

Asian
Pacific
American



Federal Career Advancement Summit

2007

Asian Pacific American

FEDERAL CAREER ADVANCEMENT SUMMIT

Executive Summary

Hosted by U.S. Secretary of Labor **Elaine L. Chao** and
U.S. Office of Personnel Management Director **Linda M. Springer**



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May 15, 2008

SECRETARY OF LABOR
WASHINGTON, D.C. 20210

Dear Friends:

Since 2002, the U.S. Department of Labor has been honored to cosponsor the Asian Pacific American Federal Career Advancement Summit in order to further equip Asian Pacific Americans with the leadership skills necessary to succeed in the senior levels of the Federal government.

The United States government offers many opportunities for Asian Pacific Americans to advance their public service careers. President George W. Bush has appointed more than 400 Asian Pacific Americans to office, including 150 at the highest ranks requiring Senate confirmation. This outstanding record of inclusion surpasses that of any other Administration in history.

Once again in May 2008, there is no better time than Asian Pacific American Heritage Month to celebrate these and the other accomplishments of the Asian Pacific American community and to build on these accomplishments for the future. This publication highlights some of the many achievements to date and reaffirms this Administration's ongoing efforts to build on this record to maximize opportunities for Asian Pacific Americans serving their country.

We are the heirs of many wonderful cultural traditions, with great emphasis on family, education and professional aspiration, and these will continue to be invaluable strengths as our country moves forward into the 21st century.

Sincerely,

A handwritten signature in black ink that reads "Elaine L. Chao". The signature is written in a cursive, flowing style.

Elaine L. Chao

“This Summit is designed to help participants develop as leaders, so more can advance to the senior management ranks. This means empowering each person here with the information and inspiration to direct his or her own growth. Technical proficiency is the foundation for advancement, but that is only the beginning. Learning how to be a good leader is critical to career advancement in large, complex organizations like the Federal government.”

— U.S. Secretary of Labor
Elaine L. Chao

INTRODUCTION

REACHING OUT TO ASIAN PACIFIC AMERICANS IN FEDERAL SERVICE

Since 2002, The U.S. Department of Labor, led by Secretary Elaine L. Chao, and the U.S. Office of Personnel Management, have hosted the annual Asian Pacific American Federal Career Advancement Summit, held in Washington, D.C. during Asian Pacific American (APA) Heritage Month in May. The Summits are designed to address the needs of one of the fastest growing segments of the American Federal workforce – the Asian Pacific American community.

While all Federal employees are encouraged to register at this annual event, the Summits focus on APAs at the GS-9 through the Senior Executive Service level. The event has experienced tremendous growth, beginning with 250 attendees in 2002, to more than 1,000 who attended the 2007 Summit as word continues to spread to APA professionals across the Federal government. Attendees receive valuable insights on leadership, communications, and other skill sets necessary to advance within Federal government careers, as well as new insight on the professional fulfillment to be found in public service.

The APA Federal Career Advancement Summits focus on addressing the unique needs of Asian Pacific Americans, and offer an outstanding opportunity for APA Federal employees to develop management skills and identify strategies to increase their qualifications for top leadership positions. In addition to a keynote address from Secretary Chao and other top speakers, the annual agenda features workshops and breakout sessions, as well as small group executive coaching sessions where attendees receive career advice tailored to their specific needs or areas of interest.

The APA Summits have been generously supported by many agencies and departments across the Federal government. As a diversity and training initiative, the funds allocated for this event often come from the training, diversity or recruitment funds of agencies. Federal agencies also have the opportunity to support the Summits as a partner, exhibit/sponsor, volunteer coordinator, program adviser or member of the planning committee.

The Department of Labor and Secretary Chao are committed to working with the U.S. Office of Personnel Management to maximize attendance and sustain the success of the APA Summits. Inspired by President George W. Bush's example of nominating a record number of Asian Pacific Americans to his Administration, these Summits seek to equip Asian Pacific Americans already in public service with the management and interpersonal skills that will help them become leaders, both in the government and in their communities.

MAY 3, 2007

U.S. GOVERNMENT LEADERS ADDRESS THE SUMMIT

PLENARY ADDRESS: THE HONORABLE DAVID S. C. CHU, UNDER SECRETARY FOR PERSONNEL AND READINESS, U.S. DEPARTMENT OF DEFENSE

Good morning and thank you for that kind warm welcome. I am pleased to be able to join you for this most important event and am particularly pleased to be here to celebrate with you the public service – and the sacrifice – of Asian Pacific Americans.

The theme for this year's observance of Asian Pacific American Heritage Month, "Pursuing Excellence Through Leadership, Diversity, and Unity," is particularly apt. The Asian Pacific American community not only contributes to the diversity of America, it may be itself the most diverse group of any in the country. The Asian Pacific community is not homogenous – over 30 countries span the Asia-Pacific region. Asian Pacific Americans differ not only based on the country or territory of their origin, but as well as by culture, language and length of residence in the United States.

World War II was a watershed for many Asian Pacific Islander groups and their relationships with the United States. Population mobility increased and groups not previously resident in the United States began to immigrate. By 1990, the Asian Pacific American population reached 7,273,662 (2.92% of the population). From 1990 to 2000, the Asian Pacific Islander population grew by 50% to 11,859,446 (4.21% of the population). Some groups, such as Asian Indians and Vietnamese, soon outnumbered Americans of Japanese ancestry (the largest pre-war Asian American group in the United States).

In 1940, persons of Japanese ancestry were the largest of the Asian American groups in the United States consisting of 126,947 persons (0.96% of the total U.S. Population and 49.8% of the total Asian American population). Americans of Japanese ancestry were initially denied the opportunity to serve in the military. Many already in the military were restricted in duty or removed from active service. Not until 1943 were Americans of Japanese ancestry permitted to enlist or be subjected to the draft. Eventually 22,337 Japanese Americans were inducted into the Army (0.3% of all Americans inducted).

Many Americans are aware of the valorous service of the men of the 10th Infantry Battalion and the 442nd Infantry Regiment, known collectively as the 442nd Regimental Combat Team. The unit fought in Italy, France, and Italy from June 1944 to the end of the war in August 1945. During that time the unit never exceeded 4,500 men in size, but its members received 18,000 individual decorations, making it the most decorated unit of the war. In 1999, the National Infantry Museum at Fort Benning, Georgia, dedicated a monument



Under Secretary David S. C. Chu
source: U.S. Department of Defense

"The Asian Pacific American community not only contributes to the diversity of America, it may be itself the most diverse group of any in the country."

— Under Secretary
David S. C. Chu

PLENARY ADDRESS (Continued)

“Not many Americans were aware, though, that over 6,000 Americans of Japanese ancestry were trained as interpreters, interrogators, and translators by the Army’s Military Intelligence Service (MIS). Many of those people served behind the lines, but 3,700 MIS linguists served with combat units on the front lines in order to screen prisoners and provide immediate information from captured documents and maps.”

— Under Secretary David S. C. Chu

and special museum exhibit to the men of the 10th and 442nd in recognition to their contributions to the profession of arms.

Not many Americans were aware, though, that over 6,000 Americans of Japanese ancestry were trained as interpreters, interrogators, and translators by the Army’s Military Intelligence Service (MIS). Many of those people served behind the lines, but 3,700 MIS linguists served with combat units on the front lines in order to screen prisoners and provide immediate information from captured documents and maps.

One Japanese American member of the MIS was Richard Sakakida. Born on November 19, 1920 in the town of Puuene on the Hawaiian Island of Maui, Richard experienced a typical Nisei – second generation Japanese American – lifestyle. His father earned \$18.00 dollars a month working in the boiler room of a sugar mill. Despite the family’s near poverty existence, Richard’s parents paid \$4.50 per month to send him to Japanese school in addition to the free English language public school. Richard attended McKinley High School where he took ROTC for four years, graduating as a cadet colonel. Upon graduation he got a job doing Japanese language commercials on radio station KGU and a second job in a furniture warehouse delivering furniture. Within a few months he was able to get a job as a stock clerk with a large warehousing conglomerate that paid \$160 per month! He was then able to help support his family.

In February 1941 Richard’s high school ROTC instructor contacted him and encouraged him to take a job interview that had been arranged for him. Richard reported for the interview and was surprised to find it conducted by military officers – in Japanese. Soon he found himself being enlisted into the Army as a sergeant in Military Intelligence. Sent to Manila in April 1941, Richard was assigned to infiltrate the Japanese community in Manila and to identify people engaged in espionage or intelligence work for Japan. When war broke out in December, Richard was assigned to purely military intelligence duties like document translation or interpreter. In May 1942, he was captured along with all other U.S. military personnel on Corregidor Island.

Initially, Richard was imprisoned on Corregidor and employed with other American POWs maintaining captured U.S. military trucks. Later, he was transferred to the old Bilibid Prison in Manila. Among the Bilibid inmates were 300 Japanese soldiers who were in jail because they had earlier allowed themselves to be captured by Americans. Some of these soldiers had been interrogated as POWs by Richard on Corregidor. Eventually, he was recognized by one of the Japanese soldiers and reported to Japanese authorities. The Japanese severely tortured Richard in their attempts to get him to confess to being a military intelligence agent. Richard did not give in. After many weeks of mistreatment, Richard’s misfortunes were reversed. Senior officers at the Japanese 14th Army Headquarters decided to use his language skills and in February 1943

he was employed as an interpreter in the Judge Advocate General's office.

While working for the Japanese, Richard tried several times before successfully contacting Filipino guerrillas in Manila. He began feeding them information on Japanese shipping and troop movements. The guerrillas relayed this information to the U.S. military intelligence in Australia by radio. At least three Japanese troop transports were sunk by U.S. submarines using information provided by Richard. Later he helped a group of Filipino guerrillas who had been captured by the Japanese to escape. Relying on information Richard provided, Filipino guerrillas were able to stage a raid on Mantinlupa prison, releasing a second group of imprisoned guerrillas.

When U.S. forces invaded the Philippines in 1945, Richard initially accompanied the retreating Japanese. In April, he feigned an illness that eventually enabled him to escape from his captors. From April to September 1945, nearly 30 days after the Japanese had surrendered to end the war, Richard hid in the Philippine jungle. Sick and wounded by artillery fire, he finally encountered U.S. troops looking for Japanese stragglers. Eventually convincing his "captors" that he was a U.S. citizen and a member of the Army's counterintelligence corps, Richard was able to make contact with Army intelligence personnel in Manila who welcomed him back into their ranks.

Promoted to Master Sergeant, Richard was offered a commission in February 1947. He was sent to Japan, promoted to lieutenant, and transferred to the U.S. Air Force. He stayed in Japan for the next 19 years, serving initially as chief of the Apprehension and Interrogation Division of the War Crimes Division, and later in a variety of Office of Special Investigation assignments. He retired in April 1975 as a Lieutenant Colonel. In October 1993, Richard Sakakida was awarded three medals by the Philippine government for his contributions to the liberation of the Philippines during the war. His selfless devotion to duty serves as an outstanding example for us all to emulate.

As an example of the diversity in the Asian-American community, I would also like to pay tribute today to the military contribution of those residing in American Samoa and the Samoans resident in the United States. American Samoa has suffered the highest number of Iraqi war casualties (per capita) than any other American state or territory. To date, seven residents of American Samoa have been killed in Iraq as well as five Americans of Samoan ancestry residing in the United States. It is fitting irony of our history that many from American Samoa serve in Companies B and C of the 100th Infantry Battalion, 442nd Regiment. It deployed to Iraq in 2005 and 2006 with over 200 American Samoan soldiers.

American Samoa is an unincorporated territory of the United States located in the South Pacific Ocean between New Zealand and Hawaii. It is small in geography (120 sq. miles – about the size of Washington, D.C.) and population (57,291 in 2000). Although settled as early as 1000 B.C.E., American Samoa has been contested territory among European powers who valued its deep water port since the eighteenth century. In 1899, Samoa was split between Germany and the United States. Today, native-born residents of American Samoa are considered American nationals. While they do not pay U.S. income taxes or vote in presidential elections, they may serve in the U.S. armed forces. There are more Samoans living outside American Samoa (128,183) than living in it.

In 1940, the Marine Corps was authorized to raise a battalion of Samoans to be incorporated into the Marine Corps Reserve as the 1st Samoan Battalion. When the unit was disbanded in 1944, it had 9 Marine Corps officers, 32 American Marines, and 494 Samoan Marines. American Samoans also individually served in off-island military units on a non-segregated basis.

American Samoans served in the Vietnam War. One of these was SFC Konelio Pele. On May 29, 1966, SFC Konelio Pele was serving as a platoon sergeant in Company A, 3rd Brigade, 25th Infantry Division.

PLENARY ADDRESS (Continued)



source: U.S. Department of Labor

His unit participated in a helicopter assault on a Viet Cong unit in Pleiku Province. After securing the landing zone, SFC Pele's unit moved to assist other elements of his company that had become pinned down by enemy fire. During the ensuing action he single-handedly charged a Viet Cong machine gun, killing its crew. Using the machine gun, he covered the withdrawal of his platoon. Back at the landing zone, SFC Pele realized that a wounded member had been left behind. Moving through an open area under enemy fire, he found the wounded soldier and carried him back to the landing zone to be evacuated. For his actions, SFC Pele was awarded the Silver Star for valor. For his participation in other actions, he received a Bronze Star, two Purple Hearts, and the Combat Infantry Badge. In July 2006, the new U.S. Army Reserve Center in American Samoa was named in his honor.

Not surprisingly, American Samoans sought more senior leadership positions over time. Leafina O. Yahn became the first Samoan to graduate from the U.S. Military Academy at West Point in 1989. She is still on active duty in the Army, serving as a Lieutenant Colonel and stationed at the U.S. Army Ordnance Center and School, Aberdeen Proving Ground, Maryland, where she is the Director of the Command and Staff Department. In 2002, Nina Salazar became the first American Samoan to graduate from the U.S. Naval Academy.

On May 5, 2006, Iuniasolua T. Savusa, a Samoan, became the Command Sergeant Major (CSM), United States Army Europe and Seventh Army. Iuni first enlisted in the Army on June 17, 1975. He was trained as a basic combat infantryman and sent to Fort Lewis, Washington. Over the years, he held positions of

increasing responsibility. After graduation from the U.S. Army Sergeant Major Academy in 1995, he assumed duties as an Operations CSM in Korea and then CSM of the 1st Battalion, 502nd Infantry Regiment, 101st Airborne Division in 1997. In this capacity, he became the highest-ranked enlisted Samoan in the U.S. Army. Sergeant Major Savusa held increasingly responsible CSM positions at the Brigade, Post and Task Force levels before assuming his current position as the top NCO in Europe.

It is widely agreed that today's military is the finest force this Nation has ever fielded. That quality reflects the quality of our people. Diversity is part of their quality, and it has made us stronger. Diversity, I have argued, is offered in good measure by the Asian Pacific community. Today, I have highlighted American Samoans and Americans with Samoan ancestry. The tapestry that makes up the Asian Pacific American community, of course, includes Americans with ancestry that is Japanese, Chinese, Filipino, Korean, Indian, Pakistani, Native Hawaiian, Cambodian, Thai, Tibetan, Burmese, Laotian...I could go on. This diverse group of Asian Pacific Americans has helped this Nation build a military force capable of preserving our national liberty while serving as a role model for other freedom-seeking nations and peoples around the world.

And many have given their lives. Twelve Samoans have sacrificed their lives in the current conflict. One was Sergeant Tina S. Time of the 208th Transportation Company, U.S. Army Reserve. She was killed when the supply truck she was driving during a dust storm collided with another military vehicle. Enosi Time, brother of Sergeant Tina Time, nonetheless remains firm in his intention to enlist, joining his three surviving siblings, when he graduates from high school. When he walks past his sister's grave on the way to school in his Junior ROTC uniform, he has said that he imagines how proud Tina would be. "Not everyone can understand why someone like me would still want to enlist," Enosi has said, but "she would."

Thank you for inviting me to speak to you today. Congratulations on your achievements, and thank you for your commitment to public service.



source: U.S. Department of Labor

MAY 3, 2007

LUNCHEON KEYNOTE ADDRESS

U.S. SECRETARY OF LABOR ELAINE L. CHAO



source: U.S. Department of Labor

“Your presence here today speaks volumes about your desire to be a better leader. Leadership is not collecting credentials. It is not an accumulation of degrees and awards. It is an activity that achieves results, and like any other skill, leadership can be learned and practiced.”

— U.S. Secretary of Labor
Elaine L. Chao

Good afternoon and welcome, everyone, to the Sixth Annual Asian Pacific American Federal Career Advancement Summit!

My, how this Summit has grown over the years! There are nearly 1,300 attendees registered as of earlier this week. That is more attendees than ever before. For six years we have co-sponsored this event with the Office of Personnel Management, in conjunction with the Federal Asian Pacific American Council. We want to thank both organizations for co-sponsoring this Summit.

Let me also thank other Federal government partners for their support, including the Departments of Agriculture, Defense, Education, Energy, Transportation, and Treasury, the White House Initiative on Asian Americans and Pacific Islanders, and the Social Security Administration.

The number of Asian Pacific Americans within the Federal workforce continues to grow. There are now over 87,500 Asian Pacific Americans working in civilian Federal government jobs. As you may already know, President George W. Bush has appointed more than 400 Asian Pacific Americans to the highest levels of the Federal government. His Cabinet included, for the first time in American history in 2001, two Asian Pacific Americans. And I am especially proud that the U.S. Department of Labor has the highest number of Asian Pacific American appointees in the Federal government.

I would like to thank all of the non-career appointees for being here today and the panelists who have given such useful information borne of their own experiences. I would also like to thank Karen Czarnecki, Director of the Office of the 21st Century Workforce at the Department, the Summit’s Planning Committee and all the Federal employees helping out here today.

Some of the new workshops this year include “The Social Security Administration’s Perspective on Cultivating Talent and Diversity Recruitment” and “Understanding Generational Differences in the Workplace.” If you missed one of these, you will be able to hear them on-line from the Summit website at www.apasummit.gov. And we again have the very popular Executive Coaching sessions. This year, there are 16 coaches participating. That is a record and we want to thank them. These and other new panels were included because of your feedback. So please let us know what you think of this year’s program, as well.

This Summit was established in 2002 with the purpose of providing training and networking opportunities for Asian Pacific Americans to help them advance and create a more diverse Federal sector. And, there are great op-



source: U.S. Department of Labor

portunities ahead. Of all the statistics about the Asian Pacific American community, one stands out: About 58 percent of working Asian Pacific Americans age 25 and over have a bachelor's degree or higher. That is a tremendous achievement. As a result, nearly one in three Asian Pacific Americans work in professional or related occupations.

In my job as Secretary of Labor, I have often spoken about the skills gap facing America. That is the mismatch between the skills required for the new jobs being created in our country, and the skills of some of the workers in the workforce. Asian Pacific Americans can help close this gap because our community reflects such a high rate of advanced education.

The percentage of Asian Pacific Americans working in the Federal government increased from 4.5 percent in 2000 to 5.3 percent in 2006. In the GS-13 to GS-15 cohort, the number of Asian Pacific Americans increased from 5.1 percent to 5.7 percent. And at the SES level, the number of Asian Pacific Americans increased from 2.5 percent to 3.3 percent. While the numbers may seem relatively small, the gains are heading in the right direction. And the gains can be even greater in the near future. The Federal government employs nearly 1.8 million people. It is the single largest employer in the entire United States. New job opportunities open up almost every single day. In fact, in the next 10 years, 60 percent of the Federal workforce will be eligible for retirement.

LUNCHEON KEYNOTE ADDRESS (Continued)



U.S. Secretary of Labor Elaine L. Chao
source: U.S. Department of Labor

To help people maneuver through the Federal bureaucracy, the Department of Labor released the ***Federal Career Guide***. It is designed for Asian Pacific Americans who wish to enter and advance within Federal government service. There is a link to the Guide on-line at www.apasummit.gov. The progress over the past six years and the record attendance demonstrate the need for this Career Advancement Summit. So let me elaborate on some of the points that have been mentioned, and add a few others.

As mentioned, this Summit is designed to help participants develop as leaders, so more can advance to the senior management ranks. This means empowering each person here with the information and inspiration to direct his or her own growth. Technical proficiency is the foundation for advancement. But that is only the beginning. Learning how to be a good leader is critical to career advancement in large, complex organizations like the Federal government.

I will be the first to say that there are cultural differences to the art of leadership, borne out of our different cultural backgrounds. Here are some of the nuances that have been mentioned in the popular press:

In Asian culture, doing what is best for the group is stressed. In Western society, individual achievement is prized, promoted and emphasized. Asian culture emphasizes self-effacement and sacrifice. In the West, self-promotion and self-publicizing are needed for advancement. Asian culture teaches harmony with the world. In Western society, change for change's sake is often lauded.

You can see these trends in early action with little children. Youngsters in this society are taught, indeed encouraged, to speak up, make decisions and choices. Individualism is celebrated.

Another example: How many of you have heard the Japanese expression growing up: "The high nail gets hammered down"? In American culture, one is supposed to be the high nail. So in the mainstream American workplace, it is OK to speak up and state an opinion. It is OK to take the lead. And it is OK to try new things if they advance the mission.

In one article several years ago in *The Wall Street Journal*, Asian and Western students were shown a picture of a frog sitting on the banks of a running stream. The Western students saw only the frog, which was the focal point, and tended not to notice the other elements in the picture. The Asian students saw the frog, but also noticed and remembered many of the background elements in the scene: that the frog was sitting on a rock, which was on a grassy bank by a running stream with a forest of trees behind the frog. This article summed up these differences by saying that the Western students paid attention primarily to the focal point or object, not its surroundings, while the Asian students paid as much attention to the broader context in which the focal point was placed and the relationship between different objects in the picture.

“One of the wonders of the human spirit is the ability to learn and to adapt. The American version of the human spirit holds that our differences, once blended, contribute to our country’s collective strength. That has been true throughout American history.”

— U.S. Secretary of Labor Elaine L. Chao

Neither way of looking at the world is better than the other. Each has its own unique advantages in a globalized economy and a more diverse America. So cultural diversity in the workplace is an asset, offering more thinking styles with which to approach a problem and solve it.

Another example comes from the classroom, which is also a good place to study the different cultural approaches to leadership issues. Remember the class participation part of grading? A student may have done well on all the assignments, but not on class participation. And some students who always had their hands up and said the silliest things were praised. Now, sometimes students hold back because they are not articulate or they are shy and reserved. But the way students are graded in mainstream American institutions shows how highly verbal communication skills are valued.

Executive roles require leaders to be major discussion participants and discussion leaders. Leaders advance and defend the interests of their organization and their colleagues. So executives need to be articulate, both in written and in oral presentations. That is why skillful communication is absolutely essential to career advancement and becoming a leader. Of course, Americans of Asian descent are not Asians. We are Americans. And we are the positive blend of the best of East and West. Many of these leadership lessons are applicable to people of all cultural backgrounds.

These different ways of looking at the world are not necessarily obstacles to advancement in mainstream American culture. But it is helpful to understand cultural factors that have an impact on one’s own management style and to learn how to work with them. That is true not only for Asian Pacific Americans who want to advance, but for all managers who must work and lead an increasingly diverse workforce. One of the wonders of the human spirit is the ability to learn and to adapt. The American version of the human spirit holds that our differences, once blended, *contribute* to our country’s collective strength. That has been true throughout American history.

Asian Pacific Americans are the beneficiaries of two cultures. These qualities are a strong foundation upon which to build a career path no matter what direction your path may take you. I don’t believe it is necessary for Asian Pacific Americans to sublimate their heritage in order to succeed in mainstream America. The rough and tumble and strong emphasis on individuality in mainstream American culture is just another set of circumstances to understand and new skills to be mastered.

Your presence here today speaks volumes about your desire to be a better leader. Leadership is not collecting credentials. It is not an accumulation of degrees and awards. It is an activity that achieves results. And like any other skill, leadership can be learned and practiced. If I could, please let me offer some thoughts on leadership that I have observed.

“When I first came to America over 40 years ago, my family and I were the only Asian Pacific American family in town. We were often the only Asian Pacific Americans in whatever we did. But today, America’s workforce is much more diverse. Our country is becoming more and more diverse. America is increasingly part of a competitive worldwide economy. Americans of different cultural backgrounds help to make our country the unique place it is.”

**— U.S. Secretary of Labor
Elaine L. Chao**

LUNCHEON KEYNOTE ADDRESS (Continued)

First, successful leaders need to communicate clearly and persuasively – both verbally and in writing. Most successful leaders are able to communicate their vision clearly and persuade their team to follow.

Second, successful leadership is not just about one person. To be a leader means to work effectively with a team. And in Western organizations, leaders must gain the respect of their peers and persuade them to follow. It requires building trust and the ability to motivate and inspire others. Leadership is not simply giving orders. It is especially important to learn how to disagree with grace and tact, without threatening others.

Third, successful leaders need to understand the internal and external environment in which the organization operates. That is relevant in the Federal government, which serves many different stakeholders. Effective leaders in the Federal government understand how current political, economic, and social events affect what their organization does.

And fourth, successful leaders make ethics a core value. Regardless of whether they are in the public, private or non-profit sectors, successful leaders are expected to maintain the highest standards of ethical conduct. Today, more than ever before, transparency and accountability are the foundations of public trust. Once earned, that trust gives leaders the moral authority to accomplish great things. But once lost, it is very, very difficult to recover.

And finally the good news: Everyone can become a better leader through practice. There are many ways and places to acquire and polish leadership skills. One of the most low-risk ways to practice leadership is volunteering in your community. Volunteer activities are a good way to practice communication and leadership skills and do some good at the same time.

I have said this many times: Learning how to be an effective leader is not easy. In fact, it is one of the hardest things I have had to learn in life. And, it is a never-ending process.

We Americans of Asian descent have much of which to be proud. Our cultural heritage has given us so much, and we should feel confident as we take on leadership roles. For other participants here who are of other cultural backgrounds, as you work with a more diverse workforce, it is helpful to understand the different cultures of your workforce. Thank you for coming and investing in yourself as well.



source: U.S. Department of Labor

When I first came to America over 40 years ago, my family and I were the only Asian Pacific American family in town. We were often the only Asian Pacific Americans in whatever we did. But today, America's workforce is much more diverse. Our country is becoming more and more diverse. America is increasingly part of a competitive worldwide economy. Americans of different cultural backgrounds help to make our country the unique place it is. They help others understand other cultures, which helps our country maintain and enhance its economic competitiveness in the world as well.

It has been great being with you again this year! I hope you find this Summit engaging, educational and empowering. Have a great conference!

"I have said this many times: Learning how to be an effective leader is not easy. In fact, it is one of the hardest things I have had to learn in life. And, it is a never ending process."

— U.S. Secretary of Labor
Elaine L. Chao

MAY 3, 2007

INTERACTIVE WORKSHOPS FOCUS ON KEY ISSUES



ASSESSING AND DEVELOPING YOUR LEADERSHIP SKILLS: THE FEDERAL COMPETENCY ASSESSMENT TOOL FOR MANAGEMENT (FCAT-M)

Workshop Facilitators:

- **Sydney Smith-Heimbrock, Deputy Associate Director, Center for Human Capital Implementation and Assessment, U.S. Office of Personnel Management**
- **Angela Graham-Humes, Project Manager, Center for Human Capital Implementation and Assessment, U.S. Office of Personnel Management**
- **Rayshad A. Holmes, Human Capital Officer and Acting Operations Officer, U.S. Office of Personnel Management**

Supervisory positions in the Federal government require a different skill set than technical positions. This workshop focused on the Federal Competency Assessment Tool – Management, or FCAT-M, a web-based tool designed to help participants identify the leadership skills necessary for supervisory positions to advance their Federal careers and assist agencies in developing a management team with the skills to achieve agency goals.

Workshop leaders explained how the FCAT-M works and its relationship to the five core competencies that the U.S. Office of Personnel Management (OPM) has established for Federal supervisors, including the ability to lead change, lead people, achieve results, develop business acumen, and build coalitions. These core competencies are the essential components of entry into the Senior Executive Service, the top level of career management personnel in the Federal government.

The FCAT-M is comprised of two components: the employee's self-assessment and the supervisor's assessment of his or her's current proficiency, as well as the competency levels desired for the position. Once the employee completes the self-assessment portion, he or she requests that the supervisor complete the assessment by entering the supervisor's e-mail address into the appropriate screen. The FCAT-M will send an e-mail to the supervisor providing the web link and a special password. The two assessments are done independently, but employees and their supervisors are encouraged to share their input in follow-up discussions to openly determine strengths and focus on management skills that need to be enhanced. When combined, the FCAT-M provides two perspectives on the employee's strengths and potential areas for continuing development.

The fundamental purpose of the FCAT-M is to improve the Federal government's human capital efforts toward leadership development and succession management. In support of the President's Management Agenda, agencies are asked to report annually to OPM on the results of the FCAT-M leadership competency assessments and plans for closing any identified gaps. This information will help focus Federal government investments in training and development on the most critical needs and ensure that essential leadership capacity is in place to meet future needs.

THE SOCIAL SECURITY PERSPECTIVE ON CULTIVATING TALENT AND DIVERSITY RECRUITMENT

Workshop Facilitator:

- **Felicita Sola-Carter, Assistant Deputy Commissioner, Human Resources, U.S. Social Security Administration**

Every department and Federal agency attempts to recruit the most talented employees from the widest and most diverse pool of potential applicants. Some agencies, like the U.S. Social Security Administration (SSA), have been particularly successful in achieving this goal, and other Federal agencies have much to learn from their success in making the business case for a diverse Federal workforce.

In this workshop, participants learned SSA's techniques on how to create these opportunities in their own agencies and how to overcome language and cultural barriers that may hinder the effort to build a diverse workforce. To recruit qualified diverse candidates, SSA first conducts a comprehensive marketing plan and campaign. Under the slogan, "To Make a Difference in People's Lives and Your Own," the agency holds career fairs and information sessions, coordinates nationwide recruitment activities, and especially reaches out to college campuses through job fairs and student organizations. In addition to external recruiting, SSA conducts a national diversity training conference for employees to discuss diversity issues and encourage greater communication and understanding in the workplace.

The workshop noted that diversity in the workplace encompasses more than just race, ethnicity, and gender. It also includes diversity of historical background, life experiences, and ideas. The SSA is noted for its commitment to a workforce that reflects the public it serves. The agency makes a special effort to understand demographic changes in the workforce, effectively interview individuals with diverse backgrounds, and foster a culturally sensitive work environment.

By discussing issues of conflict and tension, the SSA helps eliminate barriers that impede cooperation and works closely with the U.S. Office of Personnel Management to improve diversity recruitment strategies and promote best practices in diversity hiring across the Federal government.



source: U.S. Department of Labor

WORKING WITH DIFFICULT PEOPLE

Workshop Facilitator:

• **Lu Acosta, Vice President, TATC Consulting**

The Federal workplace is home to a wide variety of employees with differing backgrounds, experiences, and personalities. While conflict may arise from these differences, obstacles can be overcome to achieve agency-critical objectives. Meeting the challenge of working with difficult colleagues is essential to being an effective professional in the Federal workforce.

In this workshop, participants learned how to identify the barriers to building successful Federal teams and solving common problems in interpersonal relationships in order to redirect their focus from petty grievances to more productive paths to accomplish agency goals. Certainly, the process of smoothing human relations can be an opportunity for growth and change in a work environment, thereby increasing the potential for a positive outcome. On an individual level, the ability to solve interpersonal problems and manage challenging situations with difficult colleagues can play an important role in career success, just as the overall ability of an organization to solve problems through collaborative efforts has a strong impact on the organization's ability to achieve its mission.

Participants examined the characteristics of constructive and destructive interaction with difficult colleagues, with a particular focus on the degree to which differences can actually be based on different communication styles. Strategies to help turn a difficult colleague into a more collaborative one include:

- Define what the problem is really about. Studies on disputes show that about 75 percent of the time, parties are actually fighting about different issues;
- Deal with difficult people from where the relationship is strongest – the areas where you agree – not weakest. It is easier and thus more likely to be effective if individuals move from areas of agreement to areas of disagreement rather than the other way around. Find common ground by meeting the other person where they are and acknowledging the viewpoint. Use this common ground as a stronger platform from which to work out respective differences; and
- Learn to listen actively with the intent to understand, rather than the intent to respond. Take the first step toward reconciliation by listening first and breaking the logjam of right/wrong thinking, ego, and power struggle.

Workshop attendees were also encouraged to not simply avoid a difficult colleague and hope the issue will go away. Even if distance superficially solves the problem, the potential is always there for difficulties to return whenever stress increases or a new disagreement occurs. Unresolved difficulties with a colleague can lurk under the surface and cause negative consequences later.

Finally, the workshop emphasized the importance of staying composed, avoiding a “shoot from the hip” response to workplace provocations, and cultivating the ability to view personality issues for what they often really are: performance issues. Through greater awareness of our own emotional triggers, we become more sensitive to others, and thereby enhance the ability to listen, anticipate needs, create bonds, and achieve the kind of teamwork that is often the hallmark of career success.



source: U.S. Department of Labor

EXERCISING INFLUENCE AND BECOMING A MORE EFFECTIVE LEADER

Workshop Facilitator:

• **Tina Sung, President, Synergy Works, LLD, and Founder, Life After Government**

Management in the Federal government is about more than job title and grade level. Leaders are expected to develop a vision for what they and their team can accomplish for their agency and use leadership skills to carry out that vision. This workshop focused on the “soft skills” that supplement the formal authority or “hard skills” necessary to perform the job itself, and give leaders the ability to better motivate subordinates, influence colleagues, and provide sound advice to supervisors – skills that enable leaders in any profession to exert more impact on achieving agency initiatives.

The workshop noted that while both soft and hard skills are equally essential to exercising influence and being an effective leader, their relative importance varies as careers progress. For example, soft skills often become more crucial as a career progresses higher in an organization, usually because an individual at that point is likely to be called on to lead others, thus placing more demands on interpersonal skills. As a leader, it is essential to be more aware of emotions in order to properly manage others. This is sometimes called “emotional intelligence,” or the capacity to understand, value, and wisely control our emotions in relationship to ourselves and others. Some business analysts maintain that up to 80 percent of effective leadership in the workplace is due to emotional intelligence.

The workshop also highlighted the need for effective leaders to communicate and pursue leadership qualities that apply to both professional and personal life. Various leadership styles were outlined, including directive, political and values-driven leaders. To demonstrate these leadership styles, workshop attendees set up hypothetical real-world leadership situations in the office and responded to various scenarios.

Finally, the workshop stressed that effective leadership and effective management are key operating domains for 21st century leader-managers where it is vital to link leadership to management goals and display behaviors that generate the most positive perceptions at work. Effective leaders foster a workplace atmosphere where subordinates are highly motivated on behalf of shared team goals and encouraged to be creative in pursuing them.



Tina Sung and workshop attendees
source: U.S. Department of Labor

THE FUTURE FEDERAL WORKFORCE: ATTRACTING AND KEEPING TALENT

Workshop Facilitator:

• **Patsy Stevens, Senior Manager, U.S. Office of Personnel Management**

One of the biggest challenges facing Federal agencies is attracting and retaining the high-quality employees needed to achieve their missions. As it is, the Federal government is experiencing a “brain drain” of career, seasoned experts with considerable experience as many employees choose retirement or careers outside the government, and the situation is not likely to change anytime soon. According to a 2000 Bureau of Labor Statistics report, by 2010 there could be as many as 10 million more jobs available than there are employees nationwide due to a combination of factors, including the retirement of baby boomers and a decrease in workers aged between 25 and 34.

In the Federal government, the shortage of skilled workers will become more acute primarily because of unfavorable demographics, with 40 percent of the workforce eligible for retirement within 10 years. In fact, OPM expects 2009 to be the peak year for baby boomer retirements from Federal service, with more than 61,000 workers leaving their jobs.



source: U.S. Department of Labor

This workshop outlined how OPM is responding to this challenge and ensuring that the Federal government has the civilian talent needed in the future. Under OPM guidelines, many agencies have launched programs offering recruitment, relocation, and retention incentives to employees in occupations critical to agency missions, such as health care, engineering security, and information technology. The programs cover positions at most of the General Schedule grade levels, including 53 percent of recruitment incentives expended to recruit new employees into entry and development level positions (GS-07, GS-09 and GS-11) and 80 percent of relocation incentives paid to employees in intermediate and upper level positions (GS-11, GS-12, GS-13, and GS-14). The fact that retention incentives are spread over such a wide range of pay grades indicates that agencies are genuinely focused on making sure that critical employees are retained at all work levels.

Incentives primarily take the form of signing bonuses, subsidized college degrees, and forgiveness of Federal student loans for those with 10 or more years of service. OPM is also encouraging agencies to recruit more proactively at colleges and universities, citing the State Department’s outreach to Howard University in Washington, D.C., the City College of New York and other campuses.

The workshop closed by emphasizing again that strategic use of recruitment, relocation, and retention incentives will become increasingly important to address the issues arising from the upcoming retirement wave and the growing competition for talent. OPM will continue to offer guidance to assist agencies in taking full advantage of the tools available to attract and retain well-qualified, high-performing Federal employees.

DEVELOPING YOUR MANAGEMENT POTENTIAL

Workshop Facilitator:

- **Jennifer Tokar, Team Leader, Learning and Knowledge Management, U.S. Office of Personnel Management**

Managing employees in the Federal workplace requires skills that are distinct from the technical job skills in many Federal job descriptions. In order to be considered for the management track, employees must demonstrate that they have the potential to be good managers, have above average listening skills, and an ability to perform multiple projects simultaneously with on-time performance. In this workshop, participants were encouraged to conduct a self-assessment of their own management potential, identify areas for improvement, and learn about the essential skills needed to find their place as a manager in the Federal workforce, most particularly the Senior Executive Service.

Members of the SES are selected for management skills, while technical ability is not stressed as strongly as in General Schedule positions. SES members direct an organizational unit of the government and are held accountable for one or more specific programs or projects. In this role, they manage achievement of the agency's goals and periodically evaluate and adjust these goals. As executives, they supervise employees and exercise policymaking functions.

In order to find the best applicants for management positions, OPM created five executive core qualifications: leads change, leads people, is results-driven, possesses business acumen, and builds coalitions and communicates. By leading change, the most effective government leaders motivate those under their supervision through vision, strategic planning, and quality management. They design and implement new or cutting edge programs or processes, display a high level of initiative, inspire and empower subordinates, foster high ethical standards, and offer regular feedback to those they lead.

The workshop emphasized that the best government managers are also results-driven, focusing on strategic plans, goals, and standards. They hold themselves and others accountable for timely and effective achievements which reflect quality and serve customer needs. Because they are responsible for taxpayer resources, top managers must administer the government's financial, material, information, and human resources in a manner that instills public trust and accomplishes the organization's mission. Effective managers also must be good communicators, able to negotiate with individuals and groups, while representing the agency in a convincing manner.

Finally, the workshop noted that while the process of becoming a senior government manager can be a challenging one, those who make it have the chance to thrive in key Federal government positions with career opportunities second to none.



source: U.S. Department of Labor

OPENING NEW DOORS: RESUME WRITING AND INTERVIEWING

Workshop Facilitator:

• **Janet Ruck, Career Counselor/Trainer, U.S. Department of Labor**

Whether you are moving up within your current agency or applying for another position, resume writing and interviewing is the foundation for achieving that new level of career achievement in Federal service. This workshop offered valuable tips and advice on how to use the latest resume and interviewing tools to make participants more attractive candidates to hiring authorities and more valuable assets to their agency.

First of all, workshop leaders emphasized the importance of updating one's resume frequently and tracking the progress on the career path. A well-written resume is crucial. It is an opportunity to point out strengths, detail employment history and experience, and show employers why an applicant should be hired. A good resume speaks for an applicant and represents one of the first impressions that a potential employer receives. When preparing a resume, there are several important elements to remember, including keeping it current; listing specific accomplishments and achievements, rather than vague job descriptions; describing specific positions of interest and qualifications for them; and carefully editing the resume for grammatical, spelling, and other errors.

The job interview is also critical to landing the job, and an applicant should be thoroughly prepared. The type of interview varies by job and interviewer, so applicants should be prepared for different types of questions, such as abstract, problem-solving, or hypotheticals – all of which may require applicants to think on the spot.

The workshop also explored some of the unique aspects of Federal job application procedures such as different application formats and the importance of the KSA (Knowledge, Skills, and Abilities) responses, which are often used to evaluate and rank applicants for jobs and promotion within the Federal government. Essential steps for successful preparation of a Federal government job application were outlined, including:

- Research the job and the employer, perhaps utilizing government agency websites, including USAJobs.gov, Federal government columns in newspapers, and the *Congressional Record*;
- Determine the skills required, utilizing an agency mission statement, the occupation listed, the position description, or an organizational chart;
- Gather personal information, such as reviews of past job descriptions, performance ratings, volunteer experience, and basic interests, values, and abilities;
- Identify accomplishments, including skills learned and results achieved in previous positions. Accomplishment statements should include specific, measurable actions taken, with two or three examples per position, as well as identification of situations that presented a challenge and the actions taken to address them; and
- Tailor the application to the vacancy by focusing on KSAs and using the agency's terminology when providing examples of accomplishments.

Through effective resume writing and interview techniques, applicants for Federal jobs or any other professional position create a positive mental and visual picture for the evaluator, demonstrate potential value to the organization, and increase their chances of being hired.

CREATING A SPIRIT OF COLLABORATION AND INCLUSION

Workshop Facilitator:

• Mercedes Olivieri, Consultant, Mercedes Olivieri Associates

Every workplace operates best when each employee feels like part of the team and entitled to contribute their skills and ideas to the mission of the whole unit. As leaders in any organization know, it is vital to foster a work environment that enables people to thrive. If turf wars, disagreements and differences of opinion escalate into interpersonal conflict, it is important to intervene immediately. Not intervening is not an option if a leader values the organization and the need to build a positive working culture. In conflict-ridden situations, mediation skills and interventions are critical to effective leadership and achievement of organizational goals.

Unfortunately, as attendees at this workshop learned, workers can easily fracture into “silos,” with each employee focused only on their small part of the overall team effort. Including every employee in a collaborative process creates better outcomes for Federal agencies and their results-oriented mission.

In this workshop, participants learned about techniques for creating a workplace environment in which collaboration and inclusion is most likely to occur, maximizing the talent of everyone in Federal agencies and contributing to achievement of the agency’s mission. This goal can be particularly challenging in a diverse workplace where culturally-based behaviors can sometimes work against achieving the collaboration and inclusion desired. Reaching this goal is particularly important because Federal agencies often look to advance those who best move beyond these cultural barriers, adapt to their surroundings, and create an environment conducive to team-building and partnerships. Accordingly, in this workshop participants were encouraged to expand their understanding of different values and cultural systems, on the strong premise that doing so will improve current job performance and ultimately benefit the agency’s organizational performance.

Attendees were encouraged to think about how everyone has different roots, family, stores, food and holidays that enrich our respective cultures. The workshop also noted the differences of the typical North American workplace from that of behaviors more prevalent in Asian cultures. For instance, the North American workplace tends to be monolingual, predominantly Christian, direct, aggressive and independent, whereas the typical Asian workforce is bilingual, multi-ethnic, encompassing varying religions, and typically indirect, modest and interdependent.

The workshop concluded by noting that building a spirit of collaboration and inclusion requires adapting to all cultures and greater appreciation for the fact that working together works best in pursuit of agency goals.



source: U.S. Department of Labor

BEST PRACTICES TO IMPROVE PERFORMANCE

Workshop Facilitator:

• **Erica Woods, Program Manager, Partnership for Public Service**

Pursuing best practices in building, energizing and maintaining a high-quality workforce is the key to improving performance for any organization, and the Federal government is no different. To revitalize public service and improve government success rates, this workshop explored what it termed the six essential best practices of effective government that are crucial to performance.

First of all, the government must attract the best people with the right talents and skills to get the job done. The workshop emphasized that attracting highly-qualified people to public service is important, but even more crucial is understanding the extent to which an employee is well-matched to his or her job. Secondly, the Federal workplace must be energetic, engaged and using its abilities to deliver maximum results. As in the private sector, the biggest factor here is the worker's level of commitment to the agency's mission and the sense that his/her work is making a difference.

Strong leadership was also considered crucial to improved performance, particularly the question of whether senior government leaders are inspiring, empowering to workers, and able to make credible distinctions among employees in terms of performance. This is an area where research shows that the public sector lags behind the private sector. Some of the measures of leadership effectiveness include attrition or turnover of top performers and the extent to which leaders develop and advance top performers.

Another factor considered vital to improved Federal government performance is the level of public support. Public attitudes toward government in general and the Federal government in particular have a direct bearing on the quality of public service performance and are also a key factor in recruitment efforts. Systems and structures were also considered vital to enabling or inhibiting Federal employees from top performance, because even the best, most highly motivated people will not succeed if the systems and structures they operate within hold them back. And finally, the workshop explored best practices surrounding how well Federal workers are doing in the job of delivering services to the American people. Obviously, government outcomes are tougher to document than private sector "bottom line" financial results, but the workshop concluded it is important to try because stressing accountability for performance actually contributes to better performance, more successful recruitment efforts, and stronger public support.

Federal employees, like employees in all sectors of the economy, must be technically competent, but they must also demonstrate other qualities, such as commitment, creativity, and resourcefulness. The workshop stressed that in addition to good leadership, organizational best practices must be in place to ensure that Federal workers are invested, empowered and encouraged to high performance in public service.



source: U.S. Department of Labor

NEW SKILLS FOR CAREER ENRICHMENT AND ADVANCEMENT

Workshop Facilitator:

- **Daliza Salas, Director of Human Resources, Office of the Assistant Secretary for Administration and Management, U.S. Department of Labor**

The Federal Government constantly seeks to enhance the skills and abilities of its employees in order to help them be more effective and move ahead in their careers. By taking advantage of these opportunities for advancement, government employees not only enhance their skills and improve job satisfaction, but also further the agency's strategic plan and performance objectives.

In this workshop, participants explored ways of learning and creating opportunities to become leaders within the Federal workforce. Leadership in this context was defined as the process of translating vision into reality by inspiring followers to want to experience the change process. In the effort to influence subordinates to embrace that experience, leaders in government or the private sector need a specific set of skills to guide their action and reliable tools to help promote success. This workshop outlined some of the skills needed to get ahead in Federal government careers, including:

- Organizational and communications skills, ensuring that workers can perform in a variety of positions throughout the organization;
- Professional or individual competencies essential to performing each job within the organization. If there are different levels within the same position, then each job level may have its own set of skills, which must be acquired to perform the job; and
- Specialty competencies, where a leader is required to have the core and professional skills discussed above, in addition to leadership competencies that point the way toward professional advancement.

The workshop concluded by emphasizing that jobholders need these core skills to allow them to gain promotions, effectively function in leadership positions, and ensure that the Federal government has placed the right skills in the right people doing the right job.



Daliza Salas
source: U.S. Department of Labor

UNDERSTANDING GENERATIONAL DIFFERENCES IN THE WORKPLACE

Workshop Facilitator:

- **Jeffrey Vargas, Manager of Diversity Programs, National Nuclear Security Administration, U.S. Department of Energy**

Research indicates that people communicate based on their generational backgrounds, with each generation having distinct attitudes, behaviors, expectations, habits and motivational buttons. This is particularly true in the Federal workforce, where employees under age 30 often come to the workforce from a substantially different social and cultural background than previous generations who joined the government ranks. Because of changing demographics and the looming retirement of a significant portion of the current workforce, this workshop helped participants understand the dynamics of the generational divide.

Today's Federal workforce is multi-generational, encompassing workers of all ages. That means that at any one time in an office, there may be young and old workers, from fresh out of college to nearing retirement. The complexities of each generation and the different styles of work that come with them should be recognized so that workers can cooperate effectively. Largely gone are the traditional worker roles where the employee did what the boss said, without question. Instead, worker roles are often completely different and constantly evolving along generational lines.

The workshop noted that generational differences especially affect recruiting, team-building, motivation, and managing, but fine-tuning appropriate communication skills can help bridge the generation gap. The workshop particularly explored examples of communication gaps when assigning work. If a Baby Boomer says to another Boomer that something should be done, he or she will probably assume it needs to be done then. If a Boomer says the same thing to a younger worker, he may interpret it as a request which can be followed through on later. Likewise, general attitudes toward work vary over the generations, with Veterans (born 1922-1945) considering work an obligation; Baby Boomers (1946-1964) viewing work as consensual or collegial; Generation X (1965-1980) considering it a challenge or contract; and Generation Y (1981-2000) as a means to an end or fulfillment in other areas. These different attitudes toward the working world color their responses to a wide variety of workplace situations and pose a challenge to managers who often must oversee all four generations in the same office.

The workshop concluded by noting that there are more pronounced differences between the generations today than ever before, making it particularly important to understand generational characteristics and learn how to use them effectively in managing each individual for maximum productivity.



Jeffrey Vargas
source: U.S. Department of Labor

EXECUTIVE COACHING: GETTING PERSONAL ABOUT CAREER ADVANCEMENT

A popular part of the APA Summits since 2003, the Executive Coaching Sessions focus on the career advancement of participants seeking personal career coaching. Each session is led by seasoned Federal senior managers for approximately 30 minutes in length. The format of these small group coaching sessions consists of one current or former senior Federal employee and up to four Summit participants.

After reviewing biographies of the volunteer coaches, individuals select the coach who they believed would give the best professional and career advice tailored to their specific area of interest. Topics range from grade stagnation and managing the upward path to success, to dealing with different cultural approaches to promotions, teamwork, and project management. In addition, registrants can submit questions on career or professional subjects prior to the session so the coach can better address them in that particular session.

Feedback from participants who signed up for Executive Coaching was uniformly positive. The sessions have become an important feature of the APA Summit program and made a significant contribution to the success of the APA Summits.



EXECUTIVE COACHES 2007

Celso S. Barrientos

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Shinae Chun

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An-Ming "Tommy" Hwang

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CREATING OPPORTUNITIES FOR THE ASIAN PACIFIC AMERICAN COMMUNITY

President Bush has appointed more Asian Pacific Americans to positions in his Administration – more than 400 – than any other President in history.

Under the leadership of Secretary Elaine L. Chao, the Department of Labor has made outreach to minority communities throughout the country a top priority. As the first American woman of Asian descent to serve in a President's Cabinet, Secretary Chao understands the challenges and obstacles these communities face. As part of the Department's outreach, Secretary Chao has made significant contributions to the advancement of Asian Pacific Americans through partnership activities, targeted compliance assistance, human capital development and enhanced enforcement of labor laws.

OPENING DOORS TO ASIAN PACIFIC AMERICANS IN GOVERNMENT SERVICE

President George W. Bush has appointed more Asian Pacific Americans to positions in his Administration – more than 400 – than any other President in history. Two of these were Cabinet Secretaries and over 150 others are PAs (Presidential Appointees, Senate confirmed) and PAs (Presidential Appointees) serving in the highest ranks of the Administration. Twenty-three Asian Pacific Americans, a record number, have served in the White House under President George W. Bush. Secretary Chao is the first Chinese-American, and first Asian American woman, to be appointed to the Cabinet. She has appointed more Asian Pacific Americans to positions at the Department of Labor than any other Cabinet Secretary.

HELPING APAs UNDERSTAND THEIR RIGHTS AND OBLIGATIONS

REACH: Rapid Employee Assistance in Chinese Hotline

The Department of Labor's Wage and Hour Division has established a Chinese language hotline in New York City for workers with questions about their pay. The hotline project is known as REACH (*Rapid Employee Assistance in Chinese Hotline*). Chinese-speaking Wage and Hour staff answers the help number (212-264-4175) Monday through Friday. During non-business hours, a recording instructs callers to leave a message in Cantonese, Mandarin, or Fujianese. A Chinese-speaking investigator then promptly responds to provide assistance. In addition to the hotline, 39 employment agencies serving the Chinese community in New York City have agreed to provide job seekers with information regarding their rights under the Fair Labor Standards Act (FLSA) in Chinese. A new Chinese language Wage and Hour poster explaining the FLSA minimum wage and overtime provisions along with the REACH hotline is being displayed in these agencies. The poster is also being distributed to garment contractors who employ many Chinese speaking workers. For more information, log on to www.wagehour.dol.gov.

COACH: Compliance Outreach to the Asian Community and Hispanics

The U.S. Department of Labor's office in northern New Jersey launched the Operation COACH (Compliance Outreach to the Asian Community and Hispanics) program. The COACH program broadens its significant compliance assistance program by going into the Asian and Hispanic communities and working directly with those employers and workers who traditionally have been reluctant to seek the Department's services. The main objectives of the COACH program are to:

- Provide direct outreach to the Hispanic and Asian communities;
- Expand partnerships with community centers; and
- Effectively use the media to promote the program.

Direct Outreach involves the Department's bilingual and Asian staff visiting employers, and reaching out to business and professional organizations, community centers, and faith-based worker advocates. This effort provides face-to-face outreach that takes place in a non-adversarial atmosphere.

Outreach has taken place in Hudson County with visits to businesses in Jersey City, North Bergen, Union City, Guttenberg, and West New York. Most of the employers visited identified their ethnicity as East Indian, Pakistani, Korean, Filipino, Arab or Hispanic. The effort resulted in direct contact with over 400 businesses employing more than 2,300 workers in Hudson County alone. Of these, 49% were Hispanic-owned, 31% Asian-owned and 20% some other ethnicity. Sixty-five percent of the contacted employers told Department of Labor staff that they had no prior knowledge of the Department or any experience with the Department. This effort is ongoing and will continue with visits to Bergen and Passaic Counties where the targeted population will be Korean and Chinese. Partnerships include outreach to professional associations and community and faith-based organizations so as to better reach low-wage APA workers. One result has been an event with the Jersey City Asian Merchants Association.

Currently, the Department is working with OSHA and State partners in an effort to sign formal partnerships with community centers (North Hudson Community Action Corporation, Bergen County Community Action Program). Through these organizations, which provide health and child care services, job training and placement, family counseling, governmental referrals and other services, the Department finds new channels to help spread the COACH message to the immigrant employee population.

To date, one formal partnership agreement has been signed — with the Community Action for Social Affairs (CASA) in Paterson. The Department will be conducting worker seminars and installing permanent exhibits highlighting the COACH program. Compliance materials and information about the Department's web-based programs and services will be made available for workers and others visiting these centers. The Department is also collaborating with Winds of the Spirit and The Paterson Archdiocese Migrant Ministries — two faith-based organizations that serve as worker advocates in local indigent APA communities.

CREATING OPPORTUNITIES (Continued)



source: U.S. Department of Labor

TIGAAR: The Information Group for Asian American Rights

The Information Group for Asian American Rights (TIGAAR) is a collaborative partnership in Houston, Texas, comprised of the U.S. Department of Labor, Equal Employment Opportunity Commission (EEOC), the City of Houston Council, the Organization of Chinese Americans, VN Teamwork, Alliance for Multicultural Community Services, and the Japanese American Citizens League. TIGAAR's objectives are:

- To form a unique collaboration between government agencies and Asian American community organizations;
- To educate the Asian American community about their rights under the laws enforced by the DOL and EEOC;
- To educate Asian American Organizations and Advocacy Groups;
- To educate Asian American community opinion leaders; and
- To encourage Asian Americans to come forward with information that will solve their problems in the workplace.

Through March 2007, the Department of Labor's Wage and Hour Division has used the enforcement component of the TIGAAR initiative to collect over \$187,000 for 248 employees. The TIGAAR compliance assistance program includes a 23-minute video describing common wage and hour violations, workplace safety violations, and examples of employment discrimination. Another tool was twenty 6' x 12' billboards announcing the TIGAAR web site, www.tigaar.org, where additional information regarding employment rights can be obtained.

To better reach low-wage workers, the U.S. Department of Labor also developed working relationships with local media outlets:

- Saigon Houston Radio 900AM, the most popular Vietnamese-language radio show in Houston, for call-in programs to answer questions from the public in their own language;
- Southern Chinese Daily News;
- Houston Chinese Yellow Pages;
- Houston Southern Chinese Radio Network;
- Texas Asian Television and USAsia Today; and
- VVOS (Vietnamese Voices Overseas) which broadcasts on Houston Time Warner Cable Network #17, "Live Talk Shows" on Vietnamese radios in Houston, and via an Internet site at <http://vvos.net> to establish contacts to share information with the community.

Enhancing OSHA and FLSA Awareness

To make non-English speaking workers aware of government services and labor rules, the U.S. Department of Labor's Occupational Safety and Health Administration has worker safety awareness materials available in Chinese and Vietnamese. To ensure the safety of youth workers, the Department also distributes Chinese language manuals to teen workers.

Along with the REACH hotline, Chinese employment agencies serving the New York City area are providing job seekers with information regarding their rights under the Fair Labor Standards Act in Chinese, reinforced through posters and wallet-sized cards. In fiscal year 2007, the initiative generated 22 complaints, contributing to the conclusion of 32 investigations that resulted in back wages of nearly \$900,000 for over 300 employees.



source: U.S. Department of Labor

CREATING OPPORTUNITIES (Continued)

Since 2001, the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) has obtained settlements that provided over \$262 million in financial remedies to minority and female workers.

ENFORCING EXECUTIVE ORDER 11246 AGAINST DISCRIMINATION IN EMPLOYMENT BY GOVERNMENT CONTRACTORS AND SUBCONTRACTORS

Executive Order 11246 tasks the Labor Department with enforcing nondiscrimination in employment by ***government contractors and subcontractors only***. Overall workplace discrimination issues are addressed by the Equal Employment Opportunity Commission.

Since 2001, the Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) has obtained settlements that provided over \$262 million in financial remedies to minority and female workers. In a number of these cases, Asian Pacific Americans received settlements under Executive Order 11246. For example, in 2004, OFCCP financial settlements in hiring discrimination cases in Texas alone awarded back pay of \$173,632 to Asian Pacific Americans and other minority applicants. Another \$1 million was awarded in 2005 covering lost wages, fringe benefits, and interest to minorities and women – including Asian Pacific Americans – in a case involving a Federal contractor in South Carolina.

Last year, OFCCP recovered a record \$51,680,950 for 22,251 American workers – many of whom are of Asian descent – that had been subjected to illegal discrimination. In 2007, OFCCP conducted 31 Corporate Management Compliance Evaluations, also known as “Glass Ceiling” audits, which ensure that women and minorities do not face discriminatory barriers to advancement into management and executive positions.



source: U.S. Department of Labor

STANDING UP FOR IMMIGRANT WORKERS IN LOW-WAGE INDUSTRIES

Since 2001, the Department of Labor's Wage and Hour Division (WHD) has recovered back wages totaling about \$1.3 billion. In fiscal year 2007 alone, the Department's direct enforcement efforts in low-wage industries, such as garment manufacturing, health care, janitorial services, restaurants and the hotel industries, yielded \$52.7 million in back wages for particularly vulnerable workers. Nearly 86,600 workers in these industries received back wages.

Back wage collections exceeded the record levels collected in fiscal year 2003 by 3.8 percent. In addition to administering initiatives specifically designed to help Asian Pacific American workers and employers to understand their employment rights and obligations, WHD conducts targeted enforcement in a number of low-wage industries, including the restaurant and nail salon industries.

In 2007, the Department filed legal actions against the owners and operators of a chain of buffet-style restaurants in Michigan for alleged ongoing violations of the minimum wage, overtime and recordkeeping provisions of the Fair Labor Standards Act, seeking to recover back wages for at least 129 low-wage workers. Following a 2007 WHD investigation, a restaurant located in Manhattan paid five delivery workers a total of \$23,310 in overtime back wages due under the Federal FLSA. WHD learned of the employer's practices through its REACH initiative.

Additionally, WHD recently completed investigations of seven nail salons in New York City, resulting in the recovery of more than \$66,000 in back wage findings for 46 employees. WHD became aware of the employers' pay practices through the REACH initiative.



source: U.S. Department of Labor

IMPORTANT DOL PHONE NUMBERS

**Main Call Center
Number:**
1-866-4-USA-DOL

**Employment and
Training Questions:**
1-877-US-2JOBS

**Wage and Hour
Questions:**
1-866-4-US-WAGE

**TTY Number for all
DOL Questions:**
1-877-889-5627

**Workplace Safety
and
Health Questions:**
1-800-321-OSHA

**Federal Employees
Compensation
Questions:**
1-866-999-3322

COMPLIANCE TOOLS

eLaws Advisors:

A web-based, interactive system that provides easy-to-understand, tailored information about Federal employment laws and safety and health standards using a question and answer format

www.dol.gov/elaws

Major Laws & Regulations Enforced by the Department of Labor:

Access to compliance assistance on more than 20 DOL laws and regulations

www.dol.gov/dol/compliance/compliance-majorlaw.htm

Small Business Compliance Assistance:

Compliance assistance issues for small business and links to DOL tools and initiatives designed specifically for small businesses

www.dol.gov/osbp/sbrefa

Employment Law Guide:

Requirements of major Department of Labor laws and help for employers in determining which requirements apply to their businesses or workers

www.dol.gov/asp/programs/guide/index.htm

Workplace Poster Advisor:

Helps employers determine which workplace posters they must display. Users can also download and print posters directly from the Advisor

www.dol.gov/elaws/posters.htm

Rulemaking:

Links to information about plans for rulemaking and any rulemakings currently underway at the Department of Labor

www.dol.gov/asp/regs/rulemaking.htm

Small Business Compliance Assistance Information:

List of compliance assistance documents, publications and printed information published by various DOL agencies. Users can browse by agency or topic, or search by term, agency, and/or title.

www.dol.gov/osbp/regs/compliance/matrix_main.htm

National Call Center:

A toll-free universal access point of reference that provides callers with general information and promptly relays detailed inquiries to the proper Department of Labor office. Main Call Center number: 1-866-4-USA-DOL

www.dol.gov/dol/contact/contact-phonecallcenter.htm

U.S. DEPARTMENT OF LABOR INTERNSHIP PROGRAM

Each year, the Department of Labor welcomes students from across the nation to participate in Secretary Elaine L. Chao's student internship program. The program provides students with the opportunity to learn more about how Federal government agencies operate and to interact with the leaders of various agencies within the Department.

Interns participate in brown bag lunch discussions, attend agency presentations, and work on projects assigned to them by their agency. They are given the opportunity to work in a variety of areas, including public affairs, speechwriting and outreach programs, as well as participating in general administrative duties and the chance to develop stronger writing and research skills.

Through the internship program, Secretary Chao's goal is to mentor and cultivate a new generation of leaders by giving them a chance to serve their country. Open to all students, the program is another initiative the Department of Labor is taking to increase opportunities and skills training for younger generations of the fastest-growing segments of the American workforce.

More information on Department of Labor internships can be found at www.dol.gov/internships.

**"I am committed
to cultivating a
new generation
of leaders."**

— U.S. Secretary of Labor
Elaine L. Chao



U.S. Secretary of Labor Elaine L. Chao, with intern program participants
source: U.S. Department of Labor

America's ethnic communities are among the greatest catalysts of growth in our economy, opening record numbers of small- and medium-size businesses, creating new jobs, and generating billions in revenues every year.

OPPORTUNITY CONFERENCE: BUILDING ON AMERICA'S PROMISE

Since 2003, the Department of Labor has sponsored an annual Opportunity Conference in Washington, D.C., Chicago, and Philadelphia, the only government-sponsored event of its kind addressing the growing needs of America's largest minority communities and fastest growing sectors of the workforce: Asian Pacific, Hispanic and African Americans. The Opportunity Conference encourages the economic advancement of the Asian Pacific, Hispanic and African American communities and seeks to address their special needs. Over the years, the Opportunity Conference has kept growing and improving, and the 2007 Conference welcomed over 1,100 attendees.

Under the theme "Building on America's Promise," the Opportunity Conference features presentations tailored to help minority communities navigate the ever-changing business climate, with workshops focusing on the different components of economic development, including job training, access to capital, marketing, business startups, grants and procurement opportunities, and reaching out to workers with limited English proficiency. The goal is to ensure that minority Americans have the business and leadership skills needed by the 21st century workforce, as well as an awareness of opportunities to work with government.

America's ethnic communities are among the greatest catalysts of growth in our economy, opening record numbers of small- and medium-size businesses, creating new jobs, and generating billions in revenues every year. Our nation's continued success will be tremendously enhanced by ensuring that Asian Pacific, Hispanic and African Americans are able to prosper and become even more integral to the U.S. economy. The Opportunity Conference has been, and remains, an important part of that effort.



U.S. Secretary of Labor Elaine L. Chao, with Opportunity Conference cosponsors and supporters
source: U.S. Department of Labor

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Asian
Pacific
American



Federal Career Advancement Summit