

**JUSTICE LEADERS OF TOMORROW PROGRAM  
FORMATIVE EVALUATION OF THE PILOT  
Final Report**

**May 2008**

**Evaluation Division  
Office of Strategic Planning and Performance Management**



Department of Justice  
Canada

Ministère de la Justice  
Canada

**Canada**<sup>ca</sup>



## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>i</b>
<b>1. INTRODUCTION.....</b>	<b>1</b>
1.1. Context of the evaluation.....	1
1.2. Objectives of the evaluation.....	2
1.3. Structure of the report.....	2
<b>2. DESCRIPTION OF THE PILOT JUSTICE LEADERS OF TOMORROW PROGRAM .....</b>	<b>3</b>
2.1. Program context.....	3
2.2. Program logic.....	3
2.3. Management structure.....	6
2.4. Program resources.....	6
<b>3. METHODOLOGY .....</b>	<b>9</b>
3.1. Key informant interviews .....	9
3.2. Survey of the target population.....	9
3.3. Document review .....	11
3.4. Limitations .....	12
<b>4. KEY FINDINGS .....</b>	<b>13</b>
4.1. Program rationale.....	13
4.2. Program design .....	16
4.3. Selection of participants.....	20
4.4. Program delivery.....	27
4.5. Management support and program visibility .....	28
4.6. Program effects .....	30
<b>5. CONCLUSIONS, LESSONS LEARNED AND RECOMMENDATIONS.....</b>	<b>32</b>
5.1. Program relevance .....	32
5.2. Program implementation.....	33
5.3. Program results .....	36

<b>APPENDIX A:</b>	<b>JUSTICE CANADA - PILOT JLTP LOGIC MODEL .....</b>	<b>38</b>
<b>APPENDIX B:</b>	<b>INTERVIEW QUESTIONS FOR THE FORMATIVE EVALUATION OF THE PILOT JUSTICE LEADERS OF TOMORROW PROGRAM .....</b>	<b>39</b>
<b>APPENDIX C:</b>	<b>EVALUATION SURVEY .....</b>	<b>43</b>

## **EXECUTIVE SUMMARY**

### **1. Introduction**

To meet Employment Equity objectives and ensure senior management succession, the Department of Justice launched the pilot Justice Leaders of Tomorrow Program (JLTP) in June 2006. The two main goals are to increase the representation of designated group members in the senior management cadre, and to develop a consistent and integrated department-wide management training and development program for future leaders in the Department.

#### **1.1. Program description**

The Program targeted Justice employees who do not occupy a managerial position and who do not have staffing and financial sub-delegated authorities at the Executive minus 1, Executive minus 2, LA 2A and LA 2B practitioner levels. An emphasis was placed on targeting members of three Employment Equity designated groups: visible minorities, Aboriginals and persons with a disability. Twenty people were selected to participate in the Program, of whom 10 are members of the designated groups.

The mandate of the JLTP is to provide the Department of Justice with a pool of qualified people, which includes an adequate number of members from the designated groups at the feeder levels who have the skills to compete for management positions. To fulfill its mandate, the JLTP aims to enhance participants' leadership and management competencies and deepen their understanding of the Department's corporate culture and the complex issues and challenges involved in the Department's work environment and in Government as a whole. The overall responsibility for the JLTP falls under the mandate of the Assistant Deputy Minister of Corporate Services. Approximately 1.2 million dollars will be spent on the Program across two fiscal years (2007/08 and 2008/09).

## **2. Key findings, conclusions, lessons learned and recommendations**

This evaluation covers the period from when the Program was first announced, in June 2006, to when data collection for the evaluation was completed, December 2007. While focusing on issues of implementation, it also examined issues of program relevance and early results. Summarised below are the key findings and conclusions of the evaluation.

### **2.1 Program relevance**

The concept of the JLTP has wide support among the key informants. There exists a real demand for leadership training in the Department. There is a strong rationale for helping designated group members move into management positions. The JLTP supports this objective.

While it was found that the JLTP embodies a systematic approach to leadership development, it is important that the Program be clearly situated in the broader context of the Department's HR strategy. However, at this point, the JLTP is not part of a broader strategy to support potential and recently appointed managers, which may lead to unintended negative effects. The Department's recently appointed managers feel a sense of exclusion from being considered for leadership training. They are frustrated for not being able to benefit from the JLTP, and they are worried that they could easily be passed in promotion by JLTP graduates. If recently appointed managers cannot benefit from programs of comparable quality, the rationale for keeping the JLTP in its current format (open to both designated and non-designated groups) may be increasingly questioned. To avoid unintended negative effects, a more balanced approach should be considered, i.e. strategy in place to support recently appointed managers.

In addition, the need to address language issues to career advancement is evident and should be dealt with quickly. At this point, there is no strategy to systematically deal with the language training requirements of program participants. The rationale of the JLTP would be stronger if such strategy were in place to help participants meet official language requirements for entering management positions.

### **2.2 Program implementation**

Overall, the design and delivery of the Program appear to be effective in meeting the Program objectives.

Candidates selected appear to be well suited for the Program. The diversity of the group appears to be an important strength of the Program.

The JLTP team was highly appreciated by all for their dedication to and excellence in program planning and coordination. The work of the JLTP in supporting participants and requesting their ongoing feedback is seen as being very effective.

However, managers need to be more directly engaged in the delivery of the program; people skills training may need to be further emphasized; and the program should be delivered in both official languages, which is not the case at this point.

The Program as currently designed indicates that it is more time consuming for participants than initially anticipated. Better communication from the outset is needed to prepare participants and obtain commitment from their managers.

The selection criteria were appropriate and the process was fair but onerous. Improvements in communications are needed to increase transparency.

### **2.3 Program results**

The Program offers valuable learning opportunities and covers a wide range of management and leadership themes. Although it is too early to draw any conclusion on its effectiveness, the preliminary results appear to be encouraging. The JLTP has been an extremely enlightening and transforming experience for many participants. According to some of them, their participation in the Program has changed the way they think, work and live, as if a tremendous amount of new energy has been injected in them.

However, more attention should be given to the “people” aspect of management. The workload has proven to be more significant than initially anticipated for the participants, the managers and the JLTP team. This situation has had a negative impact on some participants, some managers and on the ability of the JLTP team to deliver certain planned activities on schedule.

Management support at all levels is critical to the success of the Program. There is an increased interest among managers and others in the Program and in what participants are learning from it. The Program is visible among senior management at headquarters but less visible in the regions.

The absence of an equivalent program for recently appointed managers may have created a sense of imbalance. To avoid unintended negative effects in the future, the Department of Justice should develop an “exit strategy” for JLTP participants to manage their expectations, as well as provide training and support for recently appointed managers and other employees at the Department who have managerial goals.



## **1. INTRODUCTION**

The Pilot Justice Leaders of Tomorrow Program (JLTP) is a leadership development initiative. The JLTP was first announced in June 2006, about 18 months after the Employment Equity Steering Committee (EESC) made two presentations to the Deputy Minister team on the issue of representation of Employment Equity designated groups in the Department of Justice's middle and senior management. The two main goals of the JLTP are to increase the representation of designated group members (DGMs) in middle and senior management; and to develop a consistent and integrated department-wide management training and development program for the Department's future leaders.

### **1.1. Context of the evaluation**

The JLTP is the first leadership development program in the Department history that targets employees below the executive level, is tailored to the Department environment and has an emphasis on members of designated groups. The key stakeholders (middle and senior management, the JLTP team and program participants) are fully aware of the uniqueness and importance of the Program. They are committed to continuous learning and perfecting the Program.

Program planning commenced in November 2005 and participants joined the JLTP in February 2007. Although it is far too early to assess the impact of the Program, all stakeholders are keen to find out whether the Program is moving in the right direction. Less than one year after the Program was implemented, the JLTP team began to work on a plan for this evaluation with the Department's Evaluation Division. This evaluation covers the period from when the Program was first announced, in June 2006, to when data collection for the evaluation was completed, December 2007.

## **1.2. Objectives of the evaluation**

This evaluation examines whether the Program rationale is solid, the Program design is appropriate and the Program is being delivered effectively to enhance the leadership competencies of participants and increase senior management support for the Program.

## **1.3. Structure of the report**

This report contains five sections, including this introduction. Section 2.0 describes the Pilot Program, while Section 3.0 describes the evaluation methodology. Section 4.0 summarizes the key findings, and Section 5.0 presents conclusions, lessons learned, and recommendations and the management response.

## **2. DESCRIPTION OF THE PILOT JUSTICE LEADERS OF TOMORROW PROGRAM**

This section of the report describes the Pilot JLTP. It discusses the policy context relating to the Program, its program logic, management structure and its project resources.

### **2.1. Program context**

In June 2004, the Executive Council endorsed a number of projects to explore issues surrounding employment equity (EE) in the Department of Justice. The Employment Equity Steering Committee (EESC) returned to the Deputy Minister team in November and December 2004 to present the issue of the need to increase representation of EE designated groups in middle and senior management. In 2005, the Employment Equity Unit, Human Resources and Professional Development Directorate conducted an environmental scan in the Law Group (LA) and Executive (EX) categories and identified two key issues that need to be addressed: the fostering of a learning culture and achieving EE benchmarks. The idea of starting a leadership training program with a strong EE component won the support of the Department's senior management, a Project Manager for the Program was appointed, and program planning began in the same year.

### **2.2. Program logic**

This section describes the Program's target population and how JLTP activities are expected to contribute to the achievement of the Program's goals and objectives. A pictorial representation of the program logic is provided as Appendix A.

#### **2.2.1. Program target population**

The Program targeted the Department of Justice employees at the Executive minus1, Executive minus 2, LA 2A and LA 2B practitioner levels who do not occupy a managerial position and who do not have staffing and financial sub-delegated authorities but who are interested in developing

their leadership and management potential in the Department. An emphasis was placed on targeting members of EE designated groups, specifically visible minorities, Aboriginal peoples and persons with disabilities.

### **2.2.2. Program goals and objectives**

The JLTP has two main goals: to increase representation of designated group members in middle and senior management (the primary goal) and to develop a consistent and integrated department-wide approach to the development of future leaders in the Department.

The mandate of the JLTP is to provide the Department with a pool of qualified people that includes an adequate number of EE members at the feeder levels who have the skills to compete for management positions. To fulfill its mandate, the JLTP aims to enable participants to:

- enhance their key leadership and management competencies;
- have a deeper understanding and appreciation of the broader concepts of leadership and management in the departmental context, including key stakeholders and complex issues involved in the Department's work environment;
- along with enhancing their strategic planning skills, learn how to effectively coordinate the delivery of programs and services and guide/influence a work team;
- gain a deeper understanding of the Department's corporate culture; and
- develop the ability to manage and lead effectively, achieve organizational goals and become an agent for change.

The JLTP aims to achieve its objectives by providing participants with classroom instruction and on-the-job training, as well as developmental opportunities to gain experience in management and leadership.

JLTP communications explicitly stated that a JLTP participant is not being groomed for a specific position within the Department, nor will any preferential status be awarded during a competitive employment process to applicants who have participated in the JLTP. Given the high calibre of individuals selected to participate, however, it is assumed that they will show great promise for occupying future management roles. Furthermore, their privileged access to the senior levels of the Department's corporate culture, the networking opportunities this program will provide for its

participants, and their level of motivation will likely ensure a healthy uptake of JLTP participants into management positions at the Department.

### **2.2.3. Program activities and outputs**

JLTP **activities** are organized into five groups:

- Program planning and ongoing program monitoring
- Participant selection
- Delivery of learning components, including group and individual learning and assignments
- Feedback on participants' learning and on the performance of the pilot JLTP
- Marketing and communication that mainly targets senior management and potential future applicants

**Outputs** are tangible products and services generated with program resources to facilitate the achievement of outcomes. The JLTP is expected to produce a number of outputs in the course of program planning and delivery, including:

- Planning documents, contracts and correspondence
- Procedures and criteria
- Learning materials and activities
- Assessment tools
- Marketing and communication materials

### **2.2.4. Expected results**

**Immediate outcomes** should follow logically from JLTP activities and outputs. It is expected that:

- the JLTP functions well and participants are supported throughout their learning journey;
- the participants make steady progress toward increased knowledge and skills, and key leadership competency enhancement;

- the participants are provided with useful feedback on their progress in achieving the learning objectives, and the JLTP Pilot is able to draw useful lessons from participants' feedback and experience; and
- communication and marketing efforts will encourage more managerial participation in the JLTP as mentors, coaches or leaders to shadow.

**Intermediate outcomes** of the JLTP are meant to identify the longer-term impacts of a leadership development program and are expected to manifest themselves within five years of the start of the Pilot Program. Participants should expect to increase their marketability, and continue to demonstrate an ever-increasing transfer of skills and knowledge in their work. The JLTP will become more mature as a leadership development program, having acquired more practical knowledge in program design and delivery. Finally, we expect an increased acceptance of the JLTP by departmental senior managers, as they see the positive results. The JLTP has no control over the realization of this outcome but can influence it. The hope is that the JLTP will be regarded by the Department of Justice middle and senior management as an essential component of the Department's succession planning.

The **final outcome** is that the JLTP contributes to the Department of Justice management succession and makes the Department middle and senior management more representative of the Canadian public it serves.

### **2.3. Management structure**

The overall responsibility for the JLTP falls under the mandate of the Assistant Deputy Minister of Corporate Services. Under the leadership of the Director of the Professional Development Division, a branch of the Human Resources and Professional Development Directorate, the JLTP Project Manager is responsible for the delivery of this Program. The Project Manager's responsibilities include design of the Program's instructional interventions and implementation of some of these components. Some components were outsourced to learning advisors.

### **2.4. Program resources**

Approximately \$1.2 million will be spent on the Program across two fiscal years (2007/08 and 2008/09). The bulk of the budget will be spent on the purchase of program modules, professional consultancy services and travel/transportation for Program participants. The JLTP is managed by a

team of three people: the Project Manager, the Human Resources Advisor, and the Administrative Assistant.





### **3. METHODOLOGY**

Three main research methods were used to develop this evaluation: key informant interviews, a survey of the target population and document review. Some evaluation questions were asked in both the interviews and the survey. (Evaluation interview questions and the survey questionnaire are attached as Appendices B and C.)

#### **3.1. Key informant interviews**

The evaluation included interviews with members of all key stakeholder groups:

- Participants of the pilot JLTP
- Participants' managers and immediate supervisors
- Senior managers
- Human resource managers (including an EE representative)
- Members of the JLTP selection committee
- The JLTP team, including resource people and a consultant for the Business-Driven Action Learning Project (April–October 2007)

A total of 32 people were interviewed in November and December 2007.

#### **3.2. Survey of the target population**

A Web-based survey was carried out for this evaluation. A questionnaire was sent in November 2007 to a sample of 935 of the 2,288 departmental employees who were eligible for the Program at the time of program recruitment, i.e. from June to September 2006.

The sample comprised:

- the 101 people who applied to the JLTP (including those who were selected for the JLTP and those who were not);
- the 174 people who were eligible and were identified by departmental record as members of the three target designated groups but did not apply; and
- 660 survey subjects who were randomly selected from a total of 2,013 people who were eligible but did not apply.

The Research and Statistics Division administered this on-line survey, to which 202 people (22% of the sample) responded. This response rate is about average for on-line surveys. Table 1 presents the characteristics of the target population, the sample and survey respondents. As can be seen, the survey respondents are representative of the target population in terms of the breakdown by professional groups; however, there are higher proportions of employees from regional offices and from designated EE designated groups among survey respondents than among the target population.

**Table 1: Characteristics of Survey Sample and Respondents**

	Population		Sample <sup>1</sup>		Respondents	
	Number	Percentage	Number	Percentage	Number	Percentage
Professional Groups					N=202	
LA	2,058	90	850	91	182	90
Other Professional Groups	230	10	85	9	20	10
Member of Designated Groups (self-identified)					N=160	
Yes	174	8	174	19	46	29
No	2,114	92	761	81	114	71
Location					N=183	
NCR	1,336	58	554	59	88	48
Regional Office	952	42	381	41	95	52
<b>Total</b>	<b>2,288</b>	<b>100</b>	<b>935</b>	<b>100</b>	<b>202</b>	<b>100</b>

<sup>1</sup> For confidentiality reasons, the names and characteristics of members of designated groups were not provided to us. The figures in this column are estimates based on the assumption that the proportions of people belonging to the LA group or working in the NCR are the same for members of designated groups and for people who are not members of designated groups.

### 3.3. Document review

The document review was limited in scope as the JLTP is a new and relatively small program. Nevertheless, the following key documents provide some valuable background for and insights into the Program.

Department of Justice Canada. “Increasing Representation of EE Designated Group Members in the Senior Cadre – Options for Action”. Presentation to Deputy Minister’s Team. May 25, 2004.

“Justice Leaders of Tomorrow Program: An Overview”. Presentation to Human Resources Management Committee. March 2, 2006.

“Employment Equity (EE) Plan: April 1, 2006 to March 31, 2009”. Planning document deck. April 2006.

“Justice Leaders of Tomorrow Program: HR.Com Update”. Presentation to Human Resources Management Committee. May 8, 2006.

“Finding our Justice Leaders of Tomorrow”. Memo from the Deputy Minister Team, No. 458, June 27, 2006.

“Pilot Justice Leaders of Tomorrow Program (JLTP)”. Presentation to Human Resources Management Committee. December 14, 2006.

Feature articles. *JustInfo* Vol. VIII, No. 13, June 2006; Vol. IX, No. 8, May 2007; and Vol. IX, No. 33, December 2007.

“Assessment of JLTP Applicants and JLTP Designated Group Member Statistics”. Working document. 2006.

Dowell, Maggie. Department of Justice Canada. “Justice Leaders of Tomorrow Program: ‘There are no developed leaders, only developing leaders’”, Orientation presentation to JLTP participants. February 2007.

Ginsberg Gluzman Fage Levitz. *Canada School of Public Service Learning and Innovation Seed Fund, Audit Report*. February 8, 2005.

HayGroup. *The Accelerated Executive Development Program (AEXDP) – An Evaluation of the Program, Final Report*. August 13, 2002.

### **3.4. Limitations**

It should be noted that this is a formative evaluation and, as such, it focuses on the implementation of the Program (rationale, activities and outputs) rather than on its outcomes or impact. This is largely due to the fact that the Pilot Program is still being implemented, a process that spans more than two years and that the longer-term outcomes of this Program may take another few years to fully materialize.

It should also be noted that, for the survey, more emphasis was placed on obtaining a high response rate and rich information, especially from certain segments of the targeted population than on the representativeness of the sample. For example, we over-sampled members of EE designated groups and current JLTP participants to make sure that sufficient information important to the evaluation could be collected. As a result, the survey provided important insights on many important aspects of program implementation.

## **4. KEY FINDINGS**

This section of the report combines information from the key informant interviews, the survey of the target population and the document review. Specifically, this section addresses the Program rationale, Program design, selection of participants, Program delivery, management support and Program visibility, and Program effects.

### **4.1. Program rationale**

Discussions around the need and rationale for the Program were quintessential to this evaluation. This sub-section presents all related key findings, beginning with some essential contextual information.

#### **4.1.1. Employment Equity**

An analysis of the Department's middle and senior management levels undertaken in 2004 demonstrated that there is a marked lack of senior level representation by EE designated group members.<sup>2</sup> Visible minorities in Canada account for 12% of the Canadian population but represent only 10% of departmental employees. At higher levels of management, visible minorities are largely absent and there is also under-representation of Aboriginal peoples in senior management. Furthermore, lawyers with disabilities spend more time at the LA-2A level before being promoted, averaging approximately ten years compared to the eight-year average for the Department overall. The analysis also found that certain issues exist for the advancement of designated group members, such as lack of experience and language training.

---

<sup>2</sup> Source: Department of Justice Canada. "Increasing Representation of EE-Designated Group Members in the Senior Cadre: Option for Action." Presentation to Deputy Minister's Team. May 25, 2004

#### **4.1.2. Demographics**

As well, the Department is facing a serious demographic issue at the management level, especially in Ontario, where a large number of managers are expected to retire in the next five years. This eventual gap will require the Department to develop a succession plan, which should include creating a pool of qualified individuals from which it can draw on to replace retiring managers.

#### **4.1.3. Modification to the initial plan**

The primary goal of the JLTP is to help the Department cultivate a future management team that is representative of the Canadian public. Therefore, the initial plan was to target members of EE designated groups only. After much deliberation, however, the eligibility criteria for entering the Program were modified to include members from non-designated groups as well, while reserving 50% (10 seats) of the intake for members of EE designated groups. The reasons for this change were:

- Members of the LA group, be they from designated groups or not, would benefit from a leadership development program such as the JLTP because: 1) this is the only program tailored to the Department environment; and 2) many Justice lawyers are ineligible for existing public service management training programs because their salaries are equivalent to that of an EX.
- The mix of designated and non-designated groups would facilitate networking, which could result in increased ease in working in a diverse environment.
- Some members of designated groups might not be willing to self-identify, and would thus be excluded.
- There was a concern that if the Program targeted only designated groups, it might be subject to wrong perceptions about its credibility.

#### **4.1.4. Addressing real needs?**

There was strong support among the key informants for the two JLTP goals, i.e., increasing representation of the designated groups in the Department's middle and senior management and developing a consistent and integrated approach to leadership development.

When the informants were asked what were the goals and objectives of the Program, in most cases the immediate answer was “to identify and develop future leaders”. For example, only half of the participant interviewees mentioned “increasing representation of designated groups in middle and senior management” as a program goal. Those who did mention this were mostly members of EE designated groups. There seems to be a real hunger for leadership and management training in the Department. The JLTP’s EE objectives were secondary in the minds of informants.

According to many informants, by giving the green light to the JLTP, the senior management has sent a strong signal that the Department needs to have a more systematic and integrated approach to leadership development. Most informants strongly supported this direction. In fact, many stressed that any kind of leadership training is beneficial to the organization because it helps cultivate a more knowledgeable and motivated work force. Informants acknowledge that with knowledge of the Government as a whole and in its parts, people see things from a broader perspective and understand more readily the complexity of decision making. Leadership training also contributes to a better work environment by making people more aware of their own strengths, weaknesses and career options.

#### **4.1.5. Targeting the right people?**

Many program participants, especially those who belong to designated groups, felt that they would not have thought about becoming a manager or believed that such a possibility even existed, if not for the JLTP. However, most managers interviewed felt that their JLTP participant(s) had already been identified as a potential future leader(s) and some had already been given opportunities to develop their potential.

The rationale of excluding recently appointed managers from the Program was seriously questioned by a few senior managers. It seemed to them that it would make better sense to train recently appointed managers than those who don’t have any previous management experience and who are not members of designated groups. As well, an HR manager reported that there had been calls questioning the rationale of excluding the AS-7 category. Members of this category have sub-delegation authorities but are not necessarily ready to compete for management positions. Those exclusions are being perceived as unfair and, in some cases, have affected morale.

#### **4.1.6. Is the language remaining a challenge?**

Language was an important issue for most informants. Lack of required competency in a second official language has been and remains to be a significant challenge to career advancement for many departmental employees, particularly members of visible minority groups.

According to an initial JLTP document (Deck to HR.com, March 2, 2006), second official language training was in the JLTP's learning plan. Due to concerns over resources and logistical challenges, however, language training was considered impractical for the JLTP to take on and it was removed from the plan.

Nonetheless, JLTP management recognizes the importance of language training and has been actively seeking ways to help participants get that training. For example, the JLTP is now providing language assessment for participants and is negotiating with managers on behalf of participants to firm up plans for language training on a case-by-case basis. The language issue has not escaped some managers, who referenced the Public Law Sector as a possible model for the JLTP to consider.<sup>3</sup>

Most informants from all stakeholder groups believed that the Department needs to develop a strategy that systematically deals with language training for JLTP participants. Finding a good solution for this issue will strengthen the rationale for the JLTP.

## **4.2. Program design**

This section will discuss informants' perceptions and opinions about the Program model and the Program's key learning components.

### **4.2.1. Key components**

The learning activities offered by the JLTP are grouped under six headings:

- Develop Individual Learning Plans and Achievement Records
- Formal Learning Activities: in-house departmental programs and Canada School of Public Service (CSPS) offerings

---

<sup>3</sup> The Public Law Sector sets aside a certain amount of money every year for staff with management potential to receive language training.



- Informal Learning Activities: Action learning groups, e-learning (via CSPS *Campusdirect*) and self-directed learning (reading books/articles)
- Experiential Learning Activities: job shadowing/short-term assignments, mentoring and networking
- Self-reflection: journaling
- Ongoing self-assessment and evaluation throughout the Program

It was regarded by most key informants that this multi-pronged approach makes the JLTP an ambitious, rich and powerful leadership development program. The informants credited this to the JLTP team's leadership and creativity.

#### **4.2.2. Opportunity to practice**

According to our key informants, an important value of the JLTP is that it can create opportunities, or at least legitimacy, for its participants to practice their learning—their people skills in particular—in a safe environment. They felt that it is imperative that future leaders learn properly how to motivate others, deal with difficult people, resolve conflicts, interact with superiors, and work with other federal government department officials.

As a part of the Business-Driven Action Learning Project, JLTP participants embarked on an ambitious project that required them to research the four problem areas identified through the 2005 Public Service Employee Survey (PSES): work-life balance, harassment and discrimination, the use of official languages at work, and career development. Participants were divided into four groups, each of which had to develop an action plan for one of the problem areas and present it to the Governing Council. Their recommendations, once adopted, will be implemented to effect changes in those four areas in the Department. This exercise was regarded as highly valuable by all involved—participants, coaches, senior managers, etc.—in that participants applied their new skills to resolving real and current problems.

For some informants, however, the current curriculum does not place sufficient emphasis on people management training and practice. They pointed out that working with peers is not the same as managing a team. As some managers put it, ultimately, participants need earlier placement in an acting management position(s), that is to be in the “hot seat” to practice and learn their management skills. By the time the short-term assignment component is in place and participants complete their Direction component (which has elements of people-skills training),

participants will be more than half way through the Program. Until then, there is no systematic way to provide participants with an opportunity to practice the full range of management skills. In the absence of any guarantee from the Program curriculum, whether one gets the opportunity or not will depend on his/her job circumstances and the level of management support he/she gets.

The Department needs to be proactive and innovative in finding solutions to this issue, one Senior Regional Director pointed out. In his/her office, the Executive Assistant position has been converted to a management development position that offers future leaders, including JLTP participants, the opportunity to learn important people management skills. According to this informant, several regions are taking similar initiatives.

The JLTP team has stated that a concerted effort will be made to emphasize people management skills training in the second year of the Program. Short-term assignments and shadowing-a-leader will be the two principal approaches. There is no doubt that it is a time-consuming exercise to match each participant with the right assignment, identify shadowing-a-leader opportunities and monitor progress once they are in place. The Program management indicated that time constraints were an important factor for the delayed implementation of this component.

No doubt, people management skills training should be at the centre of leadership training. More consideration needs to be given to determine how the JLTP can, in working with managers, ensure that its participants get all the opportunities they need to practice management skills.

#### **4.2.3. Program model**

The issue of balancing work, JLTP requirements and family life was high on the mind of most participants and managers. The current program model requires participants to keep their full-time job and make themselves available for JLTP activities when required. Furthermore, since most of the collective learning events take place in the National Capital Region, participants from the regions have to travel and be away from home from time to time, sometimes weeks at a time.

This model has some obvious strengths. For one thing, it is much less costly than some other models, e.g. full-time training. Staying in their substantive position, participants are constantly in touch with the reality of their work environment and a home base offers a sense of stability. This also offers some practical advantages. For example, participants can practice newly learned skills immediately in a familiar environment; also, their managers or senior colleagues may become their most effective mentor as they already know each other. For those participants who may

decide not to pursue a management career, remaining in the field is important, as it keeps them in touch with the ever-changing legal environment.

The JLTP model also has its downsides. It can be overly demanding for some participants. Most participant informants admitted that it has not been easy for them to balance all the competing demands on their time. Some participants are very grateful that their manager provides them both the moral and practical support they need to benefit fully from the Program. Others felt that their managers only care about them getting their job done and have little interest in what and how they are doing in the Program. With those managers, the participant felt that time away for the JLTP was not an entitlement but a favour that they need to request.

The frequent and extended absence of program participants from their job often was very disruptive from the managers' point of view. Many managers indicated often having to back-fill the work themselves or re-assign it to someone else, which risks straining their relationship with other employees and causing resentment in their team.

While nobody claimed to have any easy solution, many informants offered suggestions for alleviating the problem. For example, one informant suggested that the JLTP offer full-time training or at least copy the co-op model used by universities, i.e., participants alternate between their job and the JLTP every six months. In this way, it would be easier for both the participant and the manager to plan the work and, therefore, this would be less disruptive for all. Another informant suggested spreading out the Program over a longer period of time, e.g., three to four years, to reduce the program intensity and thereby allow more possibility for work-life balance.

Reactions to those suggestions are mixed. Some participants who preferred to keep their foot in the field at all times were reticent to embrace a model that would send them away on management training for an extended period, e.g. a year. Most felt that three to four years would be too significant a time investment when the result is only the possibility of promotion.

From the JLTP's perspective, there will only be some room for curriculum reduction (about 10%) and the key is to get managers' buy-in. The JLTP management is determined to convince managers about all the benefits that the JLTP could bring to their organization. It is clear that, without their firm support, the Program's ability to deliver results will be seriously weakened. The JLTP needs managers to be its closest allies and partners.

### 4.3. Selection of participants

This section of the report covers all key aspects of the selection of participants, including an overview of the applicants and the participants; and the issues pertaining to the criteria, the process and communication.

#### 4.3.1. The applicants

A total of 101 out of 2,288 eligible employees applied to the Program. Sixty-six percent (66%) of the applicants were women and 34%, men. Thirty-seven percent (37%) of the applicants belonged to a designated group, i.e. who was either a visible minority, a person with a disability or an Aboriginal. Of the 37 applicants who are members of designated groups, there were four Aboriginals. Francophone applicants accounted for 23%. Around 94% of the applicants were lawyers. This information is also shown in Table 2.

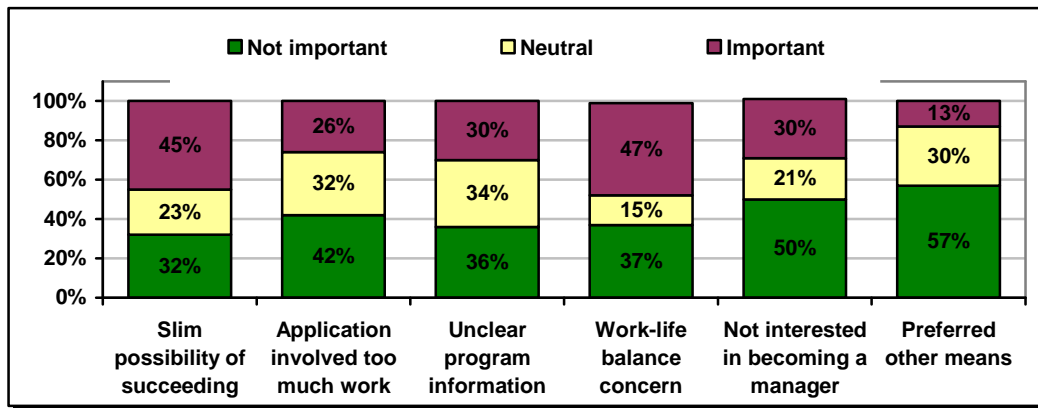
**Table 2: Characteristics of JLTP Applicants**

	Number	Percentage
Professional Groups		
LA	94	93
Other Professional Groups	7	7
Member of Designated Groups		
Yes	37	36
No	64	64
Location		
NCR	57	56
Regional Office	44	44
Gender		
Female	66	65
Male	35	35
First Official Language		
French	24	23
English	77	77
<b>Total</b>	<b>101</b>	<b>100</b>

Survey respondents who had not applied to the Program were asked about the importance of certain factors in their decision not to apply. Forty-seven percent (47%) of them indicated that the work-life balance consideration was the most important factor, followed by the slim possibility of succeeding (45%). Meanwhile, 30% of respondents cited “unclear program information” and 26% cited “application involved too much work” as the most important factor.

Other reasons for not applying were: lack of support from their own manager, language (not bilingual) and age concerns (close to retirement). Some respondents alluded to the issue of favoritism and wished that the Program would be open to all and not rely significantly on recommendations from managers. For more detailed information in this regard, see Figure 1.

**Figure 1: To what extent were the following factors important in your decision not to apply?  
Rate on a scale of 1 (not at all important) to 7 (very important).**



*Note: Percentages may not add to 100% due to rounding.*

Forty-one percent (41%) of the respondents who did not apply to the Program in 2006 indicated that they would apply to the Program in the future. Twenty-seven percent (27%) of the respondents who applied in 2006 but were not selected indicated that they would apply again.

Of those respondents who planned to apply in the future, 44% identified themselves as being an Aboriginal person, 30% as a member of a visible minority group and 27% a person with a disability.

If the Program were offered again, 64 or 39% of the 165 LA respondents would apply, while 5 (29%) of the 19 respondents from other professions would. Of the 69 who would apply to the JLTP in the future, 36 or 53% were from regional offices, 21 or 30% at headquarters and 12 or 17% were in a Departmental Legal Services Unit.

### Highlights:

- Most survey respondents were informed about the JLTP at the time of program announcements in 2006.

- Most respondents thought that the Program’s objectives and core elements were clear, but only 44% said the eligibility criteria were clear.
- Roughly 5% of the eligible population applied.
- Most of the applicants were from the LA category (95%).
- Only a small number (4) of Aboriginal employees applied.
- The two top reasons for not applying were “work-life balance consideration” and “slim possibility of succeeding”.
- If the Program were to be offered again, 41% of the respondents who did not apply before would apply and 29% of those who applied but did not succeed would apply again.
- If the Program were offered again, 44% of Aboriginal respondents, 30% of visible minority respondents and 27% of respondents with disabilities would apply. (The status information is based on self-identification.)
- If the Program were to be offered again, 39% of the LA respondents would apply while only 29% from other professional groups would.
- Among those who would apply in the future, 53% are from the regions.

#### **4.3.2. The participants**

Overall, candidates selected appear to be well suited for the Program. They were said to be a group of highly talented and motivated people who are quick to adapt and eager to contribute.

Sixty-eight (68) applicants—35 from the regions and 33 from the NCR—met the screening criteria. From the 68 candidates, 20 were selected to participate in the Pilot JLTP. Table 3 shows the breakdown of applicants and JLTP participants by professional groups, EE group, location, gender and first official language.

An important JLTP objective is to increase the representation of EE designated groups in the Department of Justice management. The Program reached its target of filling 10 of the 20 seats with members of EE designated groups as shown in Table 3. It should be noted that there were only four Aboriginal applicants, two of whom were eliminated due to incomplete applications. HR managers raised some concern about this lack of Aboriginal participation. One HR manager

suggested that the Program will need to find out why this was the case and speculated that more direct targeting and encouragement may be required to increase Aboriginal participation.

**Table 3: Characteristics of JLTP Applicants and Participants**

	Applications		Selected for Program	
	Number	Percentage	Number	Percentage
Professional Groups				
LA	94	94	19	95
Other Professional Groups	7	7	1	5
Member of Designated Groups	<b>37</b>	<b>36</b>	<b>10</b>	<b>50</b>
Visible Minorities	26	26	8	35
Persons with Disabilities	7	7	1	5
Aboriginal Peoples	4	3	1	10
Not member of Designated Groups	64	64	10	50
Location				
NCR	57	56	9	45
Regional Office	44	44	11	55
Gender				
Female	67	66	14	70
Male	34	34	6	30
First Official Language				
French	24	24	4	20
English	77	76	16	80
<b>Total</b>	<b>101</b>	<b>100<sup>4</sup></b>	<b>20</b>	<b>100</b>

It is important for the JLTP to know whether it has identified people for leadership development who might otherwise be missed. Some managers believed that the JLTP has helped people who face barriers. Other managers disagreed and were adamant that people with leadership potential are consistently being promoted in their area. Participants who are members of designated groups tend to believe that had it not been for the JLTP, they would not have been trained for management positions.

The survey was also used to explore this issue. People were asked to rate on a scale of 1 (Strongly agree) to 7 (Strongly disagree) their response to the statement: *The JLTP has likely identified people with managerial potential who might not otherwise be identified.* Close to 85% of the respondents answered to the question (i.e. 171 out of 202). One third of them disagreed with the statement; 18% agreed; another third neither agreed nor disagreed; and 16% said they

<sup>4</sup> These are percentages of the applications received, some of which were not reviewed as they were incomplete.

don't know. A respondent who disagreed with the statement offered the following comment: "...it seemed to me that the JLTP identified people with managerial potential who had already pre-identified themselves, rather than 'who might not otherwise be identified'."

#### **4.3.3. The selection criteria**

Criteria used to select participants were, overall, considered fair. It was important for most informants that the criteria be merit-based and that people not be excluded on the basis of language. However, several issues were brought up during the interviews.

There were questions and discussions about the Program's intended beneficiaries. The fact that 19 out of the 20 participants are lawyers begs the following questions: is the JLTP geared mainly toward lawyers? If it is, why was this not communicated? If not, why did so few people in other professional categories apply? A senior HR manager conceded that this program was geared more toward lawyers. He/she explained that lawyers' career path differs from that of any other professional groups. LA-2s are already paid at the Executive level, which disqualifies them from most leadership development programs offered by the Public Service. Moreover, they need leadership programs that are tailored to a justice environment. Members of other professional groups can participate in programs designated for the Public Service in general.

A Senior Regional Director raised a question about the type of qualifications managers should focus on when recommending candidates, that is, leadership potential or (legal) technical knowledge. He/she was concerned that there was a tendency of seeking out and promoting people with superior technical competency, first and foremost. He/she suggested that the qualification rationale needs to be determined and then clearly communicated.

#### **4.3.4. The selection process**

The selection process was thought to be very thorough but onerous.

The Selection Committee was composed of representatives from the regions, designated groups, LA, HR, etc. Application requirements included a personal statement of the applicant, two endorsements from the manager, and four references, one from each of the applicant's immediate supervisor, a colleague, a subordinate and a client.



Some managers complained about the amount of material they had to provide and admitted often not knowing how exactly to complete the forms, which they said were ambiguous and repetitive at times.

A more important concern among managers was that since the candidates were assessed solely on written materials, the process clearly favoured candidates whose managers/referees were more skilled in writing reference letters and had the time to do so. As a result, there could have been some biases in the final outcome of the selection. Some survey respondents raised the same concern.

Suggestions to streamline and simplify the process were offered, namely, reducing the requirements for certain written information but conducting short interviews and quick reference checks. However, there were differences in opinion about interviewing candidates. Some felt that it would be much too time consuming, while others believed that it is important to offer candidates an opportunity to elaborate on their application in front of the selection board. A senior manager suggested a radically different approach to selection: once a candidate is short listed through screening, he/she would be given an assignment; the performance appraisal would form the basis for admission or rejection.

Follow-up work after the selection of participant is very important and can be challenging. The JLTP team offered to have a one-on-one post-selection follow-up session with all unsuccessful applicants to give them feedback and offer them support by way of an on-line career development tool or a one-hour career counselling session, and to obtain their feedback on the selection process. According to the Program team, over 43 (53%) of the 81 unsuccessful applicants accepted the offer and the team was stretched to its limits to complete the task within a reasonable timeframe; 42 (52%) of them chose the on-line career development tool and 15 (19%) took the offer of a session with a career development advisor.

The survey shows that this effort was appreciated. Thirty-four unsuccessful applicants responded to our survey. Of those who attended the follow-up session, 39% found the session useful or very useful and 28% found it somewhat useful. The respondents who chose not to attend the session cited reasons such as scheduling conflicts and the perception that it would not be useful. Fourteen unsuccessful applicants followed up with a career development on-line tool or a one-hour session with a career development advisor; 20 did not. Among those who chose a tool, eight of them found it somewhat useful to very useful, but six did not find it useful. Reasons for not choosing any developmental tool included scheduling conflicts and a perceived lack of clarity regarding the purpose of such tools.

The follow-up measures after the selection need to be deliberate and planned in advance. Applicants who were unsuccessful this time around could succeed the next time. In other words, these very people who showed interest in developing their leadership skills will remain an important source of the Program's future recruitment. It is very important that they be treated with respect and sensitivity.

#### **4.3.5. Communications**

The JLTP's initial communication efforts were effective in reaching potential applicants, according to the survey. When the Program was announced, e-mails, feature articles in the Department's internal Intranet newsletter, *JustInfo*, the JLTP Web site, and information sessions were used to inform potential applicants and their managers. Ninety-six percent (96%) of potential applicants who responded to our survey learned about the Program through one or more of these means when the Program was announced.

The survey indicates that 93% of respondents received information about the Program when it was first announced. About two thirds of them thought that the program objectives and the description of program core elements were clear, but less than half (44%) said that the eligibility criteria were clear.

According to most interviewees and survey respondents, more clarity in communications was needed. Less than half (41%) of people surveyed thought that the selection process was well explained, which is almost equal to the number of respondents who thought it was not. One respondent indicated that the justifications for accepting and rejecting an applicant were not clear and that this was a transparency issue. Apparently, quite a number of applicants had met the screening criteria but were ultimately unsuccessful. These applicants were not informed about the status of their application; instead, they were sent the same letter as those who did not meet the criteria. Applicants need to feel respected, encouraged and positive about their experience regardless of the outcome. The lack of precision and sensitivity has caused feelings of distrust and disappointment in some cases.

Frequent, comprehensive and clear communications are crucial but they can be resource-intensive. Potential applicants and their managers need to know exactly, from the very beginning of the process, what they are getting into. Fully aware of the importance of communication, the Program team agrees that more and better communications are needed, not only for the initial stages but the entire cycle of the Program. The team has learned much from its first experience;

therefore, according to the JLTP team, great improvement can be made if more resources are available.

#### **4.4. Program delivery**

This section discusses issues of program activity planning, coordination and performance management. It also identifies and discusses some of the challenges that have been encountered. It should be noted that the JLTP is a two-year program. Since the time of data collection for this evaluation, more learning components have been implemented; therefore, some issues discussed in this section may already have been addressed by the JLTP team and/or management.

##### **4.4.1. Planning and coordination**

Virtually all informants were impressed by the way all the collective learning activities had been planned, coordinated and delivered. Informants acknowledged that the JLTP is a demanding undertaking for all involved, in the sense of labour intensity. First of all, as a pilot program it involves some exploration and learning by doing. Second, participants are scattered across the country, creating a heavy logistical task to deliver each collective learning event. The JLTP team has only three members: a Project Manager, a Human Resources Advisor and an Administrative Assistant. Their dedication and hard work were widely recognized and appreciated by the participants and managers at all levels.

The Program required that a learning road map be developed at the collective and individual levels. Ideally, collective learning and individual learning should proceed along parallel tracks. The collective learning road map was well developed and communicated to the participants, which gave them a sense of direction and facilitated planning. The development of the individual learning plan, however, was delayed. The Project Manager did not have time to discuss the individual learning plan with each and every participant. This left those participants and their managers wondering what was expected of them and what they were missing in terms of learning.

The work of the JLTP in supporting participants and requesting their on-going feedback is seen as being very effective and is highly appreciated. Continuous assessment for the purpose of improving program effectiveness is a distinctive feature of the JLTP management practice. Participant feedback was solicited for all learning sessions. Results were summarized and communicated back to participants without delay. Action plans were developed and followed

through on all important issues identified. This builds morale among participants and creates a sense of a community, that is working together to achieve common goals.

#### **4.4.2. Challenges**

The bilingual set-up of the JLTP posed considerable challenges to content delivery for unilingual participants. Some participants whose first official language is French often struggled a great deal to follow what was being said. When the content was delivered in French, some participants who are more comfortable in English tuned out. Since 16 out of the 20 participants have English as their first official language, the sentiment was to use English as much as possible. Consequently, some participants felt alienated and at a disadvantage. As long as Francophone and Anglophone participants are placed in the same group, the Program should find a way to ensure that content is delivered in both official languages. The JLTP management is already considering the idea that a minimum level of second language competency should be imposed on future candidates.

The JLTP needs to have policy and/or guidelines for handling special needs of the participants. For example, there may be cases when several participants had to take extended leave due to personal circumstances. The JLTP management was perceived as being caught by surprise and unable to deal with those situations in a decisive manner. This created some uncertainty among participants. The Project Manager has acknowledged the problem and is seeking both immediate and long-term solutions to deal with such situations.

#### **4.5. Management support and program visibility**

This section discusses the issue of management support for the JLTP and the level of the Program's visibility in the NCR and the regions.

##### **4.5.1. Managers' support**

All middle and senior manager informants expressed their strong support for the JLTP. Most of them would want to stay involved and some of them saw themselves playing a bigger role in the Program in the future.

Many senior managers took part in delivering learning components themselves, e.g., giving speeches and presentations on various topics. Others acted as advisors or mentors to JLTP

participants. All the middle manager informants were direct supervisors of program participants. They have all discussed learning plans with their JLTP participant(s), commented on their work, and had offered or were trying to find acting opportunities for their participants.

Support for Program participants required managers to go even further. When the participant was away, the manager often had to perform the participant's job themselves or re-assign work to other employees. The consequences were sometimes a strain on their relationships with their employees or resentment in the work team.

Most of the participants interviewed felt supported by their managers and they could not stress enough the importance of that support. They thought the key to getting buy-in from managers is communication. Furthermore, the managers need to have a sense of ownership of the Program. They should be consulted at the program planning stage and be more directly involved in the delivery of the Program. Currently, the level of support a participant receives varies a great deal. On the whole, however, participant informants felt that support for the Program among managers has been increasing steadily since the Program began.

#### **4.5.2. Program visibility**

The Program has reasonably high visibility in national headquarters but not in most of the regions or among the Departmental Legal Services Unit. The Program achieved high visibility in the NCR due to conscientious efforts made by senior management to promote it. The JLTP has often been mentioned as a Department initiative in management meetings in the NCR, and presentations about the Program were made to other interested federal departments and agencies. As well, the Program was presented to a parliamentary committee as an example of best practices late in 2007.

The case is quite different in the regions, in that many people only vaguely knew that the Program existed. Two factors were thought to be mainly responsible for the Program's low visibility in the regions. First, almost half of the Program participants (9 out of 20) are from the NCR. Second, all collective learning events, except the Business-Driven Action Learning Project, took place in Ottawa. The JLTP team indicated that considerations for cost and time efficiency are the main reasons for this situation.

## **4.6. Program effects**

This section describes the key effects generated by the Program, both intended and unintended.

### **4.6.1. Intended Effects**

All participants consider that the JLTP has been an extremely enlightening experience for them. Particularly valued facets are the Business-Driven Action Learning Project, exposure to senior management, and networking opportunities. The diversity of program participants is also considered to be an important strength of the Program. This diversity has enhanced participants' learning and enriched their experience on a personal level. According to participants, the Program has given them a broader perspective, enabling them to think and act more strategically, e.g. seeing the connection between their work and higher level objectives.

For many participants, their experience with the Program has also caused them to reflect more deeply on themselves. Self-awareness has helped them discover new career options and manage their personal lives more effectively. Some participants felt that their participation in the Program has injected new energy in them and the people around them. Participants' managers and colleagues are increasingly taking an interest in the JLTP and in what participants are learning from it.

Managers are satisfied with the progress they see participants making. Some managers even said that they are learning new things from the program participant(s). Both managers and participants showed a great deal of confidence in the Program. One manager went as far as to suggest that the JLTP curriculum content be made available on line for all departmental employees and a credentialing system be put in place to "certify" those who qualify to be a manager.

Support for the Program is strong across the Department of Justice. During this evaluation, all those encountered were not hesitant to express their genuine concerns and offer constructive criticisms—all for the purpose of perfecting and preserving the Program.

### **4.6.2. Unintended Effects**

A few unintended program effects have been identified, all of which have been touched upon earlier in this report. Some of them, potentially, could be addressed through modifications to the

Program; others should be dealt with at the departmental level. Those effects, if not handled carefully, could have implications for the sustainability of the Program.

The frequent and extended absence of participants from their jobs caused disruption and added burden for some managers. A small reduction to program activities may be possible but it will have only a minimal effect. Alternatively, participants could go on full-time training or be in a co-op arrangement, alternating between job and training every six months. These models would make planning a little easier but would have major financial implications.

Some participants experienced difficulties in the class because the course content was not always delivered in both official languages. It was perceived by some that participants with French as a first official language were at a disadvantage since when courses were delivered in one language only, it was more often in English than in French. It was suggested that this situation could be corrected by insisting that the learning content be delivered in both languages in class at all times. If this is not always practical, e.g. due to time constraints, a synopsis of the course content in French could be given before delving into detail in English. This would allow those Francophone participants with limited English to get the key points first which would make understanding the rest much easier. The same approach could be used if courses are presented only in French.

The Department's recently appointed managers, who were excluded from the JLTP, feel left out, frustrated and worried. There is a sense of loss, i.e. they may have missed an opportunity to benefit from a leadership program tailored to their environment. Frustrated, they wonder where to go for such training. Most of them would not have access to other leadership training programs in the federal government because they are already managers but are not yet eligible for senior management training, such as the Accelerated Executive Development Program. On top of that, there is ultimately the worry that they could be easily passed in promotion by JLTP graduates, who have the advantage of having gone through formal leadership and management training.

## **5. CONCLUSIONS, LESSONS LEARNED AND RECOMMENDATIONS**

This final section of the report presents conclusions, lessons learned and recommendations based on the findings presented in Section 4.0 as well as the Management Response.

### **5.1. Program relevance**

#### **Overall conclusion:**

**There is a strong rationale for helping designated group members move into management positions. The JLTP supports this objective.**

#### **Lesson learned:**

The JLTP should be situated within the broader HR strategy of the Department. Indeed, the Program should be planned, designed and communicated in that context.

**Recommendation 1: We recommend that the JLTP further clarify its role in light of the identified need to increase the representation of EE designated groups in the Department of Justice's management and in the broader context of the Department's HR strategy.**

#### **Management Response**

The Human Resources and Professional Development Directorate (HRPDD) concurs with the conclusion and recommendation.

We will increase communication as to the overall objective of the Program, i.e., maintain an emphasis on helping designated group members gain leadership skills and competencies. We will work with the principal stakeholders to establish an appropriate ratio of members of designated groups for the next recruitment cycle.



The JLTP Action Plan will be in line with the Department's plans, i.e. Employment Equity Plan, Human Resource Management Plan, etc.

Specific conclusions:

At this point, there is no strategy to systematically deal with the language training requirements of program participants. The rationale of the JLTP would be stronger if such a strategy were in place to help participants meet official language requirements for entering management positions.

**Recommendation 2: We recommend that the JLTP be given the mandate and the financial means to ensure that its participants' needs for language training are properly met.**

### **Management Response**

The HRPDD concurs with the conclusion and recommendation.

All options will be explored to determine best fit, i.e. part-time and full-time language training, etc. The resources will be negotiated between all stakeholders.

The Program team will ensure that the process selected for the JLTP participants is compatible with the Department's second-language training strategy.

## **5.2. Program implementation**

**Overall conclusion:**

**The design and the delivery of the Program appear to be effective in meeting the Program's objectives.**

**Specific conclusions:**

The JLTP team was highly appreciated by all for their dedication to and excellence in program planning and coordination. The work of the JLTP in supporting participants and requesting their ongoing feedback is seen as being very effective.

Candidates selected appear to be well suited for the Program. The diversity of the group appears to be an important strength of the Program.

The Program as currently designed is more time consuming for participants than initially anticipated. Better communication from the outset is needed to prepare participants and obtain commitment from their managers.

Managers need to be more directly engaged in the delivery of the Program; people skills training needs to be further emphasized; and the Program should be delivered in both official languages in the future.

The selection criteria were appropriate and the process was fair but onerous. Improvements in communications are needed to increase transparency.

**Lesson learned:**

Effective communication is critical to the success of the Program, as it helps avoid misunderstandings and gets buy-in.

**Recommendation 3: We recommend that the JLTP re-examine its curriculum and work with managers to find ways to alleviate excessive workload pressures for participants.**

**Management Response**

The HRPDD concurs with the conclusion and recommendation.

Through continued feedback from the participants, informal observers and JLTP team members, the curriculum has been revisited and adjustments were made to the mentoring and shadow-a-leader learning components of the program.

**Recommendation 4: We recommend that the JLTP explore means to provide participants with more opportunity for management-skills training.**

**Management Response**

The HRPDD concurs with the conclusion and recommendation.

The JLTP Team is reviewing the curriculum for the last two learning weeks with the focus on providing an opportunity for people management-skills training. In addition, the JLTP Team is working on ways to ensure that the transfer of knowledge from classroom to workplace occurs.

The focus for learning week 4 will be around issues of Labour Relations, Performance Management and Communications, i.e. dealing with sensitive situations, such as having difficult conversations with team members.

**Recommendation 5: We recommend that the application process be modified so that it is less onerous and more transparent.**

#### **Management Response**

The HRPDD concurs with the conclusion and recommendation.

As we move forward in planning the selection of participants for a second cohort, we are reviewing the selection process to ensure it is less onerous and more transparent.

**Recommendation 6: We recommend that the JLTP adopt the appropriate measures to ensure that the Program is delivered in both official languages.**

#### **Management Response**

The HRPDD concurs with the conclusion and recommendation.

For the remaining two learning weeks, the JLTP Team will continue to strive towards having all learning activities delivered in both languages of equitable proportion.

For future cohorts, the JLTP team is looking at placing a language requirement as part of the selection process. The participants will be equipped with second language skills before entering the Program. This will help support the Program in its application of being delivered in both official languages.

### **5.3. Program results**

#### **Overall conclusion:**

**Although it is too early to draw any conclusion on the effectiveness of the Program, the preliminary results appear to be encouraging. The Program is visible among senior management at headquarters but less visible in the regions.**

#### **Specific conclusions:**

The program offers valuable learning opportunities and covers a wide range of management and leadership themes. More attention, however, should be given to the “people management” aspect of management.

The absence of an equivalent program for recently appointed managers may have a negative effect on them and create a sense of imbalance. To avoid future unintended negative effects, the Department should develop an “exit strategy” for participants to manage their expectations, as well as provide training and support for the Department’s recently appointed managers and other employees who have managerial goals.

The workload has proven to be more significant than initially anticipated for the participants, their managers and the JLTP team. This has had a negative impact on some participants, some managers and on the ability of the JLTP team to deliver certain planned activities on schedule.

#### **Lesson learned:**

There is a need to anticipate and manage potential unintended effects of the Program.

**Recommendation 7: We recommend that communications be strengthened to keep stakeholders informed and engaged in all key program activities, especially the immediate supervisors of the participants and stakeholders in the regions.**

#### **Management Response**

The HRPDD concurs with the conclusion and recommendation.

As this is a pilot program, some of the learning activities were planned as we went along. We now have a timeline that has been given to all immediate supervisors and stakeholders outlining the key program activities.

**Recommendation 8: We recommend that the JLTP explore the possibility of offering help to recently appointed managers.**

**Management Response**

The HRPDD concurs with the conclusion and recommendation.

The Professional Development Division is in the process of designing and delivering leadership/management learning activities for recently appointed managers.

**Recommendation 9: We recommend that an “exit strategy” for participants be planned to help manage their expectations.**

**Management Response**

The HRPDD concurs with the conclusion and recommendation.

The JLTP team will help participants position themselves for future LA-2B/EX-1 Team Leader or Manager positions in the Department and help them establish realistic expectations.

**Recommendation 10: We recommend that JLTP management re-assess its resource base, both human and financial, and seek an appropriate level of resources for its mandate.**

**Management Response**

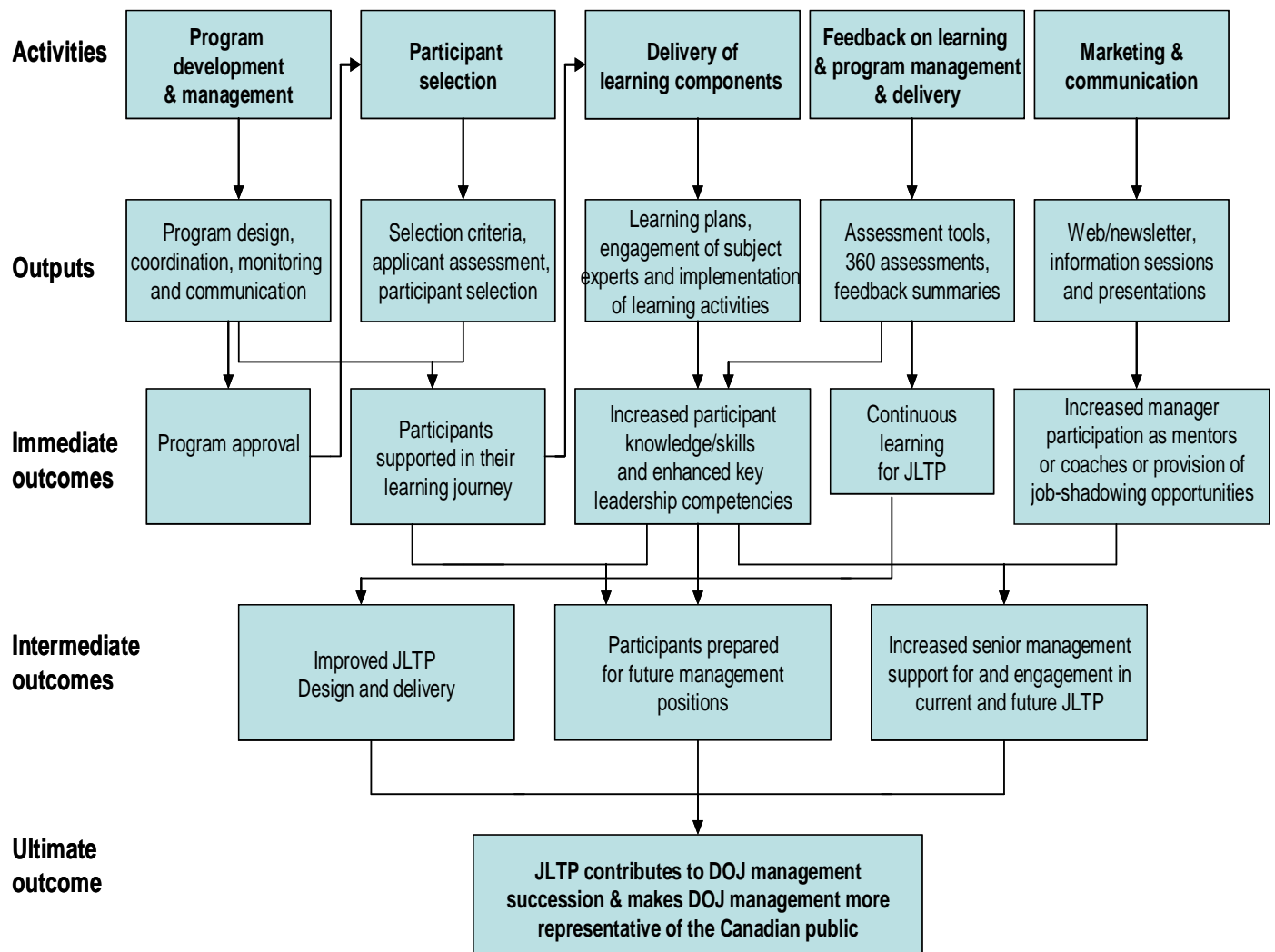
The HRPDD concurs with the conclusion and recommendation.

The JLTP team will need further financial and staffing resources if we are to proceed with the implementation of a second cohort.

A permanent funding base will facilitate future program planning.

## APPENDIX A

### Justice Canada - Pilot JLTP Logic Model



## APPENDIX B

### Interview Questions for the Formative Evaluation of the Pilot Justice Leaders of Tomorrow Program

**Legend:**

<b>Participants:</b>	<b>JLTP participants</b>
<b>JLTP &amp; PDD:</b>	<b>Manager and staff of JLTP and Professional Development</b>
<b>Manager:</b>	<b>Managers who work with the participants</b>
<b>HR Manager:</b>	<b>Senior Human Resource Managers</b>
<b>Senior Manager:</b>	<b>Senior managers in the Department</b>
<b>Selection Committee:</b>	<b>Members of the Selection Committee</b>
<b>Resource person:</b>	<b>Person who assists with the learning events</b>
<b>Consultant:</b>	<b>Consultants who provided learning sessions</b>

Question	Participants	JLTP & PDD	Manager	HR Manager	Senior Manager	Selection Committee	Resource Person	Consultant
<b>Issue 2:</b> <b>Was JLTP implemented as planned? If not, why?</b>								
1. What were the main objectives of JLTP from your understanding?	x	x		x				
2. What did JLTP plan to do to achieve these objectives?	x	x		x				
3. To what extent is the current JLTP consistent with its original plan? What did JLTP plan to do to achieve these objectives?	x	x		x				
4. If, in your opinion, JLTP has not been implemented as planned, please describe it.	x	x		x				
a. In what way it is different from the plan? And why? b. What change/deviation to the plan has been positive or negative?								
<b>Issue 3:</b> <b>Has the JLTP attracted the right people?</b>								
5. To what extent do you think that JLTP has attracted people with the ability to learn and adapt to become leaders?	x	x	x	x	x	x	x	x
6. To what extent do you think that JLTP has attracted people with aspiration to contribute?	x	x	x	x	x	x	x	x
7. Do you agree that JLTP has identified people with managerial potential who might not otherwise be identified? Please explain.	x	x	x	x	x	x	x	x

Question	Participants	JLTP & PDD	Manager	HR Manager	Senior Manager	Selection Committee	Resource Person	Consultant
<b>Issue 5:</b> <b>Was the selection process fair?</b>								
8. Do you think that the selection process was transparent?		x		x		x		
9. Do you think that the selection process was bias-free?		x		x		x		
<b>Issue 6:</b> <b>Were the learning events (e.g. speakers, workshops, classroom sessions, conferences, projects, action-learning and direction) effective in helping the participants advance their knowledge and skills?</b>								
10. How were the individual and collective learning road maps developed?	x	x						
11. On the whole, how well were the learning events planned, coordinated and delivered?	x	x						
12. How well do you think that your individual learning component has been supported, monitored and adapted for effectiveness?	x							
13. To what extent have those learning events and individual learning activities contributed to meeting your learning objectives?	x							
<i>Please name three to four learning activities and rate them on the seven point scale provided and explain.</i>								
<p style="text-align: center;"><b>Not at all</b>                      <b>To a great extent</b></p> <p>a.    1    2    3    4    5    6    7</p> <p>b.    1    2    3    4    5    6    7</p> <p>c.    1    2    3    4    5    6    7</p> <p>d.    1    2    3    4    5    6    7</p>								
<b>Issue 7:</b> <b>Did the JLTP get useful feedback from participants and other key stakeholders for the purpose of continuous program learning and improvement?</b>								
14. How active has JLTP been in soliciting feedback from its main stakeholders on the design, implementation and management of the program?	x	x						
15. How systematic has JLTP been in documenting and following up on suggestions from the participants?	x	x						
16. To what extent has JLTP acted on recommendations from management bodies?	x	x						
<b>Issue 9:</b>								



Question	Participants	JLTP & PDD	Manager	HR Manager	Senior Manager	Selection Committee	Resource Person	Consultant
<b>Is there indication that participants are being adequately prepared for future management positions?</b>								
17. To what extent have you been able to apply the leadership knowledge/skill acquired from JLTP? Please provide 3 or 4 examples.	x							
18. What needs to be done, personally and/or organizationally, for you to achieve the next level of leadership competency?	x							
19. From your perspective, are the JLTP participants being adequately prepared for future management positions? Please explain your response.		x	x				x	x
<b>Issue 10: Were marketing and communication activities effective in increasing the visibility of and senior management support for and engagement in the program?</b>								
20. In the last three months, approximately how many times did you mention/discuss or witness the mention/discussion of JLTP in management meetings?			x	x	x			
21. Do you think that JLTP can be an effective HR intervention in DOJ? Why?			x	x	x			
22. Have you been directly or indirectly involved in JLTP?			x	x	x			
23. If you have, what was your experience?			x	x	x			
24. What role would you like to play in relation to JLTP in the future?	x		x	x	x			
25. What do you envision JLTP to be like 3 or 5 years from now?	x		x	x	x			
<b>Issue 11: Has there been an increase in manager participation in meeting participants' learning needs?</b>								
26. Have you had the opportunity to discuss your learning with your management? If yes, did you think it was useful? Please elaborate.	x							
27. In what capacity have you been working with the JLTP participant and the program manager?		x	x					
28. Have you noticed any changes in his/her leadership competencies?		x	x				x	x
29. What was your or your organization's experience of having the JLTP participant(s) working in your organization since the start of the program?		x	x	x				
30. If opportunity presents itself in the future, would you like to be a direct supervisor for a JLTP participant (again) and/or work in some other capacity with JLTP?			x					
<b>Issue 12: Are there lessons that need to be learned with regard to the selection of participants, program design and delivery?</b>								
31. What are the most important lessons, in your opinion, that came out	x	x	x	x	x			

Question	Participants	JLTP & PDD	Manager	HR Manager	Senior Manager	Selection Committee	Resource Person	Consultant
of this pilot program?								
32. How may we do differently for the next intake of participants?	x	x	x	x	x			
<b>Issue 13: Is JLTP the right program to meet the over-arching goal of generating well-trained candidates for managerial positions?</b>								
33. What would be your overall comment on the concept of JLTP?	x	x	x	x	x	x	x	x
34. Should the JLTP continue to exist in its current format?	x	x	x	x	x			
35. Are there alternative ways of achieving the same goal? What might they be?	x	x	x	x	x			
<b>TOTAL NUMBER OF QUESTIONS FOR EACH GROUP</b>	<b>24</b>	<b>23</b>	<b>19</b>	<b>21</b>	<b>14</b>	<b>6</b>	<b>6</b>	<b>6</b>

**Note: Issue 1 and Issue 3 (partially) are dealt with by the survey. Issue 4 will be addressed through document review. Issue 8 on formal assessment is being held back for the time being.**

## APPENDIX C

### EVALUATION SURVEY

#### **Pilot Justice Leaders of Tomorrow Program**

Si vous préférez répondre dans l'autre langue officielle, veuillez changer de texte maintenant ([lien vers la version française](#)); vous ne pourrez pas le faire une fois que vous aurez commencé à répondre aux questions.

Your participation in this on-line survey is voluntary and your responses will be strictly confidential. The survey will take approximately 20 minutes to complete and will be available on-line until November 21, 2007.

Should you encounter any technical difficulties with the on-line survey, please contact Jo-Anne Chrétien, Research and Statistics Division, at (613) 957-9610. Questions on the reasons for and content of the survey can be directed to Yuping Manga, Evaluation Manager, Evaluation Division, at (613) 952-8476.

Please note that the survey results will be aggregated so that neither individual respondents nor their responses can be identified. Respondents will remain anonymous.

#### **General Questions**

1. Have you heard about the Justice Leaders of Tomorrow Program (JLTP) that is designed to develop leadership and managerial potential in the Department of Justice?

- Yes
- No

2. How did you first hear about JLTP? (Check all that apply)

- JustInfo*
- E-mail announcement
- Poster
- Manager
- Colleague
- Other - please specify: \_\_\_\_\_

3. Where were you able to obtain more detailed information about JLTP? (Check all that apply)

- I did not seek more information about JLTP
- JustInfo*
- E-mail announcement
- JUSnet*
- Other - please specify: \_\_\_\_\_

## The Process

**We would like to obtain your feedback on the information that was provided at the time the program was announced.**

### Eligibility

The pilot JLTP is designed for Department of Justice employees at the EX M1, EX M2, LA 2A and LA 2B practitioner levels who are interested in developing their leadership and management potential in the Department. After completion of this pilot program, successful participants will be better equipped with leadership skills and competencies and may be considered for managerial positions within the Department at their equivalent or higher level.

4. To what extent do you agree or disagree with the following statement?

#### **The eligibility criteria are clear.**

- 1 - Strongly disagree
- 2
- 3
- 4 - Neither agree nor disagree
- 5
- 6
- 7 - Strongly agree

### Objectives

The objectives of the JLTP are to enable participants:

- to enhance their key leadership and management competencies;
- to have a deeper understanding and appreciation of the broader leadership and management context in the Department of Justice, including key stakeholders and complex issues involved in the DOJ work environment;
- to understand, along with their strategic planning skills, how to effectively coordinate the delivery of programs and services and guide/influence a work team;
- to gain a deeper understanding of the corporate culture in the Department of Justice; and
- to develop the ability to manage and lead effectively, to achieve organizational goals and to become an agent for change.

5. To what extent do you agree or disagree with the following statement?

#### **The stated objectives of JLTP are clear.**

- 1 - Strongly disagree
- 2
- 3
- 4 - Neither agree nor disagree
- 5
- 6
- 7 - Strongly agree

### **Core Elements**

While the program will be customized to individual needs, the program contains the following six core elements:

- personalized learning and developmental plans;
- classroom training, both internal and external;
- on-the-job assignments in both a regional and National Capital Region work setting;
- continuous constructive/objective evaluation and feedback;
- online access to a JLTP cohort learning network; and
- access to coaches and mentors from our management cadre

6. To what extent do you agree or disagree with the following statement?

**The core elements of the program are clearly articulated.**

- 1 - Strongly disagree
- 2
- 3
- 4 - Neither agree nor disagree
- 5
- 6
- 7 - Strongly agree

### **Selection Criteria and Process**

Participants were selected based on established criteria in relation to education, experience, knowledge and four key leadership competencies of the federal Public Service of Canada.

7. Do you recall reasonably well the information that was provided regarding the selection criteria and selection process?

- Yes
- No

8. To what extent do you agree or disagree with the following statement?

**The selection criteria were appropriate given the program objectives.**

- 1 - Strongly disagree
- 2
- 3
- 4 - Neither agree nor disagree
- 5
- 6
- 7 - Strongly agree

9. To what extent do you agree or disagree with the following statement?

**The selection process was well explained.**

- 1 - Strongly disagree
- 2
- 3
- 4 - Neither agree nor disagree
- 5
- 6
- 7 - Strongly agree

10. In your opinion, what would be an adequate amount of time to prepare the application?

- Less than one month
- 2 months
- 3 months
- 4 months or more

11. Did you apply to JLTP?

- Yes
- No

12. Were you selected to participate in JLTP?

- Yes
- No

13. To what extent were the following factors important in your decision not to apply? Please rate each of the factors on a scale of 1 (not at all important) to 7 (very important).

1 (not at all important) to  
7 (very important)

- a) **The possibility of succeeding seemed too slim.**
- b) **There was too much work involved in submitting an application.**
- c) **The program information was not clear.**
- d) **I was concerned about work-life balance.**
- e) **I was not interested in becoming a manager.**
- f) **I preferred to become a manager through other means.**

14. Is there any other factor that was important in your decision not to apply?

---

## Career Development tools

If you applied but were not selected, you were offered an informal feedback session and a career development tool.

15. Did you attend the informal feedback session?

- Yes
- No - why not? \_\_\_\_\_

16. How useful was the informal feedback session that you attended?

- Very useful
- Useful
- Somewhat useful
- Not useful

17. Did you accept the career development tool that was offered?

- Yes
- No - why not? \_\_\_\_\_

18a. Which tool did you obtain?

- Access to a Career Development Online tool
- One hour session with a career development advisor

18b. How useful was the career development tool that you obtained?

- Very useful
- Useful
- Somewhat useful
- Not useful

19. If the Department offers JLTP again, will you consider applying?

- Yes
- No
- Undecided

20. To what extent do you agree or disagree with the following statement?

**JLTP has likely identified people with managerial potential who might not otherwise be identified.**

- 1 - Strongly disagree
- 2
- 3
- 4 - Neither agree nor disagree
- 5
- 6
- 7 - Strongly agree

Don't know

21. Please provide any comments you may have about this survey or the JLTP more generally.

---

---

---

**Demographics**

22. What is your gender?

- Male
- Female

23. Are you a member of the following groups?

- a) Visible Minorities  Yes  No
- b) Persons with disabilities  Yes  No
- c) Aboriginal Peoples  Yes  No

24. What employment group do you belong to?

- LA
- Other Professional Group

25. Where do you currently work?

- Headquarters
- Region
- Departmental Legal Services Unit

**Thank you for taking the time to respond to this questionnaire!**