Rationale for Succession Planning

20

- **Continuity**
- **Consistency**
- **Transition planning and management**
- **Long range vs short range goals**
- **Building “cohesiveness” among stakeholders**
- **Superordinate Goals; success of the organization or agency**

Building a Leadership Pipeline – CPSHR Model

21

- The “**Just in Time**” Model vs. the “**Integrated Approach**” Model.
- In the **Just in Time model** the pipeline is disconnected from other efforts, such as recruitment for the workforce as a whole, retention, and performance management.
- Example: Merely posting an announcement for a promotional exam

Growing your own leaders

22

- **Identifying future leaders**
- **Risks v. Benefits**
- **Assuring commitment to the organization/profession (Long term vs Short term)**
- **Developing a “career path” with emphasis on Supervision & Management goals**
- **Building blocks for skill-building**
- **Empowerment**
- **Accountability**

Integrated Approach

23

- The **Integrated Approach** marries efforts to manage the supply, caliber, and competencies of leaders with broader efforts to manage the organization's human capital.
- It links these efforts to the organization's overall strategy and its short-term and long-term planning.
- Source: Building the Leadership Pipeline
- http://www.cpshr.us/documents/resources/CPS_Pipeline_8.23.05.pdf

Methods may include:

24

- **Building Competencies and Competency Models based on KSA's = Dimensions vs. Behaviors. Examples include:**
 - **Delegation**
 - **“Hands-on” or “On-the Job Training**
 - **Mentoring/Coaching**
 - **Rotation of assignments**
 - **Targeted assignments for specific skill development**
 - **Evaluations**

Using Resources - Example

25

- ***National Institute of Corrections: Management Development for the Future series*** -targets the middle management tier of a correctional organization.
- **Example: “Build Your Agency's Senior Level Leader Cadre Through NIC's Blended Correctional Leadership Development (CLD)”**
- <http://nicic.gov/training/>

“Team” approach

26

- **Peers as support base & learning base**
- **Supervisory or management “team” work collaboratively on issues and bring the “replacement” along to get them up to speed in a nurturing, supportive environment**

ROTATION PROGRAMS?

27

- **Sample “Rotation” by assignment**
- **Examples may include:**
- **Training Roles (As “Supervisors” or “Managers”)**
- **Case Management or Investigative Roles**
- **Administrative/Logistic or Support Roles**
- **Internal Affairs; discipline, counseling, recommendations, format of local processes**

Matching Personal Goals to Organizational Needs

28

- **Surveys**
- **Questionnaires/Interviews**
- **“Exit Interviews”**
- **Team Building Exercises**
- **Understanding personality and temperament (use of **psychometric** testing instruments)**
- **Understanding skills needed for **supervisory** and **managerial** roles**

Skill sets

29

- **Modular**
- **Longitudinal (over time)**
- **Check Points for growth or improvement**
- **Identifying key KSA's for the role (Example: PODSCorb v. LODESTAR)**
- **Job Analysis – Use of DACUM's to clarify job skills**
- **Designing a Curriculum – Ohio State University**

- **Planning**
- **Organizing**
- **Directing**
- **Staffing**
- **Coordinating**
- **Reporting**
- **Budgeting**
- *(Gulick and Urwick, 1937)*

LODESTAR

31

- **Leading**
- **Organizing**
- **Deciding**
- **Evaluating**
- **Staffing**
- **Training**
- **Allocating**
- **Reporting**

Building Competencies

32

- **Managing groups/teams**
 - **Counseling subordinates**
 - **Delegating**
 - **Decision making**
 - **Situational Leadership**
 - **Situational Supervision**
- **Written work; range of reports & types of writing expected**
 - **Oral Presentations; to persuade, influence, elicit support, motivate, etc.**

Evaluating Learner (Candidate) as:

33

- **Leader** AND **manager**
- **Follower**
- **Coach**
- **Mentor**
- **Support role**
- **Liaison** between staff and management
- **Communicator** interpreter, messenger, “selling,” “asking” or “telling.”
- **Advocate**

Learning modules could include:

34

- **Workshops**
- **Seminars & lectures**
- **Mentoring**
- **Role-playing**
 - **Decision simulations**
 - **“Supervisory” Simulations**
- **In-Basket training**
- **Assessment Centers**
- **Reading assignments**
- **Cohort Groups**
- **Case Studies**

Consider...

35

- **Behaviors**
- **Values**
- **Strategic thinking skills/Critical thinking skills**
- **Communication skills**
- **Interpersonal skills**
- **360 assessments**
- **Stressors**

360° Evaluations

36

- **Value of various perspectives:**
- **Self**
- **Peers**
- **Supervisors**
- **Subordinates**
- **Extension: clients, staff plus...**
- **Assessment Instruments that are more objective than subjective**

What is it we want to actually “measure?”

37

- **Leadership?**
 - (Difficulty in defining – need for observable, measurable behaviors)
- **Adaptability**
- **Relationships**
- **Task Management**
- **Production**
- **Development of others**
- **Personal Development**
- **Communication**
- **Interpersonal relations**
- **Loyalty – being a good subordinate – “Servant Leadership”**
- **Organizational Awareness**
- **Community Relations – COP/POP with measurable results**
- **Self-initiated**

Situational Supervision®

38

- **Research by Hersey & Blanchard on Situational Leadership in Management and Organizational Behavior**
- **Understanding the role of the subordinate's readiness to be able to follow the directions are paramount to success.**

Sample: Situational Leadership® Model

39

- **Is based on the amount of direction (task behavior) and socioemotional support (relationship behavior) a leader must provide given the situation and the level of "readiness" of the follower.**
- <http://www.situational.net/Pages/360.html>

Measuring Leadership Styles

40

- **The situation and follower readiness are considered.**
- **Sample of leadership styles:**
 - **The Directive Style**
 - **The Supportive Style**
 - **The Empowering Style**

What do you want?

41

- **Transformational Leaders? Vs...**
- **Transactional Leaders?**
- **People Leaders?**

Transformational leaders

42

- **Stimulate, inspire and motivate the people who work for them by ...**
- **displaying charisma, confidence, authority and strong communication skills**

Transactional leaders

43

- **lead by being efficient managers concentrating on tasks such as...**
- **planning, work allocation and performance monitoring.**

People managers

44

- Give time to activities such as:
 - Coaching
 - Mentoring
 - Development
- Based on Jim Collin's leadership framework, the Creative Leadership Questionnaire (CLQn)
- <http://etesting.modwest.com/>

Transformative issues

45

- **Helping organizations examine the apparent lack of leadership development programs**
- **Linking “Best Practices” between Business applications to Public Safety**
- **Providing equitable assessments**
- **Ensuring diversity applications**
- **“Stakeholder” buy-in and ownership of the process**

Creating a cohesive strategy for development of leaders from within the organization

46

- **Consider;**
- **Developing Cohort groups**
- **Provide consistency in transitions**
- **Understanding of the larger picture of the organization and profession**
- **More efficient and effective service to the community**
- **Use of multiple dimensions in consideration**
- **Documentation of a formal policy or process**