Leadership Development:

Moving Ahead in the Federal Government

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Senior Executive Service & Performance Management,
Work-Life & Leadership and Executive Development
Why Leadership Development?

Intuition

Skill

Natural Talent

Courage
Objectives

• To highlight various aspects of the Federal Leadership Journey
• To provide an overview of the leadership competencies needed to be successful
• To provide an overview of the best practices in development of the Executive Core Qualifications (ECQs)
Topics

• Executive Core Qualifications (ECQs)
  – Proficiency Levels
• Proactive Approach to Development
  – Recognizing Development Needs
  – Identifying Learning Experiences
  – Individual Development Plan (IDP) Process
Executive Core Qualifications (ECQs)
Executive Core Qualifications (ECQs)

What are they?
• The ECQs describe the leadership skills needed to succeed in the Senior Executive Service (SES) and reinforce the concept of an “SES corporate culture”

How are they used?
• The ECQs are designed to assess executive experience and potential not technical expertise. They measure whether an individual has the broad executive skills needed to succeed in a variety of SES positions

How were they determined?
• Through extensive research of the attributes of successful executives in both the private and public sectors

• A collaboration, reflecting the best thinking of many senior executives, thought leaders, and associations, as well as human resources professionals
ECQs

- Leading Change
- Building Coalitions
- Leading People
- Business Acumen
- Results Driven

22 Competencies Specific to ECQs
6 Fundamental Competencies
Six Fundamental Competencies

- Interpersonal Skills
- Oral Communication
- Integrity/Honesty
- Written Communication
- Continual Learning
- Public Service Motivation
### ECQs & Leadership Competencies

<table>
<thead>
<tr>
<th>Leading Change</th>
<th>Leading People</th>
<th>Results Driven</th>
<th>Business Acumen</th>
<th>Building Coalitions</th>
</tr>
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<tbody>
<tr>
<td><strong>Definitions</strong></td>
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<tr>
<td>This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously-changing environment.</td>
<td>This core qualification involves the ability to lead people toward meeting the organization’s vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.</td>
<td>This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.</td>
<td>This core qualification involves the ability to manage human, financial, and information resources strategically.</td>
<td>This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.</td>
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| **Competencies** |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| • Creativity and Innovation | • Conflict Management | • Accountability | • Financial Management | • Partnering |
| • External Awareness | • Leveraging Diversity | • Customer Service | • Human Capital Management | • Political Savvy |
| • Flexibility | • Developing Others | • Decisiveness | • Entrepreneurship | • Influencing/ Negotiating |
| • Resilience | • Team Building | • Problem Solving | • Technology Management | |
| • Strategic Thinking | | | | |
| • Vision | | | | |
Proficiency Levels for Leadership Competencies

Level 1 - Awareness
- Applies the competency in the simplest situations
- Requires close and extensive guidance

Level 2 - Basic
- Applies the competency in somewhat difficult situations
- Requires frequent guidance

Level 3 - Intermediate
- Applies the competency in difficult situations
- Requires occasional guidance

Level 4 - Advanced
- Applies the competency in considerably difficult situations
- Generally requires little or no guidance

Level 5 - Expert
- Applies the competency in exceptionally difficult situations
- Serves as a key resource and advises others
Proactive Approach to Development
Recognizing Development Needs

- Formal Assessment
- Other Types of Needs Assessments
  - Coaching
  - Mentor
  - Customers
  - Peers
- ECQ Proficiency Level Illustrations
- Challenge-Context-Action-Result (CCAR Model)
- Federal Supervisory & Managerial Training Frameworks
Leading Change

Involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals.

• Inherent is the ability to:
  • establish an organizational vision
  • implement it in a continuously-changing environment
Leading Change - What should the focus be?

Questions to ask yourself when describing your experience

- What was my organizational vision?
- How did I transcend my vision into action? What initiative did I take?
- Did I strategically initiate and implement transformational change?
- How did I deal with unexpected organizational changes/obstacles (to internal/external pressures)?
- Did my vision achieve measurable results that impacted the organization?
Leading People

Involves the ability to lead people toward meeting the organization's vision, mission, and goals

• Inherent is the ability to provide an inclusive workplace that:
  • fosters the development of others
  • facilitates cooperation and teamwork
  • supports constructive resolution of conflicts
Leading People - What should the focus be?

Questions to ask yourself when describing your experience

- What is the largest staff size I have led? What challenges did leading a large staff present?
- Was I leading versus managing?
- How did I contribute to the professional development of my employees (individually or as a team)?
- How did I deal with conflicts that arose within my team?
- How did I leverage diversity amongst my team (age, cultural, race, skill levels, perspectives)?
Results Driven

Involves the ability to meet organizational goals and customer expectations

- Inherent is the ability to:
  - make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks
Results Driven - What should the focus be?

Questions to ask yourself when describing your experience

- How did the priorities and objectives I set lead to high-quality/quantity results?
- How did I address the needs of customers and stakeholders (internal and external)?
- How did my decisions and actions impact results?
- Did I identify problems and implement solutions that resulted in improving services?
Business Acumen

Involves the ability to manage human, financial, and information resources strategically.

- Inherent is the ability to:
  - effectively manage human, financial, and information resources to meet organizational goals
Business Acumen - What should the focus be?

Questions to ask yourself when describing your experience

- What is my experience in creating and administering budgets and resources?

- How did I procure and utilize resources? What obstacles did I face in doing this?

- What was the size of budget and resources I managed? How much money saved?

- What is my experience with a multi-sector workforce? Percentage of backlog eliminated/reduced? Length of processing time reduced?

- How did I utilize technology to create or improve programs?
Building Coalitions

Involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.

• Inherent is the ability to:
  • develop networks through partnering and collaboration
Building Coalitions- What should the focus be?

Questions to ask yourself when describing your experience

• What groups/networks (internal and external) did I partner with to achieve a goal?

• How did I bring groups together? What challenges did I face doing that?

• What did I do to build coalitions?
Federal Supervisory Training Framework
OPM’s Federal Supervisory Training Framework

**Leadership Competencies**
- Team Building
- Technical Credibility
- Conflict Management
- Problem Solving
- Accountability
- Decisiveness

**Fundamental Competencies**
- Interpersonal Skills
- Oral Communication
- Integrity/Honesty
- Written Communication
- Continual Learning
- Public Service Motivation

**For ALL Employees**
- No FEAR Act
- Ethics Awareness
- I/T Security Awareness
- Equal Employment Opportunity
- Performance Management
- Occupational Safety and Health
- Plain Writing Act
- Safeguard Against Breach of PII

**For Supervisors, Managers, and SES**
- USERRA
- Veteran's Employment
- Drug-Free Workplace
- Employing Individuals with Disabilities
- Telework Policy**

**Performance Management Required by 5 CFR Part 412**
- Conducting Performance Appraisals
- Handling Unacceptable Performance
- Mentoring Employees
- Improving Employee Performance and Productivity

**HR-Related Technical Knowledge**
- Merit System Principles
- Prohibited Personnel Practices
- Hiring Reform
  - Workforce Planning
  - Recruitment
  - Interviewing Skills
  - Selection
- Pay and Leave Policy
  - Time and Attendance
  - Managing HR Information Systems
- Telework Policy**
- Reasonable Accommodations

**Leadership Competencies**
- Human Capital Management
- Leveraging Diversity
- Developing Others
- Strategic Thinking
- Conflict Management
- Creativity and Innovation
- Customer Service
- Team Building
- Financial Management (Federal Budget Process)

**For Supervisors and Managers, and SES**
- Employee Relations
- Workplace Violence Prevention and Response
- Labor Relations
- Classification
  - Writing Position Descriptions
- Talent Management
  - Employee Engagement
  - Emotional Intelligence
  - Promotions and Incentives
  - Work-Life Balance
- Employee Onboarding

**Organizational Performance Management**
- Aligning Performance Objectives with Agency Goals
- Aligning Office Goals with Agency Strategic Plan

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*5 CFR part 412 requires agencies to provide training when employees make critical career transitions. 5 CFR part 412 also requires supervisors to complete refresher training at least once every three years on specific topics.

**The Telework Enhancement Act of 2010 requires managers and supervisors of teleworkers to participate in telework training.*
Federal Managerial Training Framework
OPM’s Federal Managerial Training Framework

New Manager
First Year

Managing Self
- Time Management
- Personal Accountability

Managing Others
- Delegation (Accountability)
- Communicating Priorities

Leadership Competencies
- Technology Management
- Leveraging Diversity
- Financial Management
- Creativity and Innovation
- Political Savvy
- Partnering
- Human Capital Management

Experience Manager

Managing Self
- Emotional Intelligence
- Adaptability (Flexibility)

Managing Others
- Fostering Employee Engagement
- Developmental Coaching and Feedback (Developing Others)

Managing Organizational Systems
- Program Management
- Change Management
- Systems Thinking
- Complex Decision-Making (Decisiveness)

Senior Manager

Leadership Competencies
- External Awareness
- Strategic Thinking
- Entrepreneurship
- Vision

Managing Organizational Systems
- Program Management
- Change Management
- Systems Thinking
- Complex Decision-Making (Decisiveness)

Managing Others
- Delegation (Accountability)
- Communicating Priorities

Leadership Competencies
- Resilience
- Influence/Negotiating

For All Employees
- No FEAR Act
- Ethics Awareness
- I/T Security Awareness
- Equal Employment Opportunity
- Performance Management
- Occupational Safety and Health
- Plain Writing Act

For Supervisors, Managers, and SES
- USERRA
- Veteran’s Employment
- Occupational Safety and Health
- Drug-Free Workplace
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- Telework Policy

Performance Management
Required by 5 CFR Part 412
- Conducting Performance Appraisals
- Handling Unacceptable Performance
- Mentoring Employees
- Improving Employee Performance and Productivity

Mandatory Training
Identifying Learning Experiences
70-20-10 Model of Development

**How Development Plans are Commonly Written**

- **Formal Training**: 70%
- **Learning from Others**: 20%
- **Job Experiences**: 10%

**How Development Occurs**

- **Formal Training**: 10%
- **Learning from Others**: 20%
- **Job Experiences**: 70%
## 70- 20-10 Developmental Activities

<table>
<thead>
<tr>
<th>70%</th>
<th>20%</th>
<th>10%</th>
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<tbody>
<tr>
<td>EXPERIENCE</td>
<td>EXPOSURE</td>
<td>EDUCATION</td>
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<tr>
<td>❑ Challenging on-the-job assignments</td>
<td>❑ Mentors/role models</td>
<td>❑ Instructor-led courses</td>
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<tr>
<td>❑ Job rotation programs</td>
<td>❑ Feedback, coaching</td>
<td>❑ E-Learning programs</td>
</tr>
<tr>
<td>❑ Mentoring others</td>
<td>❑ Visibility with key leaders</td>
<td>❑ Formal education programs</td>
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<tr>
<td>❑ Project teams/task forces</td>
<td>❑ Lead projects/teams</td>
<td>❑ Professional associations and/or certifications</td>
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<td>❑ Conducting research</td>
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<td>❑ Reading professional books, magazines or journals</td>
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<tr>
<td>❑ Tackling a start-up or “fix-it” issue in your area</td>
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<tr>
<td>❑ Committee Chairperson</td>
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<tr>
<td>❑ Board of Directors</td>
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Networking Do’s & Don’ts

Networking is:
- Finding your community
- Developing long-term relationships
- Making introductions
- Looking for opportunities in new places
- Being thoughtful about which events to attend
- Being sincere to those you meet
- Remembering names and details about others

Networking is NOT:
- Finding someone with influence to pull strings
- Using others to get what you want
- Attending every single event possible
- Forcing someone to meet with you and help
- Providing false information about yourself
- Coming across as insincere or uninterested
How can I create more LEADERSHIP in my life?
OPM Guidance
OPM’s Effective Learning Interventions for Developing ECQs

• Highlights the most effective and targeted approach for developing each competency within the ECQs

• Five classes of leadership development interventions and activities
  – Instructor-led
  – Experiential activities
  – Developmental relationships
  – Assessments and feedback
  – Self-development
## OPM Leadership Development Matrix - Leading Change

<table>
<thead>
<tr>
<th>ECQ Competency</th>
<th>Recommended Leadership Development Activities</th>
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| **ECQ 1: Leading Change: Creativity and Innovation** | - Engage in *action learning* projects with leaders from different functional areas within the organization. Projects should focus on development of new ideas, policies, and other activities that require creative and innovative thinking. *Action learning* projects should include feedback mechanisms, and mentoring.  
  - Engage in a *developmental assignment* that entails such activities as brainstorming and refining new policies, leading a policy launch effort, assessing implications of new technologies on organizational processes, or turning around a failing policy or process. Such assignments should be paired with feedback mechanisms and mentoring. |
| **ECQ 1: Leading Change: Strategic Thinking** | - Engage in *developmental assignments* that involve setting new directions, working on strategic formulation projects, and leading change.  
  - Participate in a variety of strategically oriented *experiential exercises*, including (a) *active learning* projects that have a strategic focus; (b) group dialogue of strategic *case discussions*, and (c) strategic business *games* and *simulations*.  
  - Attend *courses* and *workshops* that provide models of strategic thinking, and pair these models with *experiential exercises*.  
  - Utilize a *mentor* who can guide the leader’s cognitive development of more strategic frames of reference. |
| **ECQ 1: Leading Change: Vision**     | - Engage in *developmental assignments* that entail long term planning and development of new directions for the organization.  
  - Participate in team-based *workshops* comprised of *action learning* projects that create cross-functional exposure and include exercises aimed at future trends of the organization.  
  - Engage in *scenario planning* with team members to create a shared vision towards the future. |
### OPM Leadership Development Matrix - Fundamental Competencies

#### Fundamental competency: Integrity/Honesty

- Develop a mentor relationship with a senior employee early on in the leader’s career to serve as a role model for ethical conduct. This mentoring should be paired with a formalized organizational ‘code of ethics’ that clearly reinforces a climate of integrity.

- Attend a workshop that provides heuristical decision making tools for leaders to rely on in potentially challenging ethical situations on the job. These decision making tools will help guide appropriate action in times of uncertainty.

- Take a course or workshop that includes case-studies involving poor ethical conduct. The discussion should emphasize what the ethical failures are, potential causes for the behavior, and recommendations for what should have been done in that situation.

- Engage in a service learning project with an organization to enhance contact with and understanding of the community in which the organization exists.

#### Fundamental competency: Engage in self-development skills training

- This training should be two-fold—identifying skills that should be developed and
Individual Development Plan (IDP) Process

1. Pre-Planning
2. Employee-Manager Meeting
3. Prepare the Plan
4. Implement
5. Evaluate
IDP Process- Step 2

• Step 2: Employee-Manager Meeting
  – Discuss strengths, areas for development, interests, goals and work requirements.
  – Identify developmental needs required to strengthen your skills and capabilities within your current roles.
IDP Process - Step 3

Step 3: Prepare the Plan

– Set realistic goals and timelines
– Define the specific learning and development activity required to achieve the goal.

– For example:
  • **Goal**- Develop strong presentation skills
  • **Activity**- Attend a presentation skills workshop. Present at 3 team meetings by the end of the fiscal year.
Valuable Resources

OPM Tools & Guidance *(via OPM.gov)*
- OPM Supervisory and Managerial Training Frameworks
- OPM Proficiency Levels for Leadership Competencies
- Guide to SES Qualifications
- OPM Effective Learning Interventions for Developing ECQs

OPM Websites
- [http://www.hru.gov](http://www.hru.gov) (HR University/Manager’s Corner)
Q & A
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