Assessment Center
in Korean Government

24, Sep., 2008

Namock Kim
Deputy Director

Ministry of
Public Administration
and Security
1. About MOPAS

MOPAS (Ministry of Public Administration and Security)
: The government personnel, organization, informatization, and support local governments responsible for the ministries created
2. Background of Introducing Competency Assessment

- Enhancing performance and competency of senior officials (Senior Civil Service)
- Thus, strengthening government competitiveness and improving administrative service qualities
2-1. Selection Process of Senior Civil Service

- The successful completion of the SCS Candidate Development Program and Competency Assessment is required for entry to the SCS.
3. Competency Assessment Method : AC

3-1. 9 Core Competencies

<table>
<thead>
<tr>
<th>Communication</th>
<th>Visioning</th>
<th>Results-oriented</th>
<th>Cognition and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Customer-oriented</td>
<td>· Coordination and Integration</td>
<td>· Professionalism</td>
<td>· Strategic Thinking</td>
</tr>
</tbody>
</table>

3-2. Exercises:

- Group Discussion
- 1:1 Role Play
- 1:2 Role Play
- In-Basket
- Presentation
- Interview
3. Competency Assessment Method : AC

Assessor Training Process

- Introduction about Senior Civil Service (SCS)
- Understanding of Competency and Assessment Center
- Introduction about Simulations
- Understanding of 9 SCS Competency
- Assessment Skills: Observe / Record / Classify / Rate
- Integration Process

3-3. Assessors : Senior Officials, Psychologists, Management Consultants
4. Designing the AC: Historical Review

- **Designing**
  - Government Competency Framework: 19 Competencies
  - 2000 ~ 2001

- **Modeling**
  - 9 SCS core competencies
  - 2003 ~ 2004

- **Developing**
  - Exercises
  - 2004 ~

- **Assessor Training**
  - 2005 ~

- **Revisioning Act Constructing Assessment Center (Place)**
  - 2006

- Benchmarking on Other leading Org.
- SME Workshop
- Incumbent Interview (BEI)

- Designing 19 Competencies

- Organizational Commitment
- Professionalism
- Ethics for an Official
- Customer-Oriented
- Self-Control
- Business Acumen
- Adaptability

- Information Management
- Cognition and Understanding
- Strategic Thinking
- Effective Implementation

- Vision
- Coaching/Development
- Resource Management
- Political Wit
- Communication
- Coordination and Integration
- Negotiation
- Teamwork
4-2. SCS Competency Modeling (2003~2004)

1,437 Job Analysis & Government Competency Framework

Benchmarking on ForeignGov. and Enterprises

Taking Experts Review

< 9 Competencies>

- Communication
- Customer-oriented
- Visioning
- Coordination and Integration
- Results-oriented
- Professionalism
- Led Innovation
- Cognition and Understanding
- Strategic Thinking

- Senior Civil Service Workshop
- Interview with persons in charge
- Pilot Test and Taking Experts review

Simulation: The Future Job Situation in a virtual government agency
4-4. Training Assessor (2005~)

Recommendation by Central ministries and institutes

Training Process

 Participating Pilot Tests And Supplementing Education

- Understanding of Competency and Exercise
- Observe & Record
- Classify & Rate
- Share & Judge (Integration of Observation)
- Make a feedback report

Trained 155 Assessors (94 Senior Civil Services and 61 Psychologists)
4-5. Revisioning Act (2005~2006)

- Dec., 2005
  Revisioning Act

- 2006
  Securing Budget

- Apr., 2006
  Open “Assessment Center”

- May, 2006
  Revisioning Executive Order

- 15, Jun., 2006
  Conduct
  “1st Competency Assessment”

During “15, Jun., 2006 ~ 31, Aug., 2008”,
Run 171 times of Assessment, Assessed 1022 persons
5. Characteristics of MOPAS AC

To ensure fairness, MOPAS made additional restrictions besides basic requirements:

- **Simulation**: a virtual government agency
- **Assessor**: Exclude those who are acquainted with the Assessee
- **Blind Interview**: Assessees are guaranteed anonymity
6. Results of Assessment and survey

**Assessment Results**

June 2006 ~ August 2008: 1022 Subjects were assessed successfully (147 subjects were failed to be assessed)

**Survey of 970 subjects**

- **Fairness**: Yes, 87%
- **Validity**: Yes, 87%
7. Expanded Usage of MOPAS Assessment Center

- **Local Gov.**
  - Seoul City

- **Other Ministries**
  - Korea Customs Service, Korea Intellectual Property Office etc.

- **MOPAS Assessment Center**

- **Public Enterprise**
  - Korea Railroad Corporation
Thank You!
Assessment Center
in Seoul Metropolitan Government

24, Sep., 2008

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### Seoul City (2007)

<table>
<thead>
<tr>
<th>Area</th>
<th>605.33 km²</th>
</tr>
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<tbody>
<tr>
<td>Population</td>
<td>10,421,782</td>
</tr>
<tr>
<td>Population density</td>
<td>17,217 per km²</td>
</tr>
<tr>
<td>the num. of families</td>
<td>4,046,086</td>
</tr>
</tbody>
</table>

### Organizational Info.

<table>
<thead>
<tr>
<th>Mayors</th>
<th>1 mayor, 3 vice mayors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seoul Metropolitan Gov.</td>
<td>6 offices or headquarters, 21 bureaus, 105 divisions</td>
</tr>
<tr>
<td>Affiliate Office</td>
<td>29 under the direct control of the Seoul Metropolitan Government</td>
</tr>
<tr>
<td>Corporations*</td>
<td>6 corporations</td>
</tr>
<tr>
<td>Administrative Districts</td>
<td>25 autonomous 'gu's and 522 'dong's</td>
</tr>
</tbody>
</table>

* City-supported public work corporations
Seoul is the capital and largest city of South Korea

- There are over 40,600 workers in Seoul (2008)

- Total 2,221 (5.5%), including 246 contract workers
- Each deputy director has 4-10 team members
- Deputy managers function as practitioner and adviser
- In 2008, among 290 applicants, 43 were promoted by selection board and 45 out of 193 were promoted from competency assessment. Evaluation by selection board is a closed process.

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To solve problems caused by the existing knowledge tests
- Prevent a gap year for test preparation
- Judge participant’s competency rather than their ability to memorize/ Knowledge
- Willingness to promote people who are productive and efficient in work through new promotion system
Former Promotion Process (~2007)

- Evaluation by selection board 50%
- Knowledge Test 50%

- Subjects include constitutional law, administration law, political science, and civil law
- Gap years due to long term test preparation (about 3-5 years)
- Different levels of test preparation (private tutor, private academic school, etc)
- Most of participants lose the money for test preparation

- The new promotion process is not based on seniority system and knowledge test, but HR executive directors willing to change mostly based on applicants’ competency (50%) and their ordinary work performance (50%)
Overview of Competency Assessment

- **Literature review and benchmark**

- **Set up assessment exercises and administration system**
  - Nov 8, 2007

- **Set up the new promotion process**

- **Training & Development Program**
- **Assessment center**
- **Action Learning**
Schedule for Each Stage of Competency Assessment

- **Competency Modeling**
  - Before October, 2007

- **Developing Simulations**
  - Jan 10, 2008 ~ Feb 24, 2008

- **Pilot Test**
  - Feb 25, 2008 and Mar 3, 2008

- **Assessor Training**
  - 5 days during Feb 28, 2008 ~ Mar 31, 2008

- **Admin. System**
Process of Competency Modeling

1st stage of Competency Modeling
1. Web-based Survey
2. Incumbents Workshop
3. SME workshop
4. Collect Job sample

2nd stage of Competency Modeling
1. Web-based Survey
2. Incumbents Workshop
3. SME workshop & Experts Review

Common Competency
- Change Management
- Persuasion / Negotiation
- Communication
- Problem Solving
- Results Oriented

Managerial competency

Managerial competency
- Persuasion / Negotiation
- Communication
- Problem Solving
- Results Oriented
Developing Simulations

Information collection
1. Job sample workshop
   - collect Job sample from high performer
2. Set up a virtual organization that is similar with SMG*, function as deputy director, and is open to the public
3. Interview people in charge of diverse resources

Simulation development
1. Written Exercises
   - Consider Written Exercises (In-basket, Case Study) according to the large scale participants administration
2. Verbal Exercise
   - 1:1 Role Play, Follow-up interview of In-basket administered 3 days with 3 alternative scenarios
3. Set up the Virtual organization
   : Public Library (Solbin Library)
   - based on information gathered from domestic and foreign libraries
4. Experts Review
   - I/O and public administration professors verified fidelity and validity of the exercise

* Seoul Metropolitan Government
Pilot Test

Participant selection
1. Select participants based on their tasks and roles among deputy director level
2. Check the scenarios focus on the different job families (managerial job vs. technical job)
3. High performers, high priority

Pilot Test
1. Utilize DVR* system
   - edit exercise, improve BARS
2. Check simulation content, time, scale, and operation guides, etc
3. Considering the content validity

* Digital Video Record (for more information – 2006 London ICACM)
**Assessor Training**

**Assessor selection**

1. **Assessor Pool**
   - Select SCS assessors first
   - Select internal assessors who were in the same level as deputy director

2. **Total 46 assessors (40 external assessors and 6 internal assessors)**

**Assessor training**

1. **2 days of training program**
   - FoR & shadowing
   - 6 internal assessors were trained

**Assessor Activities on the Web**

1. **Developing software for assessors**
   - “Hi, SSE!” (Seoul Simulation Exercises)
   - Web-based system

2. **Assessors can use the ‘Hi, SSE!’ to record, classify, rate, integrate**
Possible to choose the Positive, negative behavior

Same color means that they are same competency
Admin. System(1)

Preparation

1. Printouts (materials for participants, assessors) were very securely handled
2. Many of participants expected that they got the high stress, the ambulance stand by near the place of assessment

Written Exercise : 1 day of each exercise

1. In-basket, Case Study
2. 193 participants (3 classes), 30 administers per day
3. 20 assessors spent 3 days for assess In-basket
4. 25 assessors spent 4 days for assess Case Study
5. Each written exercise reviewed 2 times by different assessors
Admin. System (2)

Place of assessment

1. The big-size rooms and many rooms for assessment were required for the administration of large number of participants
2. Waiting room and assessment room were separated for security reasons

Individual Exercise: 3 days

1. Follow-up interview of In-basket, 1:1 Role Play
2. 64 participants (3 days), 24 Assessors, 50 administrators per day
Schedules management

1. The large number of participants should be handled along with the clear schedule for each participant
2. Set up schedules for assessors, managers, radio studio, and anyone involved in the process
3. Rehearse the entire process
Participants’ Views about Competency assessment

Pros.

Introducing the competency assessment as a right method for 4 hours

Practice with sample version of each exercise

Delivering the right information through Q&A session for 1 hour

Cons. (against the seniority)

Preparation for both participants and government employees to reach a consensus
Explain why new assessment process was necessary

Introduce competency concept and assessment center

Introduce the virtual organization

Orientation was rigorously managed for understanding

Introduce and practice assessment exercise

Practice: 1:1 Role Play, In-basket, Case Study

Before the first day of assessment

Introduce the assessment process in detail

Strong Orientation

Introducing the competency assessment as a right method for 4 hours

Practice with sample version of each exercise

Delivering the right information through Q&A session for 1 hour
Implication

- Most of participants confronting due to dramatic changes in assessment process
- Even the seniority-based promotion system was partly destroyed, but many of participants accepted the new promotion system
- The fundamental reason was based on the validation of AC method
- The utility was accepted by participants and management board
Key Questions

1. Is it more efficient to use competency assessment before competency training or vise versa?
2. Is it reasonable to use Competency and sub-Competency?
3. Participants’ age turned out to affect the assessment results. Is there any way to control this variable?
Thank you!