第42届全球人才评鉴高峰会
暨领导人才发展论坛
THE 42ND INTERNATIONAL CONGRESS ON ASSESSMENT CENTER METHODS AND DEVELOPING LEADERSHIP TALENT

2019
Leadership Development in College—
A case study based on ACDC approach

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Leadership development in college

- Mission in higher Education origins to LD
  - Lords and clergies

- Renaissance and the rise of urbanism
  - Governance, Scientific inquiry, and medicine
  - City councilors and professional counselors

- Leadership development in contemporary college
  - By Business college? Or just Vanished?
  - Revisiting and revealing the LD issues in college
A LD Center, N/A U. in Case reviewed

Liberal art education in certain U. Centre for General education Centre for Elite dev./Creative lead.
Liberal art education in certain U.

- Core values in education of AU
  - To cultivate holistic people possessing macro perspective, moral integrity and humanistic concern.

- Colleges and departments
  - Health/Management/humanity/Infor. Engineering/Design

- Specialty Centers
  - Research/Design/Collaborate/Industrial services/Teaching

- Liberal art education in certain U.
  - Centre for General education
  - Centre for Creative leadership
Two modes of Liberal art education

- Centre for General education
  - To embrace the core educational values of AU, that is to cultivate holistic people possessing macro perspective, moral integrity and humanistic concern
  - By fundamental and liberal art courses toward to good language skills, physical and mental health, development of life wisdom, wide range of cultural and artistic conservation and lifelong learning to open creative mind and build up personal living philosophy.

- Centre for Creative leadership
  - Part and another mode of liberal art education.
Purpose of Centre for Creative leadership

- To cultivate students to be future leaders with passionate creativity and global views.
  - Selecting outstanding students,
  - By formal, unformal, and potential courses which
  - Enhance character, leadership, team work, discipline, creativity, and global view.
  - Version in-time: innovat., leadership, compass., Global view

- Leadership development refers to build youth leaders
  - By means of selection in assessment and training in practicing and reviewing and feedback,
  - To build youth leaders in dedicating to people with social or professional care/compassion.
Assessment Center and Development Center

By selection/learning/practicing
By curriculum/lectures/group dynamic
Centers on assessment and development
By selection/learning/practicing

- Applicant qualification
  - Excellent entry academic performance
  - Excellent semester academic performance, top 10-30%
  - TOFEL 550 or above, or equivalent in TOEIC etc.
  - Awarded in specialty contest like sports or Olympia etc.

- Selection index:
  - Team-working, initiating, dedicating, deep-caring

- Recommended by director and decided by board
  - Chairperson of the board is Vice-president in duty
By curriculum/lectures/group dynamic

- **Core competencies:**
  - innovation/leadership/compassion/global view

- **Formal courses:** courses and academic credits
  - Lectures/Coaches

- **Informal courses:** gathering, visiting, and apprentice
  - Director/outside sources

- **Potential courses:** society, problem based learning
  - Student union/Toastmaster Club/Peer group and feedback

- Practice project as wrap-up: social/professional care
以评鉴与发展为中心的理念

- Predictors in AC:
  - Team-working, initiating, dedicating, deep-caring

- Core competencies as criteria in development:
  - innovation/leadership/compassion/global view

- Development design and practice:
  - Learning by observing, designing, doing and reflecting

- Criteria in design:
  - Process: Satis/Honors/Accountb-ty/effic-cy/executiveness
  - Long-T: Time to win the first promotion
Candidacy by Assessment Center

Confirming specification by core competencies
Choosing tools and procedures by role specification
Developing scenarios and rating rubrics
Developing rater training program and recruiting raters
## Confirming specification and predictors

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Concerns in confirming predictors

- Applicant qualification used in the past
  - Excellent entry/semester academic p., top 10-30%
  - Peer leadership and community service experiences
  - Bio-data and study plan submitted for.

- AC planned under factual
  - Resources and financial support
  - Potential raters in quantity and qualification
  - Predictors, measurements, and candidates in numbers
  - Communication competency with stakeholders
Confirming specification and predictors

- Excellent p.: Top 10%
- TOFEL etc.: Required
- Awarded in Specialty
- Deep-caring
- Dedicating
- Initiating
- Team-working

- 30%
- Flexible
- Any field
- Assessment Center
  - Multiple raters
  - Multiple ratees
  - Multiple measurements
  - Multiple traits/targets
Multiple traits/targets in practice

- Deep-caring
- Dedicating
- Initiating
- Team-working
Matrix of predictors and procedures

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* Biodata includes motivation, learning objects, self-appraisal and aims in future. Raters rate independently and reach to consensus if possible.
** "Good chief" was led by prepared moderator, and they need to promote selves as chief if chosen.
*** "My proposal" is a non-leaders discussion. Ratees tried to promote their recommended proposal for new chosen group.
Reviewing biodata in application

- Raters observed and rate merely descriptions relevant to deep-caring and dedicating.
- Deep-caring
  - Caring for self, him/her, others, society and far-land.
  - Reflective thinking, empathy and idea on Big self.
- Dedicating
  - Engagement in good and valuable things and virtues
  - Enduring and suffering for faith or people in care
Talk on study plan

- Ratings on deep-caring and dedicating were made after talk on study plan in PPT without questions.
- Orientation:
  - Hello, dear. It is a great opportunity and we are looking for great candidate.
  - You have 6 mins to tell who you are or will be, and in which way you will contribute toward people and world.
  - You are free to tell everything, but remember, please: We hope to learn who you are rather than you were, where you go, rather than you came.
Discussion Group in context

- Ratees overviewed records on former projects first.
- I am good chief:
  - Ratees were told to campaign the chief if chosen. Candidacy requested to win more than half agreement. Chief is a role in charge of greater responsibility and share more opportunities to grow and express talents.
- My great proposal:
  - Ratees were told to be new members of Toastmaster Club if chosen. As new important members, they need to choose one proposal out of three in consensus to recruit new club members. Budget was limited and selection criteria were clear and high.
- Raters rate by observation outside. Two groups/round.
# Rubrics: biodata in application

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1–3 dis-satis./4–6 make-up/7–9 excellent
# Rubrics: Good Chief/moderated

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1–3 dis-satis./4–6 make-up/7–9 excellent
## Rubrics: My proposal/non-leader

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<td>3. Urging to focus on issues of time, task, division of labor, and collaboration.</td>
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1-3 dis-satis. / 4-6 make-up / 7-9 excellent
Rater training program

- **Raters**: 1 moderator + 2 invited experts
  - 4 hours program. 3 for FOR training, 1 for consensus meeting on biodata as rehearsal.

- **FOR training [Frame Of Reference]**
  - An overview on predictors, procedures and candidates
  - Targets in assessment and rubrics in scenarios
  - A video demonstration in FOR
  - Another video to test the accuracy after FOR.

- **Consensus meeting on reviewing biodata**
  - To enhance the understanding and reliability of rubrics
Process of AC in practice

- Developing the AC framework for selection
- Expressing the recruitment and call for submission
- Screening and Noticing applicants to attend.
- Raters FOR training
- Rating biodata individually among raters.
- Consensus meeting training including reviewing FOR.
- AC in practice: Talk, Grp/moderated, Grp/non-leaders
- Putting ratings together: Remaking distant scores.
- Consensus meeting to modify final ratings.
- Generating candidates in mechanical composition
- Determining selected list by Advisory board
Results

- Receiving, Screening, Inviting to attend.
- Applicants in AC
  - Biodata: paper reviewed
  - Talk: multiple raters, single ratee
  - Group: multiple raters, multiple ratees
- Grouping: 8 persons*6 group; 3 rounds
- Candidacy 24 and 6 on waiting list
- Advisory board deciding.
- Proclamation
Development Center: Group dynamics and social/professional practice
Non-formal courses and apprentices

- 12 international culture exchange events
- 8 recruitment: overseas study, apprentice and services
- 5 selection: overseas academic exchange and services
- 5 international art and liberal art speeches
- 22 AsiaUTC Regular Meeting & Training
- Co-organizing “international students host plan”
- 11 inspiring talks on living philosophy
- 11 creative leadership keynotes
- 2 co-organizing GYLA plan on future youth leaders
Social event and project

- **2011.0311, A story**
  - Earthquake, Japan
  - 0312-15, Brewing
  - 0316, Doing and linking
  - 0317-20, Planning
  - 0321-0401, Doing
  - Union/Clubs/stores
  - College support
  - Advocating and inviting
- **Donating 1.2 USD/stdnt**

- **2013.0420, Another one**
  - Earthquake, China
  - 0421, College support
  - 0422, Planning
  - 0423, Stdn from Chn echo
  - 0423, Union leading
  - 0425, somehow vanished

- **Compar. and reflective**
  - Opprtnty, support, training
  - Passn, Compa., dedication
After Action Review/AAR in DC

- Identifying competencies in relevance
- Designing rubrics for competencies
- Orienting keys for better or higher anchors
- Project-based Learning Action
- Review and Reflection after PBL Action
- Assessing mutually by team members
- Feedback and Discussion
- Congratulations ceremony
Overseas Professional Social Services Project

https://youtu.be/n7QBUm5sWXs
Overseas Professional Social Services Project

- https://youtu.be/Atl1phu2FuA
Criteria in design

- **Process criteria:**
  - Satisfaction on curriculum, courses, and lectures
  - Sense of honor to be member of LD

- **Learning criteria:** Overall review on core-compet.
  - Self-rating in vitae: Wrap-up in Career planning course
  - Other-rating in peer: feedback from partners
  - Core-C: innovation, leadership, compassion, global view

- **Long-term criteria:**
  - In general, to built up achievement on leadership
  - Compared with the college norm
  - Average years to win the first critical promotion
Criteria in performance

- Process criteria
  - Satisfaction ✓
  - Honors ✓

- Overall rev.-Self/Others
  - innovation ✓ ✓
  - leadership ✓ ✓
  - compassion ✓ ✓
  - Global view ✓ ✓

- Long-term criteria
  - Leadership performance
  - Compared with college
  - To Win first promotion

- Factual findings
  - No data about college
    - Planned, but not done
  - Poor data from LD
    - Graduate school
  - As long as more findings
Implications and applications

- A vague look of LD in college
  - Revisit and revealing LD in college
  - Lack of mission/strategy/department/theory/design
  - LD center as a possible strategy and solution

- Possibilities for LD in college
  - LD center via. General education center
  - ACDC approach for selection and training
  - AC in selection relying on moderator and experts
  - DC in training accounted with peers as raters
Implications and applications

- **Core competencies of leadership**
  - refer to innovation, leadership, compassion, global view
  - Raised up with courses: formal/informal/potential
  - Wrap-up with social/professional practice project
  - Learning by doing/feedback/reflecting/improving

- **LD program as action study in difficulties**
  - Even developed well in practice, hard to be done well
  - Criteria design: process/mediator/Mid-long term
  - Attractive graduated program.
  - Restricted by kinds of obstacles ex. financial support.
Beyond eating and drinking, I am thinking.
伟大的改变并非遥不可及。

- 希思(Chip Heath) · 斯坦福大学商学院组织行为学教授