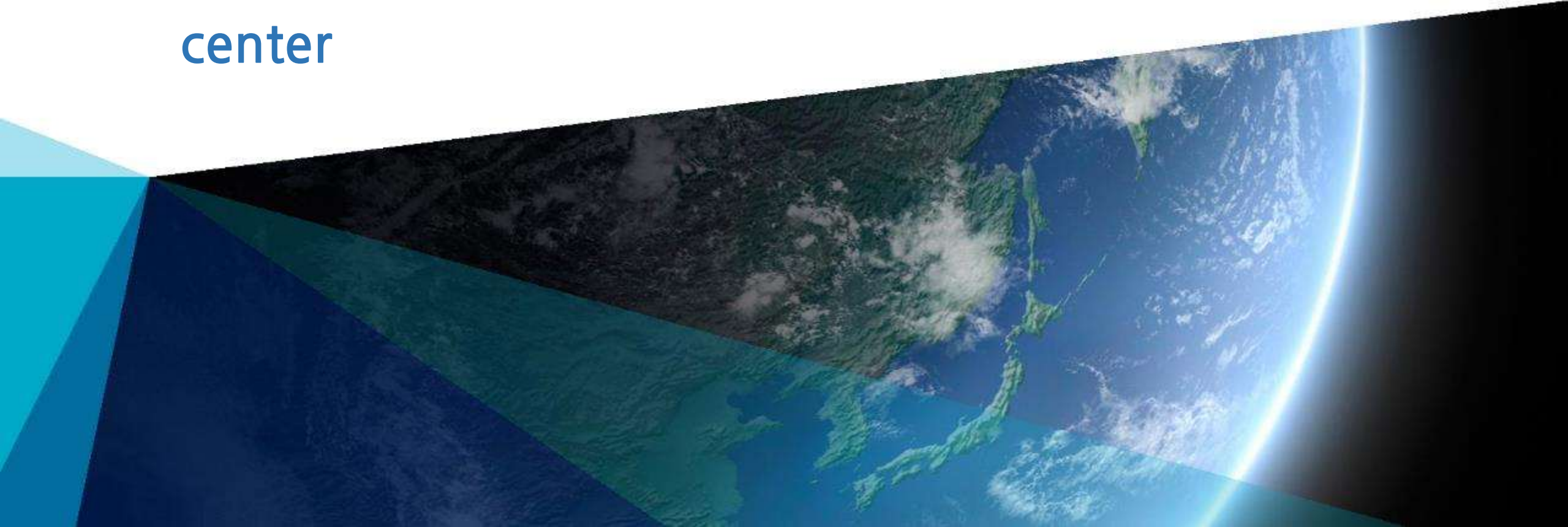
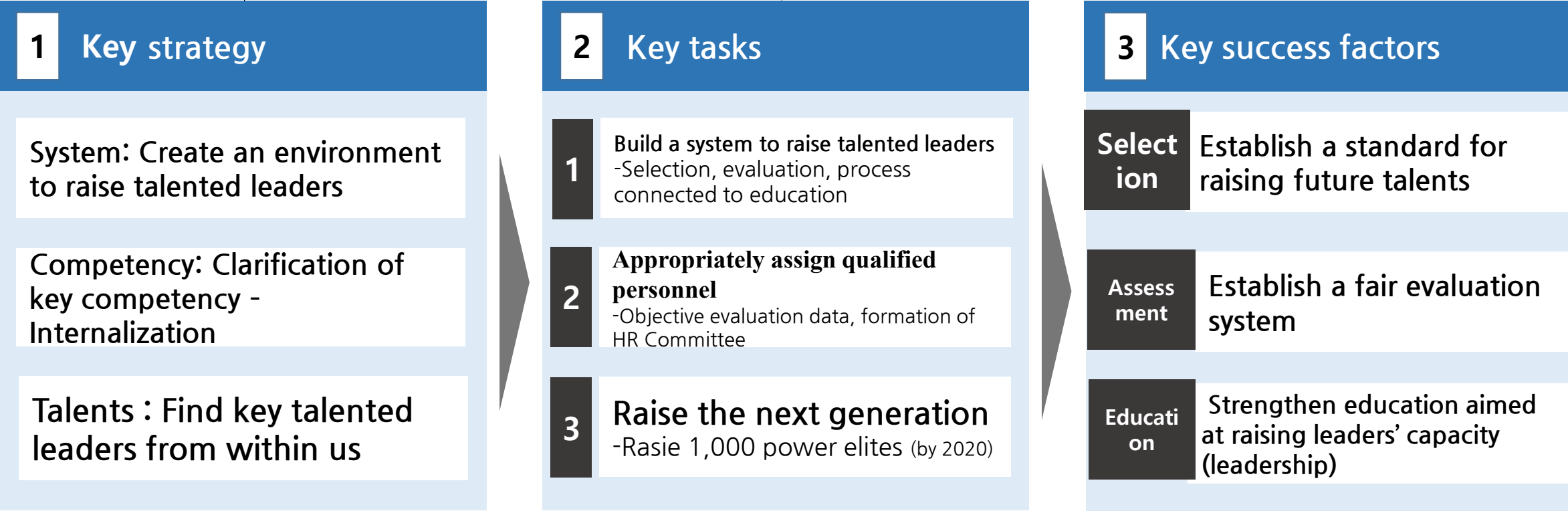




Building a Cheon Il Guk leaders' competency assessment system through the Assessment center



Building a system to raise talented CIG leaders



Next Step

- 1. Connect with education plan according to evaluation results
- 2. Expansion and creation of a vertical organizational culture centered on True Parents

Purpose and Scope of Major Tasks

The purpose of these major tasks is to outline the competencies essential in raising a Cheon Il Guk leader, develop and operate tools with which to assess the competency of leaders. The overall scope is about developing an educational process to be carried out after the evaluation process is completed.

Mission

Raising Cheon Il Guk True Leaders

Key Words for major tasks

Establish the standard of talented CIG leaders, evaluation and building a system to raise leaders

Project Tasks

Module 1 Outline leaders' competencies

- ✓ Research the responsibilities and competencies of leaders based on True Parents' Words
- ✓ Outline the basic competencies of leaders based on job analysis and analysis of the environment
- ✓ Analyze the competency evaluation systems used by other religions, businesses and government organizations

Module 2 Develop evaluation tools

- ✓ Develop the leaders' evaluation system and methodology
- ✓ Outline the evaluation categories
- ✓ Clarify the evaluation manuals and evaluation sheets for the inspectors; compile the evaluation results
- ✓ Review the evaluation tools used by outside professionals

Module 3 Run evaluation process and raise leaders

- ✓ The evaluation system will be used for various purposes such as diagnosis, selection, education, etc
- ✓ Use in the process of selecting candidates as future talent or for major positions
- ✓ Connect with HRD for personal growth and competency development

- Establish a consistent leadership model and outline competencies for the establishment of Cheon Il Guk.
- Connect evaluation (diagnosis) tools and education based on the leadership standard and competency



Module 1 Talented CIG Leader Model and Competency

Background on the formation of the value-system in raising talents

Background on the formation of HR Cultivation

Founding Purpose

Activity Area

Environmental Analysis

Request members

Major Content

- Realization of one global family under Heavenly Parent centered on the True Parents of Heaven, Earth and Humankind
- All fields including religion, politics and culture that can realize Heavenly Parent's ideal of creation
- **Economics** : Extreme capitalism centered on materialism
- **Morals**: Collapse of traditional values
- **Religion** : Negative impression of IS and religion overall
- **Society** : Expand participation of individuals and businesses within society
- **Internal** : Mixture between early days members and those who joined after 1960.
- **External**: Demands the active participation of companies and NGOs in society and high morals.

Implications

- Need to clarify the core values of Cheon Il Guk centered on True Parents that can lead the world
- Need to build an organizational culture that embodies these core values.
- Strengthen professional competency that creates substantial results
- **Protection of the Cheon Il Guk tradition + adaptation to changes, and need to carry out a leading dual role.**

Five major oriented tasks

1. **Clear Cheon Il Guk core values - internalization**
2. **Definition of the standard Cheon Il Guk leadership and talent.**
3. **Strengthen competency in realizing the CIG vision**
4. **Finding and raising future-generation talents from inside the church**
5. **Have the right personnel in the appropriate place**

Value System Framework in Raising Talents

Mission(Mission, reason of existence)

Raising Cheon Il Guk leaders that can dedicate true results from all fields including religion, organization, companies, etc. for the substantial settlement of Cheon Il Guk centered on Heavenly Parent and the True Parents of Heaven, Earth and Humankind.



Vision (Future model, a goal with a dream)

Becoming the leading standard that raises leaders worldwide who can raise people of character, people of goodness and geniuses who have inherited Heaven's heart and can bring about the complete settlement of Cheon Il Guk

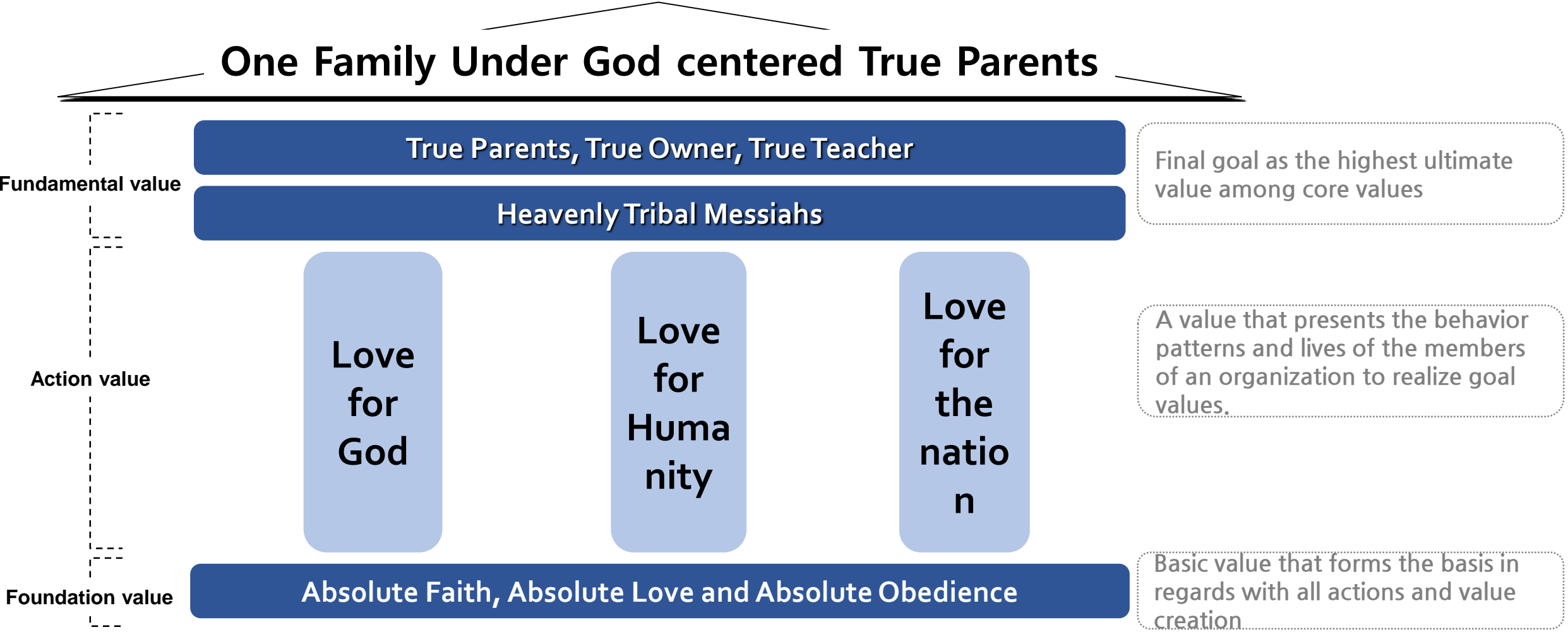


Core Values

Love for God – Loyalty and filial piety for HP and TP - **(Faith)**
Love for Humanity – The practice of true love, living for the sake of others by the true self - **(Character)**
Love for one's country – Providential leadership and exertion of professionalism for the establishment of CIG - **(Professionalism)**

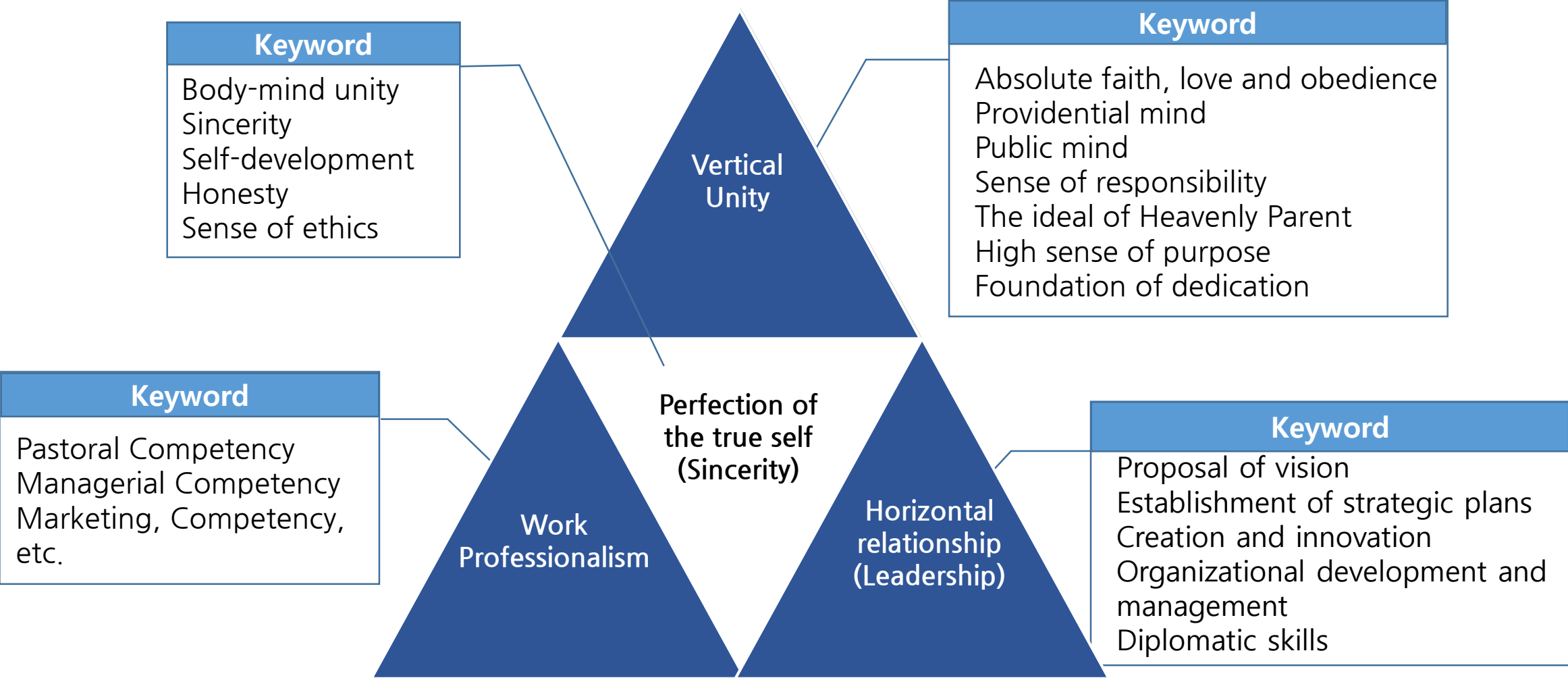
Core Values System

As the basic and eternal creed of an organization, core values are standards and principles that must be kept during decision making and organizational activities. With the Family Federation’s three subject thought as the ultimate values, we plan to build a system of core values as foundation value of absolute faith, absolute love and absolute obedience centered on the action values of Love for God, Love for Humanity and Love for the Nation.



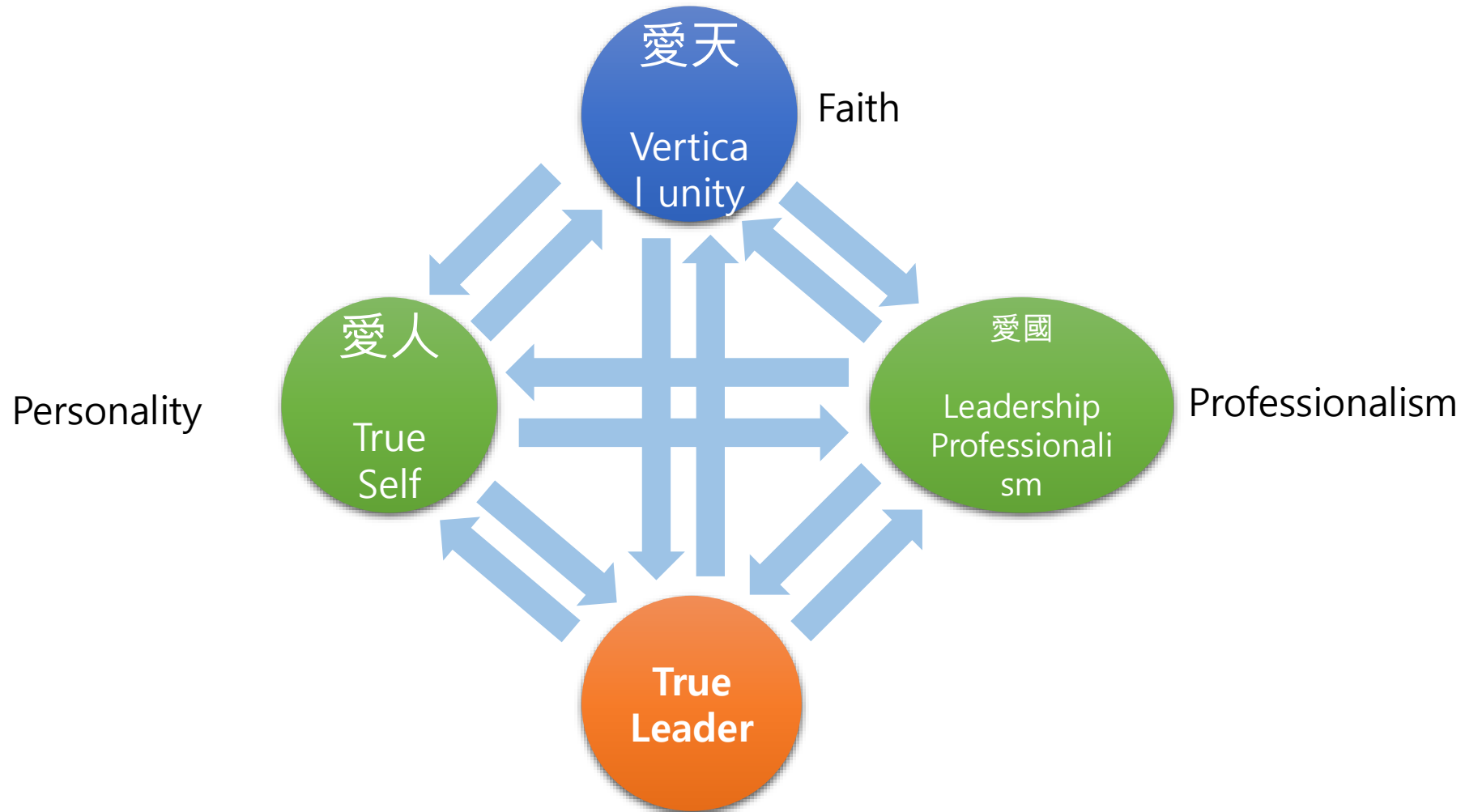
Directing Points of HR Cultivation Based on Core Values

Article 22 of Cheon Il Guk defines a Cheon Il Guk public leader as one who possesses faith, character and professionalism. Connecting attributes of faith, character and professionalism to the core values of Love for God, Love for Humanity and Love for Your Nation, four directing points in raising leaders, including vertical unity with True Parents, internal maturity, leadership and realization of professionalism, were established.



Training Framework of Talents in accordance with the Core Values

Establish the vertical unity of Heavenly Parent and True Parents as the causative relationship, motive and value; set continuous self-development, leadership and professionalism as being related with external skills and knowledge; and aim at raising 'true leaders.'



Model Talent

In accordance with True Parents' teachings of achieving dominion over oneself before desiring to have dominion over the universe, a model talent seeks to attain internal maturity and perfection, achieve vertical unity centered on loyalty and piety for True Parents, and thereby achieve horizontal growth.

Filial child

An inheritor of Heaven's tradition that is loyal and devoted to our Heavenly Parent and True Parents

True man of good character

A man who practices true love or living for the sake of others, and achieved body-mind unity centered on the original mind.

Talented
CIG
Leader
Model

Learning expert

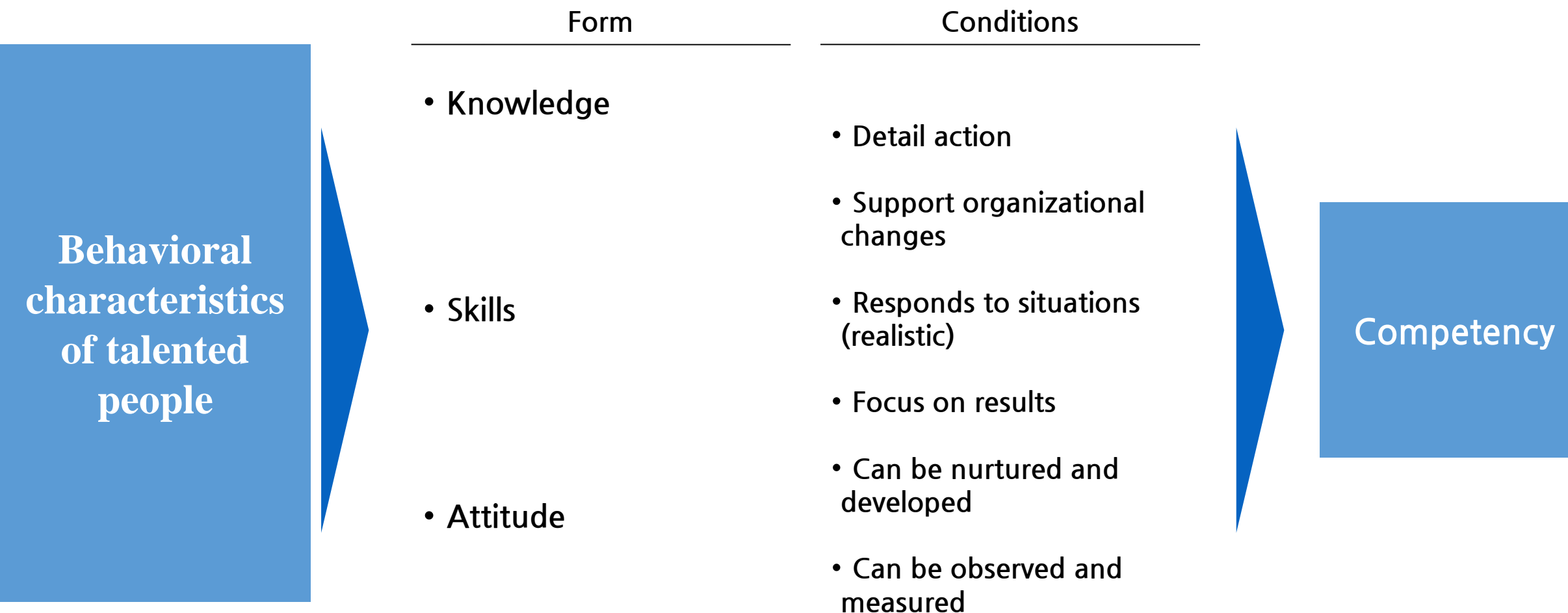
An expert that produces CIG new value within one's field and **continues to grow and learn.**

Leader, educator

A leader that produces results and expands one's influence within one's field for the establishment of CIG
An educator who raises talents and lives up to Heaven's tradition and principle and the values of the heavenly law.

Tasks in Outlining a Model for Talented People

We must be able to explain how the present regular church leader and the ideal talent we are seeking to raise, differ. This difference will become the directing point of education to improve the capacity of our present regular church leaders and will become the standard in selecting talents and in evaluation. Only when this standard point becomes concrete and is conveyed in clear form, can it function as the standard and not as a slogan for the model talented leader.



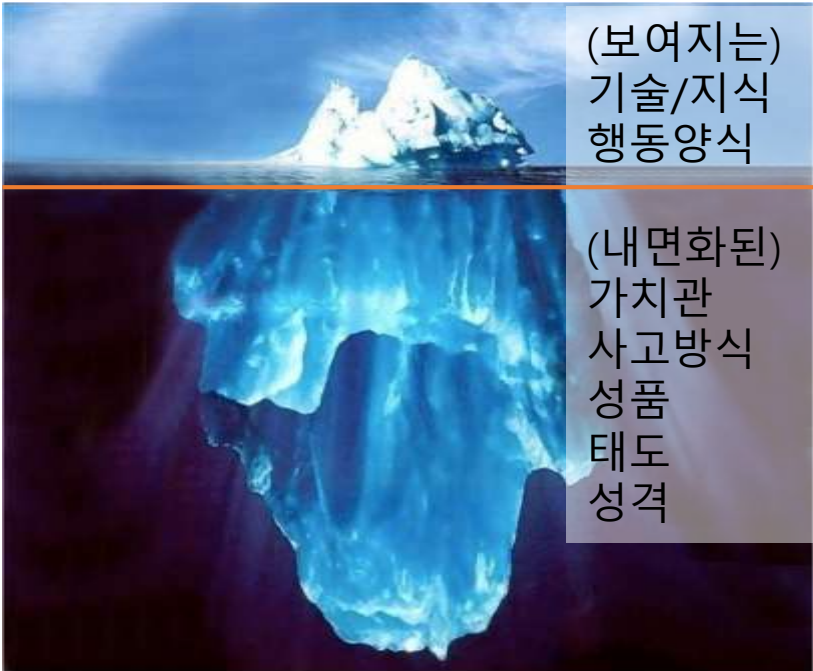
Concept of Competencies

Competency is the detail behavior that produces results obtained in the process of carrying out a task; it can be nurtured, is trainable, observable and measurable. Hence, we aim to deduct a particular common behavior pattern and set the standard in selecting and nurturing future talents.

Scholar	Definition of concept
Boyatzis (1982)	“A particular person’s inherent characteristics such as motive, traits, skills, one’s image, etc., related to effective and outstanding results.”
Spencer, McClelland, Spencer (1994)	“Can measure motives, traits, self-concepts, attitude and value, content knowledge, cognitive or behavior skills, etc. with credibility and is an individual trait that can identify an excellent result-maker.
Fleishman, Wetrogen, Uhlman & Marshall (1995)	An assembly of knowledge, skill, ability, motivation, beliefs, values and interests
Parry (1996)	Influences the important sections of tasks an individual carries out, is highly related with the results of a task, can be measured based on the performance standard widely accepted by organizations, and is an assembly of knowledge, technique and attitude that can be improved through education and development.

Competency is a unique behavior pattern of excellent result makers that bring forth results.

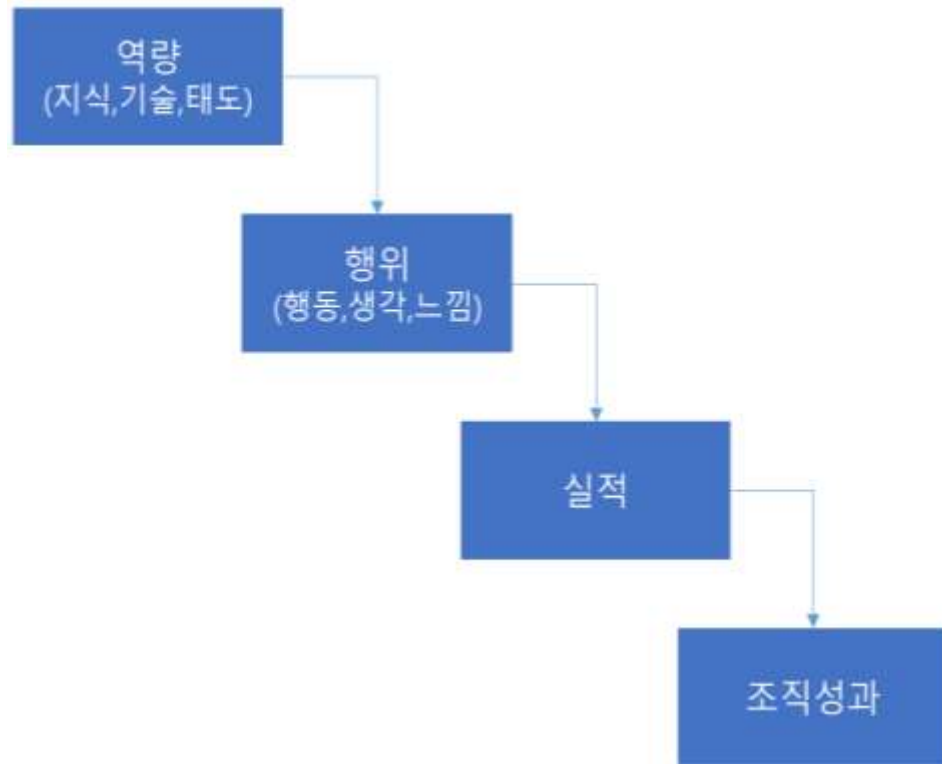
(e.g.: Joshua and Caleb’s courage and determination, etc.)



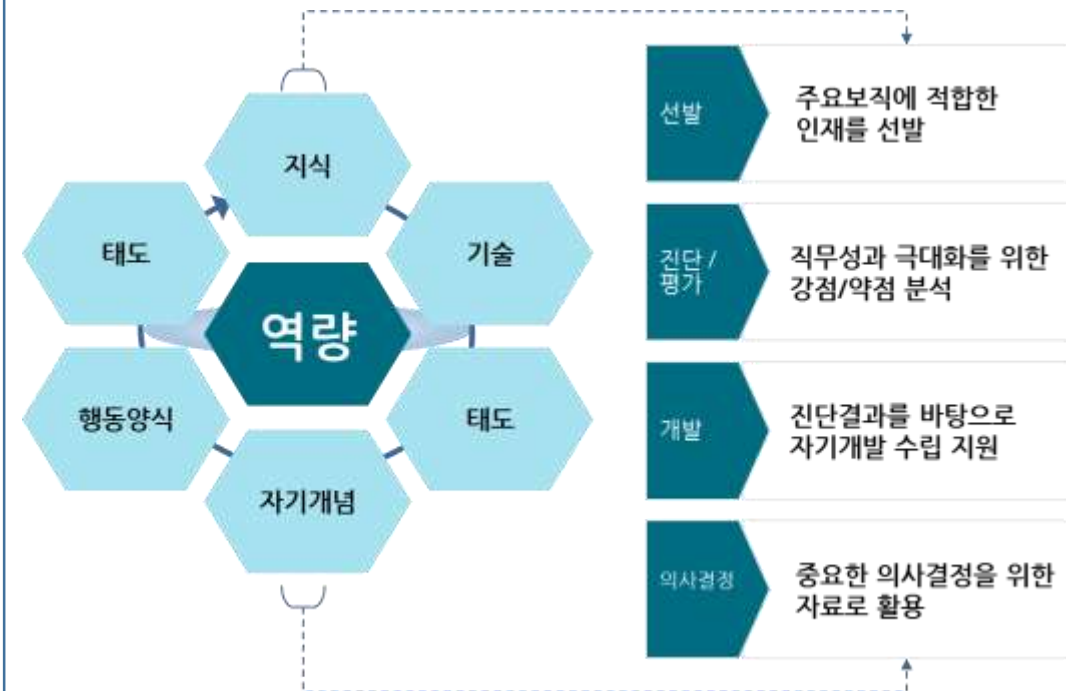
Ways to Utilize Competencies

As an assembly of knowledge, techniques, and attitude that can create results, competency influences the behavior, thoughts and feelings of its members, and also influences improvement of an organization's entire performance through the **establishment of a working method that continuously create high results**. In addition, from an HR perspective, it is used as a 'common standard' that covers selection, evaluation, and education in general.

The process by which competency influences results

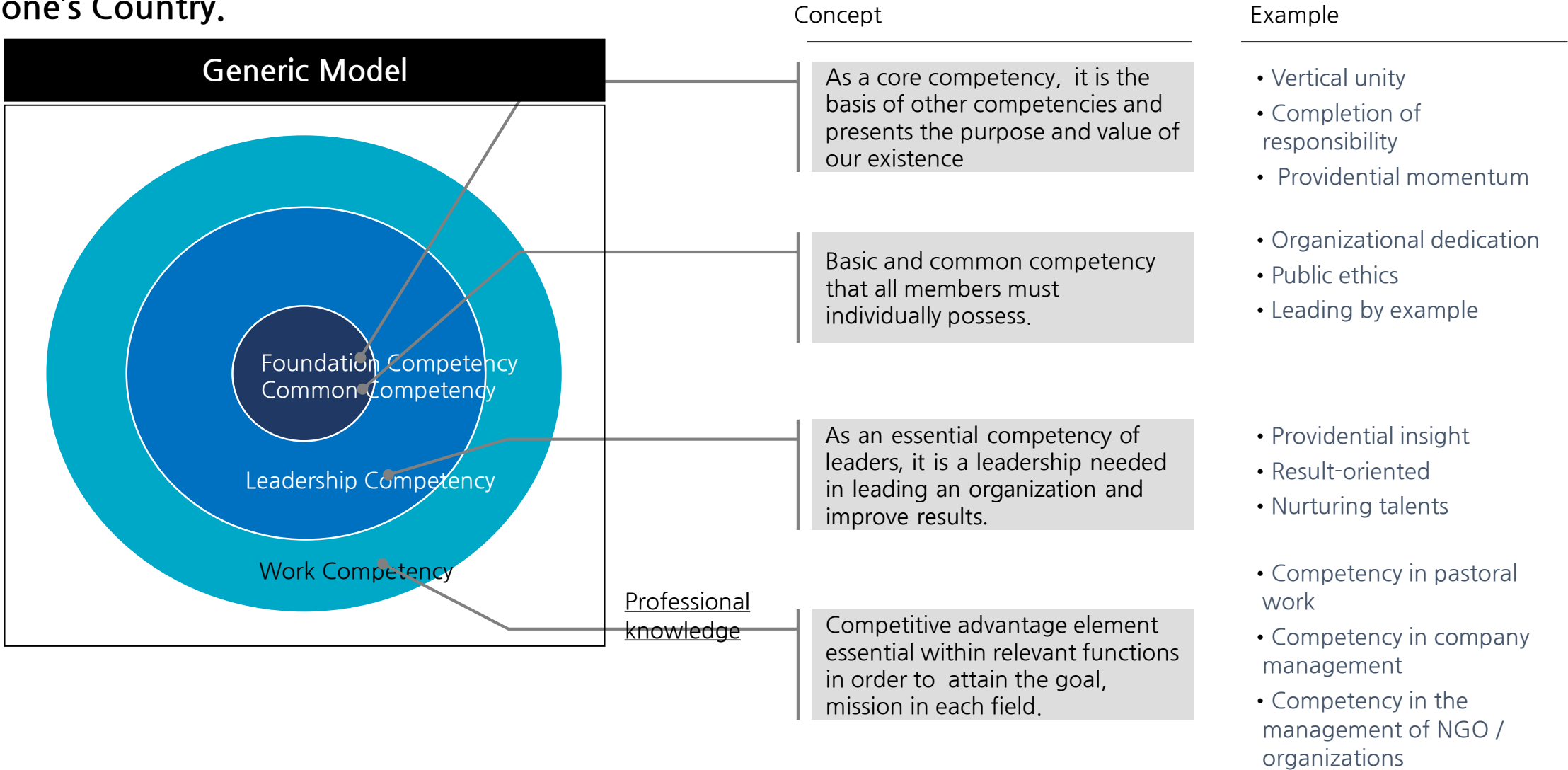


Usage Scope of Competency from a Human Resource Aspect



Competency Model Centered on True Parents' Teachings

Categorized competency into four levels including foundation competency, common competency, leadership competency, and work competency based on Love for God, Love for Humanity and Love for one's Country.



Deduction of detailed competency based on the model for talented people: usage of the accepted competence glossary

True Parents Words, Talented People	Spencer & Spencer Competency Group ¹⁾	Competence Glossary	
A devoted son of the providence who is vertically united with Heavenly Parent and True Parents	Achievement & Behavior competency group	Awareness of vertical providence Achievement oriented Order, High Standard Initiative Influential Group Awareness	Loyalty & Devotion Condition base Enthusiasm & drive Providential Understanding Strategic mind Determination & confidence
An individual that has completed body and mind unity, living within the noon settlement	Influential competency group		
	Personal effectiveness competency group	Self control Self Assurance Academic ability Ethical	Internal maturity Self development Honesty Lead by example
Educator and leader who practices a broad leadership on a horizontal level centered on the vertical foundation	Interactive service competency group		
	Management competency group	Vision outlook Understanding others Creative innovation Raising people Order & lead Team Work	Planning Listen & accept to opinions Customer oriented Negotiate, coordinate Change mtg. Motivation
Experts that achieve high results in their field	Cognitive competency group	Expertise & Experience	Expertise & Experience

Note : 1) Spencer & Spencer(1993), Competence at work : 200여가지의 업무와 관련된 역량모델을 수집하여 해당 직무의 탁월한 수행자의 특성에 관한 연구보고서를 작성하여 3~6개의 역량 범주를 포함한 대표적인 역량 구분 체계

Vertical Unity: Competency essential to Essen members

Core Values	Major Contents	Major competencies
<ul style="list-style-type: none">● Love for God (愛天)● Loyalty and filial piety for Heavenly Parent and True Parents	<ul style="list-style-type: none">● Unity of heart● Absolute faith, love and obedience● Fulfillment of CIG and high standard● Sense of providence, mission and responsibility	<ul style="list-style-type: none">● Vertical unity● Completion of responsibility● Providential momentum● Decisiveness● Fulfillment of responsibility● Confidence, risk taking● Sense of ownership

Deduction of Base Competence - Candidate Group

Base Competence	Catogories	Definition
	Vertical Alignment	"If human beings had not fallen, we would have been the partners of love to our vertical Parent. Our horizontal true love, true life and true lineage would have been united totally with God at a ninety-degree angle. Then we would have reached the position of parents in total union with God (197-176, 90.1.13, Cheon Seong Gyeong p.881)"
	Fulfillment of Responsibility	"The path taken by the True Parents will serve as a tradition and historic example. Thus, I am proclaiming that you need to model your life course on this path, become families that pledge to inherit and fulfill the Will of God that True Parents have already accomplished, and be true to this pledge.(Pyeong Hwa Gyeong, 966)"
	Providential Drive	"After each attempt to achieve it ended without success, God continued to send His people to earth to initiate, conduct, and conclude His work successfully. God has worked through history for this purpose.30-10, 70.3.14, Cheon Seong Gyeong p.1275)"

Deduction of Base Competence - Candidate Group

Base Competence	Category	Definition
	Vertical Agreement	Absolutely obey True Parent's words and directions and live following their words.
	Responsibility Completion	In the process of working, even when faced with barriers or situations when results are ambiguous, certainly do your best to draw the final result
	Providential Drive	From the start to the completion of the given providential task be sure to direct capabilities and focus resources to smoothly move forward with the task.
	Determination	In situations where immediate decisions are needed be firm and make bold decisions.
	Pioneer Spirit	Have confidence that the Providential Will can be realized and set your own goal. Focus your time and passion to consistently seek improving performance.
	Danger Supervision	Find opportunities even in uncertain and dangerous situations and take actions to take risks and dare to challenge new things.
	Confidence	Have confidence in one's skills and competencies and cope undaunted when faced with a difficult problem.
	Sense of Ownership	Actively propose solutions by taking responsibility to understand the environment and determine the strategic direction.

Completion of the True Self : Competency that all Members should have in Common

Core Value	Major Content	Major Competency
<ul style="list-style-type: none">• Love for Humanity (愛人)• True love• Life for others• Mind and Body unity Life Oriented to the Original Mind	<ul style="list-style-type: none">• Self control• Organizational Commitment• Inner Ripening• Study Capability• Honesty• Ethics	<ul style="list-style-type: none">• Organization Commitment• Public Ethics• Leading by Example• Self Management• Self Development• Sincerity• Forming trust

Deduction of Common Competency - Candidate Group

Common Competence	Category	Definition
	Organizational Commitment	Someone who lives for others, caring for and sacrificing to serve others— in other words, a person who practices true love in daily life—can be called a true owner. Only someone who cares for the creation with true love, protecting and nurturing it, can become a true owner of all creation. In light of this, it is not your position or worldly status that makes you a true owner. It is determined by your character and capacity to love.(Cheon Seong Gyeong p.1404)
	Public Ethics	Only when you do not go against heavenly law can you enter the kingdom of heaven. If you are barred from entry based on heavenly law, what will you do? Even members of the Unification Church cannot enter the kingdom of heaven if they have disobeyed heavenly law. All who do wrong are caught. You may dream you will go to the spirit world at the level of a divine spirit simply because you believe in the Unification Church, but that will come to nothing.37-256, 70.12.27, Cheon Seong Gyeong p. 731)
	Leading by Example	As God is the vertical True Parent and you are true children of God, you will establish the realm of three generations in your family, perfect the Four Great Realms of Heart, and attend God on the vertical axis for eternity. Further, you will inscribe in your heart the responsibility to attend the King of Peace in Heaven and Earth, who is the horizontal True Parent, and to live with absolute obedience on the horizontal axis for eternity as a citizen of Cheon Il Guk. You will make the practice of true love, which is living for the sake of others, the standard for your life. You will establish a true family and raise true children who are sinless and pure, thus protecting God's lineage and bequeathing it intact from generation to generation..(Cheon Seong Gyeong p.1397)

Elicitation of Common capacity - Candidate

Common capacity	Category	Definition
	Organization commitment	Someone who prioritize the whole and providential interests more than one's personal interests; someone who acts according to the word
	Public service ethics	A Cheon Il Guk leader who understands the ethics that one must basically possess in the process of working for Heavenly Parent and True Parents and acts based on the standard.
	Confidence formation	Make an atmosphere of trust and understanding among the members by maintaining the consistency between words and actions; and believing in the decision and judgement of the opponent.
	Self development	Grasp the strength and weakness of oneself and concentrate on self-development abilities; and don't lose the opportunity of growth for learning specified knowledge and skills.
	Sincerity	Stay true to working principles, aim for the behavioral consistency, give credit to others, have a good attitude, and obey the rules and procedures.
	Self management	When faced with opposition from others, receive hostile reactions and when conflict and stress from work arises, calmly adjust and work.
	Initiative	In spite of no management or supervision have to be able to handle with the work by oneself; take charge on difficult tasks and solve it.

Leadership Competency: Organization and coaching competence as a leader

Core values

- Love for your nation (愛國)
- Creation of the environment
- Vision proposal
- The importance of maintaining human resources

Main Contents

- Personal interests
- Nurturing others
- Team work and cooperation
- Team Leadership
- Customer-oriented capacity
- Personal Interests

Major competence

- **Providential insight**
- **Result-oriented**
- **Raising Talented People**
- Vision proposal
- Strategic thinking
- Market-oriented
- Innovation and creation

Deduction for leadership competence- candidate group

Leadership Competence	Category	Definition
	Providential Insight	You are responsible to educate them about the providence God is carrying out on the global level in this era, centering on the True Parents.(Pyeong Hwa Gyeong, p. 1455)
	Result-oriented	God's Word, wherever it is heard, leads to good results, resurrection, and the miracle of re-creation. Thus we should become people who can eradicate evil, bring about the work of resurrection and wield the power of re-creation. The place where such people reside is the kingdom of heaven.(3-34, 57.9.15, Cheon Seong Gyeong p. 43)
	Raising talented people	There are three things you should leave behind when you conclude your life on earth. The first is the way of the Principle; you must leave behind the fact that you led your life in the way of the Principle, according to the Will. The second is to leave good descendants on earth. The third is the education of your descendants to be good and effective for the sake of the world. These are three core responsibilities.(101-201, 78.10.30, Cheon Seong Gyeong p. 563)

Deduction of Leadership capacity - Candidate Group

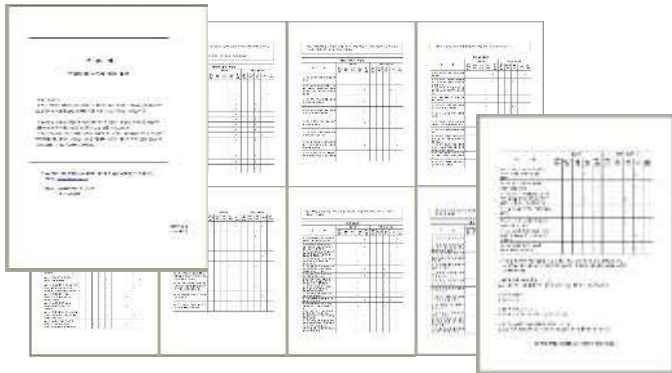
Leadership Capacity	Category	Definition
	Providential insight	Understand and practice the operating Principle of organization and value creation on the foundation of the knowledge and discernment at the first half of the providence.
	Result-oriented	Devise a means for maximizing a providential effectualness on the conclusion of decision making, by considering the effectiveness and efficiency in the actual business affairs.
	Raising talented people	Human resource is the most important requisite in realizing the providential task, developing the capacity for oneself by granting the opportunity of appropriate challenges for members and co-workers.
	Market-oriented	Understand the method that beneficiaries and guests, who are connected with the policy, are looking for, to satisfy their ultimate demands.
	Innovation and creation	Raise a question to a method conventionally done by giving opinions and practicing them in case of the development necessity.
	Change management	Recognize the necessity for change in the keen competition and changeable environment, adapt quickly to the change.
	Strategic thinking	Establish the goals from the long-term and integrated perspective, draw up alternative, clearly prioritize them, and propose the plan of execution and prescription.
	Vision Proposal	Establish a direction of the policy as the responsible manager, make a connection between the policy and members; and disseminate to conduct the business.

Deduction of Competence and Process to Secure Validation

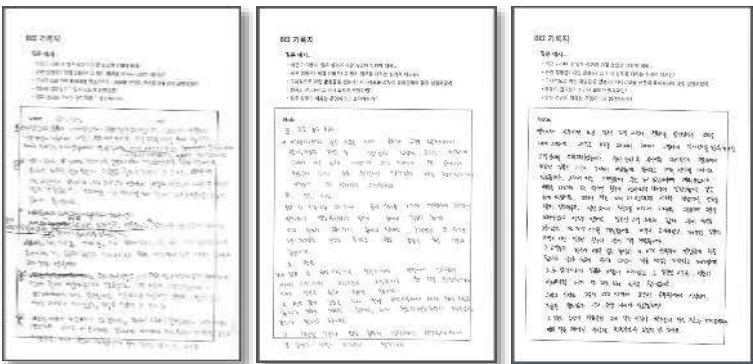
A candidate group for competence is selected based on our mission, vision and organizational culture. Following this, opinions from the field is collected and then decision is made after passing through the final process of deducting competence. (To be operated by Feb, 2016)

Methods of competence deduction

How to survey leaders



Interviewing methods for leaders



Validation Securing Process

Process outline



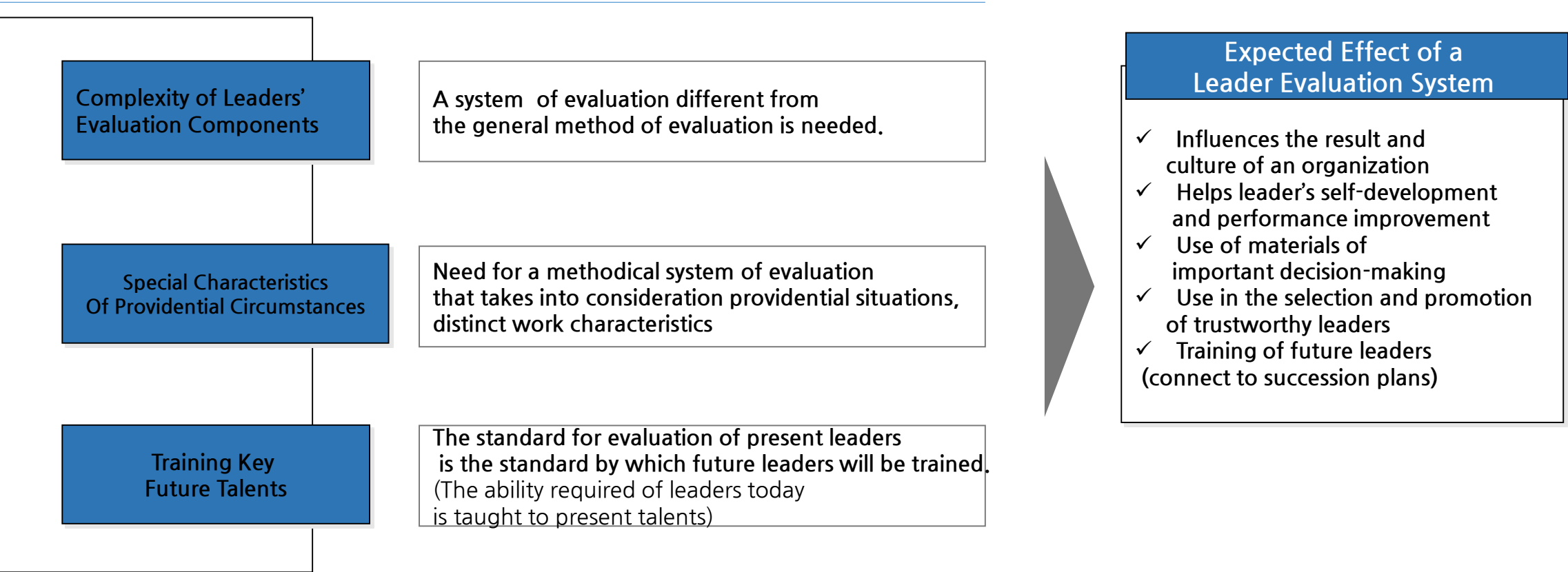


Module 2 Building an Assessment Center

Need to Build an Evaluation System for Leaders: Special Characteristics in Evaluating a Leader

We all know how important the evaluation of a leader is, yet, in most organizations, evaluation depends on subjective opinion, impression and reputation of the recipient; hence, a process to obtain credible and objective data for a proper decision making is necessary.

The need for a systematic evaluation



Note : 1) A third of employment and promotion decisions of executives within major companies in the US are wrong. Sorcher, M. (1985). *Predicting eOecutive success : What really works*. New York: Harper Business.

Assessment Purpose and Tools: Operation through an Assessment Center²⁾

Assessment is carried out to select, diagnose and develop leaders; by utilizing diverse assessment methods through the Assessment Center, the competencies of the leader can be diagnosed in a multilateral and positive manner, based on which an evaluation report is made for proper decision-making.

Purpose for Using an Assessment Center

Selection

The purpose is to evaluate the potential of the recipient and predict how successful one would be in a higher position.

Diagnosis

To identify the recipient's relative individual strengths and weaknesses in connection to work competencies

Development

To teach new skills to participants and help them develop skills during the educational process.

Application of an appropriate evaluation method in accordance to needs and purpose

Assessment Center Tools

Evaluation of personal skills

360 degrees evaluation

Interview

Presentation/ group discussion

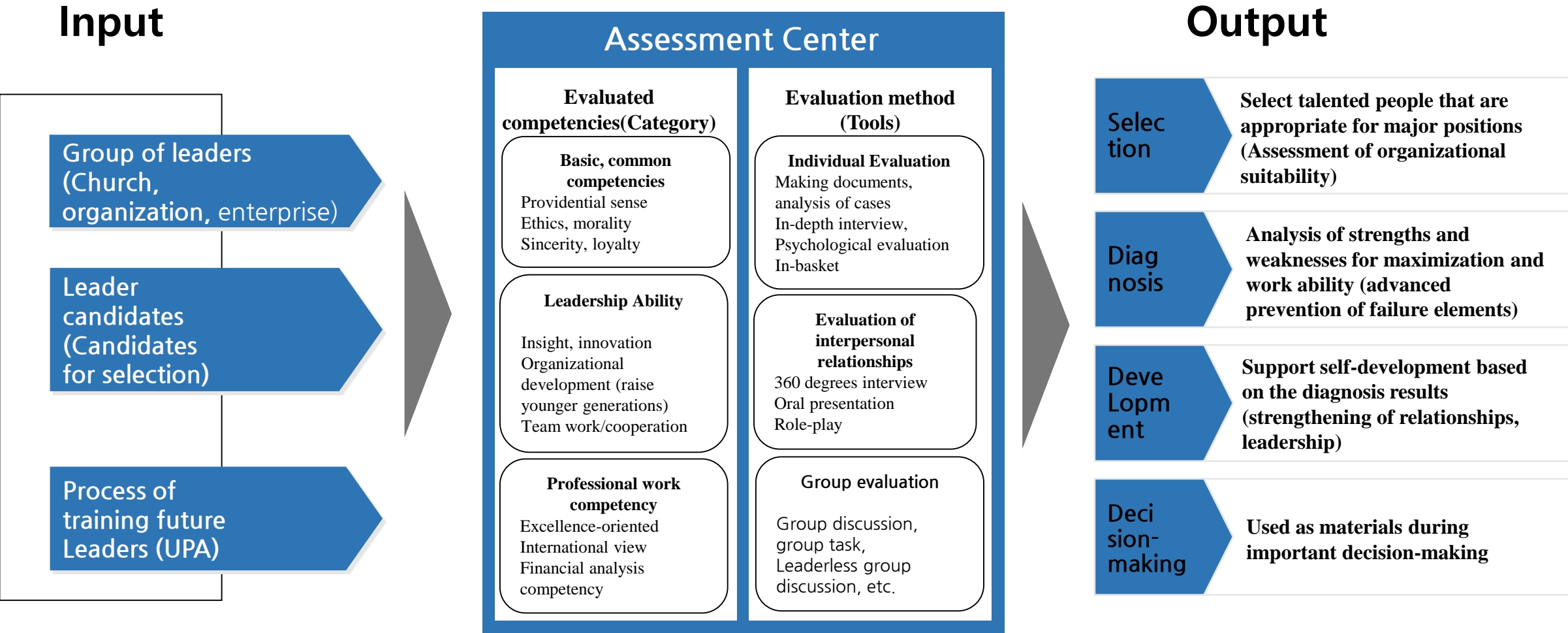
In-Basket/ Role-play

심화교육유형	평가방법	용도
개인평가	서류평가	4. 개인능력을 평가하는 도구로써 서류평가법 등 면에서 다른 방법들을 도입할 필요가 있음. 4. 업무관련 지식의 정도, 지능, 창의성, 글쓰기 능력 등을 평가자를 통해 측정하고, 제한된 시간 안에 처리하게 함으로써 직무의 업무처리능력을 평가함으로 평가.
	사례연구	일련의 일련성된 정보가 제공된 상황에서 특정한 주제에 대해 문제해결 및 의사결정 능력 향상을 평가하는 방법.
	상황평가	업무에 대한 일반적인 정보나 일련성된 정보를 제공하고 이를 통해 결정을 평가나 문제해결을 위한 상황을 부여하여 문제를 해결하는 방법.
	군체적응	군체적응이나 집단적응 평가 방법, 평가자, 평가자 등의 평가자를 통해 평가하는 방법.
	면담	면담자와 평가자 사이에서는 업무관련성, 능력, 경험, 직무능력, 경력, 목표, 자질 등을 평가하기 위한 방법이며, 평가자 평가를 통해 평가자를 평가하는 방법.
대인관계 평가	면담	면담자와 평가자 사이에서는 업무관련성, 능력, 경험, 직무능력, 경력, 목표, 자질 등을 평가하기 위한 방법이며, 평가자 평가를 통해 평가자를 평가하는 방법.
	구술 프레젠테이션	평가자 또는 특정한 집단들 앞에서 특정한 주제를 발표하는 방법.
집단평가	면담	면담자와 평가자 사이에서는 업무관련성, 능력, 경험, 직무능력, 경력, 목표, 자질 등을 평가하기 위한 방법이며, 평가자 평가를 통해 평가자를 평가하는 방법.
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집단평가	면담	면담자와 평가자 사이에서는 업무관련성, 능력, 경험, 직무능력, 경력, 목표, 자질 등을 평가하기 위한 방법이며, 평가자 평가를 통해 평가자를 평가하는 방법.
	면담	면담자와 평가자 사이에서는 업무관련성, 능력, 경험, 직무능력, 경력, 목표, 자질 등을 평가하기 위한 방법이며, 평가자 평가를 통해 평가자를 평가하는 방법.
집단평가	면담	면담자와 평가자 사이에서는 업무관련성, 능력, 경험, 직무능력, 경력, 목표, 자질 등을 평가하기 위한 방법이며, 평가자 평가를 통해 평가자를 평가하는 방법.
	면담	면담자와 평가자 사이에서는 업무관련성, 능력, 경험, 직무능력, 경력, 목표, 자질 등을 평가하기 위한 방법이며, 평가자 평가를 통해 평가자를 평가하는 방법.

Note : 2) Assessment center : 물리적인 평가 시설이 아니라 인재를 평가하는 도구와 방법들을 의미 / 평가방법은 지속적으로 커스터마이징 과정이 별도로 필요합니다.

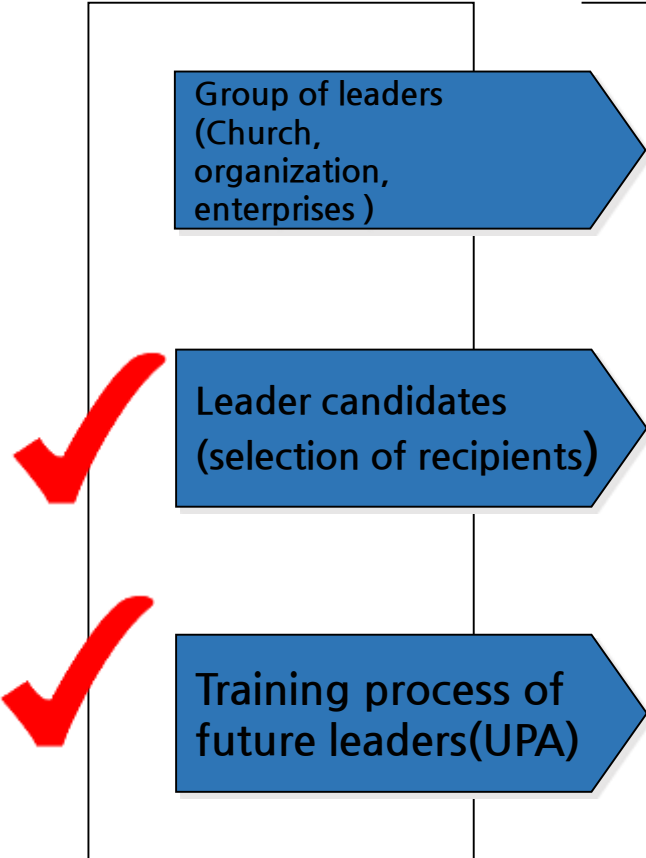
Components of Assessment: What will be assessed?

Evaluation of a leader must be carried out in a balanced way, taking into note the factors generally applied in different situations and factors requested in particular circumstances; this evaluation must be able to extensively cover both fatal attributes or the so-called “failure attribute” which hamper effectiveness and attributes with potential.



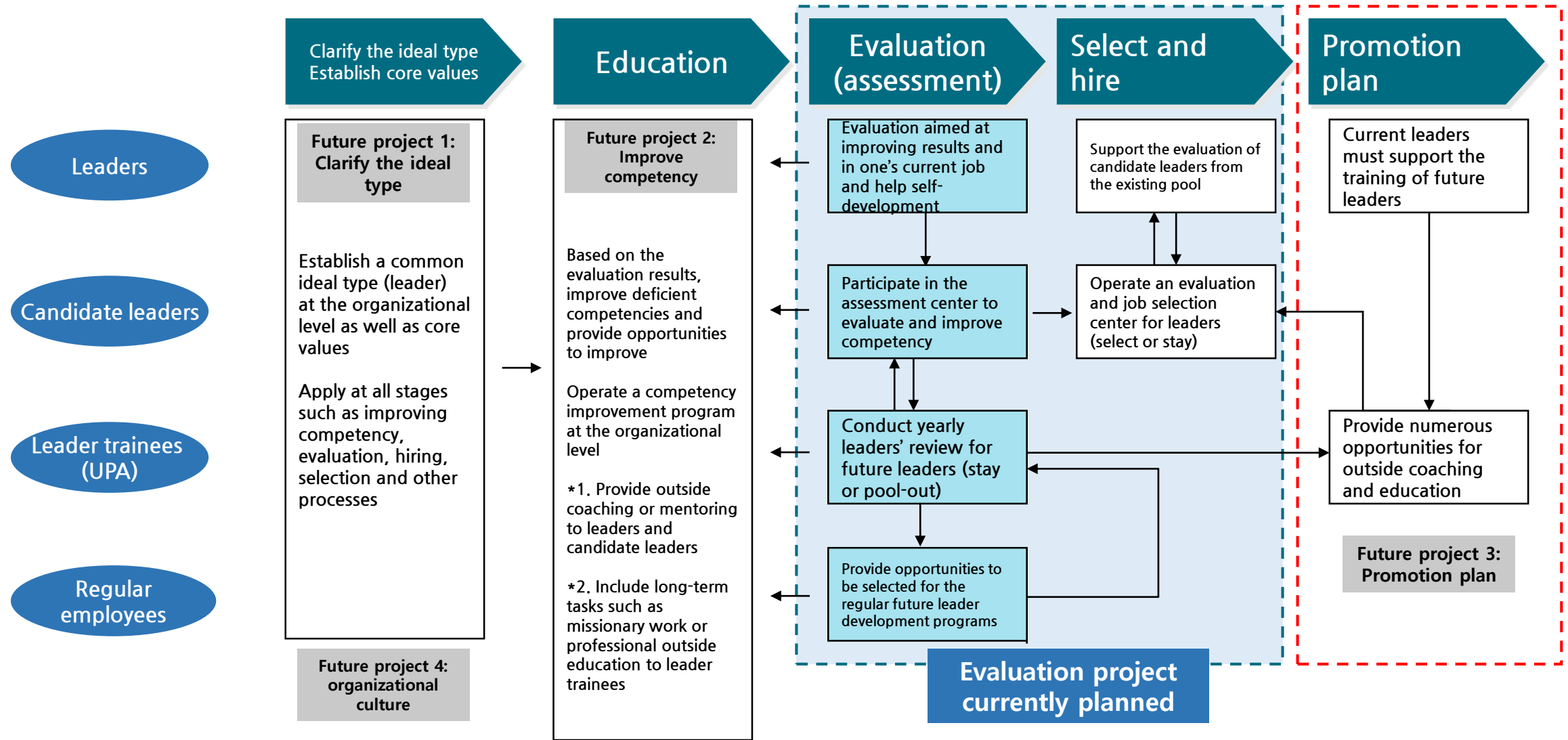
Scope of Evaluation Usage

Evaluation is a tool by which the field can assess possible candidates and assign the right people in the right places; it can also be used as a tool to select and raise candidates with potential in becoming future leaders from a long-term basis.

	Method of Evaluation	Evaluation Purpose
	<ul style="list-style-type: none">• Self-diagnosis evaluation• Professional interview• 360-degree evaluation• Presentation	<ul style="list-style-type: none">• Diagnosis and development of leadership<ul style="list-style-type: none">• Selection of relevant working position• According to the result of the evaluation moving to proper working position• Continuous care for the future leader candidates
	<ul style="list-style-type: none">• Self-diagnosis evaluation, case study• Professional interview• 360-degree evaluation (including the past career reputation inquiry)• presentation, group discussion, role-play, in-basket	<ul style="list-style-type: none">• Making plan for self-development (coaching, mentoring, etc.)• Granting work opportunity that can increase the needed ability
	<ul style="list-style-type: none">• Self-diagnosis evaluation, case study• Professional interview• 360-degree evaluation• presentation, group discussion, role-play, in-basket	<ul style="list-style-type: none">• Professional education from outside, granting mid-term mission opportunity• Providing a plan for leaders to work in their vicinity• Early promotion or insufficient ability exemption from the candidacy

Key in the Process to be Pursued in Raising Talents: Assessment

An evaluation is a process of communication between the organization and the individual; if the evaluation is used regularly, not as for the sake of remuneration, but as part of the process to raise the person's competency, the organization will be revitalized and a positive rise in the overall competency of the organization will occur.



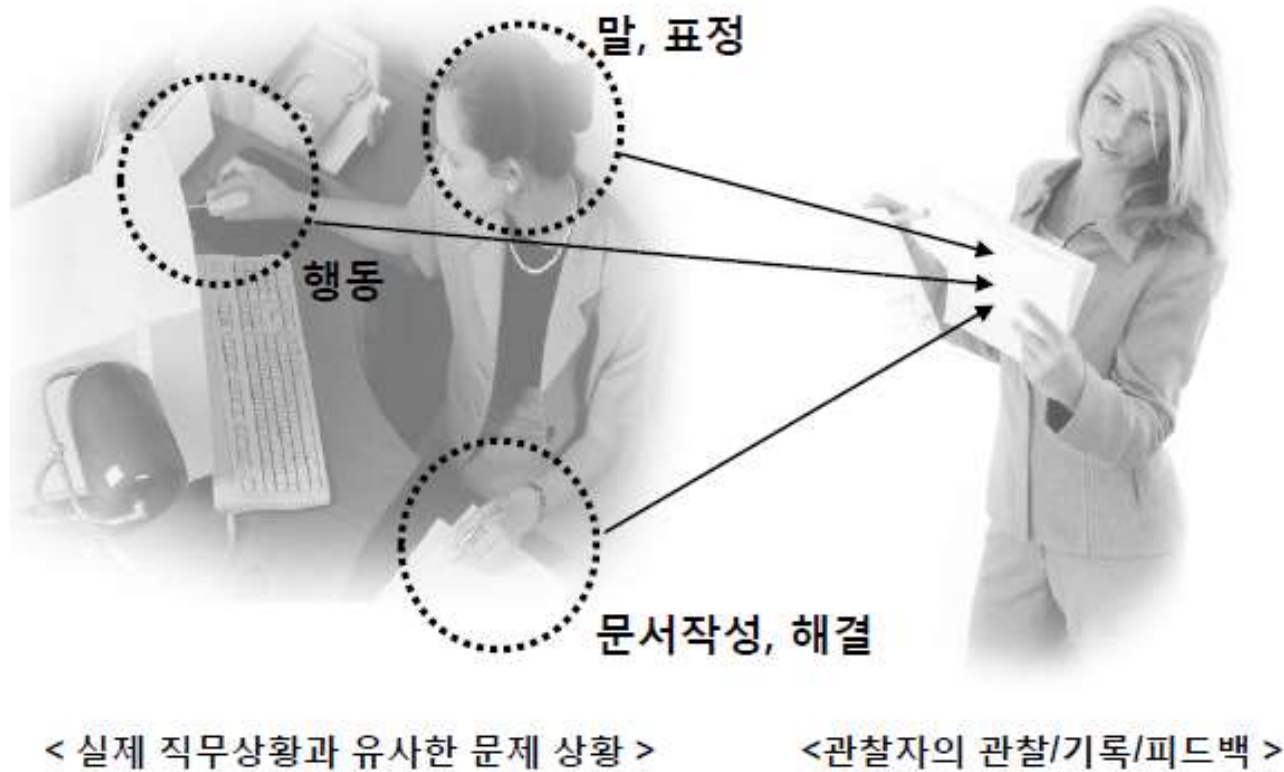
Assessment Center

Development Center

Program to Raise Key Talented Leaders

Introduction of the Assessment Center - Simulation

Set up a simulation of a situation that reflects the actual tasks one is to carry out in the near future, observe and record the behavior, reaction, response, results, etc. demonstrated in the process of solving the problem and provide recipients with feedbacks.



In-basket

- 임원으로서 산적한 현안/업무 처리/조치
- 이메일, 보고서, 대화록 등을 통해 업무를 파악하고, 우선 순위에 따라, 업무의 효과성/효율성 등을 고려하여 처리, 조치사항 기입
- 임원의 다양한 업무 및 역할 반영 가능

Presentation

- 특정 주제에 대한 보고 or 사례 분석
- 제시한 자료들을 바탕으로 시장변화 예측, 새로운 사업기회 발굴, 장/단기 사업계획 수립/발표, 비전제시
- 주로 인지적인 역량 반영 가능

1:1 Role-play

- 특정인과 대화를 통해 문제 해결
- 동기가 저하된 부하직원, 조직변화에 저항하는 직원 등과 직접 대화를 통해 문제 해결/코칭/육성
- 부하육성, 변화관리 역량 등 반영 가능

Group Discussion

- 특정 주제/문제에 대해 여러 사람이 함께 협력하여 해결안을 도출
- 과제 배경/상황, 주제, 해결 과제 등에 따라 다양한 역량 반영 가능

Predictive validity of assessment center

Capacity assessment performed by the assessment center simulates virtual situations similar to those in real job tasks and shows higher predictive validity compare to other assessment methods. Also it is highly useful with other assessment techniques. (Enables prediction with higher accuracy compare to simple survey for character, personality , and reputation)

Foreign data

20 years Meta analysis results on assessment technique feasibility

Assessment techniques	Feasibility
Assessment Centes	.65
Work Sample Tests	.55
Ability Tests	.53
Personality Tests	.41
Researched Bio-Data	.38
Structured Interview	.31
Typical Industry Interview	.15
Refernces	.13

Domestic data

Assessment techniques for selection

Assessment techniques for selection	Predictive validity
<i>Assessment Center</i>	0.64
Big Five Personality Test	0.37
Mental Ability Tests	0.25
Behavioral Interviews	0.19
Biographical Data	0.09
Reference Check	0.06
Personality Test	0.04
Traditional Interviews	0.04

자료: 고위공무원 역량평가제도의 타당성에 관한 연구

Identify competent individuals

- Capacity assessment was used to identify talented personnel suitable for given duty and position.
- Tasks display relatively high degree of difficulties
- Able to reassure the person's feasibility for the duty and position through high capacity performance

Identify incompetent individuals

- Capacity assessment was used to identify personnel not suitable for given duty and position.
- Tasks display medium degree of difficulties
- Confirms the fact that a individual failed to fulfill certain standards, then provide with useful feedbacks for competence building.

Example Regarding the Usage of the Assessment Center - Central Office Group, Local Government

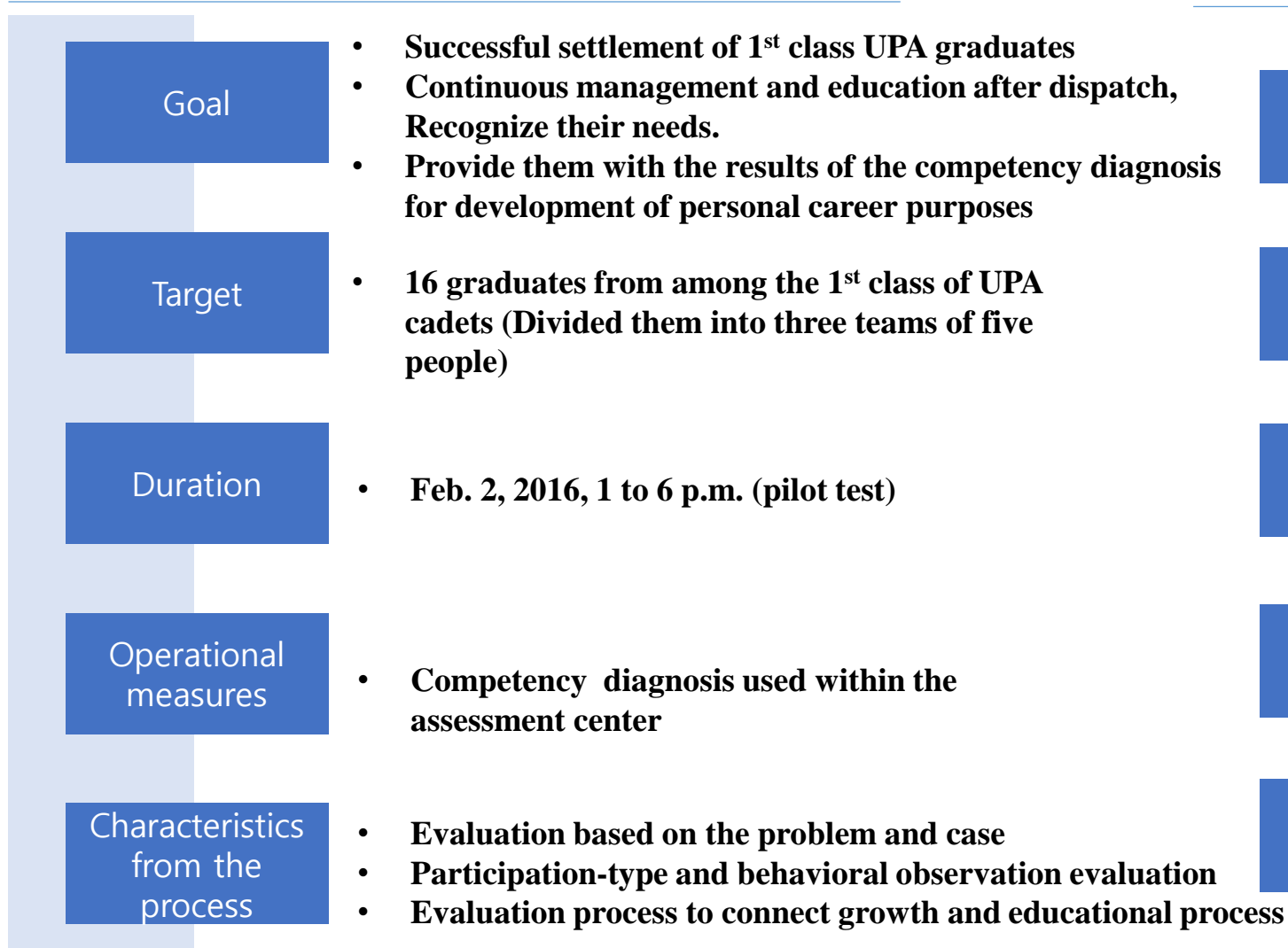
The results obtained from benchmarking organizations that carried out competency evaluation with central office groups (Rural Development Administration, Board of Audit and Inspection, National Tax Service, etc.) as targets are as follows:

기관명	역량평가 목적	평가대상	평가조직(기구/인력) 및 평가운영 프로세스, 역량교육	역량요소	역량교육 및 평가기법	
중앙부처	농촌 진흥청	- 과장 승진 (참고자료), 인사관리	- 과장	- 2008년 도입 - 평가자에게 2개의 평가사례 제시 - 평가팀은 5개 팀으로 분반 운영 - 평가자는 교수 2인과 농촌진흥청 관리자 (국장급) 1인	- 관리자 : 4개 역량 (리더십, 갈등관리, 직원관리, 의사소통)	- 서류함 기법(In-Basket), 발표
	감사원	- 승진	- 고위감사 공무원단	- 2007년 도입 - 평가 1회당 평가위원 6명, 평가대상자 6명 - 평가시간: 총 4시간 10분 소요 - 5인 이상의 역량평가위원이 참여하여 종합적 이고 객관적으로 평가	- 성과지향, 변환관리, 문제인식, 전략적사고, 고객만족, 조정·통합	- 다면평가, 업적평가, 면접, 발표
	국세청	- 승진, 선발	- 과장급 역량평가	- 09년 도입 - 4시간 10분에 걸쳐 평가 실시 - 4개의 실행과제 및 표준역량 6개 과제에 대한 평가 실시	- 표준역량 6개 과제 (정책기획, 성과관리, 조직관리, 이해소통, 이해관계 조정, 동기부여 등)	- 4개의 실행과제 (서류함기법, 발표, 1:1 역할 수행, 집단토론) - 표준역량 6개 과제
지자체	서울시	- 승진	- 5급 승진, 국장급 승진	- 08년도 도입 - 5급 승진대상자 역량 자체적으로 실시, 1회 역량평가의 대상자는 약 200명 기준 - 역량평가는 역량교육과 병행, 6주간의 역량 교육기간 가운데 역량평가 실시 - 역량교육은 필요역량에 기반한 교육프로그램과 액션러닝 병행 - 3급 승진대상자 역량평가 : 행정안전부에 위탁 실시 (고위공무원단 역량평가 체계 적용)	- 5개 역량(변화관리, 설득/협상, 의사소통, 문제의식/해결, 그리 고 정책수행)	- 5급 : 서류함기법, 역할게임, 사례연구의 3가지 과제 사용 - 국장급 : 행정안전부에 대행 위탁

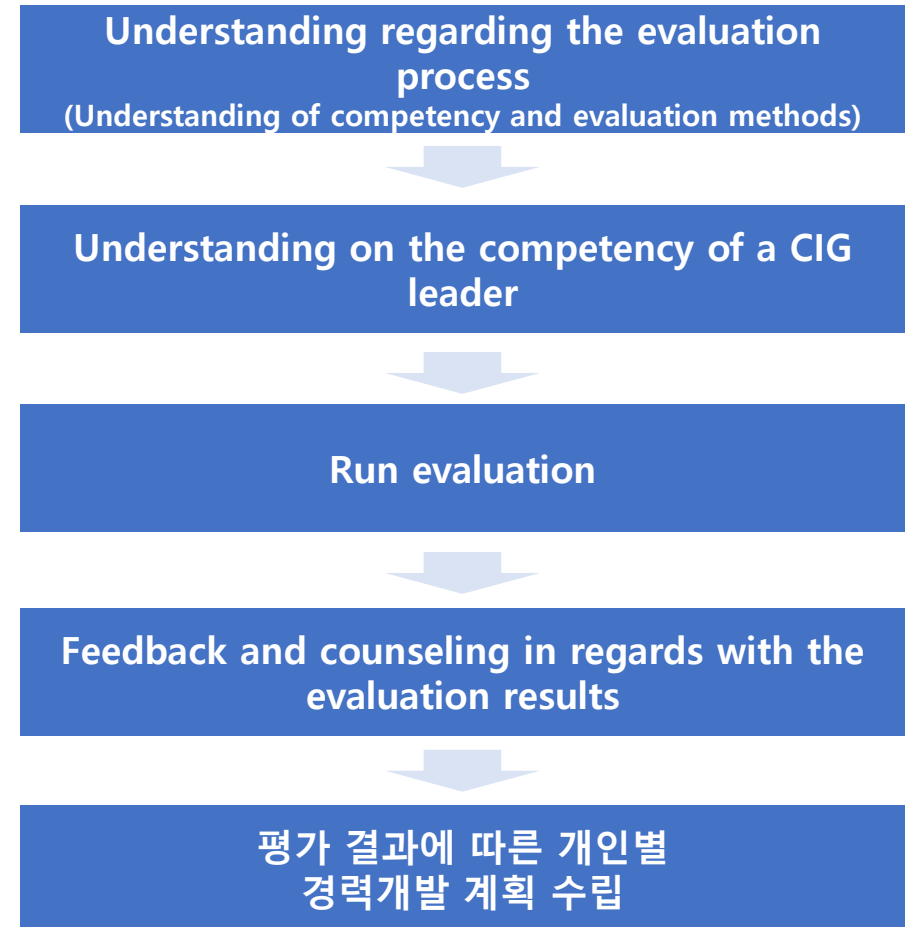
Run a Pilot Assessment Center - 1st Class UPA Cadets

With the 1st Class of UPA graduates as targets, the evaluation recipients went through a competency diagnosis based on A/C and were able to discover their weaknesses and strengths. This evaluation was conducted to help them grow into leaders through the support and multi-faceted efforts of each evaluation recipients, the field and the HQs.

Outline on the operation



Outline of the process



1st Class of UPA cadets: Assessment Center Key Evaluation Method

UPA 1st class of cadets assessment center selected observation and development as handy key competencies among the competencies of a CIG leaders and we plan to carry it out through the following evaluation methods: (Total of three methods/11 competency diagnosis)

Level of Evaluation / Method of Evaluation		Interview based on capacity (Orally)	Leaderless Group (Orally)	Oral Presentation	In-basket ³⁾ (In written form)	Multi-faceted evaluation
Basic Competency	Completion of responsibility /Confidence		O			O
	Clear sense of purpose	O			O	
Common Competency	Public sense					O
	Self-development	O				
	Member-oriented			O	O	
	Trust building					O
Leadership Competency	Innovative character	O	O		O	
	Insight					O
	Team work		O			O
	Vision proposal		O	O		
Working Competency	Power of expression			O	O	O

※ Taking into consideration that the educational purpose of this evaluation, competencies difficult to evaluate at one go are assessed through a 360 degree evaluation and other materials.

Note : 3) In-basket : To assess how well one can handle a task within an allotted time, recipients are put in situations where they exercise their problem-solving and decision-making skills in regards with a problem indicated in a letter, memo, or document.

Running an Assessment Center for the 1st Class of UPA Graduates

The 1st Class of UPA Graduates Assessment Center was conducted on 16 UPA graduates through three methods under five inspectors and three evaluation operation committee members.

Type of evaluation Behavior Event Interview



Feature

- ✓ A systematized interview method that checks the recipients' past achievements in details

Presentation



- ✓ A method that can measure a recipient's ability or physical actions in coping with possible problems in a virtual set up (presentation)

360 Degree Evaluation



- ✓ A method that makes two colleagues and one superior carry out an evaluation on seven competencies, helping the recipients discover their strengths and weaknesses they were not aware of.

Using the evaluation results of the 1st UPA class as education material

Through the results of the competency evaluation, the individual can assess his/her strong/weak points, establish an Individual Development Plan, participate in competency development programs and support continuous self-development.

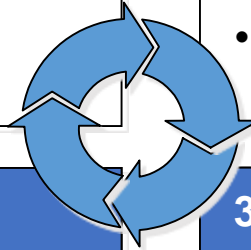
1. Check results of competency evaluation

- Check individual points for each category of the competency evaluation
- Execute GAP analysis for general average and individual average



2. Establish Individual Development Plan

- Provide academic resources for competency development
 - Map education curriculum for each category
 - Search for education/learning resources for each category
- Support self-development coaching plan
- Prepare self-development plan to strengthen lacking elements



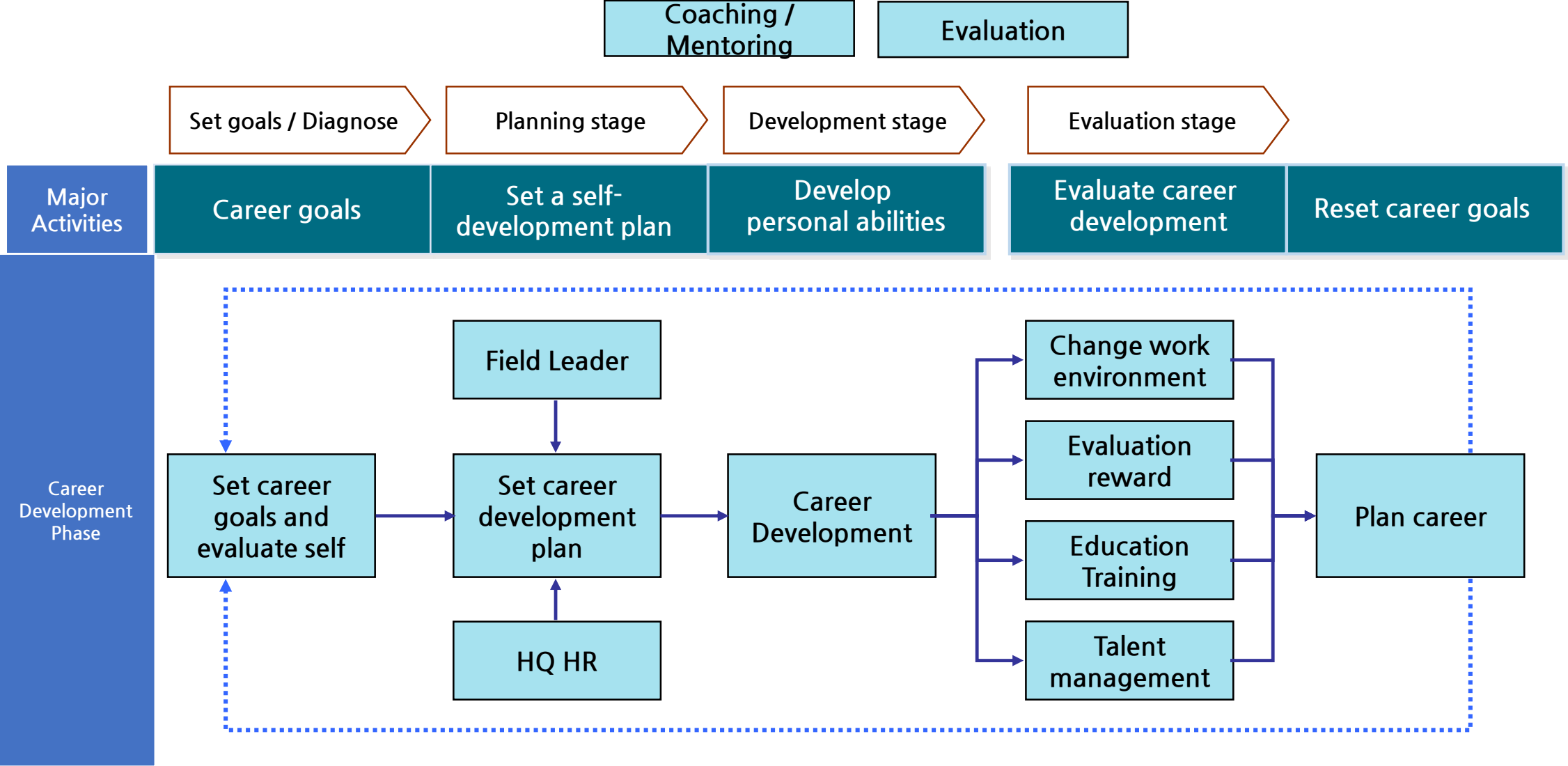
4. Feedback (Coaching and Mentoring)

- Draft final evaluation sheet for self-development plan
- Connect with coaching and mentoring
- Research and analyze satisfaction levels for the competency development process

3. Develop Personal Abilities

- Study competency development
- Execute separate activities related to the profession
- Connect with HR dev. center, field and external educational organization
- Hold mid-term evaluation (self-evaluation + HQ evaluation)

Management Process for the Individual Development Plan



Next Step

1. Connect with the long-term leadership development pipeline
2. Necessary to set a standard model of career development according to each profession



Module 3. Cheon Il Guk Leadership Pipeline

Training Plan for the Leaders of Cheon Il Guk

- Basic education for new public leaders
- Raise and graduate future talent
- Professional work-related education

UP
Academy



Raise Cheon Il Guk Leaders

-Key Values, Focused on the ideal type (of leader)



CLA

- Raise and educate major stakeholders
- Educate with emphasis on problem-solving skills (profession-related)
- Raise global leaders
- Women's leadership course



감사합니다.
