



# Identifying and Developing Employees for Leadership Roles

## A Rapid Review

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## Key Messages

Organizations can use the following strategies to identify and develop employees with leadership potential:

1. Engage senior leaders in creating a supportive culture for succession planning and development of leadership potential. Prioritize succession planning and develop employees with leadership potential through teaching.
2. Assign mid-level managers primary responsibility for identifying and developing employees with leadership potential. Develop formal and informal mentoring relationships.
3. Adopt robust assessment processes for identifying employees with leadership potential. Define leadership potential, use several indicators and avoid a replacement approach.
4. Integrate developmental activities with organizational strategy. Use action-oriented learning projects and enhance visibility of employees with leadership potential.

# **Executive Summary**

## **Issue and Purpose**

The Region of Peel – Public Health faces significant risk posed by the retirement or departure of key roles in the organization. An analysis of Public Health OMERS data shows that 38% of managers and 26% of supervisors will be eligible to retire by 2021. Furthermore, a bench-strength analysis for manager positions identifies only a few individuals within Public Health as ready now to take on a manager role. The purpose of the rapid review is to understand how organizations identify and develop internal employees for leadership roles.

## **Research Question**

What frameworks do organizations use to identify and develop high-potential employees?

## **Literature Search and Critical Appraisal**

The authors searched the business literature and assessed for relevance based on pre-established criteria. They appraised four articles for quality assessment. Two of these articles, of moderate quality, form the basis of the findings in this review.

## **Key Findings**

The research highlights strategies organizations can use to build a robust leadership pipeline. In order to identify and develop employees with leadership potential, organizations must:

- a) Engage senior leaders in creating a supportive culture for succession planning and development of leadership potential.
- b) Assign mid-level managers primary responsibility for identifying and developing employees with leadership potential.
- c) Adopt robust assessment processes for identifying employees with leadership potential.
- d) Integrate developmental activities with organizational strategy.

## **Recommendations**

1. Make succession planning a strategic priority, particularly the identification and development of employees with leadership potential, in order to build a robust talent pipeline.
2. Engage Public Health Management Team in creating a supportive culture for succession planning, teaching leadership and technical skills, and holding mid-level managers accountable for building the leadership pipeline.
3. Involve mid-level managers in identifying and developing employees with leadership potential and in creating mentor networks.
4. Develop and adopt a definition of leadership potential and identify measureable indicators of potential.
5. Create action-oriented developmental opportunities for employees with leadership potential that enhances their visibility, demonstrates their ability to achieve the

desired outcomes and aligns individual development needs with the organization's strategic goals.

6. Develop and implement a communication strategy about succession planning.

# 1 Issue

The Region of Peel – Public Health faces significant turnover in leadership positions over the next five years. In late 2016, an analysis of Public Health Ontario Municipal Employees Retirement Savings (OMERS) data revealed that 38% of managers and 26% of supervisors will be eligible to retire by 2021. Fifty percent of senior leaders are eligible to retire by 2021.

To prepare for this leadership turnover, Public Health needs an effective succession planning strategy. Two key pillars of succession planning are identifying and developing employees with leadership potential. The purpose of this rapid review is to understand how organizations identify and develop these employees.

## 2 Context

A succession planning program mitigates risks posed by the retirement or departure of key members of the organization. Valuable knowledge and expertise may be lost and finding a qualified replacement may be challenging. In late 2016, the Region of Peel – Human Resources launched a framework for succession planning (Appendix A). The Region of Peel piloted the program in the Public Works department and Public Health was designated for the next phase of the roll out. Public Health, with support from Human Resources, is working through the steps of the framework.

As a first step, Public Health staff, in conjunction with Human Resources, reviewed Public Health OMERS data. Retirement eligibility was analyzed and reported for staff with direct reports. By 2021, 38% of managers (8 out of 21) and 26% of supervisors (17 out of 60) will be eligible for retirement. Each manager or supervisor retirement poses a potential succession risk to the organization. A cumulative risk would develop if individuals do not retire when they are eligible. In this scenario, several leaders could retire at the same time.

Next, we completed a bench-strength analysis for manager positions. Each Director and Associate Medical Officer of Health (AMOH) reviewed their divisional portfolios and determined who would be ready now, ready soon (12-18 months), or had potential to occupy a manager role in the future. They drew upon their knowledge of their employees' abilities, past performance and aspirations, and identified a handful of employees as ready now to take on a manager role. They identified many more



individuals as ready soon or had potential. This analysis highlighted a need and an opportunity for Public Health to focus on developing its internal talent.

The bench-strength analysis raised concerns among the Directors and AMOHs. They wondered if they were subjective in their classifications of employees with potential for leadership roles. They raised a couple of questions:

- What are the criteria for determining the levels of readiness for next-level leadership roles?
- What are the practices used to identify high-potential employees?

Succession planning efforts also include a talent assessment (Appendix A). This involves identifying the required competencies for specific roles and assessing individuals against those competencies. The Region of Peel has leadership and management competencies and public health practice requires a variety of technical competencies.<sup>(1, 2)</sup> These competencies together can be used to identify the strengths and weaknesses of employees with potential for leadership roles. However, once we've identified these employees and assessed them against our current set of competencies, how can we best develop them?

With these questions in mind, the purpose of this rapid review is to understand how organizations identify and develop employees for leadership roles.

## **Terminology and Definitions**

In the business literature, the term “high-potential” is used to denote individuals with the capacity to progress to leadership positions above their current role. In this review, we

will use the term “leadership potential” interchangeably with “high-potential” to describe these employees.

The literature uses specific terminology when describing what Human Resources practitioners call “talent management”:

**Bench-strength:** Readiness of potential successors to move into key leadership positions. <sup>(3)</sup>

**High-potential or leadership potential:** Someone who is seen as having the capability to progress into a leadership position above their current level. <sup>(4)</sup>

**Leadership pipeline:** A diverse pool of high-potential employees identified for leadership positions.

### 3 Literature Review Question

What frameworks do organizations use to identify and develop high-potential employees?

In PICO format, the research question is:

Population: Organizations

Intervention: High-potential identification and development frameworks

Comparison: None

Outcome: Leadership pipeline and bench-strength

## 4 Literature Search

From April 2017 to May 2017, the Public Health Librarian conducted consecutive searches for literature published in Canada, United States (US), Europe, United Kingdom, Australia and New Zealand. The databases used in the search were ABI Inform, PsychINFO and SocINDEX. The search was limited to guidelines, systematic reviews, case studies and single studies published in English from 2006 to present. The Public Health Librarian removed any duplicates from the search results.

The authors conducted an extensive grey literature search. Due to the abundance of grey literature, this review focused solely on peer reviewed, published literature. The authors searched the reference lists of articles retrieved for papers that met the inclusion criteria (Appendix B).

## 5 Relevance Assessment

Two reviewers independently assessed the relevance of the search results based first, on title and abstract, and second, on full-text. Discrepancies were resolved through discussion. Papers were included or excluded based on the following criteria:

**Inclusion criteria:** focus on identifying and developing high-potential employees; peer-reviewed and published literature

**Exclusion criteria:** focus on attracting, rewarding or retaining high-potential employees; focus on career development in general; focus on the development of specific groups such as students, women, or visible minorities; focus on

opinions or did not use an analytical process to develop an approach or framework

## **6 Results of the Search**

The search yielded 841 articles, 819 of which did not meet the relevance criteria based on title and abstract review. The authors assessed the remaining 22 articles in full-text for relevance. Eighteen articles were subsequently excluded. Two reviews and two single studies were selected for quality appraisal (Appendix C).

## **7 Critical Appraisal**

A minimum of two reviewers independently appraised the quality of the four articles using the Critical Appraisal Skills Programme tools for systematic reviews and qualitative studies and the Albert Einstein College of Medicine tool for descriptive or cross-sectional studies. Reviewers met to discuss any discrepancies in scoring and reached consensus. Two systematic reviews were excluded due to weak quality. Two single studies rated medium quality and were included in this review.

## **8 Description of Included Studies**

**Groves, K.S., (2007): *Integrating leadership development and succession planning best practices.***<sup>(5)</sup>

This qualitative study focused on identifying and developing a leadership pipeline. It described how organizations effectively build leadership development and succession planning systems while fully engaging managerial personnel. The authors surveyed chief executive officers and human resources executives across 15 US healthcare

organizations to learn about the content and delivery of their respective leadership development and succession planning practices. Interview questions focused on three main areas:

- i. Leadership development and succession planning practices in the organization
- ii. Critical success factors for effectively integrating leadership development and succession planning practices
- iii. Use of managers in the talent management process

The authors analyzed the interviews using the content analysis technique. They used the responses to identify a best practices model for optimal leadership pipeline development.

**Church, A.H. et al. (2015). *How are top development companies designing and managing their high-potential programs? A follow-up talent management benchmark study.***<sup>(4)</sup>

This article provided an overview of high-potential programs and assessment practices among major corporations within and outside the US. The authors surveyed senior leaders responsible for high-potential and executive talent practices from 111 unique corporations. Survey questions focused on four areas:

- i. Use of assessments with high-potentials and senior executives
- ii. Characteristics of high-potential programs
- iii. Assessment practices
- iv. Assessment program outcomes

The authors used the findings to validate and inform a leadership potential framework they had developed in a previous study. This framework includes three dimensions and six building blocks that outline the skills and abilities that make up leadership potential. See Appendix D for details of each study.

## **9 Synthesis of Findings**

To effectively build a leadership pipeline, organizations must:

- a) Engage senior leaders in creating a supportive culture for succession planning and development of employees with leadership potential.
- b) Assign primary responsibility for identifying and developing employees with leadership potential to mid-level managers.
- c) Adopt robust assessment processes for identifying employees with leadership potential.
- d) Integrate developmental activities with organizational strategy.

### **A. Engage senior leaders in creating a culture supportive of succession planning and developing employees with leadership potential.**

#### **i. Prioritize succession planning<sup>(5)</sup>**

Senior leaders demonstrate commitment to succession planning by naming it a strategic priority. This signals its importance and ensures availability of necessary resources. Leaders create a culture that values learning and development and they hold managers accountable for building the organization's leadership pipeline. These responsibilities are incorporated into managerial job expectations and performance appraisal criteria.

**ii. Develop employees with leadership potential through teaching<sup>(5)</sup>**

Senior leaders play an active role in developing leadership potential through teaching leadership and technical skills. They share their perspective on the organization's strategic issues and these conversations stimulate thinking and further facilitate the employee's development.

Senior leaders can teach these employees the fundamental operational, financial, and cultural issues facing their organization. This develops shared understanding of how the organization functions in its environment. This facilitates systems thinking and the ability to solve complex problems. It reinforces the value of learning, disseminates knowledge effectively, and helps employees with leadership potential to apply this knowledge in their work. Everyone benefits: senior leaders develop their teaching and leadership skills, and employees with leadership potential develop a network of stakeholders across the organization.

**B. Assign mid-level managers primary responsibility for identifying and developing employees with leadership potential.**

**i. Identify employees with potential for leadership roles<sup>(4,5)</sup>**

Mid-level managers are well-situated to assess the bench-strength of their teams and identify employees with potential for leadership roles. They are primarily responsible for identifying and assigning work and have in-depth knowledge of the required competencies. They meet with all direct reports to discuss outcomes, individual strengths and areas for growth, and employee aspirations

and career plans. This information is valuable for strategic, long-term workforce planning.

**ii. Develop formal and informal mentoring relationships<sup>(5)</sup>**

Mid-level managers play a critical role in developing employees. Mentor networks are an effective way for managers to develop employees within their own teams and throughout the organization. They create mentor networks by developing formal and informal relationships with employees from different business areas, with diverse work experiences and expertise. These mentoring networks and relationships have a positive impact on employee outcomes, such as:

- enhanced job performance
- increased organizational commitment
- enhanced personal learning
- increased job satisfaction
- reduced turnover intentions
- increased potential for promotions and higher compensation

**C. Adopt robust assessment processes for identifying employees with leadership potential.**

Leading organizations follow a strategic, needs-based approach to assessment and use the results for identifying and developing employees with leadership potential. When designing robust assessment processes, organizations must:



**i. Define leadership potential<sup>(4)</sup>**

Organizations define what they mean by leadership potential and clearly articulate this throughout the organization. Often, this definition includes the specific skills, abilities and behaviours required to be successful in leadership positions. Most organizations identify up to 15% of their employee population as having potential to move into leadership roles.

**ii. Use several indicators<sup>(4,6)</sup>**

Organizations use several indicators to identify potential. Performance and assessments are most commonly used. Willingness to relocate is relevant in some settings. Demographic indicators are not considered effective or lawful.

Performance is not always an indicator of future potential. Predicting potential involves many factors. In 2014, Church and Sizler developed a framework of skills and abilities that define leadership potential. This framework includes three dimensions (career, growth and foundational) and six building blocks (leadership skills, technical skills, learning skills, motivation skills, personality characteristics and cognitive capabilities). The elements within each building block may be innate or learned (Figure 1).

Figure 1: The Leadership Potential Blueprint <sup>(6)</sup>



Specific assessment processes are associated with each element. For example, to assess leadership skills, organizations most commonly use 360°-assessments. Many organizations consistently assess learning and motivation skills, personality characteristics and cognitive capabilities. There are a variety of assessment tools available. Technical skills are least frequently assessed, possibly because they are considered to be easily learned on the job.

Organizations determine the percentage of employees with leadership potential to assess yearly. This is typically about 25%. These assessments are renewed every two to three years. This is enough time for the results of development efforts to be apparent.

### **iii. Avoid a replacement approach<sup>(5)</sup>**

There are risks in identifying specific individuals for succession, such as:

- Departure of the individual before the position becomes available
- Inflexibility of the decision
- Damaged morale and potential turnover of individuals not selected for succession

Organizations must adopt an iterative, long-term perspective to ensure flexibility in succession decisions. They need to identify and develop multiple candidates for specific positions, not only those who report to the departing leader.

## **D. Integrate developmental activities with organizational strategy**

Leading organizations invest significant time and resources to match the developmental needs of employees with leadership potential with learning opportunities. Aligning these opportunities with strategic goals creates a win-win for both the organization and the employee. When designing developmental activities, organizations should:

### **i. Use action-oriented learning projects and stretch assignments<sup>(5)</sup>**

Organizations can develop employees with leadership potential via action-oriented activities such as stretch and project-based learning assignments that are outside or in addition to their current scope of responsibility. Such projects expose employees to new roles and functions, and highlight knowledge and skill gaps to build upon. Benefits for employees with leadership potential include:

- Working experience in different functional areas

- Opportunity to address major strategic issues
- Exposure to a variety of senior leaders and colleagues
- Feedback from supervisors, colleagues and mentors

**ii. Enhance the visibility of employees with leadership potential<sup>(5)</sup>**

Organization-wide forums create a venue to showcase employees with leadership potential to multiple stakeholders. These forums may include project summaries and executive-taught workshops. Participants develop leadership skills that may be required in senior positions. Successful performance in forums can inform subsequent assignments and succession planning decisions.

## 10 Applicability and Transferability

The rapid review team adapted a tool for assessing the applicability and transferability of research evidence<sup>7</sup>. (Appendix E) They met with stakeholders from public health and human resources to discuss the applicability and transferability of the findings and the recommendations from this report. Here is the summary of the discussion:

### A. Applicability

#### i. Social Acceptability

- There are a number of target audiences for this rapid review ranging from senior leaders, middle managers, and the broader employee population.
- This review validates and affirms the work of colleagues in the Human Resources department at the Region of Peel. It supports the current corporate direction outlined in the term of council priority, Attract and Retain Top Talent.
- Senior public health leaders at the A and T meeting confirm the need for succession planning within Public Health. They anticipate that the Public Health Management Team will welcome a structured, intentional approach to identifying and developing employees with leadership potential.
- The role of the mid-level manager is critical. They are well-positioned to assume the responsibility for identifying and developing employees with leadership potential. The commitment and workload required of mid-level managers to this process is considerable as they manage large sections often with high operational demand.

- There is already substantial effort on the part of senior leaders to support mid-level managers to develop their staff.
- Moving forward with the recommendations necessitates a sound communication strategy geared towards the target audiences. Recommendations will be acceptable if they are based on sound principles (e.g. fairness) and evidence-informed criteria. There is a commitment to an inclusive approach to succession planning.

**ii. Political acceptability or leverage**

- There is significant interest from all areas across the Region of Peel in succession planning as evidenced by the key role reviews, talent readiness assessments and bench-strength analyses done in late 2016 and early 2017.
- There is good fit with the corporate strategic direction. It supports the Region of Peel's talent management program which includes performance management, learning and development, leadership development, career management and succession planning.
- The Region is in the process of rolling out the new performance management (PM) program that is a core element of talent management. The PM system will create the foundation for assessing employee performance. The demand on management teams will be significant during the roll out of this initiative in 2018.
- Public health has a current need to develop employees for leadership positions. This is a good opportunity to collaborate with human resources to pilot employee development initiatives for succession planning.

- Moving forward with the recommendations will position public health as an early adopter within the corporation and a leader among public health units in the province.

**iii. Available essential resources**

- As part of the Region's roll out of the new PM program, management teams will receive training on setting performance goals, providing feedback on performance and supporting career development.
- The Region's leadership and management competencies along with Public Health initiatives to develop technical skills will complement each other.
- Senior leaders create the mandate for their teams and role-model desired behaviours. The recommendation that they also play an active role in teaching may increase workload.
- Managers must create opportunities needed for staff development and then coach and mentor their staff for success.
- The Education and Research team will provide centralized support for this initiative.

**iv. Organizational expertise and capacity**

- The recommendations support the End-to-End Public Health Practice and Workforce Development strategic priorities by building leadership and technical capacity of identified employees.
- Senior leaders can help their managers prioritize the development of their employees by making this a performance goal.

**B. Transferability**

**i. Target population characteristics**

- These findings are generalizable to the Region of Peel Public Health setting.

## **11 Recommendations**

The Region of Peel - Public Health should:

1. Make succession planning a strategic priority, particularly the identification and development of employees with leadership potential, in order to build a robust talent pipeline.
2. Engage Public Health Management Team in creating a supportive culture for succession planning, teaching leadership and technical skills, and holding mid-level managers accountable for building the leadership pipeline.
3. Involve mid-level managers in identifying and developing employees with leadership potential and in creating mentor networks.
4. Develop and adopt a definition of leadership potential and identify measureable indicators of potential.
5. Create action-oriented developmental opportunities for employees with leadership potential that enhances their visibility, demonstrates their ability to achieve the desired outcomes and aligns individual development needs with the organization's strategic goals.
6. Develop and implement a communication strategy about succession planning.



## References

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[http://eim.peelregion.ca/lprd/lisapi.dll/fetch/63139267/Leadership and Management Competency Framework.pdf?nodeid=63244159&vernum=-2](http://eim.peelregion.ca/lprd/lisapi.dll/fetch/63139267/Leadership_and_Management_Competency_Framework.pdf?nodeid=63244159&vernum=-2)
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## **Appendices**

**Appendix A: Region of Peel Succession Planning Framework**

**Appendix B: Search Strategy**

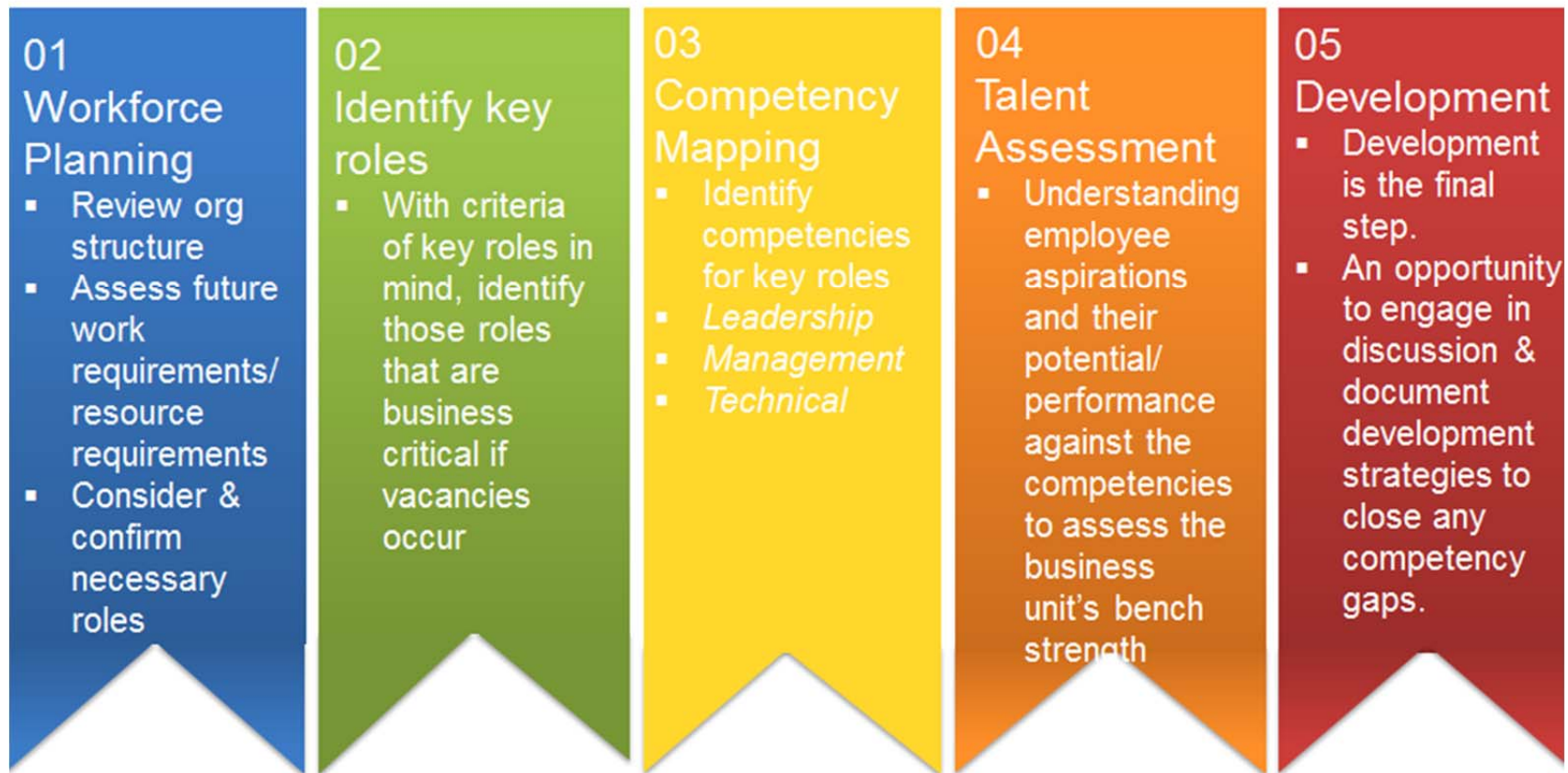
**Appendix C: Literature Search Flowchart**

**Appendix D: Data Extraction Tables**

**Appendix E: Applicability and Transferability Worksheet**

## Appendix A: Region of Peel Succession Planning Framework

# Corporate Succession Planning Program



## Appendix B: Search Strategy











### ABI/Inform Global:

((("ident\*" OR "assess\*" OR "develop\*") OR ab("ident\*" OR "assess\*" OR "develop\*")) AND (ti("talent\*" OR "hi-po" OR "high-potential") OR ab("talent\*" OR "hi-po" OR "high-potential"))) AND (SU.EXACT("Talent management") OR SU.EXACT("Succession planning")) OR (ab("succession plan\*" OR "leadership") OR ti("succession plan\*" OR "leadership"))) AND pd(20060101-20171231)) AND loc(Canada OR United States OR New Zealand OR Australia OR United Kingdom)

### PsychINFO: <2002 to May Week 1 2017>

- 1 exp PERSONNEL/ (213306)
- 2 "employee\*".ti,ab. (35773)
- 3 "talent\*".ti,ab. (5664)
- 4 "staff\*".ti,ab. (43868)
- 5 "hipo".ti,ab. (5)
- 6 "framework\*".ti,ab. (117471)
- 7 ("tool\*" or "method\*").ti,ab. (614918)
- 8 "approach\*".ti,ab. (310629)
- 9 "strateg\*".ti,ab. (201307)
- 10 "element\*".ti,ab. (76499)
- 11 "criteri\*".ti,ab. (88569)
- 12 "assess\*".ti,ab. (434812)
- 13 "develop\*".ti,ab. (601504)
- 14 exp LEADERSHIP QUALITIES/ or exp LEADERSHIP/ or exp LEADERSHIP STYLE/ (25849)
- 15 "develop\*".ti,ab. (601504)
- 16 14 and 15 (10826)
- 17 "calibrat\*".ti,ab. (3804)
- 18 ("review\*" or "evaluat\*").ti,ab. (547644)
- 19 exp Career Development/ (6363)
- 20 "succession plan\*".ti,ab. (328)
- 21 1 or 2 or 3 or 4 or 5 (272143)
- 22 6 or 7 or 8 or 9 or 10 or 11 or 12 or 13 or 16 or 17 or 18 or 19 or 20 (1630603)
- 23 ("pipeline\*" or "bench strength" or "roster\*" or "talent pool\*").ti,ab. (1826)
- 24 21 and 22 and 23 (410)
- 25 limit 24 to (english language and yr="2006 -Current") (367)

## SocINDEX:

S7	 S1 AND S2 AND S3 AND S4	Limiters - Date of Publication:20060101-20171231; Language: English Search modes - BooleanPhrase	<a href="#">View Results (68)</a> 
S6	 S1 AND S2 AND S3 AND S4	Limiters - Date of Publication:20060101-20171231 Search modes - BooleanPhrase	<a href="#">View Results (75)</a> 
S5	 S1 AND S2 AND S3 AND S4	Search modes - BooleanPhrase	<a href="#">View Results (235)</a> 
S4	 TI "review*" OR "meta-analys*" OR "synth*" OR "guideline"	Search modes - BooleanPhrase	<a href="#">View Results (140,224)</a>
S3	 "tool*" OR "method*" OR "approach*" OR "assess*" OR "eval*" OR "identif*" OR "calibrat*" OR "guideline"	Search modes - BooleanPhrase	<a href="#">View Results (653,267)</a>
S2	 TI "pipeline*" OR "bench strength*" OR "roster*" OR "pool" OR "potential" OR DE "PERSONNEL management"	Search modes - BooleanPhrase	<a href="#">View Results (85,999)</a>
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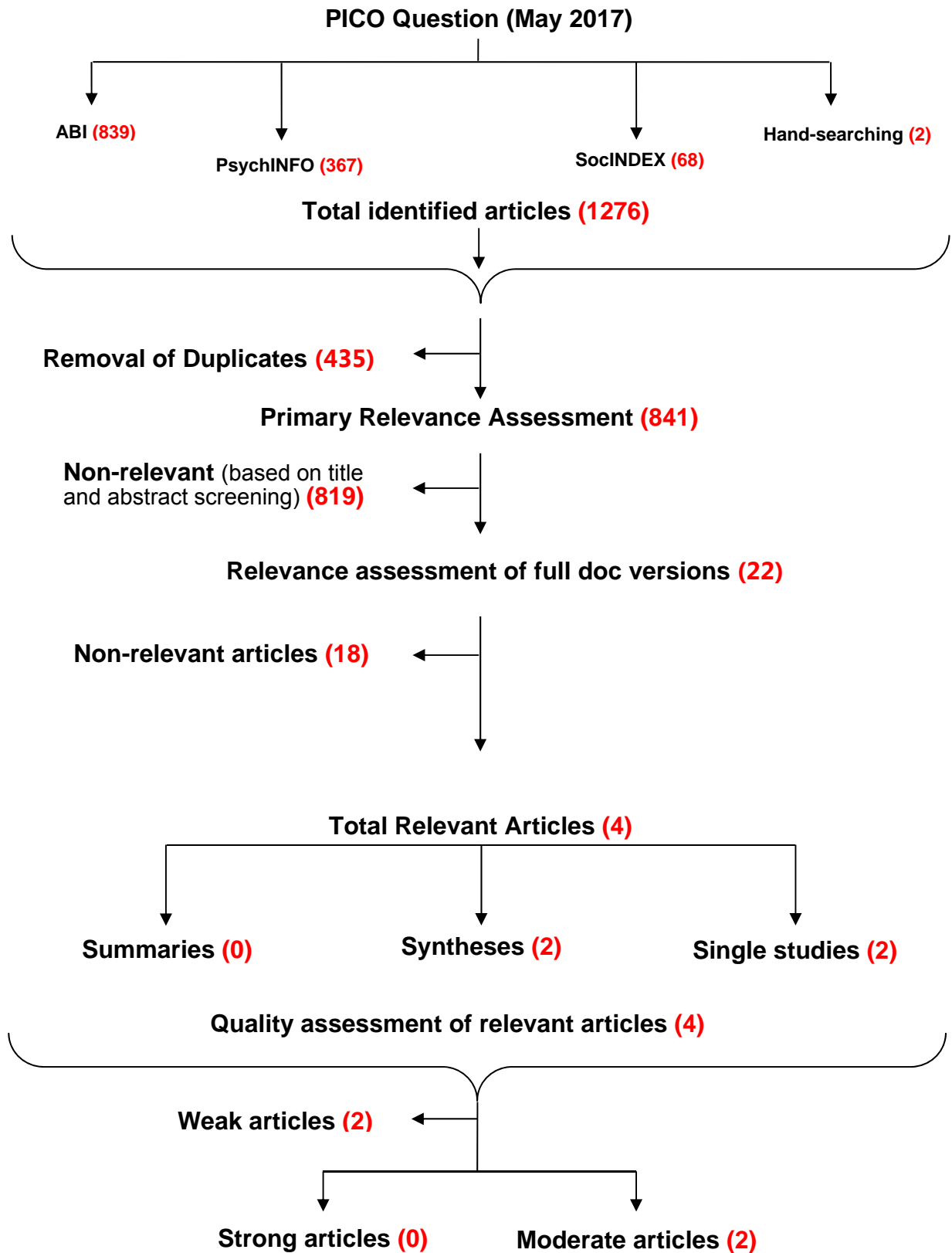
## Hand-searching:

Consulting Psychology Journal

Search terms: not applicable

Results: 2

## Appendix C: Literature Search Flowchart



## Appendix D: Data Extraction Tables

Item Reviewed	Study #1
<b>General Information and Quality Rating for the Qualitative Study</b>	
1. Focus	Identify and develop high-potential employees
2. Author(s) and date	Groves, K.S. (2007)
3. Title	Integrating leadership development and succession planning best practices
4. Country	USA
5. Quality rating and tool	Moderate rating using the Critical Appraisal Skills Program (CASP) tool for Qualitative studies
6. Study Objectives	<ul style="list-style-type: none"> <li>To better understand how organizations effectively marry leadership development and succession planning systems while fully engaging managerial employees in the process.</li> <li>To present a best practices model for optimal development of the leadership pipeline and a series of practical recommendations for organizations.</li> </ul>
<b>Details of the Study</b>	
7. Design	Survey
8. Setting and description of sample	<ul style="list-style-type: none"> <li>US healthcare industry</li> <li>Used a healthcare executive search firm to recruit 30 CEOs and HR Executives from 15 US healthcare organizations (also described as: "best practice" organizations): 7 single-site hospitals, 7 multi-site healthcare systems, 1 medical group</li> </ul>
9. Description of methods	<ul style="list-style-type: none"> <li>Conducted semi-structured interviews with both the CEO and senior HR executive at each organization to describe the content and delivery of organizations' leadership development and succession planning practices.</li> <li>Interview questions: <ul style="list-style-type: none"> <li>What are the primary leadership development and succession planning practices in your organization?</li> <li>What are the critical success factors for effectively integrating leadership development and succession planning practices?</li> <li>How are managerial personnel utilized to deliver an integrated talent management process?</li> </ul> </li> <li>Interviews were tape-recorded for subsequent transcription and analysis</li> </ul>
10. Description of analysis	<ul style="list-style-type: none"> <li>Interview transcripts were analyzed using content analysis technique</li> <li>Content was also analyzed with respect to the following criteria for leadership development best practices. These were derived from a review of the literature and drew primarily from research reviews and meta-analyses conducted by Collins and Holton (2004), Day (2001), Burke and Day (1986), and Kur and Bunning (2002): <ul style="list-style-type: none"> <li><b>360-degree feedback:</b> Multi-source ratings of leadership performance; organized and presented to management personnel</li> <li><b>Executive coaching:</b> Practical, goal-focused one-on-one learning; usually with a professional coach or more senior manager</li> <li><b>Mentoring:</b> Advising/developmental relationship with a more senior manager; both formal and informal mentoring relationships</li> <li><b>Networking:</b> Developing connections with other managers in different functions, workgroups, or geographic areas</li> <li><b>Job assignments:</b> Providing stretch assignments in terms of job role, function, or geographic area; often requiring skills and knowledge just beyond the individual's capability</li> <li><b>Action learning:</b> Project-based learning directed at current, critical business problems; often involving cross-functional teams of high-potential managers</li> </ul> </li> <li>2 researchers independently coded the interview text according to the primary research questions and compared one another's codes, discussed disagreements, and agreed upon a clustered list of codes</li> <li>List of codes and transcripts were sent to 2 outside reviewers. Additional codes were added and modified as per feedback</li> </ul>



Item Reviewed	Study #1
<b>Results of the Study</b>	
<b>11. Main results</b>	<ul style="list-style-type: none"> <li>• There were 396 responses from the 30 executives.</li> <li>• A model of 'integrated leadership development and succession planning while fully engaging managerial personnel' is presented. Six key 'integration success factors' are identified in the following order that result in the development of a robust leadership pipeline:             <ol style="list-style-type: none"> <li>1) <b>Developing pervasive mentoring relationships</b></li> <li>2) <b>Identifying and codifying high-potential employees</b></li> <li>3) <b>Developing high-potentials via project-based learning and manager-facilitated workshops</b></li> <li>4) <b>Enhancing high-potentials' visibility</b></li> <li>5) <b>Leadership development through teaching</b></li> <li>6) <b>Reinforcing and organizational culture of leadership development</b></li> </ol> </li> </ul> <div data-bbox="919 532 1514 935" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <pre> graph LR     A[Develop Pervasive Mentoring Relationships] --&gt; B[Identify &amp; Codify Leadership Talent]     B --&gt; C[Assign Developmental Activities]     C --&gt; D[Succession Decision]     E[Reinforce an Organizational Culture of Leadership Development] -.-&gt; B     E -.-&gt; C     E -.-&gt; D   </pre> <p><b>Develop Pervasive Mentoring Relationships</b></p> <ul style="list-style-type: none"> <li>• Contribute to the Mentor Network       <ul style="list-style-type: none"> <li>◦ Mentor direct reports and high potentials from other work units</li> </ul> </li> <li>• Career Planning</li> <li>• Strengths/Areas of Improvement</li> <li>• Leadership Competency Development</li> </ul> <p><b>Identify &amp; Codify Leadership Talent</b></p> <ul style="list-style-type: none"> <li>• Multiple Methods to Identify High Potential Managers       <ul style="list-style-type: none"> <li>◦ Committee</li> <li>◦ Survey Tool</li> <li>◦ Coding System</li> </ul> </li> <li>• Assess Managerial Bench Strength</li> <li>• Avoid Their Apparent Designation</li> </ul> <p><b>Assign Developmental Activities</b></p> <ul style="list-style-type: none"> <li>• Internal Courses &amp; Workshops Taught by Managers</li> <li>• Action Learning Projects Facilitated by Managers</li> <li>• Stretch Assignments</li> <li>• 360 Degree Assessments</li> <li>• Executive Coaching</li> </ul> <p><b>Enhance High Potentials' Visibility</b></p> <ul style="list-style-type: none"> <li>• Expose Leadership Talent through Organization-wide Forums</li> <li>• Leadership Academy</li> </ul> <p><b>Succession Decision</b></p> <ul style="list-style-type: none"> <li>• Consider a Diverse Pool of Candidates; <i>Not</i> Only Direct Reports</li> <li>• Consider Opportunities to Enhance Diversity</li> <li>• Board Engagement</li> </ul> <p><b>Reinforce an Organizational Culture of Leadership Development</b></p> <ul style="list-style-type: none"> <li>• Strong CEO Commitment to Leadership Development Programs       <ul style="list-style-type: none"> <li>◦ Active participation in teaching courses and facilitating action learning projects</li> </ul> </li> <li>• Managerial Performance Appraisal and Reward Process       <ul style="list-style-type: none"> <li>◦ Identify/Develop High Potentials</li> <li>◦ Succession Planning Progress as Performance Criterion</li> </ul> </li> </ul> </div> <ol style="list-style-type: none"> <li>1) <b>Developing pervasive mentoring relationships:</b> Organizations actively promote the value of mentoring by delivering formal mentoring programs and encouraging the formation of informal mentoring relationships among managers and high-potentials.       <ul style="list-style-type: none"> <li>• Managers develop mentoring relationships with high-potential employees of varying business units, work experience, and functional/product expertise, creating a mentor network. Managers' developing a network of mentors rather than traditional one-on-one mentoring is consistent with recent research suggesting that mentor networks are critical to managerial career success in organizations. Having multiple mentors is strongly correlated with high promotion rates.</li> <li>• Participants are matched with mentors based on common background and interests, protégé developmental needs and mentor expertise, and job level.</li> <li>• Organizations do not provide incentives to mentors to ensure intrinsic motivation.</li> <li>• Organizations studied focus on evaluative metrics centred on participation and satisfaction versus evaluating the impact of mentoring programming on leadership development outcomes (e.g. changes in leadership competencies)</li> <li>• Research on mentoring relationships in organizations provides strong evidence that employees with mentors are much more likely to experience a range of positive outcomes: enhanced job performance, greater promotions and compensation, organizational commitment, job satisfaction, personal learning, and reduced turnover intentions. Mentors provide protégés with both psychosocial benefits (e.g. acceptance, encouragement, and coaching) and career facilitation benefits (e.g. sponsorship, exposure, and challenging assignments)</li> </ul> </li> </ol>

Item Reviewed	Study #1
	<p>2) <b><u>Identifying and codifying high-potential employees:</u></b> Managers must be involved in identifying and codifying leadership talent across the organization. Two themes emerged:</p> <ul style="list-style-type: none"> <li>• <u>Avoiding the replacement approach to succession planning</u> by adopting a long term perspective on identifying and developing leadership talent throughout the organization to ensure flexibility in key executive successions; <ul style="list-style-type: none"> <li>• Best practice organizations focus on identifying and developing multiple potential successors for a range of positions</li> <li>• Although executive team members are expected to identify someone who could immediately serve in an emergency situation, most organizations do not target individuals for executive succession</li> <li>• Employees fluidly move on and off the list of high-potentials and a diverse range of candidates is considered for succession, not merely direct reports.</li> <li>• Risks in identifying and developing an heir apparent include: the possibility of that person leaving the organization before the position is available, inflexibility in the succession decision, and severely damaging morale and potential turnover of leadership talent not targeted for succession</li> </ul> </li> <li>• <u>Fully engaging managerial personnel</u> in the talent identification and codification process <ul style="list-style-type: none"> <li>• One national, multi-site healthcare system’s survey instrument and career development system for identifying and codifying leadership talent involved developing a questionnaire for people leaders to complete on direct reports and their subordinates.</li> <li>• People leaders met with all direct reports to discuss career plans, qualifications, etc. and used a simple scale to evaluate staff: <ol style="list-style-type: none"> <li>1) that were still learning the skill set required to do their current job very well,</li> <li>2) that were really quite capable and doing their existing job well but were probably anxious to look for new opportunities to challenge themselves, and</li> <li>3) that clearly were at the step where they needed to have a broader responsibility or we were going to lose them if we didn’t find new opportunities for them</li> </ol> </li> </ul> </li> </ul> <p>3) <b><u>Developing high-potentials via project-based learning and manager-facilitated workshops:</u></b> Exemplary succession planning systems focus on action-oriented developmental activities designed to enhance leadership competencies aligned with the organization’s strategic goals. Organizations invest significant time and resources matching high-potentials’ developmental needs with the specific challenges and learning opportunities afforded by various developmental assignments.</p> <ul style="list-style-type: none"> <li>• Throughout their respective careers, high-potentials receive assignments that stretch their abilities and expose them to new markets and consumers, outside executive coaching, 360-degree feedback, and a series of visible programs in which they meet with the company’s most senior leaders.</li> <li>• Examples include stretch assignments, action learning projects, and internal courses and workshops. Effective execution of such activities demand active participation from managers at all levels – a critical design feature that distinguishes the leadership development philosophy of these organizations. The CEO, senior executives, and mid-career managers, with the support of human resource professionals, deliver the projects, assignments, and courses.</li> <li>• As managers’ developmental needs change over the course of their careers, executives task them with stretch assignments that address the organization’s strategic issues and adjust the list of high-potentials according to their performance on such</li> </ul>

Item Reviewed	Study #1
	<p>assignments. Stretch assignments have many developmental benefits:</p> <ul style="list-style-type: none"> <li>○ Exposing high-potentials to several functional and product areas,</li> <li>○ Providing invaluable working experiences with a variety of executives and colleagues, and</li> <li>○ Collecting diagnostic data on high-potentials' performance to inform the succession planning decisions.</li> </ul> <p>1) Example: One multi-site healthcare system CEO provided a rotation of job assignments and leadership development opportunities. Our people can stay guaranteed in place, but we may take them for a six-week ride into difference management projects. And we're able to see how they respond under stress, how they react, what comes naturally, where they have gaps, how they responded, and then be able to better craft their career needs as they go forward.</p> <ul style="list-style-type: none"> <li>• Using developmental assignments for leadership development purposes is consistent with current research and practice. Researchers at the Center for Creative Leadership (CLL) have studied the relationship between specific types of work experiences and leadership development, concluding that the amount of challenge, variety of tasks or assignments, and quality of feedback impact how much high-potentials gain from developmental assignments.</li> <li>• Action learning projects could benefit from recent research findings: <ul style="list-style-type: none"> <li>○ Utilize multiple projects rather than one-time experiences</li> <li>○ Should be offered the opportunity to move directly into job assignments that build on the project's lessons, recommendations or policy changes</li> <li>○ Projects should involve ample time for objective feedback from coaches, teammates and facilitators, followed by reflective learning activities</li> </ul> </li> </ul> <p>4) <b><u>Enhancing high-potentials' visibility:</u></b> Organizations use organization-wide forums (aka leadership academies) for exposing high-potential employees to multiple stakeholders. These include action learning projects and executive-taught workshops that are intended for early to mid-career managers who would benefit from in-depth exposure to managerial expectations and the inner workings of their organizations.</p> <ul style="list-style-type: none"> <li>• Assemble a group of high-potential employees to study current business issues and make recommendations to senior management.</li> <li>• The action learning project and exposure to senior executives and board members are critical program outcomes. At the end of the one-year program, participants showcase the projects for senior management teams to allow for greater contact with high-potential managers who may not otherwise have exposure to the upper levels of the organization.</li> <li>• Organization-wide forums/leadership academies: <ul style="list-style-type: none"> <li>○ Promote cultural understanding across business units</li> <li>○ Provide powerful cross-functional learning experiences for groups of high-potentials</li> <li>○ Allow employees to look beyond functional silos to address major strategic issues</li> <li>○ Promote learning general management competencies required in more senior positions</li> </ul> </li> </ul> <p>5) <b><u>Leadership development through teaching:</u></b> Organizations require senior executives to teach classes and facilitate workshops on a series of leadership development topics.</p> <ul style="list-style-type: none"> <li>• Research supports that managers must play an active role in developing the next generation of leaders through teaching experiences with high-potential employees.</li> </ul>

Item Reviewed	Study #1
	<ul style="list-style-type: none"> <li>• Leaders facilitate learning organizations by supporting relevant learning practices such as manager-led workshops, after-activity reviews, benchmarking, six sigma, total quality management, and quality circles. By teaching employees and high-potentials the fundamental operational, financial, and cultural issues facing their respective organizations, leaders are developing and refining shared mental models for understanding how the organization functions in its environment.</li> </ul> <p>6) <b><u>Reinforcing an organizational culture of leadership development:</u></b> Integration of leadership development and succession planning practices through managerial engagement requires a supporting organizational culture.</p> <ul style="list-style-type: none"> <li>• While HR professional play a critical role in developing the tools and processes for identifying, codifying and developing leadership talent, managers at all levels much assume primary responsibility for building the organization's leadership pipeline</li> <li>• Without strong support of senior leaders, employees will view leadership development and succession planning as non-essential activities</li> <li>• Research on leadership development strongly supports the notion that regardless of actual developmental methods, the acquisition of leadership skills is facilitated by a visible CEO and other senior leadership support, immediate supervisor support, and an organizational culture that values learning and development</li> </ul>
12. Discussion	<p><u>Limitations and Critical Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Interview data drawn from a small number of executives and from a single industry, which may limit the utility of the findings</li> <li>• Several organizations declined to participate</li> <li>• Very few responses described efforts to evaluate the effectiveness of their organization's talent management practices. Findings in line with leadership development reviews and meta-analyses that conclude that most organizations fail to empirically evaluate the implementation and outcomes of their leadership development programs</li> <li>• Organizations may consult with management development researchers to design appropriate evaluation studies that assess changes in knowledge (learning), behavior (expertise), and results (performance).</li> <li>• Although, multi-source feedback is one of the most popular methods of management development and is widely used in large organizations, only a few organizations described 360-degree/multi-source feedback as a core leadership development practice. Several executives indicated a resistance to 360-degree feedback because of a perceived lack of evidence for the efficacy of methods</li> </ul>

Item Reviewed	Study #2
<b>General Information and Quality Rating for the Benchmark Study</b>	
1. Focus	Identify high-potential employees
2. Author(s) and date	Church, A.H., Rotolo, C.T., Ginther, N.M. and, Levine, R. (2015)
3. Title	How are top companies designing and managing their high-potential programs? A follow-up talent management benchmark study
4. Country	USA
5. Quality rating and tool	Moderate rating using the Albert Einstein College of Medicine tool for descriptive/cross-sectional studies
6. Study Objectives	<ul style="list-style-type: none"> <li>To provide an overview of the current state of talent practices among major corporations that place a premium on leadership development efforts.</li> <li>To contribute new and independently gathered benchmark knowledge regarding the state of high-potential programs and assessment practices in top development companies</li> </ul>
<b>Details of the Study</b>	
7. Design	Survey
8. Setting and description of sample	<ul style="list-style-type: none"> <li>Public and private organizations, ranging from small (&lt; 9999 employees) to large (150000+), headquartered within and outside the US, ranging varied industries.</li> <li>Used a targeted sampling approach for data collection that included: senior leaders in Talent Management, Organization Development, Industrial-Organizational psychology, and consulting positions in other well-respected organizations</li> <li>Individuals from 111 unique companies, directly responsible at the senior levels for their high-potential and executive talent practices, were invited to participate</li> </ul>
9. Description of methods	<ul style="list-style-type: none"> <li>Developed a 15-item online survey questionnaire that asked about: <ol style="list-style-type: none"> <li><b>Use of assessments with high-potentials and senior executives</b></li> <li><b>Characteristics of high-potential programs</b></li> <li><b>Assessment practices</b></li> <li><b>Assessment program outcomes</b></li> </ol> </li> </ul>
10. Description of analysis	<ul style="list-style-type: none"> <li>Standard paired comparison <i>t</i> tests and correlations to test for significant differences and relationships</li> </ul>
11. Key definitions	<ul style="list-style-type: none"> <li><b>Senior executives:</b> leaders in the mid-to-upper leadership levels in the organization (e.g. Vice President and above), regardless of whether they are considered high-potential or not</li> <li><b>High-potentials:</b> Someone below the VP level who is seen as having the capability to progress into leadership positions two or more levels beyond their current role</li> <li><b>Assessments:</b> Use of standardized tools and methods to evaluate an individual's capabilities and/or behaviours to make personnel decisions and/or provide development feedback</li> <li><b>Leadership Potential Blueprint:</b> An integrated framework for thinking about, assessing, and developing the most important characteristics and skills of a "high-potential" individual (Church &amp; Sizler, 2014)</li> </ul>
<b>Results of the Study</b>	
12. Main results	<p>Survey responses were obtained from 80 individuals (each representing a unique organization) yielding a 72% response rate</p> <p>1) <b>Use of assessments with high-potentials and senior executives</b></p> <ul style="list-style-type: none"> <li>80% of organizations (n=64) use assessments with high-potentials (81%) and senior executives (92%)</li> <li>Of the 20% not using assessments, 15% and 9% are developing assessments for each group respectively</li> </ul>

Item Reviewed	Study #2
	<p data-bbox="489 228 1029 256"><b>2) Characteristics of High-Potential Programs</b></p> <p data-bbox="489 282 1419 310"><u>Indicators of high-potential:</u> Organizations use several indicators for identifying potential.</p> <ul data-bbox="537 344 1934 841" style="list-style-type: none"> <li>• Performance: Is most commonly used, however past performance is not indicative of future performance. Predicting future potential is a different construct. <ul data-bbox="632 399 1923 565" style="list-style-type: none"> <li>○ 75% of organizations rely on past performance and 73% rely on current performance</li> <li>○ Many examples exist of high-performing leaders, who, when promoted are no longer able to perform effectively (aka the Peter Principle). This is the reason many respondents use the 9-box performance by potential grid as a core tool in the talent management process. It is thought to overcome the dangers associated with thinking that performance is synonymous with potential (aka. the performance-potential paradox).</li> <li>○ Performance should not be treated as <b>the</b> indicator of future potential or over-weighted</li> </ul> </li> <li>• Assessment data <ul data-bbox="632 594 1808 646" style="list-style-type: none"> <li>○ 50% of organizations use assessment data for high-potential identification in addition to using performance</li> <li>○ Is also used for confirmation of high-potentials</li> </ul> </li> <li>• Mobility <ul data-bbox="632 675 1493 703" style="list-style-type: none"> <li>○ 41% of organizations assess employees willingness to relocate for new roles</li> </ul> </li> <li>• Background Information: <ul data-bbox="632 732 1934 841" style="list-style-type: none"> <li>○ 34% of organizations surveyed use background information to classify potential (examples include: demographics such as gender, age, ethnicity, culture, national origin, etc.)</li> <li>○ Are not considered effective indicators of future potential as they can limit a succession pool as well as breach employment laws</li> </ul> </li> </ul> <p data-bbox="489 870 1906 922"><u>Definitions of high-potential:</u> Most organizations with robust talent management functions also have formal in-house definitions of high-potentials.</p> <ul data-bbox="537 959 1919 1125" style="list-style-type: none"> <li>• Organizations use level jump and another factor (e.g. ability to move up two levels to manager role over next 3 years) together in their formal definition of potential.</li> <li>• 64% use level-based definitions, while 41% use role-based, 39% general talent pools, 33% targeted talent pools, and 27% accelerated promotion rates categories</li> <li>• Only 3% of organizations do not have a formal definition of potential</li> <li>• 56% of organizations using both level-jump and performance are also using formal assessment data</li> </ul> <p data-bbox="489 1154 1906 1206"><u>High-potential proportion:</u> Most organizations classify and monitor potential status through some form of segmentation framework (e.g. high-potentials, promotables, key contributors, valued professionals, etc.) They do not consider potential to be normally distributed.</p> <ul data-bbox="537 1243 1717 1328" style="list-style-type: none"> <li>• Over three quarters of organizations have their percentage of high-potential classifications at or below 15%</li> <li>• Majority do not overestimate the potential of their future leaders</li> <li>• Only 23% classify talent above 25% of the employee population and none classify high-potentials over 50%</li> </ul> <p data-bbox="489 1357 1892 1409"><u>High-potential program maturity:</u> Formal assessments, in addition to using performance, are used most frequently in companies with mature high-potential programs.</p>

Item Reviewed	Study #2
	<ul style="list-style-type: none"> <li>• Common indicators of maturity in high-potential programs: transparent identification, integrated with business strategy, strong executive engagement, long-term planning, business impact measured, and strong focus on development</li> </ul> <p><u>High-potential label transparency:</u> Organizations are divided on sharing high-potential status. Vast majority of employees know their status regardless of whether they are formally told or not, and being told has only a positive or neutral impact on commitment.</p> <ul style="list-style-type: none"> <li>• Concerns over sharing relate to disfranchising those who may not be seen as having future leadership potential If 15% of the population is identified as high-potential, the remaining 85% may respond negatively to not being in a special talent pool or deserving of accelerated development or promotion</li> <li>• 34% of organizations formally share high-potential status with employees</li> <li>• Of the 66% that do not actively share status; a large percentage engages in behaviours that reveal status such as managers sharing talent calls informally and employees determining their status on their own through invitations to leadership programs, being offered special assignments, or receiving greater exposure to senior executives</li> <li>• Only 15% of employees do not know their own high-potential status</li> </ul> <p><b>3) Assessment Practices</b></p> <p><u>Purpose of assessment:</u> (1) To identify and (2) to develop high-potential employees and senior executives. Assessments are used for talent identification with high-potentials and for succession planning with senior executives.</p> <ul style="list-style-type: none"> <li>• Individual development is the most cited purpose at 85% for high-potentials and 76% for senior executives</li> <li>• Overall, assessments are used for both identification and development simultaneously: 64% for high-potentials and 79% for senior executives.</li> <li>• Fewer organizations assess for development only: 36% and 21% for high-potentials and senior executives respectively</li> </ul> <p><u>Percentage of population assessed annually:</u> Majority of the organizations follow a strategic talent management model and assess targets based on organizational and individual needs.</p> <ul style="list-style-type: none"> <li>• Organizations assess less than 25% of their high-potentials and senior executives annually</li> </ul> <p><u>Assessment shelf-life:</u> Most organizations have a 2 to 3-year assessment shelf-life. This is enough time for sufficient development to have taken place to show a demonstrable impact on results.</p> <ul style="list-style-type: none"> <li>• The shelf-life of assessment results is 2-3 years at 55% for high-potentials and 59% for senior executives.</li> <li>• Given the dual usage of assessments for decision making, practitioners must impose a standard timeframe for all assessment results even if it is on the longer side of 4-5 years.</li> </ul> <p><u>Assessment content domains:</u> Are based on a framework developed by the authors in a previous study (Church &amp; Sizler, 2014). It includes three types of dimensions and six building blocks that provide a framework of the skills and abilities that make up leadership potential (see below):</p>

Item Reviewed	Study #2
	<div data-bbox="630 228 1816 852" data-label="Diagram"> </div> <ul data-bbox="535 868 1942 1427" style="list-style-type: none"> <li>• Building blocks are both additive (add to the impact of each other) and independent from each other. These outline key characteristics and skills that an individual may naturally have or demonstrate.</li> <li>• Leadership competencies are the most commonly assessed content domain for high-potentials and senior executives at 75% for both, and significantly higher than the next cluster of categories       <ul style="list-style-type: none"> <li>○ This is consistent with previous research (Sizler &amp; Church, 2010) and supports the finding that 360-feedback is one of the most commonly used tools in assessments (Church &amp; Rotolo, 2013).</li> <li>○ Leadership competencies are conceptualized to be most readily influenced by typical leadership and OD efforts, the frequency of their usage makes sense for TM programs emphasizing development and succession planning.</li> </ul> </li> <li>• Second cluster of domains assessed consistently by 50% of organizations includes learning, motivation, personality and cognitive skills.</li> <li>• Third cluster of domains less frequently assessed includes functional/technical skills as well as other elements mentioned by the respondents such as values, verbal communications, resilience, and engagement</li> <li>• When combined, the data provides empirical support for using the Leadership Potential Blueprint to frame content for the assessment of high-potentials and senior executives.</li> <li>• The authors find it interesting that “there is a lower rate of focus on functional and technical skills particularly for high-potentials. Given these skills are considered to be easily developed through corporate learning and functional university programs one might expect them to be assessed more frequently. Perhaps functional capability is something that resides outside of TM and succession planning efforts because it is less about long-term potential and more about short-term role fit.”</li> <li>• “Organizations may be less likely to use functional skills as the focus of an assessment program for development and decision-making compared with domains reflective of long-term leadership potential.”</li> </ul>



Item Reviewed	Study #2
	<p><b>4) Assessment Program Outcomes</b></p> <p><u>Communication strategy:</u> Most organizations (96%) have a formal communication strategy about their high-potential programs.</p> <ul style="list-style-type: none"> <li>• 78% of organizations communicate their programs to participants and their managers and human resources support</li> <li>• Of the remaining 22% of organizations, 12% of organizations communicate to their whole organization, 6% of organizations communicate to the participant only, and 4% of organizations report an inconsistent or complete absence of a strategy</li> </ul> <p><u>Access to assessment results:</u> Organizations provide specific results to the individual and less detailed and sensitive information to higher levels. Managers have access to integrated summaries and senior leaders receive topline results. Industrial-Organizational practitioners and psychologists must provide appropriate context setting and interpretation given the impact the results may have at this level.</p> <ul style="list-style-type: none"> <li>• Participants receive the complete set of results at 55% compared with managers at 17%, senior leadership at 8% or the board of directors at only 3%. Only 29% of organizations provide some type of assessment data to their Boards.</li> </ul> <p><u>Perceptions of assessments:</u> Overall reactions to assessments are quite favorable in organizations.</p> <ul style="list-style-type: none"> <li>• There is significant interest for the data in the organizations across all participant groups: high-potential (53%), senior executives (61%), or c-suite leaders (i.e. those not assessed but recipients of the data) (62%)</li> <li>• There is general acceptance of the assessment process at 53-58% across all groups</li> <li>• 27% said high-potential participants are anxious about the process, and 21% are concerned with the use of the data</li> <li>• 20% of c-suite leaders question the value of the process</li> </ul> <p><u>Estimating the impact of assessments:</u> Impact of integrated assessment programs on performance is less clear while research exists on the effectiveness of tools such as 360-degree feedback on behaviour change.</p> <ul style="list-style-type: none"> <li>• 65% of organizations' assessment and development processes had a "moderate" or "significant" impact on the business performance of high-potentials and senior executive participants</li> </ul> <p><b>Key themes from participants' comments:</b></p> <ul style="list-style-type: none"> <li>• <u>Enhance strategy &amp; system integration:</u> assessment data needs to be used in strategic, long-term workforce planning</li> <li>• <u>Improve judgment &amp; use of results:</u> use assessment data with other information about an individual's development needs and ultimate potential</li> <li>• <u>Ensure development happens:</u> use assessment results to develop talent quickly enough to meet pipeline needs</li> <li>• <u>Secure funding &amp; resources needed:</u> prioritize funding to complete assessments as needed</li> <li>• <u>Develop better definitions of potential:</u> assessment that measures true rather than perceived potential and leadership capabilities and gaps for senior execs</li> <li>• <u>Increase transparency across the organization:</u> Greater transparency in the talent process and ratings</li> <li>• <u>Manage culture change in use of data:</u> Communication is key re: use of assessments in the talent process</li> </ul>

Item Reviewed	Study #2
13. Discussion	<p data-bbox="489 256 903 280"><u>Summary and implications for practice:</u></p> <ul data-bbox="537 315 1923 760" style="list-style-type: none"> <li>• 80% of top development companies use a multi-method and multi-trait approach to assessment tools and processes for both high-potentials and senior leader populations.</li> <li>• Results are shared with participants as well as managers and HR</li> <li>• Assessment results are kept fresh by maintaining a shelf-life of approximately 2-3 years</li> <li>• Perceived impact of assessment practices is high</li> <li>• Common practices for high-potential assessment: <ul data-bbox="632 483 1751 646" style="list-style-type: none"> <li>○ Utilize the assessment results for both identification and development</li> <li>○ Have a formal definition of potential and using multiple indicators to identify high-potential talent</li> <li>○ Use past and current performance as primary indicators of potential</li> <li>○ Incorporate contextual factors such as mobility and other background information where applicable</li> <li>○ Follow the Leadership Potential <i>Blueprint</i> framework when it comes to assessing high-potential talent</li> <li>○ Report full transparency relative to sharing high-potential designation</li> </ul> </li> <li>• Build assessment practices with the end state in mind. Mature components of a high-potential program do not need significant time for organizational adoption and should be part of the initial design and implementation.</li> <li>• Practitioners should consider all relevant design elements of a high-potential program at the outset and make the correct strategic decisions, rather than start with an overly simplified or constrained process and rely on that to evolve over time</li> </ul> <p data-bbox="489 792 611 816"><u>Limitations:</u></p> <ol data-bbox="537 846 1934 1365" style="list-style-type: none"> <li>1) Study did not address is how assessment programs integrate with the larger talent management systems and processes. Future research should: <ul data-bbox="632 899 1934 1036" style="list-style-type: none"> <li>○ Explore the development planning processes that typically follow assessment practices and how the Learning and Development function supports assessment practices.</li> <li>○ Consider the key drivers of effective high-potential and senior leader assessment practices</li> <li>○ Focus on identifying and collecting similar types of data from smaller and/or more local organizations as well to explore possible learnings from their efforts.</li> </ul> </li> <li>2) Research design used a targeted sample of large organizations with strong TM and OD functions. Data may not represent the full range of interventions in practice today and findings may not be generalizable. Future research should: <ul data-bbox="632 1094 1919 1175" style="list-style-type: none"> <li>○ Examine processes and practices in other contexts (e.g. family businesses, government agencies, religious organizations, non-profit activist groups, and start-up companies) to determine key differences, similarities, as well as identify possible innovative practices</li> </ul> </li> <li>3) Anonymous survey methodology limits the ability to test for demographic effects on assessment practices. Future research should: <ul data-bbox="632 1230 1934 1255" style="list-style-type: none"> <li>○ Expand the survey pool and include appropriate coverage of demographic variables to ensure anonymity of responses</li> </ul> </li> <li>4) Acknowledge that perceptions of impact and performance of any process are inherently flawed. Future research should: <ul data-bbox="632 1284 1877 1365" style="list-style-type: none"> <li>○ Focus on objective measures of return on investment (ROI) of assessment techniques and consider the following outcomes: performance in future roles, bench-strength, measurable financial returns, and understanding the organizational impact of talent assessment practices</li> </ul> </li> </ol>

# Appendix E: Applicability & Transferability Worksheet



eidm evidence-informed decision making

## Starting a New Program Applicability and Transferability Worksheet

### Identifying and Developing Employees with Potential for Leadership Roles: A Rapid Review Revised November 29, 2017

Factors	Questions	Notes
<b>Applicability (feasibility)</b>		
Social acceptability	<ul style="list-style-type: none"> <li>• Will the target population find the strategy socially acceptable?                             <ul style="list-style-type: none"> <li>◦ Consider how the program would be perceived by the population.</li> <li>◦ Consider the language and tone of the key messages.</li> <li>◦ Consider any assumptions you might have made about the population. Are they supported by the literature?</li> <li>◦ Consider the impact of your program and key messages on non-target groups.</li> </ul> </li> </ul>	
Political acceptability or leverage	<ul style="list-style-type: none"> <li>• Will the strategy be supported in the organization?</li> <li>• Will this strategy enhance the stature of the organization?                             <ul style="list-style-type: none"> <li>◦ For example, are there reasons to do the program that relate to increasing the profile and/or create a positive image of public health?</li> </ul> </li> </ul>	
Available essential resources (personnel and financial)	<ul style="list-style-type: none"> <li>• Who/what is <u>available/essential</u> for implementation?</li> <li>• Are they adequately trained? If not, is training available and affordable?</li> <li>• What is needed to tailor the strategy locally?</li> <li>• What are the full costs?                             <ul style="list-style-type: none"> <li>◦ Consider: in-kind staffing, supplies, systems, space requirements for staff, training, and technology/administrative supports.</li> </ul> </li> </ul>	

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Organizational expertise and capacity	<ul style="list-style-type: none"> <li>• Is the approach/strategy consistent with the current organizational strategy?</li> <li>• Does the strategy overlap with existing strategies/programs or is it symbiotic (i.e., both internally and externally)?</li> <li>• Does the strategy lend itself to cross-departmental/divisional collaboration?</li> <li>• Any organizational barriers/structural issues or approval processes to be addressed?</li> <li>• Is the organization motivated (learning organization)?             <ul style="list-style-type: none"> <li>◦ Consider organizational capacity/readiness and internal supports for staff learning.</li> </ul> </li> </ul>	
<b>Transferability (generalizability)</b>		
Target population characteristics	<ul style="list-style-type: none"> <li>• Consider if there are any important differences between the studies and the population in Peel (i.e., consider demographic, behavioural and other contextual factors).</li> </ul>	
<p><b>Proposed Direction (after considering the above factors):</b></p>   		

Form Completed by: \_\_\_\_\_

Worksheet adapted from: Buffet C., Ciliska D., and Thomas H. National Collaborating Centre for Methods and Tools. November 2007. *Can I Use this Evidence in my Program Decision? - Assessing Applicability and Transferability of Evidence.*