Executive Talent Management Questionnaire

2020-2021

Table of Contents

[Employee Section 4](#_Toc468440644)

[1. Employee Acknowledgement 4](#_Toc468440645)

[2. Leadership Assessment 5](#_Toc468440646)

[3. Career Goals 6](#_Toc468440647)

[4. New Challenges 7](#_Toc468440648)

[5. Mobility 8](#_Toc468440649)

[6. Retirement 10](#_Toc468440650)

[7. Functional Communities 11](#_Toc468440651)

[Finance Community 13](#_Toc468440652)

[Audit Community 15](#_Toc468440653)

[Information Management and Information Technology Community 17](#_Toc468440654)

[8. Employee Declaration 20](#_Toc468440655)

[Manager Section 21](#_Toc468440656)

[1. Manager Acknowledgement 21](#_Toc468440657)

[2. Leadership Assessment 22](#_Toc468440658)

[3. Talent Map Placement 24](#_Toc468440659)

[4. Potential and Readiness – ADM 25](#_Toc468440660)

[5. Potential and Readiness – EX-01 to EX-03 26](#_Toc468440661)

[6. Additional Comments 27](#_Toc468440662)

[7. Succession Planning 27](#_Toc468440663)

[8. Manager Declaration 28](#_Toc468440664)

This document consists of a copy of the talent management questionnaire of the Executive Talent Management System. The ETMS is the primary operational tool to support strategic executive talent management. For more information, visit our [GCpedia](https://www.gcpedia.gc.ca/wiki/Executive_Talent_Management) page.

## Employee Section

### Employee Acknowledgement

The Talent Management Questionnaire (TMQ) in the Executive Talent Management System (ETMS) is the primary operational tool to support strategic executive talent management. The TMQ provides you with the opportunity to identify your career aspirations, competencies and willingness and readiness for change.

Completion of the TMQ is **mandatory for all executives** and the information provided may be used:

* to support strategic planning for organizations and the broader public service
* to identify talent gaps, learning and development needs and opportunities, and key positions, as well as to identify strategies to address these issues
* by the Treasury Board of Canada Secretariat (and its various offices) and shared with Privy Council Office and the Committee of Senior Officials to support the collective management of Assistant Deputy Ministers and other talent management activities within functional communities
* by the Public Service Commission of Canada and the Canada School of Public Service to support program development
* by deputy heads for the purpose of managing executive talent within and between organizations

The Government of Canada is committed to achieving a senior executive workforce that reflects the diversity of the Canadian population as defined in the [*Employment Equity Act*](https://laws-lois.justice.gc.ca/eng/acts/E-5.401/index.html). As part of the government’s commitment to offer an inclusive workplace to its employees, the Office of the Chief Human Resources Officer (OCHRO) is taking steps to ensure that diversity and inclusion are given due consideration in the annual talent management process for executives.

This year, we are asking that you provide your Employment Equity (EE) information in the Executive Talent Management System (ETMS) under “Personal Information.” You must be signed in as an employee in ETMS (see below). This data will be used and shared with organizations in the Federal Public Service (FPS) for the purposes of talent management to achieve a sustainable diverse executive cadre. Provision of EE data is voluntary. By completing the EE Self-Declaration section in ETMS, you are providing your consent to OCHRO to analyze and use your individual data for talent management purposes.

Of note, the collection of EE data in ETMS for talent management purposes is distinct from the collection of EE data by departments under the [*Employment Equity Act*](https://laws-lois.justice.gc.ca/eng/acts/E-5.401/index.html). If you would like your EE data to be considered as part of talent management, it must be provided in ETMS.

I have read the above and confirm that I understand that the information I enter into ETMS may be disclosed for the purposes outlined above.

Date (YYYY-MM-DD):

### Leadership Assessment

The public service envisaged in [Blueprint 2020](http://www.clerk.gc.ca/eng/feature.asp?pageId=354) requires dedicated and high-performing leaders who inspire others to do their best work. Leaders who create the right conditions for innovation and who support an environment of collaboration. Leaders who guide change and mobilize people to achieve results.

As an executive you have already been assessed against the [Key Leadership Competenc](http://www.tbs-sct.gc.ca/tal/kcl/klcp-pccl-eng.asp)ies which describe how you are expected to perform the functions of your position. However there may be certain competencies that you feel are strengths and others which you would like to further develop, either to address challenges related to your current responsibilities or for career development purposes.

In this broad context, think about the skills, attributes and competencies for which you have received feedback from managers, colleagues, subordinates and clients over the course of your career. Review the new [Key Leadership Competencies](http://www.tbs-sct.gc.ca/psm-fpfm/learning-apprentissage/pdps-ppfp/klc-ccl/klcp-pccl-eng.asp), considering, in particular, the example effective behaviours for your current role or for roles you aspire to have in the future.

1. **Of the six key leadership competencies, indicate which ones are your strengths (select a maximum of three) and provide concrete examples to support your choices.**

|  |  |
| --- | --- |
| **Key Leadership Competencies** | **Examples** |
| Create Vision and Strategy |  |
| Mobilize People |  |
| Uphold Integrity and Respect |  |
| Collaborate with Partners and Stakeholders |  |
| Promote Innovation and Guide Change |  |
| Achieve Results |  |

1. **In addition to the key leadership competencies, identify any of your other strengths.**

Briefing Ministers

Communications

Enabling Functions (e.g. HR, IM/IT, Finance, Audit) (please specify)

Issues Management

Legal

Change Management / Managing Transformation

Program Delivery / Operations

Planning

Project Management

International

Inter-jurisdictional (e.g. federal/provincial relationships)

Policy (please specify)

Regulatory

Scientific

Security and Safety

Other (please specify)

|  |
| --- |
|  |

1. **Of the six key leadership competencies, indicate which require further development either to perform better in your current role or to progress to the next level (select a maximum of three). Provide concrete ideas of how you can further develop these competencies and what organizational support you require.**

|  |  |
| --- | --- |
| **Key Leadership Competencies** | **Examples** |
| Create Vision and Strategy |  |
| Mobilize People |  |
| Uphold Integrity and Respect |  |
| Collaborate with Partners and Stakeholders |  |
| Promote Innovation and Guide Change |  |
| Achieve Results |  |

1. **In addition to the key leadership competencies, identify any other areas in which you require further professional development.**

Briefing Ministers

Communications

Enabling Functions (e.g. HR, IM/IT, Finance, Audit) (please specify)

Issues Management

Legal

Change Management / Managing Transformation

Program Delivery / Operations

Planning

Project Management

International

Inter-jurisdictional (e.g. federal/provincial relationships)

Policy (please specify)

Regulatory

Scientific

Security and Safety

Other (please specify)

|  |
| --- |
|  |

### 

### Career Goals

Identifying your career goals helps to determine the most appropriate training or developmental opportunities for you, and facilitates resourcing decisions.

**1. What are your short term career goals (within 2 years)?**

|  |
| --- |
|  |

**2. What are your medium term career goals (2 to 5 years)?**

|  |
| --- |
|  |

### New Challenges

**1. Are you interested in pursuing new challenges in a different position at your substantive level?**

Yes  No

**1. a) When would you be interested in pursuing new challenges?**

Now  Within 1 year  Within 2 years  In 2 to 5 years  Beyond 5 years

**1. b) Where would you be interested in pursuing these new challenges?**

Within your organization

Within the core public administration

Within the federal public service (includes separate agencies)

**2. Are you interested in advancing to the next level?**

Yes  No

**2. a) When would you be ready to advance to the next level?**

Now  Within 1 year  Within 2 years  In 2 to 5 years  Beyond 5 years

**2. b) Where would you be interested in advancing to the next level?**

(select all that apply)

Within your organization

Within the core public administration

Within the federal public service (includes separate agencies)

**3. Are you interested in taking on additional corporate responsibilities or contributing to a corporate government-wide initiative in addition to your regular responsibilities?**

Yes No

**3. a) How would you like to make this contribution?**

(select all that apply)

Taking on additional corporate responsibilities within my organization

Leading/participating in a task force of interest to the Public Service

Coaching / Mentoring

Teaching/collaborating with the Canada School of Public Service

Other (please specify below)

Note: If you select the option **‘’Teaching/collaborating with the Canada School of Public Service’’**, the School may contact you directly to discuss your interest.

**4. Are you interested in a short-term assignment outside the federal public service to enhance your leadership development?**

Yes  No

**4. a) When would you be interested in taking a short-term assignment?**

Now  Within 1 year  Within 2 years  In 2 to 5 years  Beyond 5 years

**4. b) In which areas would you be interested in taking a short-term assignment?**

|  |  |
| --- | --- |
| **Categories** | **Comments** |
| Private sector |  |
| Not-for-profit sector |  |
| Volunteer organizations |  |
| Academia |  |
| Other levels of government |  |
| Outside Canada |  |
| Other |  |

**5. Comments**

|  |
| --- |
|  |

**6.** **Are you currently in a pool of qualified candidates at the executive level?**

Yes No

If yes, please provide the details of the pool(s):

|  |  |  |  |
| --- | --- | --- | --- |
| **Group and Level** | **Sponsoring organization** | **Position Title** | **Pool Expiry Date (YYYY-MM-DD)** |
| * EX-01 * EX-02 * EX-03 * EX-04 * EX-05 |  |  |  |

### 

### Mobility

**1. Are you interested in working in a different geographic location within Canada?**

If you answer yes, please make sure you are currently mobile or could be mobile within the chosen timeframe.

Yes  No

**1. a) When would you be interested in working in a different geographic location?**

Now  Within 12 to 24 months

**1. b) Where would you be interested in working in a different geographic location?**

(select all that apply)

Within your organization

Within the core public administration

Within the federal public service (includes separate agencies)

**1. c) Indicate where you would be interested in working?**

National Capital Region (Ottawa-Gatineau)

Newfoundland and Labrador

Nova Scotia

New Brunswick

Prince Edward Island

Ontario (outside Ottawa-Gatineau)

Quebec (outside Ottawa-Gatineau)

Manitoba

Saskatchewan

Alberta

British Columbia

Nunavut

Northwest Territories

Yukon

**2. Are you interested in working in a different geographic location outside Canada?**

If you answer yes, please make sure you are currently mobile or could be mobile within chosen timeframe

Yes  No

**2. a) When would you be interested in working outside Canada?**

Now  Within 12 to 24 months

**2. b) Where would you be interested in working outside Canada?**

Within your organization

Within the core public administration

Within the federal public service (includes separate agencies)

**3. Are you interested in a short-term assignment (6 to 12 months) in a different geographic location?**

Yes  No

**3. a) Where would you be interested in taking a short-term assignment?**

National Capital Region (Ottawa-Gatineau)

Newfoundland and Labrador

Nova Scotia

New Brunswick

Prince Edward Island

Ontario (outside Ottawa-Gatineau)

Quebec (outside Ottawa-Gatineau)

Manitoba

Saskatchewan

Alberta

British Columbia

Nunavut

Northwest Territories

Yukon

**4. Comments:**

|  |
| --- |
|  |

### Retirement

Gaining a better understanding of an executive’s retirement plan helps senior management with succession planning activities.

**1. When is the earliest you would consider retiring?**

Now  Within 1 year  Within 2 years  In 2 to 5 years  Beyond 5 years

Not relevant at this time

**2. If you are close to retirement (within three years) how could you contribute now to building the capacity of the public service?**

|  |  |  |
| --- | --- | --- |
|  | | **Additional Information** |
|  | Coaching |  |
|  | Mentoring |  |
|  | Special project |  |
|  | Teaching at/collaborating with the Canada School of Public Service |  |
|  | Other (please specify) |  |
|  | Does not apply / Not interested |  |

**3. After you retire how could you continue to contribute to building the capacity of the federal public service?**

|  |  |  |
| --- | --- | --- |
|  | | **Additional Information** |
|  | Coaching |  |
|  | Mentoring |  |
|  | Special project |  |
|  | Short term employment |  |
|  | Volunteer |  |
|  | Other (please specify) |  |
|  | Does not apply / Not interested |  |

### Functional Communities

**Note: \***Functional communities identified with an asterisk are linked to a sub-questionnaire for finance, audit, and IM/IT. By selecting one of these options, you will be required to complete the corresponding sub-questionnaire.

**1. Are you currently a member of one of the following Functional Communities?**

(Select all that apply)

Access to Information and Privacy

Communications

Evaluation

Federal Regulators

Finance\*

Human Resources

Information Management/Information Technology\*

Internal Audit\*

Legal

Procurement, Real Property and Materiel Management

Science

Security

Service

Other (please specify)

Does not apply

|  |
| --- |
|  |

**2. Do you have experience in one or more of the following functional communities?**

(Select all that apply)

Access to Information and Privacy

Communications

Evaluation

Federal Regulators

Finance\*

Human Resources

Information Management/Information Technology

Internal Audit\*

Legal

Procurement, Real Property and Materiel Management

Science

Security

Service

Other (please specify)

Does not apply

|  |
| --- |
|  |

**3. Are you interested in working in one of the following functional communities?**

(Select all that apply)

Access to Information and Privacy

Communications

Evaluation

Federal Regulators

Finance\*

Human Resources

Information Management/Information Technology\*

Internal Audit\*

Legal

Procurement, Real Property and Materiel Management

Science

Security

Service

Other (please specify)

Does not apply

|  |
| --- |
|  |

#### Finance Community

**Notice**

The Offices of the Comptroller General and the Chief Information Officer have launched a community-based approach to talent management and succession planning using an online sub-questionnaire. The objective of this approach is to ensure an adequate supply of qualified individuals in the respective functional communities now and into the future.

The information entered in the sub-questionnaires is collected under the authority of sections 7 and 11.1 of the *Financial Administration Act*. The information will assist the Comptroller General, the Chief Information Officer and deputy heads in managing executive talent through succession planning and other activities, and in fulfilling their respective responsibilities under the *Policy on Financial Management Governance*, the *Policy on Internal Audit*, the *Policy on Information Management*, the *Policy on Government Security* and the *Directive on Management of Information Technology*.

The sub-questionnaires of the executive talent management questionnaire have been developed in collaboration with the functional communities to respond to their operational requirements and to enable the collection of relevant data.

**Financial Roles Interests**

**1. Are you currently a:**

Chief Financial Officer (CFO)?

Deputy Chief Financial Officer (DCFO)?

Financial Management Executive (FME)?

None of the above

**2. Are you interested in being considered for a:**

Financial Management Executive (FME) position?

Deputy Chief Financial Officer (DCFO) position?

Chief Financial Officer (CFO) position?

I am not interested in being considered for one of these positions.

**3. Professional Experience**

**3. a) Which of the following areas do you feel you would like/need to further develop?**

(check all that apply)

Access to Information and Privacy

Communications

Evaluation

Federal Regulators

Finance

Human Resources

Information Management

Information Technology

Internal Audit

Procurement, Real Property and Materiel Management

Science

Security

Other (please specify)

|  |
| --- |
|  |

**3. b) What would be your preferred method to develop those areas?**

(check all that apply)

Rotational assignment

Acting assignment

Coaching

Mentoring

Job Shadowing

Formal training

Interchange Canada/ secondment

Other (please specify)

|  |
| --- |
|  |

**4. Learning and Development**

**To meet your learning needs, what type of learning and development opportunities would be the most beneficial to you in your role as a CFO/DCFO/FME or would help you reach your goal of becoming a CFO/DCFO/FME?**

(check all that apply)

Assignment at level in another sector

Assignment at level in another department

Assignment at level in a central agency

Interchange Canada assignment to other public, not-for-profit or private organizations

Networking opportunities / peer to peer activities

Working with a mentor

Working with a coach

Leadership or development programs, please provide example

Professional accreditation / certification programs (e.g. CPA Canada, IIA Certification)

Academic programs (e.g. MBA, MPA)

Other (please specify below)

**Comments:**

|  |
| --- |
|  |

#### Audit Community

**Notice**

The Offices of the Comptroller General and the Chief Information Officer have launched a community-based approach to talent management and succession planning using an online sub-questionnaire. The objective of this approach is to ensure an adequate supply of qualified individuals in the respective functional communities now and into the future.

The information entered in the sub-questionnaires is collected under the authority of sections 7 and 11.1 of the *Financial Administration Act*. The information will assist the Comptroller General, the Chief Information Officer and deputy heads in managing executive talent through succession planning and other activities, and in fulfilling their respective responsibilities under the *Policy on Financial Management Governance*, the *Policy on Internal Audit*, the *Policy on Information Management*, the *Policy on Government Security* and the *Directive on Management of Information Technology*.

The sub-questionnaires of the executive talent management questionnaire have been developed in collaboration with the functional communities to respond to their operational requirements and to enable the collection of relevant data.

**Internal Audit Roles Interests**

**1. Are you currently a:**

Chief Audit Executive (CAE)?

Internal Audit Executive (IAQ)?

None of the above

**2. Are you interested in being considered for a:**

Chief Audit Executive (CAE)?

Internal Audit Executive (IAQ)?

I am not interested in being considered for one of these positions.

**3. Professional Experience**

**3. a) Which of the following areas do you feel you would like/need to further develop?**

(check all that apply)

Access to Information and Privacy

Communications

Evaluation

Federal Regulators

Finance

Human Resources

Information Management

Information Technology

Internal Audit

Procurement, Real Property and Materiel Management

Science

Security

Other (please specify)

|  |
| --- |
|  |

**3. b) What would be your preferred method to develop those areas?**

(check all that apply)

Rotational assignment

Acting assignment

Coaching

Mentoring

Job Shadowing

Formal training

Interchange Canada/ secondment

Other (please specify)

|  |
| --- |
|  |

**4. Learning and Development**

**To meet your learning needs, what type of learning and development opportunities would be the most beneficial to you in your role as a CAE or would help you reach your goal of becoming a CAE?**

(check all that apply)

Assignment at level in another sector

Assignment at level in another department

Assignment at level in a central agency

Interchange Canada assignment to other public, not-for-profit or private organizations

Networking opportunities / peer to peer activities

Working with a mentor

Working with a coach

Leadership or development programs, please provide example

Professional accreditation / certification programs (e.g. CPA Canada, IIA Certification)

Academic programs (e.g. MBA, MPA)

Other (please specify below)

|  |
| --- |
|  |

**Comments:**

|  |
| --- |
|  |

#### Information Management and Information Technology Community

**Notice**

The Offices of the Comptroller General and the Chief Information Officer have launched a community-based approach to talent management and succession planning using an online sub-questionnaire. The objective of this approach is to ensure an adequate supply of qualified individuals in the respective functional communities now and into the future.

The information entered in the sub-questionnaires is collected under the authority of sections 7 and 11.1 of the *Financial Administration Act*. The information will assist the Comptroller General, the Chief Information Officer and deputy heads in managing executive talent through succession planning and other activities, and in fulfilling their respective responsibilities under the *Policy on Financial Management Governance*, the *Policy on Internal Audit*, the *Policy on Information Management*, the *Policy on Government Security* and the *Directive on Management of Information Technology*.

The sub-questionnaires of the executive Talent management questionnaire have been developed in collaboration with the functional communities to respond to their operational requirements and to enable the collection of relevant data.

**1. Please indicate whether you currently occupy one of the following positions:**

(check all that apply)

Chief Information Officer

Chief Technology Officer

Deputy Chief Information Officer

Information Technology Assistant Deputy Minister

Information Management Senior Officer

Other IM or IT executive position (please specify below)

I do not occupy one of these positions

|  |
| --- |
|  |

**2. Are you interested in being considered for one or more of the following positions?**

(check all that apply)

Chief Information Officer

Chief Technology Officer

Deputy Chief Information Officer

Information Technology Assistant Deputy Minister

Information Management Senior Officer

Other IM or IT executive position (please specify below)

I am not interested at this time

|  |
| --- |
|  |

**3. In which fields do you have management experience?**

(check all that apply)

Access to Information and Privacy

Communications

Evaluation

Federal Regulators

Finance

Human Resources

Information Management

Information Technology

Internal Audit

Procurement, Real Property and Materiel Management

Science

Security

Other (please specify)

|  |
| --- |
|  |

**4. To meet your career development needs, which opportunities would interest you in your current role as a CIO or IM/IT executive, or to help you reach your goal of becoming a CIO or IM/IT executive?**

(check all that apply)

Assignment at level in a CIO or IM/IT role

Assignment at level to gain experience outside of a CIO or IM/IT role

Interchange Canada assignment to other public, not-for-profit or private organizations

Networking opportunities / peer to peer activities

Working with a mentor

Working with a coach

Leadership or development programs, please provide example

Academic programs (e.g. MBA, MPA)

Other (please specify below)

|  |
| --- |
|  |

**Comments:**

|  |
| --- |
|  |

**5. Are you interested in becoming a mentor for CIOs or IM/IT executives?**

Yes  No

**If yes, for what level(s)?**

(check all that apply)

EX-01

EX-02

EX-03

EX-04

EX-05

**Competency Assessment**

The roles of the CIO/IT ADM and IM/IT executives in government are rapidly changing, shifting from technical leader to innovative business enabler and strategic partner.

**Please indicate your level of competency (knowledge and experience) in the following areas:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Area** | **High** | **Medium** | **Low** |
| **Project Management:** Initiating, leading and executing complex IT implementations |  |  |  |
| **Knowledge of IT domains:** Application development, enterprise architecture and solutions |  |  |  |
| **Business Acumen:** Enabling business solutions, integrating business and IT, and understanding the business of the department |  |  |  |
| **Change and Business Transformation:** Initiating, leading and executing complex change and business transformation |  |  |  |
| **Understanding how Government Works:** Government expenditure cycle and decision-making processes, e.g., Memoranda to Cabinet, Treasury Board submissions, etc. |  |  |  |
| **Sourcing Management:** Vendor management and service provider relationship management |  |  |  |
| **Leadership and People Management:** Performance management, constructive and respectful feedback, leading by example, setting goals, etc. |  |  |  |
| **Strategic Thinking:** Corporate planning and goal setting, visioning, and strategic foresight |  |  |  |
| **Strategic Risk Management:** Risk assessment and mitigation |  |  |  |
| **Communication and Collaboration:** Effectively communicating value to the organization, seeking a wide spectrum of perspectives, and demonstrating openness to forging consensus to improve outcomes |  |  |  |

### Employee Declaration

Please confirm your declaration.

I declare that all the information I have provided in this questionnaire is true and complete to the best of my knowledge.

Declaration Date (YYYY-MM-DD):

## Manager Section

### Manager Acknowledgement

The Talent Management Questionnaire (TMQ) in the Executive Talent Management System (ETMS) is the primary operational tool to support strategic executive talent management. As a manager, you play a key role in identifying the executive’s potential and readiness for a more senior role and their development needs to meet the current and future needs of your organization and of the public service.

Completion of the TMQ is **mandatory** **for all executives** and the information provided may be used:

* to support strategic planning for organizations and the broader public service
* to identify talent gaps, learning and development needs and opportunities, and key positions, as well as to identify strategies to address these issues
* by the Treasury Board of Canada Secretariat (and its various offices) and shared with Privy Council Office and the Committee of Senior Officials to support the collective management of Assistant Deputy Ministers and other talent management activities within functional communities
* by the Public Service Commission of Canada and the Canada School of Public Service to support program development
* by deputy heads for the purpose of managing executive talent within and between organizations

I have read the above and confirm that I understand that the information I enter into ETMS may be disclosed for the purposes outlined above.

Date (YYYY-MM-DD):

### Leadership Assessment

The public service envisaged in [Blueprint 2020](http://www.clerk.gc.ca/eng/feature.asp?pageId=354) requires dedicated and high-performing leaders who inspire others to do their best work. Leaders who create the right conditions for innovation and who support an environment of collaboration. Leaders who guide change and mobilize people to achieve results.

The executive for whom you are completing this assessment has already been assessed against the Key Leadership Competencies which describe how they are expected to perform the functions of their current position. However there may be certain competencies that you feel are their strengths and others which you would like the executive to develop further, either in their current role or for talent management purposes.

In this broad context, think about the skills, attributes and competencies of this individual. Review the new [Key Leadership Competency profile](http://www.tbs-sct.gc.ca/psm-fpfm/learning-apprentissage/pdps-ppfp/klc-ccl/klcp-pccl-eng.asp), considering, in particular, the example effective behaviours for their current role.

1. **Of the six key leadership competencies, indicate which ones are the executive’s strengths (select a maximum of three) and provide concrete examples to support these choices.**

|  |  |
| --- | --- |
| **Key Leadership Competencies** | **Examples** |
| Create Vision and Strategy |  |
| Mobilize People |  |
| Uphold Integrity and Respect |  |
| Collaborate with Partners and Stakeholders |  |
| Promote Innovation and Guide Change |  |
| Achieve Results |  |

1. **In addition to the key leadership competencies, identify any other strengths of the executive.**

Briefing Ministers

Communications

Enabling Functions (e.g. HR, IM/IT, Finance, Audit) (please specify) [text box]

Issues Management

Legal

Change Management / Managing Transformation

Program Delivery / Operations

Planning

Project Management

International

Inter-jurisdictional (e.g. federal/provincial relationships)

Policy (please specify) [text box]

Regulatory

Scientific

Security and Safety

1. **Of the six key leadership competencies, indicate which require further development either for the executive to perform better in their current role or to progress to the next level (select a maximum of three). Provide concrete examples of ideas of how the executive can further develop these competencies and what organizational support could be offered.**

|  |  |
| --- | --- |
| **Key Leadership Competencies** | **Examples** |
| Create Vision and Strategy |  |
| Mobilize People |  |
| Uphold Integrity and Respect |  |
| Collaborate with Partners and Stakeholders |  |
| Promote Innovation and Guide Change |  |
| Achieve Results |  |

1. **In addition to the key leadership competencies, identify any other areas in which the executive requires further professional development.**

Briefing Ministers

Communications

Enabling Functions (e.g. HR, IM/IT, Finance, Audit) (please specify)

Issues Management

Legal

Change Management / Managing Transformation

Program Delivery / Operations

Planning

Project Management

International

Inter-jurisdictional (e.g. federal/provincial relationships)

Policy (please specify)

Regulatory

Scientific

Security and Safety

Other (please specify)

|  |
| --- |
|  |

### Talent Map Placement

The placement of an executive on the Talent Map identifies their potential and readiness for new challenges by considering the key characteristics of **ability**, **aspiration** and **engagement**, as well as their **willingness** to take on these challenges.

* The Talent Map is not a performance management tool.
* Executives, including those acting in more senior positions or on assignment, should be placed on the Talent Map according to their **substantive position**.

|  |  |
| --- | --- |
| TALENT PLACEMENTS | DEFINITIONS |
| Ready for Advancement | Executive consistently and effectively demonstrates expected behaviours related to the key leadership competencies, as well as the potential and desire for a more senior role. Promotion may be the best approach to maximize this executive’s contribution to the organization and/or public service. An executive must have valid second language evaluation (SLE) results to be assessed as “ready for advancement.” |
| Ready for Lateral Movement | Executive demonstrates the expected behaviours related to the key leadership competencies and has maximized professional development in the current position. Lateral opportunities would allow the executive to gain further breadth of experience, enhance skills, satisfy current aspirations and maintain engagement. An executive must have valid second language evaluation (SLE) results to be assessed as “ready for lateral movement.” |
| Well-Placed in Role | Executive demonstrates the expected behaviours related to the key leadership competencies and contributes to the success of the organization and/or public service. Current position continues to offer sufficient challenge to enable growth. |
| Develop in Role | Executive demonstrates some but not all of the expected behaviours related to the key leadership competencies and/or contributes to a limited extent to the success of the organization and/or public service. Current position offers sufficient challenge and opportunity for the executive to develop the key leadership competencies and demonstrate strengths and potential. |
| Move to More Suitable Role | Current position is not a good fit for the executive’s skills, competencies, abilities or interests. Another position may provide the opportunity for the executive to demonstrate strengths and potential. |
| Transition to Retirement | Executive has communicated an intention to retire. A managerial, advisory or coaching role may be the best approach to maximize knowledge transfer and this executive’s contribution to the organization and/or public service. |
| No Placement | Should be used only in exceptional circumstances when the executive cannot reasonably be placed in any other category. |

**Comments:**

|  |
| --- |
|  |

### 

### Potential and Readiness – ADM

Identify whether and when the executive, in your opinion, would be ready to succeed in a more senior position, recognizing that they can and will continue to grow in that position. Potential and readiness are determined by a combination of ability, aspiration and engagement.

**1. In your opinion, what is the highest level that you would expect this executive to achieve in their career?**

|  |  |
| --- | --- |
|  | Assistant Deputy Minister |
|  | Associate Deputy Minister |
|  | Deputy Minister |

**1.a) If the executive has the potential to be considered for appointment to the Associate Deputy Minister or Deputy Minister levels, when do you believe they would be ready?**

|  |  |
| --- | --- |
|  | Within the next 12 months |
|  | Within 1 to 3 years |
|  | Beyond 3 years |

**1. b) If the executive is not ready now, what do they** **need to do to be ready? (e.g.: more time in current position, new assignment, job shadowing, etc.)**

|  |
| --- |
|  |

**2. Does this executive have the potential to be the Head of an Agency or Crown Corporation?**

|  |  |  |
| --- | --- | --- |
| Yes | No |  |

**2. a) In what type of Agency or Crown Corporation would the executive be most successful?**

|  |
| --- |
|  |

**2. b) If the individual has the potential to be considered as the Head of an Agency or Crown Corporation, when do you believe they would be ready?**

Now-Anytime within the next 12 months  12 to 36 months  Greater than 36 months

**2. c) If the executive is not ready now, what do they need to do to be ready? (e.g.: more time in current position, new assignment, job shadowing, etc.)**

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| --- |
|  |

**3. Comments:**

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| --- |
|  |

### Potential and Readiness – EX-01 to EX-03

Identify whether and when the executive, in your opinion, would be ready to succeed in a more senior position, recognizing that they can and will continue to grow in that position. Potential and readiness are determined by a combination of ability, aspiration and engagement.

**1. Based on the executive’s demonstrated ability, aspiration and engagement, does this executive exhibit a capacity for growth to a more senior level position?**

Yes

No

Unable to assess at this time

This executive does not aspire to a more senior level of leadership

**1. a) In what timeframe?**

Now-Anytime within the next 12 months  12 to 36 months  Greater than 36 months

**2. What types of investment would the executive most benefit from in order to grow to a more senior level position?** (Choose all that apply)

**Recommended Learning and Development Interventions**

* **On-the-job stretch opportunity**

Enrich current job

Assignment within the federal public service

Regional Experience

Headquarters

Central Agency

On assignment outside the federal public service

* **Quality relationships**

Coaching

Mentoring

Peer Coaching Groups/Action Learning Groups

Peer networks

Job shadowing

Job rotation

* **Classroom-type investment**

Training

Education Leave/Research Fellowship

* **Other** (please specify):

|  |
| --- |
|  |

**2. a) Please describe how the proposed investment(s) would help prepare the executive for the next level in the timeframe described.**

|  |
| --- |
|  |

**3. As applicable, please provide any additional comments on the executive’s potential and readiness.**

|  |
| --- |
|  |

### Additional Comments

**As applicable, please provide any additional comments on the executive, as their manager.**

|  |
| --- |
|  |

### Succession Planning

**1. Enter the title of the position being assessed:**

|  |
| --- |
|  |

Key positions have a major influence on an organization’s business and strategic objectives and are absolutely essential to the organization’s success. The importance of a position is linked to the skills that its incumbent must possess and to the position’s ability to attract and retain experienced individuals whose skills correspond to the responsibilities of the position in the public service and the organization. A position that has a critical impact cannot stay vacant for a significant period of time. Considering what you know about the position and its incumbent’s responsibilities, assess its critical importance for both the public service and the organization.

**2. To what degree is the position key to your organization?**

1- Slight

2- Minor

3- Moderate

4- Major

5- Severe

**3. Is the position key to the federal public service?**

Yes  No

**4. Is the position at risk of becoming vacant in the next 12 months?**

1- Highly Unlikely

2- Unlikely

3- Possible

4- Likely

5- Almost Certain

**5. Will the position be difficult to staff when incumbent leaves?**

Yes  No

**6. Have you identified an immediate successor for this position?**

Yes  No

**7. Do you have a longer term succession plan in place for this position?**

Yes  No

(If yes, please provide the details of the longer term succession plan in the next section ‘’**Any additional information**’’.)

**8. Any additional information:**

|  |
| --- |
|  |

### Manager Declaration

Please confirm your declaration.

I declare that all the information I have provided in this questionnaire is true and complete to the best of my knowledge.

I declare that I have discussed, or will discuss, this information with the employee.

Declaration Date (YYYY-MM-DD):