Assessment Center
Methods for Leadership Development

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KSA Ltd. Informal Survey

Responses 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

- 3-5 years
- 6-10 years
- 11-15 years
- 15-20 years
- 20+ years
- Other (please specify)
Q2: Indicate your current Educational Level
Q3: Does your department have formal leadership development program

- No: 70%
- Yes: 20%
- Other (please specify): 0%
Q4: Does your department have a formal Coaching or Mentoring program for leadership development purposes

- No
- Yes
- They have an "informal"...
- Other (please specify)
Q5: Does your department use personnel evaluations/performance appraisals as part of your promotional testing process?
Q6: Does your agency offer proprietary in-house supervisory development courses?

- Yes
- No
- Other (please specify)
Q7: Does your department offer a proprietary in-service leadership development program?

- Yes
- No
- Other (please specify)
Q8: Does your department formally recommend external supervisory training prior to promotions?

Yes

No

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

- 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.)

- Answered: 176    Skipped: 21
“WHO” is responsible for developing leaders within the organization?

- 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?

- Anecdotal evidence?
- Evaluations?
- Mentors?
- Commendations?
- Recommendations?
- Testing?
- Temperament?
- Leadership assessments?
- Assessment Centers?
How then do we measure those qualities or abilities?

- 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

- 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

- Needs assessment?
- Initiated by?
- Developed by?
- Implemented by?
- Evaluated by?
- Re-Assessed?
Rationale for Succession Planning

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

- 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
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:

- 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

- **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

- 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
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

- 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

- 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
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<thead>
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<th>PODSCoRB</th>
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<tr>
<td><strong>Planning</strong></td>
<td><strong>Coordinating</strong></td>
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<td><strong>Organizing</strong></td>
<td><strong>Reporting</strong></td>
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<td><strong>Directing</strong></td>
<td><strong>Budgeting</strong></td>
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<td><strong>Staffing</strong></td>
<td><em>(Gulick and Urwick, 1937)</em></td>
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LODESTAR

- Leading
- Organizing
- Deciding
- Evaluating

- Staffing
- Training
- Allocating
- Reporting
Building Competencies

- 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:

- 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:

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

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

- 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?”

- 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
• 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

- 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
The situation and follower readiness are considered.

Sample of leadership styles:
- The Directive Style
- The Supportive Style
- The Empowering Style
What do you want?

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

• Stimulate, inspire and motivate the people who work for them by ...

• Displaying charisma, confidence, authority and strong communication skills
Transactional leaders

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

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

- 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

- 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