Employee Services

DEC 17 2012

MEMORANDUM FOR HUMAN RESOURCES DIRECTORS

FROM: ANGELA BAILEY
                  ASSOCIATE DIRECTOR
                  EMPLOYEE SERVICES

Subject: Release of OPM's Executive Development Best Practices Guide

The attached guide contains a compilation of best practices used by the public and private sector to support the continued learning of executives. The information was gathered through an extensive literature review, as well as through interviews with a number of Fortune 500 companies and Federal agencies. OPM developed this guide to help agencies meet the development needs of Federal executives.

The accompanying research has identified a strong link between executive leadership and organizational outcomes; therefore, the continual learning and development of the SES must be a top priority within the Federal Government. This guide aims to underscore the need for continued development after entering the Senior Executive Service, and to ultimately foster a Governmentwide perspective that emphasizes learning at every level of service.

cc: Chief Human Capital Officers and Deputy Chief Human Capital Officers

UNITED STATES OFFICE OF PERSONNEL MANAGEMENT

Executive Development
Best Practices Guide

November 2012

a New Day for Federal Service

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Executive Summary

The Senior Executive Service is comprised of the top 7,700 managers in a workforce of approximately 2,000,000 civilian employees, which equates to less than 1 percent of the entire Federal workforce. Despite its relatively small size, this corps is responsible for ensuring the continuity and success of our Government as a whole. Faced with constant challenges, changing technologies, and a fluid environment, executives must continually broaden their perspectives and strive for continual professional executive development. Executives must specifically strengthen and reinforce their Executive Core Qualifications (ECQs), skills, and knowledge to make informed decisions and devise new innovative solutions to the complex challenges they continuously encounter.

The development of senior leaders is a challenge similarly faced by the private and public sectors. Consequently, the Office of Personnel Management (OPM) examined executive development efforts across a multitude of organizations, with three specific objectives:

- To compare and contrast practices occurring in the private and Federal sectors, and to provide guidance and recommendations on best practices that can be adopted by Government agencies.
- To identify and highlight trends in executive development practices in high-performing organizations.
- To illustrate ways for Federal agencies to enhance their executive development efforts while minimizing cost and maximizing impact.

In-depth interviews were conducted at a variety of Fortune 500 companies as well as Federal agencies. Significant differences were found in the executive development practices of the private versus the public sector. Notably, the private sector adopts a holistic approach to the continued development of executives by offering a wide range of developmental activities, whereas Federal agencies tend to host stand-alone events. The commitment of senior leaders to the development of executives was also apparent in private-sector organizations; company presidents and CEOs often served as sponsors and teachers, and aided in the design of many developmental efforts. This sponsorship from the top cascades down and engages the rest of the organization in creating a culture that values learning and development.

Many agencies offer formal training programs as well as mentoring and coaching opportunities for SES members. Agencies tend to use executive coaching to address a deficiency or specific developmental need rather than as a blanket opportunity for continued development. In contrast, private-sector companies view executive coaching as beneficial to all executives, regardless of a specific identified deficiency or need. Unlike private-sector employers, very few Federal agencies offer action learning and leader-led development activities. The private sector invests heavily in a variety of assessments for their executives, while Federal agencies primarily use 360-degree assessments.

Key Themes and Recommendations

Several key themes and trends emerged consistently throughout the literature review and benchmarking interviews of Federal agencies and top private-sector organizations. For example, the following are hallmarks of successful executive development efforts across both sectors:

- **Assessments add value**. Agencies that offer a variety of assessments are able to demonstrate their executives receive a tangible value, irrespective of whether the assessments relate to work, personality, leadership style, or other areas. Agencies that provide such assessments generate a great deal of interest and positive feedback from their executives, and executives gain a deeper level of self-awareness from assessments, Notably, the private sector consistently uses assessments as the foundation for executives' development.
- **Experiential learning is key.** Traditional classroom settings have given way to a much more hands-on, action-oriented approach to development. Executives derive more value from this type of learning by directly applying knowledge to real problems and situations. This facilitates more effective learning and a greater return on investment by solving actual organizational problems.
- **Link learning and development opportunities to the organization's mission and strategic goals.** This may be the number one practice for ensuring the success of development efforts. The skill sets of leaders must align with and support the values and strategic challenges of the agency to build and maintain an effective and efficient organization.
- **Link learning and development opportunities to performance plans.** Many successful organizations show commitment to development by linking it closely to the performance review process. This helps to identify and close skill gaps and to empower employees to take responsibility for their development.
- **Executive sponsorship is vital. Senior-level e**xecutive support provides credibility to development efforts and helps to build a culture in which executives value learning and development.
- **Support during transitions is crucial.** The transition to a new leadership role often involves a significant increase in responsibilities, which can create unique challenges for the leader. Many organizations offer individualized training to close competency gaps evident when executives transition to roles with a new and larger scope of leadership. Agencies are strongly urged to provide a coach and/or mentor to executives who transition to roles with a higher level of leadership or to new roles.
- **A blended approach is helpful.** A blended approach to learning involves the use of multiple learning strategies and delivery methods to best meet the needs of the learner. Private organizations tend to offer blended, multifaceted learning programs that combine technology-based and traditional instructional methods to maximize learning outcomes and minimize costs. When faced with budget limitations, organizations may still offer strong executive developmental programs by leveraging technology and identifying diverse and creative ways to provide learning opportunities.

Introduction

The Federal Government provides products and services vital to the success of our economy, our environment, and the American public. The effectiveness of the Federal Government depends on strong leadership, and no Federal leadership cadre is more important than the Senior Executive Service (SES). In the midst of a turbulent political and economic environment, the SES is tasked with leading the continual transformation of the Federal Government, and SES members are responsible for making the most critical decisions to ensure a safe and successful future for our Nation. In order to optimize their success and readiness, SES members must continually strengthen and reinforce their technical skills, political savvy, and leadership capabilities. Agencies then have a critical responsibility to support their senior executives by providing a broad range of developmental opportunities.

In May of 2010, the President's Management Council (PMC) launched a collaborative, cross-agency initiative to strengthen and revitalize the Senior Executive Service.[1] One specific recommendation emerging from this initiative called for the U.S. Office of Personnel Management (OPM) to support career development of the SES by benchmarking with the private sector to create a Best Practices Guide. This document is the end product of the PMC SES Initiative recommendation – representing a compilation of information gathered through an extensive literature review as well as through interviews with a number of Fortune 500 companies and Federal agencies.

For the purposes of this guide, we use the term "executive development" to refer to *an ongoing systematic process that assesses, develops, and enhances an executive's ability to carry out top-level roles in the organization.*[2] Research has identified a strong link between executive leadership and organizational outcomes; therefore, the continual learning and development of the SES must be a top priority within the Federal Government. This guide aims to underscore the need for continued development after entering the SES, and to foster a Governmentwide perspective that emphasizes learning at every level of service.

Study Methodology

Over a 4-month period, OPM conducted structured interviews with representatives of 17 private-sector organizations, identified in a literature review as leaders and innovators in the realm of executive development, as well as 21 Federal agencies. OPM extends its gratitude to all the agencies and private organizations that participated in this study, including Johnson & Johnson, Bank of America, United Parcel Service, Wal-Mart, Macy's, McDonald's, Xerox, Unilever, Deloitte, Sodexo, State Farm, Microsoft, Dell, 3M, The Boeing Company, Metropolitan Life Insurance Company, and Booz Allen Hamilton. To respect the privacy interests of these organizations, we have not assigned their names to the content throughout the remainder of this guide.

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[1] http://www.opm.gov/ses/OMB_OPM_SESMemo.pdf
[2] http://www.astd.org/NR/rdonlyres/7EA68B02-ED44-4DAE-B5B4-041A4056C349/18144/76080944.pdf

The Current State of Executive Development in the Federal Government

Federal agencies are required by law (title 5, U.S. Code, section 3396) to establish programs for the continuing development of their senior executives. In contrast to leading private-sector organizations that typically invest heavily in executive development programs, Federal agencies often perceive resource constraints (including both time and funding) as barriers to their ability to support professional development. Irrespective of actual or perceived resource limitations, however, the Federal Government will be better served by equipping its executives with the knowledge and capabilities required to meet the leadership demands of the 21st century. By strategically prioritizing executive development, Federal agencies will maximize executive leadership effectiveness and potential, as well as significant organizational outcomes, while preparing the leadership corps for future challenges.

2011 Senior Executive Service Survey Results

From August 10, 2011, through September 9, 2011, OPM administered a 2011 Senior Executive Service (SES) Survey[3] to all career, noncareer, and limited term SES members. The survey was designed to support specific initiatives of the President's Management Council (PMC) that focused on the career development, recruitment, and performance management of SES members.

Results from the 2011 survey indicate numerous positive changes since the 2008 administration of the survey, especially with regard to senior executives' attitudes and perspectives on development. Compared to the survey results in 2008, executives are placing an increased emphasis on the importance of career movement, developmental assignments, and opportunities to network with SES members from different agencies. Nevertheless, the results also reflect areas with room for continued improvement – for example, SES members cited a lack of funding and time constraints as the top two barriers to continued learning. This guide offers solutions for agencies to provide their executives with developmental opportunities that are focused, synchronized with agency missions, relevant, efficient, and affordable.

Career Mobility

Notably, the 2011 SES Survey reflects a greater degree of executive mobility, which generally fosters increased learning opportunities, broadened experience, and a deeper cross-Government perspective. Compared to the findings in the 2008 SES Survey, executives in 2011 reported a substantial increase in movement within and outside of their home agencies. Results of the 2011 Survey showed an increase of six percentage points in the number of executives who changed jobs within their agency three or more times (17% in 2008; 23% in 2011), and an increase of 13 percentage points in the number of executives who changed jobs to work in a different organization or agency (10% in 2008; 23% in 2011). These findings are reinforced by an increase in the number of executives who are linking career advancement to experience derived from mobility. In 2011, the majority (75%) of executives responded Agree/Strongly Agree to the statement that

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[3] 2011 SES Survey Results

advancement depends on an employee's willingness to change positions, compared to a mere 32% who responded Agree/Strongly Agree to the same statement in 2008. In addition, over half (56%) of respondents agree with the statement that job changes improve senior executives' performance, and 79% agree that senior executives should be able to perform successfully in a wide range of career positions. As stated in the Partnership for Public Service's recent publication, "Mission-Driven Mobility," executives benefit by learning how to overcome new challenges, strengthening their leadership skills and broadening their network.[4] Consequently, Federal agencies benefit from their executives' broadened experience and new ways of thinking.

Executive Development

The 2011 SES Survey reflects significant improvement in executive participation in developmental opportunities. Executives reported in the 2011 Survey they are engaging in more training now than in 2008. The majority of respondents (77%) indicated they take advantage of developmental opportunities, and more than half (62%) are satisfied with their developmental opportunities. Over half of respondents (60%) believe their organization has sufficient funds to support job-related development – reflecting a significant increase from 50% in 2008.

The 2011 SES Survey also reveals areas for improvement in how agencies assess their executives' developmental needs. Slightly more than one-quarter of executives (27%) reported their developmental needs are not assessed – a decrease from 35% in 2008 – and about one-third (30%) indicated their developmental needs are not met. The 2011 SES Survey also reflects the opportunity for Federal agencies to enhance executive developmental assessment and services by improving the use of Executive Development Plans (EDP) – a simple tool to foster communication and accountability for executive development. Specifically, OPM requires all executives to create an EDP and to update it regularly in consultation with the "agency Executive Resources Board (ERB) or similar body," as specified by 5 CFR 412.401. Despite the issuance of this regulation in December 2009, the 2011 SES Survey results indicated that only 48% of respondents had completed an EDP since becoming an SES member. Furthermore, only slightly more than one-third (39%) of executives rated EDPs as Mostly Effective or Very Effective for continued development. Survey results regarding EDPs differed significantly from agency to agency, illustrating that agencies support the continued development of their executives in different ways. Ultimately, EDPs are intended to help facilitate a developmental process that promotes open communication, executive and senior leadership engagement and buy-in, and accountability. To support the use of EDPs, Appendix A of this guide provides a number of helpful resources for agencies, including GSA's EDP benchmarking summary, OPM's EDP Template, and DOL's Guide to Writing an EDP.

The following table provides information on the focus and support recently provided by Federal agencies to executive development. The data is from OPM's 2011 SES Survey.

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[4] Partnership for Public Service report: Mission-driven mobility: Strengthening our government through a mobile leadership corps (2010).

My developmental needs are not being met because of...	Strongly Agree/Agree
Inability to take time away from the job	70%
Lack of funding	66%
Lack of support from superiors	46%
Appropriate training not offered	42%
Other	18%

The tables below depict the types of developmental opportunities in which SES members indicate they are currently engaging, and show a significant increase in the number of senior executives who are receiving 360° assessments, executive coaching, mentoring, and developmental assignments.

Since becoming a member of the SES, have you:	Yes in 2008	Yes in 2011
Received a 360-type assessment	41%	56%
Received formal executive coaching	25%	36%
Attended a residential executive development program	30%	32%
Had a mentor advising you for developmental purposes	21%	29%
Been on a developmental assignment lasting more than 30 days	13%	18%
Taken a sabbatical	1.1%	1.3%

Since becoming a member of the SES, have you:	Yes	No
Taken an online training course	70%	30%
Served as a mentor	66%	34%
Attended a short-term training program for executives	64%	36%
Completed an Executive Development Plan	48%	52%
Participated in action learning	20%	80%

Practices in Executive Development

Several key themes and trends emerged consistently throughout the literature review and benchmarking interviews of agencies and top organizations. The conclusions from the study listed below are hallmarks of successful executive development efforts and can be used as a basis of comparison to evaluate your agency's program:

- **Assessments add value**. Agencies that offer a variety of assessments are able to demonstrate their executives receive a tangible value, irrespective of whether the assessments relate to work, personality, leadership style, or other areas. Agencies that provide such assessments generate a great deal of interest and positive feedback from their executives, and executives gain a deeper level of self-awareness from assessments. Notably, the private sector consistently uses assessments as the foundation for executives' development.
- **Experiential learning is key.** Traditional classroom settings have given way to a much more hands-on, action-oriented approach to development. Executives derive more

value out of this type of learning by directly applying knowledge to real problems and situations. This facilitates more effective learning and a greater return on investment by solving actual organizational problems.

- **Link learning and development opportunities to the organization's mission and strategic goals.** This may be the number one practice for ensuring the success of development efforts. The skill sets of leaders must align with and support the values and strategic challenges of the agency to build and maintain an effective and efficient organization.
- **Link learning and development opportunities to performance plans.** Many successful organizations show commitment to development by linking it closely to the performance review process. This helps to identify and close skill gaps and to empower employees to take responsibility for their development.
- **Executive sponsorship is vital.** Executive endorsement provides credibility to development efforts and helps to build a culture in which employees value learning and development.
- **Support during transitions is crucial.** The transition to a new leadership role often involves a significant shift and increase in responsibilities, which can create unique challenges for the leader. Many organizations offer individualized training to close competency gaps that emerge when executives transition to roles with a new and larger scope of leadership. Agencies are strongly urged to provide a coach and/or mentor to executives who transition to roles with a higher level of leadership or to new roles.
- **A blended approach is helpful.** A blended approach to learning involves the use of multiple learning strategies and delivery methods to best meet the needs of the learner. Private organizations tend to offer blended, multifaceted learning programs that combine technology-based and traditional instructional methods. This blended approach can enhance learning outcomes and minimize costs. When faced with budget limitations, organizations may still offer strong executive developmental programs by leveraging technology and identifying diverse and creative ways to provide learning opportunities.

Private-sector organizations and Federal agencies use a variety of approaches to implement and deliver executive development programs. Through the research, we identified six key developmental interventions that are common components of successful executive development strategies: *Assessments, Executive Coaching, Formal Training, Action Learning, Mentoring,* and *Leader-Led Development*. These best practices can be summarized as follows:

Assessments (multi-source and single-source ratings of performance): multi-source ratings generally include feedback from the participant's subordinates, peers, managers or trained raters (e.g., 360 degree assessments or assessment centers), while single-source ratings of performance include self-assessments (e.g., cognitive ability tests, personality inventories, and leadership style surveys) and interviews.

Executive Coaching: a practical, goal-focused form of one-on-one learning where the participant works with an internal or external coach who helps establish and monitor progress toward goals.

Formal Training: classroom-based learning where the participant attends instructor-led training focusing on individual or organizational needs, priorities, and level-specific roles.

Action Learning: project-based learning directed at important business problems, where the participant works alone, or with cohorts, on a real business challenge while analyzing and discussing progress and lessons learned.

Mentoring: formal or informal developmental relationships where one person assists in the development of another person by providing relevant information, including knowledge, skills, experiences, and/or guidance.

Leader-Led Development: general description of participation by top-tier leaders who contribute to the development of executives by teaching, coaching, mentoring, or engaging in leadership development efforts.

Best Practices in Executive Development – Private Sector Organizations

Private organizations vary somewhat in the approaches they take to develop their executives. The table below provides a consolidation of the information gathered during our interviews with private-sector representatives and illustrates the results of our private-sector benchmarking.

Private Sector – Practices in Executive Development						
	Assessments	Executive Coaching	Formal Training	Action Learning	Mentoring	Leader-Led Development
Organization 1	X	X	X	X	X	X
Organization 2	X	X	X	X	X	X
Organization 3	X	X	X	X		X
Organization 4			X	X		X
Organization 5	X	X	X	X	X	X
Organization 6	X		X	X		X
Organization 7	X	X	X	X	X	X
Organization 8	X	X	X			X
Organization 9	X	X	X	X	X	X
Organization 10	X	X	X	X	X	X
Organization 11			X			X
Organization 12	X	X	X	X	X	X
Organization 13	X	X	X	X	X	X
Organization 14	X	X	X			X
Organization 15	X	X	X	X	X	X
Organization 16	X	X	X	X	X	X
Organization 17	X	X	X	X	X	X

Although the private-sector organizations with which we benchmarked demonstrated variations in the strategies they applied to develop their executives, our research clearly identified these companies' common commitment to and investment in continual learning by their executives, in order to achieve continued organizational success. These private-sector organizations work hard to create a strong link between business strategy and executive development. A majority of the organizations use action learning projects with real business challenges to enrich their development programs, and many of these projects are designed by the organization's senior-most leaders or by the executives themselves. Private-sector organizations also frequently provided executives with assessments and coaching, and used these strategies to support development rather than to address poor performance or to close specific competency gaps.

Action Learning

"Action learning is a set of organization development practices in which supported groups tackle important real-work projects with three kinds of objectives: delivering measurable results in service of the organization's work, learning and communicating lessons specific to a particular context, and developing individual and collective capabilities for learning and leadership more generally."[5] The concept has evolved from a highly-structured process to encompass a breadth of methodologies that allow participants to directly apply knowledge learned to solve real-life problems. Action learning essentially closes the gap between theory and practice that results from learning in traditional classroom settings, and has become an increasingly integral component of executive development programs within the private sector.

Critical success factors for action learning include:[6]

- Active top management involvement
- Challenging but doable project
- Realistic expectations
- Trained, passionate sponsors with implementation authority
- Balance of action and learning
- Explicit learning goals and frequent debriefings
- Skilled facilitation
- Implementation planned up front
- Communication of progress and results

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[5] Palus, C.J. & Horth, D.M. (2004). Exploration for development. In C.D. McCauley & E. Van Velsor, (Eds.), The Center for Creative Leadership. Handbook of Leadership Development (pp. 438-464). San Francisco: Jossey-Bass.
[6] Bolt, J. F. (Ed.). (2004). The Future of Executive Development. Executive Development Associates, Inc.

What Does an Action Learning Program Look Like?[7]

Session One
- Project introduction
- Work planning tools
- Team building
- Project-specific or Just-in-time education
- Innovation and Entrepreneurship
- Set learning and developmental goals
- Test project work plan

Midpoint Review*

Session Two
- Assimilate and synthesize work
- Create, test, improve presentations
- Discuss findings and implications
- Presentations to sponsors and faculty
- Debrief and plan next steps

***** *A Midpoint Review may include a face-to-face session where teams meet with facilitators to review progress and make any necessary mid-course corrections.*

Business Model Innovation

In the private sector, action learning is often a valuable component of residential executive development programs. In one organization, executives are divided into small groups before attending a workshop facilitated by the co-founder of a leading strategic innovation consulting firm. Using the knowledge and lessons learned in the workshop, teams are tasked with developing an innovative solution to a real problem or unmet need within the organization.

Action Learning and Community Service

One private organization has adopted a creative approach to action learning by allowing the process to benefit the community as well as the executives. Senior leaders are presented with business challenges that affect a certain charity or nonprofit organization and are tasked with providing recommendations in a strategic proposal to resolve the problems. The altruistic nature of the task helps foster a greater sense of purpose for senior leaders, as well as a greater commitment to the organization. As a result, the charity organization receives "free" consulting services, and the executive team strengthens its critical thinking skills. The investment of the program provides a concrete, tangible outcome that ultimately advances the company's mission.

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[7] Bolt, J. F. (Ed.). (2004). The Future of Executive Development. Executive Development Associates, Inc.

"Real Play" Action Learning

In another private organization, executives are placed in action learning teams and encouraged to engage in "*Real Play*"– an exercise in which participants offer examples of real situations they face as executives. In this exercise, participants identify problems as well as potential root causes, and work through identified problems both alone and as a group. The organization follows up to support additional progress by allowing participants to reconnect in a virtual environment shortly after the executives have returned to their jobs. This gives participants an opportunity to learn more about the real-world application of solutions produced during the learning exercises as well as the outcomes achieved.

Action Learning - In the Courtroom

Another organization takes a unique twist on action learning by creating a courtroom experience that divides a class of executives into three groups: the prosecution, the defense, and the judiciary. The prosecution presents various "charges" against the company, each of which pertain to specific modules taught during the leadership development program, and the prosecution and defense groups develop and present their cases regarding each charge. The judges wear black robes, listen to each of the cases, and collectively reach and announce a verdict. This exercise provides the participating executives with not only the opportunity to share information and negotiate, but also with a safe space to engage in conflict and debate without any harmful repercussions.

Action Learning from the CEO

One private organization hosts an 18-month executive development program at the Director-level and above, which opens at a two-and-a-half day Executive Leadership Conference. The company's CEO attends the opening conference and tasks teams of executives with an action learning project over a 90-day period, requiring participants to solve an internal strategic problem by working in teams over the next 90 days. The teams develop a proposed solution and reunite with all participants, at which time each team presents its solution.

Leaders Teaching Leaders

Frequently, private-sector organizations capitalize on the participation and engagement of the organizations' senior-most leadership to design and facilitate their executive development programs. Leader-led development (i.e., programs involving "leaders teaching leaders") convey a clear message throughout organizations about the level of commitment of an organization's senior leadership to the development and prioritization of leadership. These programs also provide senior leaders with opportunities to send a message about the culture of the business and their expectations for success.

The extensive involvement of senior leaders in developmental initiatives is one of the biggest ways in which private-sector organizations differ from Federal agencies in the administration and support of executive development programs. According to a 2010

survey conducted by Harvard Business Publishing,[8] **70%** of senior leaders in the private sector are coaching or mentoring direct reports, **63%** actually participate in leadership development events, **59%** work with direct reports on professional development plans, and **52%** contribute to the overall strategy and goals for leadership development efforts. In contrast, only 19% of the Federal agencies we interviewed incorporate leader-led learning in their executive development programs.

Our research also identified a number of important factors for successful leader-led development programs:[9]

- Commitment and accountability at the most senior level is critical.
- Leaders should be trained in facilitation and coaching.
- Program content may need to be tweaked for each cohort in order to align with specific roles and responsibilities of the participants.
- The role of the leader should be clearly defined, especially if he or she is serving as a coach or mentor.
- The quality and consistency of content should be monitored, and leaders should be prepared for feedback.

A Structured Approach
One private organization has leveraged a Leaders Teaching Leaders (LTL) methodology in the design of its leadership programs. In this organization, every company Vice President must facilitate two LTL modules each year. Participants may pick the topic and time based on their interest and schedule. To maximize the effectiveness of the modules, senior facilitators are encouraged to share personal stories, engage in a two-way dialogue rather than a lecture, and to be transparent in discussing their personal successes and challenges. The content of the LTL modules is driven by program course requirements and influenced by the current organizational environment.

Meetings with the CEO
In the leadership development programs at another private organization, top leaders interact with the company's CEO in a variety of ways, including through a series of leadership meetings held over the course of the fiscal year. These meetings provide an opportunity for senior leadership to discuss pertinent topics regarding the organization and its performance. These sessions are structured and focused on current organizational issues, and allow significant time for discussion and dialogue among the leadership ranks.

Chairman's Program
One organization offers a "Chairman's Program," in which the organization selects 12 executives, identified as best-suited to fill the role of CEO, for executive development and succession planning. These high-potential executives receive opportunities to spend a significant amount of time face-to-face with the organization's Chairman and CEO. Each executive in the program is asked to identify a current business challenge he or she is

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[8] Survey of Learning Professionals: What's Next for Leadership Development? Harvard Business Publishing, Jan 2010.
[9] http://www.bersin.com/blog/post/Leaders-Teaching-Leaders-An-Important-Element-of-Leadership-Development.aspx

facing and receives coaching from the CEO to develop a solution. Participating executives undergo a variety of intensive assessments and receive feedback and coaching. The organization then uses the information obtained from the assessments and coaching to close skill gaps and strengthen weaknesses.

CEO-Sponsored Leadership Summit
One organization's CEO has demonstrated his commitment to leadership development by sponsoring a mandatory Leadership Summit for company executives. The Summit is a two-and-a-half day event organized around four modules: *Creating a Strategic Landscape, Business Acumen/Value Creation, Global Mindset, and Talent Management*. Each module is taught by thought leaders in the field through partnerships with reputable learning institutions, including Harvard Business School and The Wharton School. The company's CEO delivers the opening and closing addresses for each session during the Summit in order to communicate his values and expectations for the company's top leadership. The following provides a summary of a few components of the Leadership Summit:

> *Automated Tool for Development and Networking*
> The organization partnered with Duke University to design an automated web portal to support the participants of the Leadership Summit. The website provides executives assignments to complete in preparation for the program, and provides executives on-line access to all materials. The website also provides a system for participating executives across a variety of locations to communicate with each other and share information. Following the conclusion of the Summit, the participants, teachers, and facilitators continue to have access to this tool to continuously interact and maintain networks established through the Summit.

> *Peer Coaching*
> During the Leadership Summit, participants each choose a partner who will serve as a peer coach for the next 6 months. Participants use a web portal to view participant bios prior to the Summit in order to consider potential coaches. During the Summit, partners work together on action learning projects and develop individual action plans with goals and strategies detailing how the participants will subsequently apply the knowledge gained during the projects to the participants' actual jobs. After the conclusion of the Summit, partners continue to periodically interact over a 6-month period to assess progress toward the goals outlined in the action plan.

Centralized Development Programs

Each of the private-sector organizations we examined operated some type of formal leadership development program. Many of these organizations designed their programs in alignment with the vision and direction of their senior leadership, and with the support of expert consultants.

Below are a few examples of how private organizations structure their development programs.

1. In one private-sector organization, executives gain exposure to top-tier leadership through a structured 18-month program facilitated and taught by CEOs, executives' direct reports, and board members. The program is supplemented with inter-session activities designed to reinforce key competencies and inform in-session discussions. Senior leaders also gain exposure to the global market by spending time in three different geographical locations to expand their networking relationships and develop a global perspective. Executives spend 5 days in each location and are tasked with identifying and analyzing the business challenges specific to each market.

2. At another organization, 12 high-potential senior-level successors are nominated annually to participate in a "Chairman's Dialogue" – an 8-month development program specifically designed to prepare individuals for the highest level of leadership within the organization. Participants undergo extensive 360-degree assessments, involving interviews by coaches who then develop a "leadership narrative," which describes in detail each participant's strengths, gaps, and derailers-- behaviors that inhibit progress. These narratives foster a culture of innovation within the company by helping leaders become more self-aware, allowing them to effectively leverage strengths and improve upon weaknesses. By reflecting the specific needs of each individual leader, and including a plan for improvement, the narratives also help to maximize accountability within the organization.

3. Instead of using a generalized competency-based approach to executive development, one organization designed a Senior Leadership Development Framework to target specific executives based upon individual or organizational need. This needs-based approach allows the organization to save time and money by ensuring developmental efforts are purposeful and directly aligned with the mission of the organization. The framework highlights five specific types of Critical Leadership Programs: *Leading Business Strategy, Building Effective Organizations, Leading and Engaging People, Leading across Businesses,* and *Times and Transitions.* Leaders enter a program for one of two reasons: to fulfill a talent management-driven need or to fulfill a need that arises during a business transformation*.* The two methods of entry are detailed below:

    ### *A Talent Management-Driven Approach*
    Time constraints constitute one of the most common challenges to executive development. By using talent management goals to drive leadership development, this organization is able to use executives' time most cost-effectively. The senior-most leaders in the organization are responsible for identifying and selecting program participants based on their individual developmental needs and goals, as well as their potential to move up in the organization. Senior-level managers are also responsible for designating five high-potential leaders to participate in the Critical Leadership Program that best addresses their developmental needs.

> ### *A Business Transformation Approach*
> The other entry point into a Critical Leadership Program is to support senior leaders who are facing a major project or business challenge. Training is tailored to equip executives with the specific skills and abilities needed to successfully lead through current organizational transformations, projects, and challenges.

4. Another private organization designed its leadership development program to maximize learning opportunities and minimize time commitments. The program includes a variety of educational sessions, each lasting no longer than 2 hours and featuring topics that range from strategic planning to health and wellness. Executives choose the sessions they attend, based on their own priorities and preferences.

5. Another private organization offers multiple structured development programs for leaders at every level, organized into three distinct categories: *Corporate Leadership Development Programs, Leadership Development Programs,* and *Foundational Programs.* Each program includes sessions taught by internal and external thought leaders (including the company's CEO), action learning projects that reflect real business issues, and a heavy emphasis on the creation of concrete action plans for future business strategy. For example, the program offers a 3-day *Developing Growth Leaders* session, in which the company's Director-level executives participate in learning sessions in the mornings where one of the company's senior-most leaders delivers content and shares best practices and lessons learned. In the afternoon, participants attend interactive workshops where they develop action plans to drive change in their organizations using knowledge gained from the previous session.

6. One organization uses a centralized residential facility to deliver a program that aligns the learning and development of current executives with future goals and objectives. During the program, executives participate in structured learning sessions and action learning projects, facilitated by peers, senior leaders, and external subject matter experts. The program culminates in the development of structured individual development and career plans, prepared in agreement among participants, their managers, and a member of the company's executive board. The collaboration among various organizational components allows the business to proactively plan for organizational and individual needs, rather than simply filling job vacancies.

Business Simulations

Airlines and other aviation-related organizations have for years relied on virtual simulations to train pilots. These organizations recognize the critical need for and value of providing trainees with a realistic, yet safe and controlled, environment in which the trainees can test their application of complex job-related knowledge and skills.

Similarly, private-sector organizations have drawn parallels between pilots and corporate executives – executives who also face extremely complex jobs involving great responsibility and risk.[10] These organizations use virtual business simulations to provide their executives with a safe environment to make decisions without the threat of negative consequences, and to receive feedback and training for development. Such simulations also enable executives to "learn by doing" – promoting a much faster transfer rate of knowledge in comparison to the use of only formal learning.

Business Simulations with Coaching
One private organization uses business simulations to enrich the development of its executive talent pool. Ten teams of five people receive the opportunity to run a 3-day simulated version of the corporation for 3 years (scaled down to fit a 3-day period). The participants maximize their learning by also obtaining observations and feedback from a professional coach. During the simulation, each team focuses and shares their perspectives on the strengths and weaknesses of their group's interaction and coordination, and the coach leads a valuable discussion on group dynamics. The coach also provides "Know-How Sessions" to provide tips and personal experience on high-value topics such as strategy, acumen, and the harmonization of goals. Upon completion of the simulation, the teams receive an evaluation, followed by an opportunity to change their approach as they participate in another simulation.

Business Acumen Simulation
Another private organization with an international scope has developed a Business Acumen Simulation to provide executives a low-risk opportunity to experience the spectrum of differing needs within a global market. Through this multi-day simulation, leaders act in roles different from the ones they officially occupy in their organization, and collaborate to manage a simulated business under different market conditions. As a result, executives gain expanded experience in different business functions and in dealing with different markets.
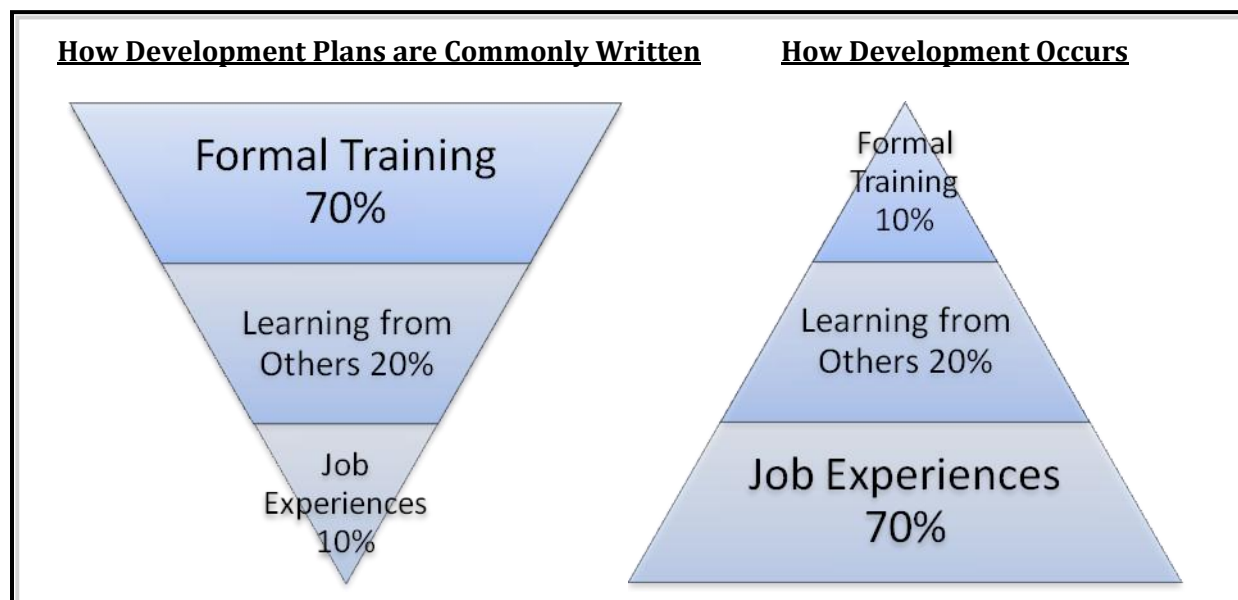

The 70-20-10 Approach to Development

Many private organizations have recently shifted the focus of their learning and development efforts from formal, classroom-based training programs to less formal on-the-job learning experiences. These organizations have largely made this shift in recognition of the abundant research demonstrating that **70%** of learning takes place on-the-job; **20%** of learning results from meaningful relationships and coaching; and **10%** of learning occurs through formal training. The *70-20-10* model of learning and development has been widely accepted by organizations and learning institutions. For example, Princeton University's learning and development philosophy is founded on the principles of this model, and explains how individuals internalize and apply what they learn based on how they acquire the knowledge.[11]

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[10] Bolt, J. F. (Ed.). (2004). The Future of Executive Development. Executive Development Associates, Inc.
[11] http://www.princeton.edu/hr/learning/philosophy/

The model below illustrates the *70-20-10* approach and specifically how individuals traditionally plan their developmental activities, compared to how they learn most effectively. True learning takes place when individuals apply their skills to real situations on the job, and the 70-20-10 model may particularly appeal to executives who, because of budgetary pressures, may be especially reluctant to devote time to extensive formal training.

How Development Plans are Commonly Written   **How Development Occurs**

Formal Training
70%

Learning from
Others 20%

Job
Experiences
10%

Formal
Training
10%

Learning from
Others 20%

Job Experiences
70%

Informed 70-20-10 Learning
Organizations must obtain information directly from top-tier executives to effectively capture true on-the-job experiences that drive the 70% of learning for top-tier executives. In turn, this information then allows organizations to create more meaningful developmental opportunities for their executives. In our research, we found that many executives attributed their success to the learning they gained from diverse experiences. From this influential experiential foundation, the executives then championed and achieved strong organization-wide commitments to the design and implementation of rotational assignments to develop other employees.

The Value of Assessments

Assessment tools – such as cognitive ability tests, personality and leadership inventories, and 360-degree assessments – help both organizations and individuals acquire valuable feedback and insight. Private organizations regularly use the information gathered through leadership assessments to inform and improve the performance of the organizations. Many of these organizations have also found their executives eager for opportunities to learn about themselves and to improve their performance through a deeper self-awareness.

Below are a few examples of how private sector organizations incorporate assessments into their executive development programs.

1. One organization partners with an executive consulting firm to administer a battery of assessments for each executive over a 6-hour period. During this period, the executives complete the Hogan Development Survey (HDS), cognitive ability tests, personality inventories, and 360-degree assessments. The 360-degree component is then aligned with the organization's leadership competency framework, and the assessment allows the organization to benchmark the level of competency for each executive within this framework. The assessment session also includes an hour-long "Business Know-How" interview, where the executive is asked company-specific questions pertaining to financial acumen and strategic thinking.

2. Another private organization identifies and assesses top talent by using a development model based on the Lominger Assessment Instruments. The Lominger Assessment involves a competency framework, supported by years of research conducted by the Center for Creative Leadership (CCL), and includes the following competencies: *Learning Agility, Team Effectiveness, Strategic Effectiveness, and Employee Engagement.* This organization especially emphasizes the Learning Agility competency to identify leaders who thrive on change and nimbly attain results in a shifting environment.

3. One private organization uses external recruiters to assess executive talent. These external recruiters interview senior leaders who then enter the organization's residential development program. The recruiters subsequently interview the executives' peers, direct reports, and supervisors to gain a 360-degree view of the individual. The recruiters then provide information to the organization on the extent to which other organizations would value the executives – providing the organization with an external perspective of the organization's talent.

4. Another private organization adopts a unique approach to 360-degree assessments by offering them as an automated online service available at any time upon request. Employees may request assessments through an online portal, where they provide the contact information of peers and supervisors who will receive a questionnaire. The portal forwards an invitation for these individuals to complete the assessments.

Experiential Learning

"*It is easier to act our way into thinking than to think our way into acting.*"[12] The essence of experiential learning is rooted in the learning process that occurs during and following a rich experience. True experiential learning should employ the full spectrum of learning components – from goal-setting, observation, and reflection, to creating an action plan. This cycle allows an executive to challenge and refine his or her current thought process – enabling the executive to make better-informed decisions and judgments in the future.

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[12] Bolt, J. F. (Ed.). (2004). The Future of Executive Development. Executive Development Associates, Inc.

Key principles of effective experiential learning at the executive level include the following:

- Executives must fundamentally understand how their educational experiences relate to their work and leadership effectiveness.
- The learner must be an active participant in the learning process.
- Effective experiential learning typically requires learners to encounter novel, unfamiliar tasks, challenging learners to extend themselves beyond their comfort zones.
- Experiential learning provides the greatest benefit when coupled with an opportunity for learners to engage in reflection and critical analysis.

Cross-Divisional Experiential Learning

To make developmental opportunities as meaningful as possible, one private organization focuses on specific on-the-job experiences that deliver the most organizational impact. This organization requires its executives to regularly participate in cross-divisional meetings, where senior leaders discuss the strengths and weaknesses of each executive and recommend appropriate experiential learning activities. The organization's Human Resources staff subsequently applies these recommendations to identify relevant developmental assignments.

A Commitment to Rotational Assignments

Rotational assignments often provide executives with extremely valuable experiential learning opportunities; however, even private-sector organizations experience cultural resistance to the use of such developmental opportunities. For example, supervisors and managers may be reluctant to allow their high-performing employees to participate in a rotational assignment because they will be losing a valuable resource for a significant period of time. One organization took 4 years to overcome such hurdles to integrating rotational assignments into the organization's leadership development programs. The organization achieved this outcome by creating a program where high-performing employees are exchanged, and no office is left without a resource. The organization's senior leaders select their highest-potential employees to participate in a rotational program, with the expectation the senior leaders will – in exchange – receive a reciprocal number of high-performing rotational employees. As this program progressed, the organization's leaders and employees increased their support for the program as participants advanced and received promotions in the organization. Additionally, individuals in the organization recognized the program's value in helping participants broaden their perspectives and their networks across the organization.

The Power of Self-Reflection

Reflection is the key catalyst transforming an ordinary experience into a *learning* experience. By engaging in self-reflection, an executive gains the opportunity to leverage experiences into opportunities for professional growth and improved insight. Following experiential events, an executive may support learning by asking himself/herself questions such as: *"What worked?"; "Where did we run into problems?"; "How will we overcome*

obstacles?" and *"What are the broader implications of this experience and my behaviors to the effectiveness of my leadership and organization?"[13]*

One organization offers specialized coaching to executives, gearing the coaching sessions specifically to enable executives to engage in self-reflection. Coaches encourage the executives to take time away from their busy work demands and to reflect on recent experiences so they may concentrate on learning from their recent experiences with the help of professional guidance and feedback.

What Does the Self-Reflection Process Look Like?[14]

The executive is in a situation where action is required.

The executive analyzes the situation and takes action.

The executive observes the results of the action over some period of time.

The executive reflects on the results of this action, and determines what could be done differently in the future. When a similar situation occurs, the executive incorporates the lesson of this experience into his or her action.

Facilitating Successful Transitions to New Leadership Roles

In recent times, many organizations have particularly supported executive development by focusing on the stages of transition when individuals assume different leadership roles within their organizations.   According to a study by the Corporate Leadership Council (CLC), 44% of all leaders in new roles underperform as they navigate critical career transitions.[15] The study suggests the successful performance of individuals during such transitions largely depends on the extent to which each individual has developed a number of critical skills and capabilities, especially those relating to people management and relationship-building. Consequently, employers may help individuals succeed during periods of transition by helping to develop key leadership and interpersonal skills, and by facilitating the development of positive relationships between the transitioning individuals and their new networks of managers, peers, staff, and stakeholders.

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[13] Bolt, J. F. (Ed.). (2004). The Future of Executive Development. Executive Development Associates, Inc.
[14] http://www.kenan-flagler.unc.edu/executive-development/custom-programs/~/media/Files/documents/executive-development/learning-from-experience.ashx
[15] http://www.executiveboard.com/human-resources/clc-learning-and-development/pdf/leadership-transitions.pdf

The CLC encourages organizations to create an action plan for successful leadership transitions by completing the following steps:

Step 1: Build a Business Case
- Communicate the risks associated with poorly managed transitions.

Step 2: Evaluate Transition Effectiveness
- Determine where and how to focus transition support investments.

Step 3: Build Transition Support Structures
- Create an effective support structure to enable successful transitions.

Step 4: Equip Leaders with Transition Management Skills
- Train executives on change management and relationship skills to support transition success.

Private-sector organizations have placed a great deal of emphasis on systematically providing the right tools and resources to transitioning leaders to keep the organization running as smoothly as possible, and to ensure the new leaders are performing effectively in their new roles.

Preparing the Leadership Pipeline

One private organization developed a leadership model based on Ram Charan's *"The Leadership Pipeline: How to Build the Leadership-Powered Company,"* targeting the critical transitions between three primary levels of leadership roles: *Leading Others, Leading Leaders,* and *Leading the Enterprise*.

Leading Others
↓
Leading Leaders
↓
Leading the Enterprise
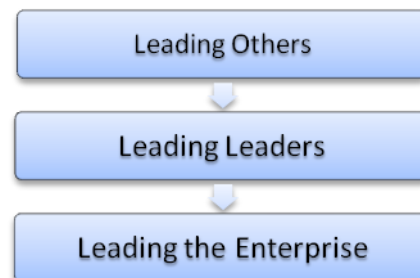
This company invests heavily in a number of programs to ease the transition of their leaders through the three hierarchical levels. For example, the organization facilitates individuals' transitions from *Leading Others* to *Leading Leaders* by using a 3-day developmental workshop to educate leaders on consequences that occur when leaders progress between these two leadership levels. During this program, the individuals participate in a variety of learning activities equipping them to address specific business challenges associated with the ascension to a higher level of leadership.

A Focus on Leadership Transitions

Another organization places a heavy emphasis on supporting leaders through lateral transitions in addition to promotional transitions. This organization provides transitioning employees with a number of resources to help them manage change, including a variety of eLearning modules, the Harvard University Business School's "Leadership Transitions" course, and a variety of books, articles, and case studies.

Immersion Programs

One private organization developed a portfolio of 3-day residential programs for four different levels of senior leadership, aimed at helping newly hired and promoted executives assimilate quickly into their new roles. The immersion programs help leaders in each of the four tiers transition to each successive level of higher seniority. Each program is led by an executive at the most senior level of the company, and is tailored to one of the four specific levels of leadership. Each program helps participants explore their executive roles, gain insight into the roles of leaders across the organization, and forge key relationships with fellow participants, as well as the senior executive responsible for leading the program.

Executive Development Plans

Another private organization provides a portfolio of various formal leadership development programs tailored to specific individuals. This company uses Executive Development Plans (EDP) to design learning solutions customized to the specific developmental needs of each individual. The individuals prepare the EDPs in conjunction with the company's HR team, and are held accountable for completing learning identified in the plans by the HR department as well as their own manager. Consequently, the EDPs accurately reflect the strengths and opportunities for growth for each individual, and help the company determine effective developmental strategies for each individual, including experiential assignments across lines of business and across the organization.

Executive Onboarding

Executive onboarding can be defined as *the acquiring, accommodating, assimilating and accelerating of new leaders into the organizational culture and business*, and research has demonstrated the critical importance of executive onboarding programs to supporting successful executive performance.   Organizations with the best onboarding programs focus these programs strategically on the needs of both the organization and the onboarding executives to expedite the executives' success and development of strong work relationships in their new roles. For specific information on building an executive onboarding program, please refer to the following resource recently developed by OPM: *Hit the Ground Running: Establishing a Model Executive Onboarding Program.*[16]

Coaching and Mentoring as a Part of Onboarding

One organization provides strong support to new executives by offering them a variety of onboarding resources, including an executive coach, from the moment the executive enters or transitions within the organization. The coaches provide information and guidance to help new executives understand and interpret their new organizational environment and culture. This organization assigned its Human Resources office with the responsibility to match new executives with coaches as part of the administration of the company's onboarding program.

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[16]http://www.opm.gov/WIKI/uploads/docs/Wiki/OPM/training/Hit_the_Ground_Running_Establishing_a_Model_Executive_Onboarding_Framework_2011.pdf

Another organization pairs new executives with an internal senior advisor as well as an external executive coach for a full performance cycle. The senior advisor is a seasoned executive, generally close to retirement, who helps the new executive navigate the organization's culture and political environment during his or her first 8 months in the position.

The Leadership Institute
One company's internal Leadership Institute offers a leadership development program, commencing with an initial week-long session for entry-level executives. During this initial session, executives undergo extensive assessments, divide into small learning teams, and have introductory opportunities to engage with senior leaders and facilitators who provide the executives with feedback on their performance of learning tasks. After the executives have served in their jobs for one year, they return to the Leadership Institute, where they receive additional developmental opportunities through further assessments, action learning projects, and experiential activities.

New Leader Integration
 One organization provides newly-appointed senior leaders with a toolkit containing valuable resources and tips to help them operate effectively within their first 90 days on the job. This toolkit allows new executives to achieve specific key objectives, including to:

- *Accelerate learning* about the firm, culture, and the executives' leadership role;
- *Align roles, goals, and development plans* with the organization's expectations;
- *Build important connections* with peers and key stakeholders;
- *Establish leadership credibility*; and
- *Increase productivity and early impact*.

Best Practices in Executive Development – Federal Agencies

The matrix below and subsequent excerpts represent a consolidation of the information gathered during interviews at 21 Federal agencies regarding practices in executive development. Many agencies offer formal training programs as well as mentoring and coaching opportunities for SES members. The most striking differences between the private sector's and the Federal Government's practices are as follows:

- Federal agencies tend to use executive coaching to address a deficiency or specific developmental need rather than as a blanket opportunity for continued development. In contrast, private-sector companies view executive coaching as beneficial to all executives, regardless of a specific identified deficiency or need.
- Unlike private-sector organizations, very few Federal agencies offer action learning and leader-led development activities.
- Agencies primarily use only 360-degree assessments, in contrast to the broader array of assessments used by private-sector companies.

Federal Agencies – Practices in Executive Development						
	360-Degree Assessment	Executive Coaching	Formal Training	Action Learning	Mentoring	Leader-Led Development
Nuclear Regulatory Commission	X	X	X		X	X
National Aeronautics and Space Administration		X	X		X	
Social Security Administration	X	X	X		X	
Department of the Treasury	X	X	X			
Department of Defense	X	X	X		X	
Department of Justice		X			X	
Department of Agriculture			X		X	
Department of Labor	X	X	X		X	
Department of Commerce	X	X			X	
Office of Management and Budget	X	X	X		X	
Environmental Protection Agency		X			X	
Department of Veterans Affairs	X	X	X	X	X	X
Department of Energy	X	X	X		X	X
Department of the Interior			X		X	X
Department of Homeland Security		X	X		X	
Department of Housing and Urban Development	X	X			X	
General Services Administration		X	X		X	
Department of State	X	X	X		X	
Department of Transportation	X	X	X			
Department of Health and Human Services	X	X			X	
Office of Personnel Management			X		X	

Department of the Treasury

Structured 360-Degree Assessments and Feedback
From January through July 2011, Treasury ran a pilot in conjunction with OPM's Leadership 360° assessment process, and received a 96% response rate from senior executives. Separated into cohorts of 100 people, executives were guided through the assessment and given feedback on their results. The SES members then received guidance on their executive development plans (EDPs), as well as an hour-long session with an executive coach.

Peer Coaching Cohorts
Treasury recently implemented a peer coaching program, where self-directed groups of leaders meet once a month, for 4 months, to provide support and coaching to each other on specific leadership challenges.

Leadership by Example
Treasury's top leadership sets an example by personally participating in Treasury's coaching program to model acceptance of the use of coaches by executives in the Department. This way, executive coaching becomes part of the organization's culture instead of being seen as a remedial or punitive practice.

Treasury Executive Institute
The Department's Treasury Executive Institute (TEI) provides continuous learning and growth opportunities that meet the learning needs of Treasury executives, executive development candidates, and other senior managers. TEI exposes executive-level employees to best leadership practices and management models, and provides training on the Executive Core Qualifications (ECQs).

> #### TEI Executive Forum
> TEI's Executive Forum is a non-residential executive development program for a cohort group of SES members and high-potential GS-15s. The Forum is composed of a series of nine one-day seminars held over the course of 6 to 8 months. All sessions address the ECQs and are delivered by knowledgeable and experienced speakers and subject matter experts. Learning opportunities also include case studies, self-assessments, and other interactive methods.

Social Security Administration

Executive Coaching Program
In addition to providing executives access to online training through *Ninth House* (Leadership training), the Social Security Administration (SSA) has implemented a structured executive coaching program. External coaches provide executives feedback after 360° evaluations, focusing particularly on areas for improvement. Coaches are scheduled to follow-up once a month over the course of 8 months to a year. SSA monitors progress by conducting evaluations with executives at the 6-month and one-year marks after the onset of coaching. Coaching is continually available to executives in SSA.

Executive Consortium
SSA hosts multiple Executive Consortiums throughout the year, featuring a speaker series with reputable business leaders and esteemed Government speakers.

Leadership Video Series
SSA is currently implementing a Leadership Video Series designed to focus on 16 competencies derived from the SES ECQs developed by OPM. Each video is approximately 30 minutes in length and provides a quick and easy way for executives to access just-in-time training based on their specific competency needs.

Office of Management and Budget

Flexible Summer Training Sessions
The Office of Management and Budget (OMB) has recognized the impact of time constraints on executives' participation in training and development. OMB addressed this issue during the summer of 2011 by offering 2-hour training sessions to its executives. Executives could pick and choose which session to attend, and also provided input on the content of the sessions. Facilitators ultimately covered topics including:

- Conducting Performance Appraisals
- Supervising Teleworkers
- Dealing with Unmotivated or Poor Performers
- Executive Performance Planning *(Identifying performance goals and developing executive development plans)*
- Exploring Generational Differences
- Coaching & Mentoring

The first hour of each session examined and discussed pertinent supervisory issues, while the second hour explored strategies and tactics to address issues. OMB achieved nearly 100% attendance in six 2-hour training sessions in 2011.

Department of Defense

Individualized Needs Assessment
The Department of Defense (DoD) tailors executive development to individuals by tasking a Talent Management panel to conduct a needs analysis and provide a customized set of recommendations for developmental opportunities for each individual executive. These recommendations become part of the executive's EDP, which is updated and renewed annually through this process.

Enterprise-Wide Community of Practice
DoD recently addressed some internal coordination and information-sharing challenges, typical of large organizations with multiple components, by connecting executive resource professionals across all of DoD on executive development issues. Because DoD is such a large and widespread organization, individual components have designed and administered component-specific executive development programs and courses. To promote collaboration among components and minimize duplication of efforts, DoD established a community of practice by regularly bringing together individuals in different components to promote collaboration and coordination – thereby minimizing duplicative or conflicting efforts, and fostering sharing of information and best practices regarding executive development in components and across DoD.

Executive Development at NAVSEA

The Naval Seas Systems Command (NAVSEA) has established itself as a leader in the use of executive development plans (EDPs) by first achieving a 100% EDP completion rate by executives, and then, based upon these EDPs, establishing a system-wide requirement for all executives to engage in continual learning. NAVSEA connected this two-phase initiative to an overarching enterprise talent management program.

Creating a Solid Foundation for Development

Using Peter Drucker's *"Management by Objectives"* approach, NAVSEA developed a performance and development system ensuring organizational goals and objectives cascade down from senior leadership to directly align with individual performance and development plans of subordinate employees. Furthermore, NAVSEA uses Value Stream Analysis to link each executive's skills and abilities to mission-critical competencies as well as product lines and outputs. This tool allows NAVSEA to visually map out the roles and responsibilities of every executive, and to identify areas of growth for each executive aligned to organizational need.

Maximizing Senior Leadership Involvement

A commitment to development needs to cascade down through the leadership ranks. Executives will model their behavior after the example provided by senior leaders. Therefore, it is important that senior leaders lead by example and help create and maintain a culture emphasizing development and continual learning. NAVSEA's Executive Director personally announced the mandate for documented EDPs to all senior executives [including those in Senior Level positions (SLs), Scientific or Professional positions (STs), and Senior Scientific Technical Manager positions (SSTMs)] at an all-hands meeting. To support this mandate, NAVSEA's Senior Executive Management Office (SEMO) developed a first draft of each executive's EDP based on recommendations from the Senior Talent Management Panel, and proceeded to schedule face-to-face interviews with each executive to further develop the EDP. This type of attention received an overwhelmingly positive response from executives.

Department of Agriculture

Change Management Series

The Department of Agriculture (USDA) launched a pilot program focused on Change Management to support the ongoing development of its SES. The series included a speaker session with a local author – available both in a classroom setting and online via webinar. Multiple sessions were provided to offer scheduling options – increasing the likelihood that busy executives could attend the program, which consisted of 2-hour presentations delivered over 3 different days.

Executive Onboarding at USDA
The Department of Agriculture has implemented an onboarding program for new executives, and developed a website to support this effort. The web portal contains training sessions for new SES members, as well as suggestions for other training opportunities and a space to facilitate mentoring and networking.

Department of Transportation

Annual Options for Executive Development
The Department of Transportation (DOT) annually provides their 200 SES members with three options to further their learning and development. These options include 10 sessions of coaching, participation in a book club, or formal training through OPM's Federal Executive Institute. Executives who choose to participate in the book club must develop an action plan that specifies how they will apply what they learn from the book to their jobs.

National Aeronautics and Space Administration

Executive Development Resource Website
The National Aeronautics and Space Administration (NASA) has developed an interactive website for executives to search for development opportunities categorized by specific ECQs, network via chat groups, and eventually apply to participate in action learning teams. This web portal is exclusive to NASA's executive population and provides a platform that encourages networking as well as development.

Executive Summit and Orientation
NASA hosts an annual 2-day Executive Summit featuring speakers, networking events, group discussions, and opportunities to provide feedback to administrators. Executives are involved in developing the agenda for each Summit. An orientation session is held before the start of the Executive Summit, introducing new executives to NASA. The orientation includes an overview of the organization, an ethics briefing, and a flash mentoring session with established NASA executives.

Nuclear Regulatory Commission

The Nuclear Regulatory Commission (NRC) has consistently achieved above-average results on the Federal Employee Viewpoint Survey (FEVS),[17] indicating high levels of performance, success, and employee morale and engagement. The support and development of NRC's leadership cadre is central to the mission of the organization. As a result, senior leaders are highly committed to executive development and to the organization. The continuity in leadership at NRC, by virtue of its leadership commission comprised of individuals who serve 5-year terms, ensures a continual focus on

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[17] http://www.fedview.opm.gov/2011/Published/

development over time. Senior management at NRC has also adopted a strategic approach to mobility by moving executives into positions that will expand their leadership skills and broaden their perspectives.

360-Degree Assessments and Executive Coaching
NRC has implemented a noteworthy development program for executives – pairing 360-degree assessments with 3-hour executive coaching sessions. An executive's first assessment takes place after one year on the job, and is repeated every 3 years. Following the assessment, the executive is paired with a coach to analyze the results and create or update his or her development plan. To save time and money, executives in each office undergo the 360-degree assessment process at the same time. When more than seven executives work in a particular office, a group report is compiled in addition to the individual report. NRC also offers additional coaching hours as needed for further development or teamwork.

Strong ERB Involvement
NRC's Executive Resources Board (ERB) is heavily involved in the development of NRC's SES cadre. The ERB is responsible for conducting talent reviews, where they discuss each executive individually and specify opportunities for his or her continued development. Prior to this review, each executive completes a one-page list identifying his or her top goals for development and/or preferred rotational assignments. This information is taken into consideration during the ERB talent review process.

Quarterly Seminars and Speaker Series
NRC hosts in-house seminars on a quarterly basis, inviting reputable speakers to address topics on leadership. NRC has particularly experienced success in helping executives overcome time limitations and fully participate in developmental activities by ensuring the activities provide convenient access and involve meaningful topics. All executives are invited to attend and are permitted to invite their management teams as well. All of these events are videotaped and available for online viewing.

Social Networking and Communities of Practice
NRC has also established an internal social networking site, which is available for voluntary participation. Using this tool, executives can establish communities of practice that link SES members with common interests and goals (e.g., a specific portal exists for senior executives to communicate with and mentor newer executives).

Department of Commerce

Mobile Learning
The Department of Commerce recently launched a pilot mobile learning initiative, which utilized a number of content providers to make resources available via mobile devices. In this program, users are given access to learning content that is downloadable, web-based, and capable of being received by any mobile device.

The framework for the pilot included a mobile-accessible online self-assessment tool, which was used to provide each participating executive a tailored one-on-one coaching session with an Industrial-Organizational (I-O) Psychologist. In these coaching sessions, executives received feedback and a list of recommendations for career development. Executives subsequently used this information to fill out their EDPs and select online/mobile learning content from the content providers. In January 2011, the pilot was run with 30 SES members and received a great deal of positive feedback. The pilot was evaluated mid-way through the program and at the end of the program so that lessons learned could be captured.

Department of Health and Human Services

SES Leadership Development Forums
Over the past 2 years, HHS has shifted the focus of its in-house training opportunities to accommodate current needs and trends. HHS began a series of SES Leadership Development Forums to provide meaningful and timely leadership development training to its executives. These trainings, held every few months, offer leadership development, functional training, and networking opportunities for executives. In addition to leadership and career development, the Forums help further involve the SES in the vision and priorities of the agency and the administration.

"Coach the Coach" Method of Delivering Feedback
HHS uses OPM's *Metrics that Matter* evaluation tool to assess executives' performance in regard to ECQs, and to provide executives with 360-degree developmental feedback. HHS also has expanded its pools of available coaches to ensure executives have full access to this feedback. For example, HHS has begun a pilot to use three separate groups to deliver feedback using a "*Coach the Coach*" technique. This approach involves certified coaches teaching other employees how to effectively coach others. Additionally, HHS has provided employees with backgrounds in organizational development or behavioral sciences to hold "*Train the Trainer*" workshops, where they instruct other employees how to deliver feedback on 360-degree assessments.

> #### *360-Degree Assessments for Strategic Planning*
> HHS identifies organizational issues from its 360-degree assessment results and shares widely with employees for them to develop action plans to address the issues. The top recurring themes from the assessments are identified and widely acknowledged during all-hands meetings. Employees are then tasked with developing an action plan to move forward and improve upon the issues highlighted in the assessments.

Environmental Protection Agency

A Life Cycle Approach to Executive Development
The Environmental Protection Agency (EPA) is shifting its current executive development approach to focus on the life cycle of an SES, and to build a more unified, holistic executive cadre. Through this new approach, EPA executive development programs aim to provide executives with necessary skills and resources at each stage of their executive career rather than targeting weaknesses and shortcomings. This objective of this approach is to prevent performance issues and to position executives to succeed.

> *Training for the Transition*
> EPA's Life Cycle Model particularly emphasizes support for leaders as they transition through different levels in their careers. For example, EPA's model highlights the significant transitional process when individuals move from GS-15 positions into SES positions. EPA provides helpful information and tips, on the transition between from the GS-15 to the SES level, to new SES members during new SES orientation programs. EPA also matches new SES members with experienced senior executives, who serve as guides and mentors during the new executives' transitions into the SES. Moreover, EPA provides new executives with "*cultural mentors,*" specifically responsible for helping to introduce and acclimate the new SES members to EPA's culture.

Department of the Interior

Executive Development Policy
The Department of the Interior (DOI) has established a policy requiring all executives to participate in formal or informal training to demonstrate continued professional development. This policy requires the training to clearly link to the ECQs, and sets requirements around the completion and review of EDPs.

> *Tailoring Developmental Opportunities to EDPs*
> DOI emphasizes the use of information obtained from executives' EDPs to tailor courses and other developmental opportunities to address identified themes. DOI then creates and distributes to SES members a calendar, listing training events, courses, and seminars.

Governmentwide SES Forum Series
In partnership with other Federal agencies, DOI hosts a speaker series multiple times per year, providing SES members across the Federal Government with a valuable learning opportunity. Executives attending these events have the opportunity to hear from and interact with today's top thinkers and organizational practitioners, as well as to learn from current top executives in Government. Distinguished authors and speakers share their knowledge in areas related to specific ECQs. DOI especially encourages the participation of SES members who previously attended DOI executive forums.

Department of Labor

Resources Supporting Executive Development
The Department of Labor has developed a variety of resources to support the continued development of its executives, including a *Guide to Writing an Executive Development Plan (EDP),* and a standardized EDP template for agency-wide use.

Department of Housing and Urban Development

360-Degree Assessments and Executive Coaching
The Department of Housing and Urban Development (HUD) provides 360-degree assessments, as well as the Leadership Effectiveness Inventory (LEI) to all SES members. HUD also supplements these assessments by pairing its executives with executive coaches who provide feedback to help maximize the effectiveness of the assessment results, and to ensure the executive has an action plan to address results.

Department of Homeland Security

Leadership Development Programs
The Department of Homeland Security's (DHS) Leader Development Program offers a dedicated focus on continuous learning for SES, SL/ST and U.S. Coast Guard flag officers. DHS is in the process of developing an executive "Capstone Program," in which all newly-appointed SES and equivalent personnel will be required to participate. This program provides executive support to leaders as they transition into executive-level responsibilities, including an emphasis on the strategic skills necessary for executives to lead effectively across boundaries in the homeland security enterprise. The Capstone Program consists of three one-week learning experiences that include activities at key DHS locations, action learning, and simulations.

Executives as Mentors
DHS has established formal and informal mentoring programs throughout many of its components, involving extensive participation from SES members. For example, DHS regularly provides informal "speed mentoring sessions" where participants meet and engage with a variety of executives to seek career and development guidance, and to discuss the challenges and successes of others. DHS also encourages executives to serve as mentors in its leadership development programs.

Department of Energy

Quarterly SES Networking Events
The Department of Energy (DOE) hosts quarterly networking events for executives. These events are broken up into two sessions over the course of a day: in the morning, executives

meet for a 2-hour period to introduce themselves and provide updates on the programs on which they are currently working; and in the afternoon, participants receive a briefing on the morning session, and then discuss best practices and lessons learned.

Leaders as Teachers

DOE recognizes the value of sharing and preserving the wealth of knowledge senior leaders have acquired through years of research and experience. To leverage this knowledge, DOE is identifying subject matter experts in various areas within the department and is training them to teach courses and lead discussions to educate other personnel. Furthermore, DOE is capturing this valuable information in a knowledge database to enable the transfer of the information to future generations of employees.

Partnership Program

DOE has also forged partnerships with organizations such as the National Defense University (NDU), where DOE's key executives are identified to teach actual courses within the program. The executive is responsible for forming a curriculum based on his or her personal knowledge and experience in the field. DOE employees are encouraged to attend these sessions as training.

Leadership Development Series Seminars

DOE provides unique learning experiences to executives through monthly Leadership Development Seminars. Each of these sessions is tied specifically to an ECQ, and serves as a quick refresher course for executives who are interested in sharpening specific executive competencies.

Department of Veterans Affairs

Executive Onboarding

The Department of Veterans Affairs (VA) has established a structured 18-month onboarding program to welcome and orient new executives to the department. All new SES members pair with an executive coach and receive leadership assessments. They also participate in five courses designed to enhance their development: OPM's SES Briefing for New Executives, VA's Senior Executive Strategic Leadership Course, VA's Executive Forum, FEI's Leadership for a Democratic Society Course, and an Executive Elective Development Course (based on individual and organizational need).

VA Executive Forum

The VA Executive Forum is an annual orientation program provided to newly-appointed or transferred senior executives. This 5-day event introduces executives to the department and to the VA's strategic vision and priorities. The program includes presentations by VA's senior leaders (Secretary, Deputy Secretary, Chief of Staff, Under Secretaries, etc.), and provides participants access to administration and staff offices, transformational learning opportunities, industry-leading speakers, and networking.

VA Senior Executive Strategic Leadership Course
This leadership course is provided through a partnership with the University of North Carolina's Kenan-Flagler Business School at Chapel Hill to help all VA executives excel at the strategic level. The course is delivered over 5 ½ days, during which time executives receive key content and insight, and participate in simulations and group activities in executive topics, including Executive Decision Making, Managing High Performance, Strategy and Execution, Negotiation and Partnerships, Financial Resource Management, and Driving Strategic Change. The overall goal of this course is to develop each executive's enterprise and business skills to face the challenges of an increasingly complex, volatile, and dynamic world. One highlight of the course involves an activity in which executives are divided into teams throughout the week to work on a designated VA challenge and to devise an action plan. On the final day of the program, each team reports to the VA's Chief of Staff and to the rest of the group on the developed action, for potential implementation.

Interactive SES Web Portal

VA has developed a collaborative networking website for senior executives, titled *CSEMO Connect*, where leaders can connect with other executives, receive updates on VA services and projects, and interact via a discussion board. The website also features an interactive calendar of events tailored to the SES community, as well as a continuously-updated roster of senior executives' biographies within the department. SES members can choose to search for other executives by name, organization, or geographic location.

Department of State

Senior Executive Threshold Seminar

The Department of State ("State") offers a mandatory 2-week training course for new executives entering the SES corps through the Foreign Service Institute (FSI). State requires all executives to take this course within the executives' first year at the department. The 2-week course includes a week at an offsite location, where each participant receives an orientation to the department, engages in team-building activities, and receives a 360-degree evaluation. The program also helps executives identify and receive information addressing their developmental needs to succeed at the SES level.

Department of Justice

Participation in SES Forums

The Department of Justice (DOJ) has designed a centralized development opportunity for DOJ executives to learn and to interact with other executives across the department. This practice is particularly helpful to coordinate and connect each of the 40 organizational components across the department – many of which engage in component-specific developmental efforts that do not cross the department.

Formal Mentoring Program
DOJ has established a formal mentoring program, drawing extensive participation from DOJ's SES members. Additionally, more than half of DOJ's executive cadre has volunteered to serve as mentors for the next generation of executives currently participating in DOJ's formal Leadership Development Program.

General Services Administration

Leadership Development Online Toolkit
The General Services Administration (GSA) has developed an online web portal for executives, featuring a toolkit with a menu of developmental opportunities tied directly to the ECQs. Through this portal, executives have access to courses to GSA's internal training courses and the capability to register for a variety of external leadership development programs from organizations such as OPM's FEI and Harvard Business School. Executives can also access coaching or consulting services through this portal, and these services are available based on need.

Benchmarking Summary: Implementing Executive Development Plans
To support OPM's requirement that all executives must complete and update an Executive Development Plan (EDP), GSA has conducted research and compiled a benchmarking summary on how to implement executive development plans.

A Word of Caution about 360-Degree Assessments

As indicated in this guide, 360-degree assessments are a popular component of both private and public-sector executive development programs. In fact, the use of 360-degree assessments in both private and public-sector organizations has become so prevalent over the past 20 years that they have been deemed one of the most notable management innovations in business today.[18] Administering 360-degree assessments can be a challenging process; below are suggestions to ensure successful implementation:

- **The use of 360-degree assessments should be coupled with a developmental solution**. Feedback from the assessment should be used to create a development plan with distinct, measurable and achievable goals. These goals should be tailored to the individual and the organization, to best support the success of both the individual and the organization's achievement of vision, and strategic goals.
- **Use a neutral third party to deliver feedback.** Because negative feedback may be counterproductive, organizations may most effectively deliver feedback through a certified coach or HR representative, who will help the executive understand and create a constructive development plan based upon the feedback.

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[18] http://www.proboards.nl/data_docs/CCL-Leadership_Development.pdf

- **Ensure support from the top.** Senior management's support is critical for the entire 360-degree process, from onset through delivery of feedback. The process is most effective when facilitated through a top-bottom approach where senior leaders first participate. This helps to create a culture where employees value 360-degree feedback as constructive information - enabling growth and enhanced success.
- **Follow up.** Follow the initial assessment and feedback with another round of assessment and feedback anywhere from 6 to 12 months after the initial feedback session, in order to chart progress and to reinforce learning.

Executive Development on a Budget

Contrary to what may often be popular belief, organizations do not have to spend prohibitive amounts of money to provide modern and successful executive development programs and other opportunities. Organizations have a vast array of available approaches to efficiently and economically offer developmental products and services, including sharing and collaborating with other organizations, or adopting a blended approach to training. The following are cost-effective strategies for developing Federal executives:

- **Host speed mentoring events.** Networking and mentoring events are a great way to introduce new executives to the agency and the SES cadre.
- **Establish group coaching sessions.** Coaching does not always have to occur through one-on-one interactions. Group coaching links executives together with a coach to help make their work more effective. The structure may be formal or informal and can include peers with a common interest or executives from different agencies who want to collaborate to increase effectiveness. Participants meet at scheduled intervals to share lessons learned, best practices, and create efficiencies through shared knowledge.
- **Leverage online libraries as a resource.** Many free or inexpensive online resources – featuring articles, books, webinars, etc. – are readily available, and may be used as the foundation for discussion or learning sessions, including online forums.
- **Institute a book club.** Provide executives with a reading list and ask them how they will apply the knowledge from the book to their jobs. This can be done via in-person or online discussion sessions, or by writing action plans. The Department of Transportation requires executives who participate in a book club – as an activity identified in their EDPs – to each develop an action plan specifying how they will transfer the lessons learned from the books to their jobs.
- **Share resources and subscriptions.** Maximize the value of resources by sharing. EPA purchased a subscription to Harvard Business Review (HBR) that is shared among executives. SES members can access and download articles and information from HBR as needed.
- **Adopt a blended approach.** Agencies may effectively cut costs and customize a program to fit a specific need by combining different training options within a

development program. One organization requires executives to take an online training class, which is followed-up with a face-to-face collaborative workshop.

- **Provide opportunities to exchange knowledge.** One organization regularly offers opportunities for executives to immerse themselves in another business' culture to derive value from exposure to fresh external perspectives. This program takes place over the course of 90 days and provides senior leaders experience with different business environments – giving them new knowledge and approaches to the performance of their official jobs.
- **Ensure executives are aware of available opportunities.** Executives may frequently overlook developmental opportunities that are not well-marketed. The Department of State sends out internal and external opportunities via a ListServ message, and GSA and VA list developmental activities and events on their internal SES websites.
- **Use case studies as a foundation for discussion groups.** Invite senior leaders to participate in workshops designed to engage and expand critical thinking skills. One organization offers a workshop focused on a Harvard case study on Transformational Leadership. To maximize top-tier executive participation, the senior-most leaders in the firm are invited to attend the workshops as spectators to observe the performance of their direct reports.
- **Organize and facilitate learning circles.** Learning circles are gatherings of peers who come together to collaborate and share ideas, best practices, and experiences.[19] The goal of learning circles is for executives to develop new practices and create action plans they may take back to their home organizations. At one firm, all executives are expected to participate in learning circles on an ongoing basis.

Innovations in Executive Development

Just-in-Time Executive Development

This approach to executive development capitalizes on the *70-20-10* model by providing executives with continuous learning exercises that train people "just-in-time" (i.e., for their specific situation and circumstance), while they are solving real business problems.[20] Instead of a classroom approach to training, which follows on a "learn-do" sequence, "just-in-time" provides an executive the opportunity to "do-learn-do" – to capture knowledge and develop skills when most needed, while working on the job. For example, think about watching a video on The Food Network's website to guide you through a difficult recipe while preparing dinner, or searching on YouTube to find out how to tie a tie before an important function. When learners have access to the instruction they need – when they need it, and when they may repeat it as often as they want – individuals will not only learn the information, they will remember it. Using "just-in-time" techniques can fill in the gaps left by formal training programs, and can enhance performance by minimizing errors occurring as a result of inadequate skills or lack of information.

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[19] http://www.bonner.org/resources/modules/modules_pdf/BonCurFacilLearnCircles.pdf
[20] http://clomedia.com/articles/view/just_in_time_executive_development

Business Simulations
Although a significant investment of time and money is often required to develop customized business simulations, many of the most successful private-sector organizations use simulations to allow senior leaders to practice execution without the risk of serious consequences. Through simulations, executives – who are responsible for making the most critical decisions that impact an organization and all of its stakeholders – have opportunities to operate in a controlled, simulated environment, allowing them to acquire experience and analyze their performance in a safe learning environment. Some organizations pair these simulations with executive coaching to provide leaders with a deeper understanding of their critical thinking skills and decision-making strategies, and to provide appropriate feedback and advice.

Sounding Boards
Different from a traditional developmental mentoring relationship, a "sounding board" is a strategic thought-partner who acts as a "voice of reason" or a "fresh perspective" providing support to executives faced with difficult challenges or issues. In such relationships, an executive may use information provided by the sounding board to consider additional perspectives and to further the executive's analysis and decision-making.

Community Service Programs
A great deal of literature suggests that volunteer service effectively builds employees' morale, teamwork, and broadened perspectives. Community service programs can also provide a way to draw senior leaders out of their comfort zones and stretch their knowledge and perspectives. Private-sector organizations often incorporate community service into the action learning portion of their executive development programs.

Viral Learning
One organization employs a "Viral" Learning methodology, creating a living knowledge network where executives are continuously provided access to valuable and relevant content via internal and external thought leaders. Executives are encouraged to share information and apply the knowledge they have gained to solve problems and make improvements within their home organizations. For example, an organization may invite subject matter experts to facilitate a session for executives, and the executives will then be challenged to apply the newly-gained knowledge to solve a real business issue in their specific area of accountability. This learning must tie back to the current business strategy and vision at the particular point in time in order to be effective.

Collective Leadership
Many organizations adopt an individualized approach to leadership, where each executive is solely responsible and accountable for accomplishing a certain task. A more modern concept is emerging in the private sector –focusing on collective leadership with pooled resources and shared accountability. These organizations foster a culture of collective leadership, benefitting from the collaboration of leaders and experts across a variety of functional areas, and achieve a higher level of organizational performance. In such organizations, senior leaders understand the capabilities and efficiencies of scale and synergies across an organization, as well as the power of collaboration, and are able to

achieve greater successes. In these organizations, senior leaders commonly move across the organizations to lend their expertise and assist in other business areas, and to acquire new knowledge and experience.

Measuring the Impact of an Executive Development Program

To ensure the effectiveness of executive development programs, organizations must be able to measure the organizational outcomes of those programs. Unfortunately, although organizations commonly invest in development programs, organizations seldom have accurate or meaningful insight into the effectiveness and value of their development programs aligned to organizational needs and priorities.

Before investing time and resources in creating an executive development program, agencies should conduct a thorough needs assessment. The purpose of a needs assessment is to identify organizational performance gaps and the knowledge, skills, and abilities of employees required to close those gaps. Successful needs assessments also maximize the overall accuracy of the development program evaluation. The following represents four critical components of an effective needs assessment: [1]

- Identification of critical organizational challenges that drive the need for leadership development.
- Identification of targets for leadership development and leadership needs relating to a client's business challenges.
- Identification of change required to solve a business problem or to meet an organizational challenge.
- Identification of specific, measurable outcomes of leadership development, including the level of mastery desired for these outcomes.

Especially during times involving constrained budgets, agencies should prioritize effective program evaluation to ensure optimal allocation of resources (time and money) and return on investment. Organizations commonly measure program effectiveness only by gathering data through assessments of individual executive learning, and this limited method typically allows organizations to measure only participant learning and behaviors. To properly evaluate development programs, agencies should consider the following additional metrics and assessment tools:

- Comparisons of expectations and benefits
- Interviews or open-ended questionnaires
- Employee engagement/satisfaction
- 360-degree retests
- Quality of the agency's products and services
- Benchmarking with other executive development programs
- Retention of leadership talent

Organizations that most accurately measure the impact of developmental efforts use both qualitative and quantitative metrics and focus on the individual as well as the organization. For additional information regarding program evaluation, please see the *Program Evaluation for Beginners* guide,[21] available on OPM's online Federal Training and Development Wiki. Our wiki is a collaborative website dedicated solely to Federal learning and development content. Agencies are able to share creative ideas and training tools that will assist them in developing and implementing programs in new, more efficient, and fiscally responsible ways. Additional helpful information is available in OPM's *Training Evaluation Field Guide,*[22] designed to assist agency training representatives in evaluating training effectiveness and in demonstrating training value to stakeholders and decision-makers.

Conclusions and Recommendations

The purpose of this guide is to inform agencies of current executive development trends and practices in the private sector and the Federal Government. Agencies may benefit in numerous ways from adopting practices used in the private sector to enrich their own executive development efforts, including the following:

- Link learning and development opportunities to the agency's mission and strategic goals, as well as an executive's performance plan.
- Facilitate executive sponsorship at the most senior level.
- Offer a wide variety of assessments, and use coaches to deliver the results.
- Provide ample opportunities for experiential learning, including rotational assignments and details to other parts of the organization.
- Provide support for executives during transitions to new leadership roles.
- Engage executives in action learning projects aimed at solving real organizational challenges.
- Adopt a holistic and blended approach to executive development by offering a wide variety of opportunities.

By placing an emphasis on executive development, we ensure our senior leaders stay current, informed, and best-equipped to make the critical decisions important to operating to the Federal Government and serving our Nation. It is our hope the information presented in this guide will help agencies implement and enrich high-quality and successful executive development programs.

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[21] http://www.opm.gov/wiki/uploads/docs/Wiki/OPM/training/Program%20Evaluation%20Beginners%20Guide.pdf
[22] http://www.opm.gov/WIKI/uploads/docs/Wiki/OPM/training/Field%20Guide%20to%20Training%20Evaluation_6-8-2011-FINAL.pdf

APPENDIX A

SAMPLE
U.S. Office of Personnel Management
Executive Development Plan Template

The Executive Development Plan is meant to serve as the "blueprint" for all short-term and long-term developmental activities which will enhance an executive's performance. Developmental activities, whether participating in a detail assignment, taking a course, or reading a book, should develop a broader perspective and deeper knowledge of the agency and Federal government. Plans should be updated periodically (e.g., at least once every three years).	
Name/telephone number John Smith, 202-555-1111	**Series/grade** ES-0340
Position title Associate Director of Public Affairs	**Occupational field** Public Affairs
Developmental Goals • I am new to the SES and would like to improve my leadership skills to effectively and efficiently manage the directorate • Keep up-to-date in the Public Affairs field	
Employee signature	**Date**
Supervisor signature	**Date**
ERB signature (optional)	**Date**

I plan to develop the following Executive Core Qualifications (ECQs) and associated Competencies: Leading People (Conflict Management), Results Driven (Accountability), and Building Coalitions (Political Savvy)

DEVELOPMENTAL ACTIVITIES	DATE STARTED	DATE COMPLETED	EXPECTED OUTCOMES
1. Training Course: OPM Federal Executive Institute Course: *Leadership for a Democratic Society: Historical Foundations for Leading Contemporary Transformations*	11/9/12	12/5/12	Gain broader understanding of the Constitution and how it fits into our modern-day government; develop insights into my leadership strengths and areas for development; devise a plan to improve the organization's performance; and increase my networks for problem-solving support
2. Books: 1) *It's Your Ship*, by Captain Michael Abrashoff 2) *Generations at Work*, by Ron Zemke, Claire Raines, and Bob Filipczak 3) Find other books on similar topics (will add over time)	5/1/10	1/1/13	Incorporate suggestions, recommendations and solutions from these books into my leadership and management practices
3. Rotational Assignment: 60-day detail assignment with Department of Treasury. My detail assignment will be to manage the Acquisition Division	2/1/12	4/15/12	To gain a broader understanding of the Acquisition field and to learn to manage people who are in a different career field
4. Webinars/Pod casts: 1) American Management Association Web cast: *How Ordinary People Become Extraordinary Leaders* 2) Find other webinars on similar topics (will add over time)	4/1/10	4/1/12	Incorporate suggestions, recommendations and solutions from these webinars and pod casts into my leadership and management practices

5. Other: Work with executive coach over several sessions	8/1/10	1/1/12	Discuss strategies for overcoming barriers in my agency; Learn new techniques and improve old ones in conflict management and problem solving; Learn how to balance work, family needs, friends, and hobbies so I do not face burnout

Benchmarking Summary: Implementing Executive Development Plans

Background

The GSA Executive Resources Office commissioned a benchmarking study to gain insight into others agencies' approaches to implementing Executive Development Plans (EDPs) for the SES cadre, lessons learned, and best practices. The results are summarized in this report, with a view toward formulating approaches that can be applied at the GSA to successfully implement EDPs. Five agencies responded and their responses are summarized in this report: Department of Energy, Environmental Protection Agency, Department of Navy, NASA, and the Securities and Exchange Commission. The summary of key findings will be shared with participating agencies.

Summary of Key Findings

1. **How were EDPs introduced to the SES cadre?**
    Two of the agencies introduced EDPs as part of the performance review process. The communication was endorsed from the top of the agency, and the specifics were communicated by the Chief People Officer. Those agencies used brief emails and supporting documents to communicate to executives.   A third agency rolled out EDPs as part of a toolkit that included a customized competency model, 360, and EDP. The top leaders in that agency sent out the communications under their signature, and clearly stated their expectation that executives will follow through with development plans based on talent board feedback. They also highlighted EDPs in a Town Hall meeting for SESers. A fourth agency is planning to introduce EDPs as part of a new college of leadership development, and anticipates launching this with the active sponsorship of senior leaders. A fifth agency applied the existing development process to SES members, and adjusted the process accordingly.

2. **What input are executives asked to consider when creating their plans?**
    Two agencies ask their leaders to incorporate their own career aspirations, talent management panel feedback, performance review feedback, and optional 360 feedback. A third agency does not provide specific guidance about input, while a fourth references input from the manager. A fifth agency anticipates extensive input from an in-depth assessment center, including 360 data and the support of coaches to complete their development plans.

3. **How do the EDPs align with your performance management process?**
    With one minor exception, agencies do not rate development goals as part of the performance management process. The linkage is typically that development goals help you achieve your performance goals, which are rated. The exception was a pilot conducted in one center of one agency, where, after budget and resources were provided for development, executives were rated on their achievement of development goals. The agency had not yet received feedback on the effectiveness of this pilot.

4. What training or job aids did you provide as support for creating EDPs?

Three agencies provided minimal guidance, such as offering a sample EDP, encouraging a conversation with the manager, providing an outline, or linking to existing resources. One agency did a more extensive rollout, including briefing HR generalists who supported the rollout, providing FAQs, announcing in a town hall, preparing letters for champions to distribute under their names. That agency is also now producing a related video. Supporting resources are available on a portal open only to executives. The fourth agency anticipates deploying EDPs in the context of a significant leadership development initiative to be launched in Fall 2011.

5. How do you integrate SES Executive Core Qualifications (ECQs) and/or customize the EDP template to your agency?

All agencies surveyed customized, or anticipate customizing, the EDP template. Four agencies reference or plan to reference, leadership competencies in their template. One agency references competencies that have been customized to the agency, and one agency does not reference the ECQs.

6. What types of development options have gotten good traction at your agency?

All agencies cited some form of executive coaching as well-received at their agency. One agency uses coaching at key transitions, another anticipates using coaching as part of a formal development program. One agency representative commented that coaching is often associated with resolving a deficiency; they are trying to move it toward "good and getting better" instead. Two agencies reported success with "flash mentoring" approaches. One agency highlighted their Executive Summit, held twice for their 600 executives. In response to an identified need for more networking, this two-day event offered opportunities to network, learn more about agency strategy, and key topics.   Another agency emphasized rotational assignments and details, which are determined during talent management review panel meetings. This same agency created two certificates, one for new SESers, one for more experienced level executives, based primarily on E-Cornell programs, which were described as well-received at the executive level. The fourth agency is launching a leadership development program that features 21 benchmarking visits, and has 6 modules, for GS15s and SESers, directly supporting the ECQs. It is similar in design to the Fellows program described on the Partnership for Public Service website and used by at least one other federal agency. A fifth agency offers a speaker series with authors and external presenters, as well as presentations from key internal leaders and networking opportunities. This fifth agency also participates in the SES Forum series, 8-9 events where a consortium of federal agencies offer presentations by national speakers or government leaders.

7. How did you collect the plans?

Two of the four agencies collect integrated performance/development plans at the same time, after end of year reviews. A third made a general request but did not receive any plans. A fourth agency plans to do an end-of-program survey against clearly communicated expectations that participants will have a personal leadership development strategy and demonstrate mastery, including identifying at least two behaviors they have changed. A fifth agency did not collect plans, and estimates that 50% of executives completed them.

8. What outcomes have you seen to date?

Most agencies report "too early to say," and anticipate aggregating and analyzing EDPs from the 2011 performance year as part of the ERB review process. One agency cited visible change in two areas: 1) seeing differences in executives who are receiving coaching, and 2) job changes recommended by the talent board are happening. A second agency reported anecdotal observations that managers are having conversations about goals and developmental needs at the midyear point. Agencies that do not collect forms or survey do not have data upon which to assess outcomes.

9. What, in your opinion, are the key success factors for a successful implementation of EDPs?

There were five distinct responses to this question. One respondent highlighted the active engagement of the manager as key. A second respondent emphasized letting people use what inspires/motivates them, to make it personally meaningful. A third respondent highlighted the need to understand the culture and roll out EDPs forcefully the first time with the right level of sponsorship and emphasis, so they get taken seriously. A fourth respondent recommended making it part of the performance plan. The fifth respondent highlighted key principles of completing EDPS in the context of a substantial leadership development initiative. Those principles included that course material needs to be relevant, effective and accessible. The material should be context-specific, addressing issues, challenges and opportunities in the agency. It needs to make efficient use of busy executives' time. The outcome of the learning should directly solve agency problems. Executives are then held accountable for applying their learning on the job.

Implications for GSA

The following observations are provided for GSA's consideration. In some instances, they are already incorporated into the project plan to introduce EDPS.

1. **EDPS are introduced by Martha Johnson and linked to strategic priorities.** Executive development need to be owned and communicated from the top of the organization, and reinforced by managers. Communication should be tailored to link into the right drivers and rewards so that the SES cadre takes development seriously.
2. **Have customized just-in-time resources for executives.** Provide high-quality, easy-to-use resources to support executives in completing meaningful EDPs. Easily accessed, plain English, just-in-time resources increase the likelihood that executives will create robust EDPs.
3. **Provide substantive input to create meaningful goals.** Providing data or fresh perspectives helps executives set on-point development goals. Input could include self-assessments, 360 assessments, other types of feedback, leadership development programs, or structured opportunities for leaders to reflect on their leadership strengths and development areas.
4. **Measure outcomes.** If there are no outcome measures or follow up, there is no rigorous way to assess the impact of executive development plans. GSA plans to collect and analyze the EDPs.

5. **Engage the manager.** Clearly define the manager's role as providing input into the draft plan and having follow-up development conversations throughout the year, to reinforce managers' responsibilities for supporting leadership development on their teams.

6. **Align executive development objectives with the objectives of President's Management Council.** The President's Management Council SES Initiative calls on Federal agencies to emphasize executive development in order "to maximize executive effectiveness and potential while growing skill sets to ready the corps for future challenges." The 2012 EDP process provides a foundation for future executive development initiatives at GSA. This study also suggests a lack of consistency in executive development across agencies.

Respectfully submitted,
Kathy Conron
Sr. Consultant, AE Strategies
July 19, 2011

A Guide to Writing
an Executive Development Plan (EDP)

Office of Continuous Learning and Career Management
U.S. Department of Labor

Leading
Change

Leading
People

Building
Coalitions

Results
Driven

Business
Acumen

Table of Contents

Overview

An Executive Development Plan (EDP) is a blueprint for all short-term and long-term developmental activities that strengthen your executive and managerial performance. An EDP is more than a list of training activities. It should engage you professionally, reflect your commitment to public service, and demonstrate your commitment to lifelong learning. EDP activities should also give you a broader perspective in the Department, as well as Government-wide, and assist you in meeting the Department of Labor's need for leadership, managerial improvement, and organizational results.

As a DOL manager or executive, you should create an EDP that supports the characteristics of an elite DOL SES corps member: being even keeled, having good listening skills, and the ability to problem solve effectively. Your EDP should also strengthen your expertise in information, technology and systems management, public policy, human resources management, ethics, and budget and financial management.

This guide includes:
1) Types of Developmental and Learning Activities
2) Steps for Writing an Executive Development Plan (EDP)
3) Summary of the Executive Core Qualifications (ECQs) and Related Leadership Competencies
4) Executive Development Resources
5) A Sample Executive Development Plan
6) External Training Opportunities and Books Cross-Walked to the ECQ Leadership Competencies

Although this guide includes a variety of EDP resources that may be relevant to your development, it is by no means exhaustive or meant to endorse a specific program or organization. Training and associated costs are subject to agency budget and approval. You are encouraged to explore developmental activities carefully to ensure they meet your professional and developmental needs.

Remember that your EDP is a living document. Your plan should be reviewed and updated regularly, at least annually, to ensure it is relevant and incorporates new training and learning opportunities that become available.

Questions about creating your EDP? Please contact Mark Edwards, Program Manager for Executive Development, at edwards.mark@dol.gov or 202-693-7638.

Types of Developmental and Learning Activities

An EDP can consist of:

Formal Training: This includes classroom-based or e-learning courses, seminars, educational programs, and certification programs.

Informal Training: Any learning activity that is not covered under formal training such as:
- ✓ Details
- ✓ Rotational Assignments
- ✓ Special Projects/Action Learning
- ✓ Task Forces
- ✓ Inter/Intra-Agency Initiatives
- ✓ Supplemental Readings
- ✓ Speaker Forums
- ✓ Conferences and Roundtables
- ✓ Peer Coaching and Leadership Circles

Remember: Informal training activities are not only cost-effective alternatives to formal training, but can effectively serve as the core developmental activities on your EDP.

Steps for Writing an
Executive Development Plan (EDP)

An EDP template is available on LaborNet: *http://labornet.dol.gov/forms/DL1-6071.pdf*

Step 1.
 	
Understand where you are
	▪ Consider the skills and knowledge (see the Summary of the Executive Core Qualifications) that will enhance your performance:
	  ✓ Include areas for improvement.
	  ✓ Consider strengths you want to further develop.
	  ✓ Think about direct or indirect feedback you have received that will help guide your development. If you recently completed a 360 Degree Assessment, review those results.
	
	    Be honest. Be clear. Be practical. Challenge yourself.

Step 2.
 	
Use the EDP format* to:
 	
a) Identify developmental objectives.
 	
b) Create an action plan that includes specific activities, costs, and dates.
 	
*See the attached sample EDP. An EDP template is available on LaborNet:
http://labornet.dol.gov/forms/DL1-6071.pdf
	▪ Create developmental objectives that are connected to the Department's mission and strategic goals. Effective EDPs are **S.M.A.R.T.**:
	
	  ✓ **S**pecific – Make your EDP clear enough so that you and others can understand and conceptualize the objectives.
	
	  ✓ **M**easurable – Objectives do not have to be measured numerically, but completion (or effort towards completion) should be easily observable.
	
	  ✓ **A**chievable – Create an EDP that stretches you, but is realistic enough to be achieved.
	
	  ✓ **R**elevant – Align developmental objectives with your professional and career goals. EDPs need to enhance specific skills and make you more effective as a manager or executive.
	
	  ✓ **T**ime Bound – Set a specific, yet realistic, time frame that will drive completion.

Step 3. **Review with your supervisor**	▪ Review your EDP with your supervisor and solicit their feedback. Work with your supervisor to ensure your objectives align with the organization's priorities and brainstorm about possible developmental activities. Once you have incorporated their feedback into your EDP, have your supervisor sign off on the plan.
Step 4. **Implement your EDP**	▪ Keep your EDP in an accessible place and periodically review the plan to ensure it is meeting your developmental needs.
EDP ➡	Your roadmap to the future

Summary of the Executive Core Qualifications (ECQs)
and Related Leadership Competencies

FUNDAMENTAL COMPETENCIES

These competencies are the foundation for success in each of the Executive Core Qualifications.

Interpersonal Skills – Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

Oral Communication – Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

Integrity/Honesty – Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions; models high standards of ethics.

Written Communication – Writes in a clear, concise, organized, and convincing manner for the intended audience.

Continual Learning – Assesses and recognizes own strengths and weaknesses; pursues self-development.

Public Service Motivation – Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.

ECQ #1: LEADING CHANGE

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.

Creativity and Innovation – Develops new insights into situations; questions conventional approaches; encourages new ideas and innovation; designs and implements new or cutting-edge programs/processes.

External Awareness – Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

Flexibility – Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Resilience – Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

Strategic Thinking – Formulates objectives and priorities, and implements plans consistent with long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

Vision – Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

ECQ #2: LEADING PEOPLE

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.

Conflict Management – Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Leveraging Diversity – Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Developing Others – Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Team Building – Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

ECQ #3: RESULTS DRIVEN

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.

Accountability – Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Customer Service – Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

Decisiveness – Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

Entrepreneurship – Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Problem Solving – Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Technical Credibility – Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

ECQ #4: BUSINESS ACUMEN

This core qualification involves the ability to manage human, financial, and information resources strategically.

Financial Management – Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Human Capital Management – Builds and manages the workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

Technology Management – Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

ECQ #5: BUILDING COALITIONS

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.

Partnering – Develops networks and builds alliances, collaborates across boundaries to build strategic relationships and achieve common goals.

Political Savvy – Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

Influencing/Negotiating – Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

Executive Development Resources

Training

Academy Leadership
http://www.academyleadership.com/

American Management Association
http://www.amanet.org/

Brookings Institute, Executive Education
http://www.brookings.edu/execed.aspx

The Capitol.Net
http://www.thecapitol.net

Center for Creative Leadership
http://www.ccl.org/leadership/index.aspx

Center for Management Research
http://www.cfmr.com/

George Washington University Center for Excellence in Public Leadership
http://www.gwu.edu/~cepl/federal/sed_intro.html

The Government Affairs Institute at Georgetown University
http://gai.georgetown.edu/index.cfm

Graduate School (Formerly the USDA Graduate School)
http://www.graduateschool.edu/

Harvard Kennedy School, Executive Education
http://ksgexecprogram.harvard.edu/Programs/By_Date.aspx

Office of Personnel Management, Leadership Development and Training
https://www.leadership.opm.gov/

- **Eastern Management Development Center** (EMDC)
  https://www.leadership.opm.gov/Locations/EMDC/index.aspx

- **Federal Executive Institute** (FEI)
  https://www.leadership.opm.gov/Locations/FEI/index.aspx

- **Western Management Development Center** (WMDC)
  https://www.leadership.opm.gov/Locations/WMDC/index.aspx

Conferences

Excellence in Government
http://www.excelgov.org/

DOL Library

The Wirtz Labor Library
http://www.dol.gov/oasam/library/

Leadership Circles

Guide for Starting a Leadership Circle
http://leadershipcircles.org/

Networking

GovLoop
http://www.govloop.com/

LinkedIn
http://www.linkedin.com/

Online Resources

Govleaders.org
http://govleaders.org/index.html

SAMPLE*
EXECUTIVE DEVELOPMENT PLAN

Name: Reggie Regulations	The **Executive Development Plan (EDP)** serves as a blueprint for all your short-term and long-term continual learning activities that strengthen executive and managerial performance. Activities should allow for a broader perspective in the Department, as well as Government-wide, and assist executives and managers in meeting organizational goals. Plans should be updated annually.
Position/Title: Deputy Director of Comprehensive Compliance Campaigns	
Agency/Office: EBSA	

Career Goal: Director of Comprehensive Compliance Campaigns

Developmental Objectives (Expected Outcomes)	Developmental Activities	Costs (if any)			Dates	
		Tuition/ Materials	Travel	Per Diem	Beginning	Ending
Increase **external awareness** of the Congressional politics and legislative processes that impact my organization's policy area	Read the Harvard Business Review article: *Primer on Politics and Government Management in the United States* by Joseph Bower	n/a	n/a	n/a	3/1/11	3/1/11
	Complete TheCapitol.Net audio course *How Federal Agencies Can Work Effectively with Congress and Its Staff*	$47.	n/a	n/a	4/1/11	4/1/11
	Work with Assistant Secretary and office team in preparing for upcoming congressional hearing	n/a	n/a	n/a	5/1/11	5/15/11
Build coalitions with relevant Federal agencies to bolster cooperative labor law enforcement initiatives	Attend Harvard Kennedy School course: *Creating Collaborative Solutions: Innovations in Governance*	$6,600.	$450.	$1,590.	10/23/11	10/28/11
	Identify relevant peers in other Federal agencies. Host bi-monthly roundtable sessions at DOL dealing with interagency peers involved with cases dealing with labor law enforcement	n/a	n/a	n/a	1/13/12	12/15/12
Enhance my **strategic thinking** and ability to develop organizational plans and track measurable results	Attend the Graduate School three-day Course: *Strategic Planning for Government Organizations*	$895.	n/a	n/a	8/31/11	9/2/11
	Participate in a one-month rotational assignment within DOJ's Office of Accountability; work on a project dealing with strategic planning and establishing program performance metrics.	n/a	n/a	n/a	2/1/12	2/29/12
Update my knowledge of the latest practices of **technology management** in Federal labor law enforcement	Host a roundtable discussion at DOL SES conference dealing with best practices in technology management/labor law enforcement	n/a	n/a	n/a	10/19/11	10/19/11

This EDP is for illustrative purposes and does not depict an exhaustive list of developmental activities.

External Training and Books Cross-Walked to the ECQ Leadership Competencies

Accountability

Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

External Instructor-Led Courses

Title	Duration	Source
A Leader's Guide to Developing Resilience	2 days	OPM
Developing Customer-Focused Organizations	1 week	OPM
Driving Government Performance: Leadership Strategies that Produce Results	1 week	Harvard
Managing for Results	3 days	Graduate School
Managing the Federal Employee: Discipline and Performance Process	2 days	Brookings
Measuring Federal Government Performance	2 days	Graduate School
Senior Managers in Government	3 weeks	Harvard
The 7 Habits for Highly Effective Public Managers	2 days	Graduate School

Books

- ✓ *Balanced Scorecard: Step-by-Step for Government and Nonprofit Agencies* by Paul R. Niven

- ✓ *Crucial Conversations: Tools for Talking When Stakes Are High* by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler

- ✓ *First, Break All the Rules: What the World's Greatest Managers Do Differently* by Marcus Buckingham and Curt Coffman

- ✓ *Leading Self-directed Work Teams: A Guide to Developing New Team Leadership Skills* by Kimball Fisher

- ✓ *The Effective Executive* by Peter Drucker

- ✓ *The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good* by Stephen Goldsmith, Gigi Georges, and Tim Glynn Burke

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Conflict Management

Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

External Instructor-Led Courses

Title	Duration	Source
Communicating Face to Face	4 days	OPM
Conflict Resolution Skills	4 days	OPM
Facilitation Skills for Leaders	1 week	OPM
Facilitator Workshop	4 days	Graduate School
Leading People	3 days	Graduate School
Strategies for Conflict Resolution	2 days	Brookings

Books

✓ *Crucial Conversations: Tools for Talking When Stakes Are High* by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler

✓ *Difficult Conversations: How to Discuss What Matters Most* by Douglas Stone, Bruce Patton, Sheila Heen

✓ *Getting Past No* by William Ury

✓ *Harvard Business Review on Negotiation and Conflict Resolution* by Harvard Business School Press

✓ *Mediation for Managers: Resolving Conflict and Rebuilding Relationships at Work* by John Crawley, Katherine Graham

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Continual Learning
Assesses and recognizes own strengths and weaknesses; pursues self-development.

External Instructor-Led Courses

Title	Duration	Source
Building High-Performance Organizations in the 21st Century	4 days	OPM
Leadership Assessment Program Level 2	1 week	OPM
Leadership at the Peak	1 week	Center for Creative Leadership
Leadership Boot Camp & Executive Coaching	3 days	Academy Leadership
Leadership Development Program (LDP)	1 week	Center for Creative Leadership
Leading for Organizational Impact: Through the Looking Glass Experience	1 week	Center for Creative Leadership
The Extraordinary Leader	1 week	OPM

Books

- ✓ *Emotional Intelligence 2.0* by Travis Bradberry and Jean Greaves

- ✓ *Harvard Business Reviews 10 Must Reads: The Essentials* by Harvard Business Review

- ✓ *Managing Your Mind* by Gillian Butler and Tony Hope

- ✓ *Primal Leadership: Realizing the Power of Emotional Intelligence* by Daniel Goleman, Richard Boyatzis, Annie McKee

- ✓ *21 Ideas for Managers: Practical Wisdom for Managing Your Company and Yourself* by Charles Handy

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Creativity and Innovation

Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.

External Instructor-Led Courses

Title	Duration	Source
A Leader's Guide to Developing Resilience	3 days	OPM
Building High-Performance Organizations in the 21st Century	4 days	OPM
Creating Collaborative Solutions: Innovations in Governance	1 week	Harvard
Innovation Leadership	2 days	Center for Creative Leadership
Inspiring Creativity	2 days	Brookings

Books

- ✓ *Brain Storm: Tap into Your Creativity to Generate Awesome Ideas and Remarkable Results* by Jason Rich

- ✓ *Flash of Brilliance* by William Miller

- ✓ *Innovation and Entrepreneurship* by Peter F. Drucker

- ✓ *New Ideas About New Ideas: Insights On Creativity From The World's Leading Innovators* by Shira P. White and G. Patton Wright

- ✓ *The Other Side of Innovation: Solving the Execution Challenge* by Vijay Govindarajan and Chris Trimble

- ✓ *The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good* by Stephen Goldsmith, Gigi Georges, and Tim Glynn Burke

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Customer Service
Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

External Instructor-Led Course

Title	Duration	Source
Developing Customer-Focused Organizations	1 week	OPM

Books

- ✓ *Harvard Business Review on Customer Relationship Management* by Harvard Business Review

- ✓ *Lead With Your Customer* by Mark David Jones and J. Jeff Kober

- ✓ *Markets of One: Creating Customer-Unique Value through Mass Customization* Edited by James H. Gilmore and B. Joseph Pine

- ✓ *The Brave New Service Strategy: Aligning Customer Relationships, Market Strategies, and Business Structures* by Barbara A. Gutek and Theresa Welsh

- ✓ *The Customer Revolution* by Patricia B. Seybold and Ronni T. Marshak

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Decisiveness

Makes well-informed, effective, and timely decisions, even when data is limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

External Instructor-Led Courses

Title	Duration	Source
Decision Making and Problem Solving	2 days	Graduate School
Leadership Decision Making: Optimizing Organizational Performance	1 week	Harvard
Leadership in Chaos and Crisis -- Horizons Series	3 days	OPM
Senior Managers in Government	3 weeks	Harvard
The Executive Zenith -- Horizons Series	3 days	OPM

Books

✓ *Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life* by Ronald A. Howard

✓ *Frontiers of Management: Where Tomorrow's Decisions Are Being Shaped Today* by Peter F. Drucker

✓ *Harvard Business Review on Decision Making* by Harvard Business School

✓ *Harvard Business Review on Making Smart Decisions* by the Harvard Business Review

✓ *The Opposable Mind: How Successful Leaders Win Through Integrative Thinking* by Roger L. Martin

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Developing Others

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

External Instructor-Led Courses

Title	Duration	Source
Coaching and Mentoring for Excellence	4 days	OPM
Coaching for Greater Effectiveness	3 days	Center for Creative Leadership
Coaching Skills for Today's Leaders	1 day	Graduate School
Leaders Growing Leaders	3 days	OPM
Leading People	3 days	Graduate School
Leading the Learning Organization	3 days	Brookings

Books

- ✓ *Coaching, Counseling, and Mentoring* by Florence Stone

- ✓ *Coaching Up and Down the Generations* by Lisa Haneberg

- ✓ *Crucial Conversations: Tools for Talking When Stakes Are High* by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler

- ✓ *Leader As Coach: Strategies for Coaching and Developing Others* by David B. Peterson

- ✓ *Teaching Smart People How to Learn* by Chris Argyris

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Entrepreneurship

Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

External Instructor-Led Courses

Title	Duration	Source
Building High-Performance Organizations in the 21st Century	4 days	OPM
Leading for Organizational Impact: Through the Looking Glass Experience	1 week	Center for Creative Leadership

Books

- ✓ *Getting Unstuck: How Dead Ends Become New Paths* by Timothy Butler

- ✓ *Innovation and Entrepreneurship* by Peter F. Drucker

- ✓ *Leadership on the Line: Staying Alive through the Dangers of Leading* by Martin Linsky and Ronald A. Heifetz

- ✓ *Results-Based Leadership* by Dave Ulrich, Jack Zenger, Norman Smallwood

- ✓ *The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good* by Stephen Goldsmith, Gigi Georges, and Tim Glynn Burke

External Awareness

Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

External Instructor-Led Courses

Title	Duration	Source
Center for Global Leadership Series: Leadership for a Global Society	1 week	OPM
Dynamics of Public Policy	9 days	OPM
Executive - Legislative Branch Relations	2 days	Government Affairs Institute at Georgetown University
Federal Regulatory Policy	4 days	OPM
Inside Congress: Understanding Congressional Operations	1 week	Brookings
Inside Washington: Understanding Federal Decision-Making	3 days	Brookings
Seminar for Executives on Legislative Operations	3-5 days	Government Affairs Institute at Georgetown University
Washington Executive Seminar	10 days	Graduate School

Books

- ✓ *Reinventing Rationality: The Role of Regulatory Analysis in the Federal Bureaucracy* by Thomas O. McGarity

- ✓ *See Yourself as a System: Understanding the Internal and External Forces at Work on the Leader of Adaptive Change* by Ronald Heifetz, Alexander Grashow, Marty Linsky

- ✓ *The Politics Of Congressional Elections* by Gary C. Jacobson

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Financial Management

Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

External Instructor-Led Courses

Title	Duration	Source
Advanced Appropriations Law Seminar	3 days	Graduate School
Advanced Budget and Appropriations Process	3 days	Government Affairs Institute at Georgetown University
Federal Appropriations Law	4 days	Graduate School
Federal Appropriations Law Update	1 day	Graduate School
Performance Budgeting Seminar	3 days	OPM

Books

- ✓ *The Federal Budget Process: A Description of the Federal and Congressional Budget Processes, Including Timelines* by the TheCapitol.Net

- ✓ *The Federal Budget Process: A Glossary of Terms* by Jesse L. Gibbler (Editor)

- ✓ *Using Performance Measures in the Federal Budget Process* by the U.S. Congressional Budget Office

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Flexibility

Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

External Instructor-Led Courses

Title	Duration	Source
Leadership at the Peak	1 week	Center for Creative Leadership
Resiliency Advantage	3 days	OPM

Books

- ✓ *Flexible Leadership: Creating Value by Balancing Multiple Challenges and Choices* by Gary Yukl and Richard Lepsinger

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Human Capital Management

Builds and manages the workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

External Instructor-Led Courses

Title	Duration	Source
Generation Shift: The Emerging Federal Workforce	4 hours	Graduate School
Hiring Reform for Managers	3 days	OPM
Leading Across Generations	2 days	OPM
Managing the Federal Employee: Discipline and Performance Process	2 days	Brookings
Next Practices in Strategic Talent Management	1 day	Graduate School

Books

- ✓ *Harvard Business Review on Talent Management* by Harvard Business Review

- ✓ *People and Performance: The Best of Peter Drucker on Management* by Peter F. Drucker

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Influencing/Negotiating

Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

External Instructor-Led Courses

Title	Duration	Source
Collaborating Across Organizational Boundaries	2 days	OPM
Mastering Negotiation: Building Agreements Across Boundaries	1 week	Harvard
Senior Managers in Government	3 weeks	Harvard
The Art and Science of Negotiation	3 days	Brookings
The Power of Influence Over Authority	1 day	Graduate School

Books

- ✓ *Crucial Conversations: Tools for Talking When Stakes Are High* by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler

- ✓ *Getting Past No* by William Ury

- ✓ *Getting to Yes* by Roger Fisher, William Ury, and Bruce Patton

- ✓ *Harvard Business Review on Negotiation and Conflict Resolution* by Harvard Business School Press

- ✓ *Influencing with Integrity: Management Skills for Communication and Negotiation* by Genie Z. Laborde

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Integrity/Honesty

Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

External Instructor-Led Courses

Title	Duration	Source
Crisis Leadership Workshop	1 week	OPM
Ethics in Action: Leading with Integrity	3 days	Brookings
Ethics Training Workshop	1 day	Academy Leadership
Leading Government at the Speed of Trust	2 days	Graduate School
Leading People	3 days	Graduate School
Public Sector Leadership: Vision, Values and Vital Strategies	1 week	OPM

Books

- ✓ *Absolute Honesty: Building a Corporate Culture That Values Straight Talk and Rewards Integrity* by Larry Johnson and Bob Phillips

- ✓ *Building Trust: In Business, Politics, Relationships, and Life* by Robert C. Solomon and Fernando Flores

- ✓ *Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life* by Ronald A. Howard

- ✓ *The Trusted Advisor* by David H. Maister, Charles H. Green, and Robert M. Galford

- ✓ *Trust in the Balance: Building Successful Organizations on Results, Integrity, and Concern* by Robert Bruce Shaw

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Interpersonal Skills

Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

External Instructor-Led Courses

Title	Duration	Source
Coaching and Mentoring for Excellence	4 days	OPM
Collaborating Across Organizational Boundaries	2 days	OPM
Communicating Face to Face	1 week	OPM
Conflict Resolution Skills	4 days	OPM
Executive Communication Skills: Leading The Process of Change	1 week	OPM
Interpersonal Skills for Leaders	2 days	Brookings

Books

- ✓ *Bringing Out the Best in People* by Aubrey Daniels

- ✓ *Communication Miracles at Work: Effective Tools and Tips for Getting the Most from Your Work Relationships* by Matthew Gilbert

- ✓ *Executive Charisma: Six Steps to Mastering the Art of Leadership* by D. A. Benton

- ✓ *Harvard Business Review's 10 Must Reads on Managing People* by Harvard Business Review

- ✓ *Primal Leadership: Realizing the Power of Emotional Intelligence* by Daniel Goleman, Richard Boyatzis, Annie McKee

- ✓ *Put Emotional Intelligence to Work: EQuip Yourself for Success* by Jeff Feldman and Karl Mulle

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Leveraging Diversity

Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

External Instructor-Led Courses

Title	Duration	Source
Generation Shift: The Emerging Federal Workforce	½ day	Graduate School
Leading Across Generations	2 days	OPM
Leading People	3 days	Graduate School

Books

- ✓ *Coaching Up and Down the Generations* by Lisa Haneberg

- ✓ *Crossing the Divide: Intergroup Leadership in a World of Difference* by Todd L. Pittinsky (editor)

- ✓ *Harvard Business Review on Managing* Diversity by Harvard Business School Press

- ✓ *Implementing Diversity* by Marilyn Loden

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Oral Communication

Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

External Instructor-Led Courses

Title	Duration	Source
Coaching and Mentoring for Excellence	4 days	OPM
Communicating Face to Face	1 week	OPM
Executive Communication Skills: Leading The Process of Change	1 week	OPM
Executive Communication Workshop	3 days	George Washington University Center for Excellence in Public Leadership
Leadership at the Peak	1 week	Center for Creative Leadership
Leading for Organizational Impact: Through the Looking Glass Experience	1 week	Center for Creative Leadership
Preparing and Delivering Congressional Testimony	2 days	Government Affairs Institute at Georgetown University
Step Up To The Microphone With Confidence	2 days	George Washington University Center for Excellence in Public Leadership
Successful Communications: Developing a Personal Presence	3 days	Brookings

Books

- ✓ *Communication Miracles at Work: Effective Tools and Tips for Getting the Most from Your Work Relationships* by Matthew Gilbert

- ✓ *Crucial Conversations: Tools for Talking When Stakes Are High* by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler

- ✓ *Face-to-Face Communications for Clarity and Impact: The Results-Driven Manager Series* by Harvard Business School Press

- ✓ *Great Communication Secrets of Great Leaders* by John Baldoni

- ✓ *Harvard Business Review on Communicating Effectively* by Harvard Business Review

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Partnering

Develops networks and builds alliances, collaborates across boundaries to build strategic relationships and achieve common goals.

External Instructor-Led Courses

Title	Duration	Source
Collaborating Across Organizational Boundaries	2 days	OPM
Communicating Face to Face	1 week	OPM
Creating Collaborative Solutions: Innovations in Governance	1 week	Harvard Kennedy School
Infrastructure in a Market Economy: Public - Private Partnerships in a Changing World	2 weeks	Harvard Kennedy School
Leadership at the Peak	1 week	Center for Creative Leadership
Leadership Development Program (LDP)	1 week	Center for Creative Leadership

Books

- ✓ *Alliances, Coalitions and Partnerships: Building Collaborative Organizations* by Joan M. Roberts

- ✓ *Harvard Business Review on Collaborating Across Silos* by Harvard Business Press

- ✓ *Working Across Boundaries: Making Collaboration Work in Government and Nonprofit Organizations* by Russell M. Linden

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Political Savvy

Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

External Instructor-Led Courses

Title	Duration	Source
Dynamics of Public Policy	9 days	OPM
Executive - Legislative Branch Relations	2 days	Government Affairs Institute at Georgetown University
Federal Regulatory Policy	4 days	OPM
Inside Congress: Understanding Congressional Operations	1 week	Brookings
Inside Washington: Understanding Federal Decision-Making	3 days	Brookings
Leadership Development Program (LDP)	1 week	Center for Creative Leadership
Preparing and Delivering Congressional Testimony	2 days	Government Affairs Institute at Georgetown University
Seminar for Executives on Legislative Operations	3-5 days	Government Affairs Institute at Georgetown University
Senior Managers in Government	3 weeks	Harvard Kennedy School
Washington Executive Seminar	10 days	Graduate School

Books

- ✓ *Empowered Manager: Positive Political Skills at Work* by Peter Block

- ✓ *Leadership on the Line: Staying Alive Through the Dangers of Leading* by Ronald A. Heifetz, Marty Linsky

- ✓ *Understanding the Interface between Political & Career Executives in the United States Government* by Michael J. O'Bannon and Joseph S. Hezir

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Problem Solving

Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

External Instructor-Led Courses

Title	Duration	Source
Breakthrough Problem Solving	3 days	Management Concepts Incorporated
Crisis Leadership Workshop	1 week	OPM
Critical Thinking: Solving the Right Problems	2 days	Brookings
Executive Summit	3 days	Brookings

Books

✓ *Coaching Through Effective Feedback: A Practical Guide to Successful Communication* by Paul J. Jerome

✓ *Crucial Conversations: Tools for Talking When Stakes Are High* by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

✓ *Difficult Conversations: How to Discuss What Matters Most* by Douglas Stone, Bruce Patton, Sheila Heen

✓ *The Problem Solving Journey: Your Guide for Making Decisions and Getting Results* by Chris Hoenig

✓ *Why Not?: How to Use Everyday Ingenuity to Solve Problems Big And Small* by Barry Nalebuff and Ian Ayres

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Public Service Motivation

Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.

External Instructor-Led Courses

Title	Duration	Source
Developing Customer-Focused Organizations	1 week	OPM
Executive Leadership for America	1 week	Brookings

Books

- ✓ *The Power of Social Innovation: How Civic Entrepreneurs Ignite Community Networks for Good* by Stephen Goldsmith, Gigi Georges, and Tim Glynn Burke

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Resilience

Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

External Instructor-Led Courses

Title	Duration	Source
A Leader's Guide to Developing Resilience	3 days	OPM
Crisis Leadership Workshop	1 week	OPM
Leadership at the Peak	1 week	Center for Creative Leadership
Leadership Development Program (LDP)	1 week	Center for Creative Leadership
Leadership in Chaos and Crisis -- Horizons Series	3 days	OPM
Resiliency Advantage	3 days	OPM

Books

- ✓ *Change Basics* by Jeffrey Russell and Linda Russell

- ✓ *Leadership on the Line: Staying Alive Through the Dangers of Leading* by Ronald A. Heifetz, Marty Linsky

- ✓ *Managing Your Mind* by Gillian Butler and Tony Hope

- ✓ *Thriving through Change* by Elaine Biech

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Strategic Thinking

Formulates objectives and priorities, and implements plans consistent with long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

External Instructor-Led Courses

Title	Duration	Source
Developing the Strategic Leader	1 week	Center for Creative Leadership
Executive Development Seminar: Leading Change	9 days	OPM
Executive Summit	3 days	Brookings
Leaders in Development: Managing Change in a Dynamic World	12 days	Harvard
Leading for Organizational Impact: Through the Looking Glass Experience	1 week	Center for Creative Leadership
Public Sector Leadership: Vision, Values and Vital Strategies	1 week	OPM
Strategic Planning for Government Organizations	3 days	Graduate School

Books

- ✓ *Balanced Scorecard: Step-by-Step for Government and Nonprofit Agencies* by Paul R. Niven

- ✓ *Harvard Business Review's 10 Must Reads on Strategy* by Michael E. Porter, James C. Collins, Jerry I. Porras, Mark Johnson, Clayton M. Christensen, Henning Kagermann, W. Chan Kim, Renee Mauborgne, Gary L. Neilson, Karla L. Martin, Elizabeth Powers, Robert S. Kaplan, David P. Norton, Orit Gadiesh, James L. Gilbert, Michael C. Mankins, Richard Steele, Paul Rogers, Marcia Blenko

- ✓ *In Action: Leading Organizational Change* by Elwood F. Holton

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Team Building

Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

External Instructor-Led Courses

Title	Duration	Source
Developing High-Performing Teams	1 week	OPM
Executive Communication Skills: Leading The Process of Change	1 week	OPM
Facilitation Skills for Leaders	1 week	OPM
High-Performance Teams	2 days	Brookings
Leading People	3 days	Graduate School
Leading Teams for Impact	4 days	Center for Creative Leadership

Books

- ✓ *Developing High Performance Work Teams (Vol. 1)* by Steven D. Jones and Michael M. Beyerlein (editors)

- ✓ *Developing High Performance Work Teams (Vol. 2)* by Steven D. Jones and Michael M. Beyerlein (editors)

- ✓ *Leading Self-directed Work Teams: A Guide to Developing New Team Leadership Skills* by Kimball Fisher

- ✓ *Managing Teams* (Pocket Mentor) by Harvard Business School Press

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Technical Credibility

Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

External Instructor-Led Courses

Title	Duration	Source
Converting Strategy Into Action	3 days	Graduate School
Strategic Management of Regulatory and Enforcement Agencies	1 week	Harvard

Books

Varies according to specialized expertise.

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Technology Management

Keeps up-to-date on technological developments. Makes effective use of technology to achieve results.
Ensures access to and security of technology systems.

External Instructor-Led Courses

Title	Duration	Source
Digital Government	2 days	Brookings
Fundamentals of IT Management and Capital Planning	4 days	Graduate School

Books

- ✓ *IT Governance: How Top Performers Manage IT Decision Rights for Superior Results* by Peter Weill

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Vision

Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

External Instructor-Led Courses

Title	Duration	Source
Executive Summit	3 days	Brookings
Leaders Growing Leaders	3 days	OPM
Leadership at the Peak	1 week	Center for Creative Leadership
Leading People	3 days	Graduate School
Public Sector Leadership: Vision, Values and Vital Strategies	1 week	OPM

Books

- ✓ *Empowered Manager: Positive Political Skills at Work* by Peter Block

- ✓ *Harvard Business Review on Change* by the Harvard Business School Press

- ✓ *The Committed Enterprise: How to Make Vision and Values Work* by Hugh Davidson

- ✓ *The Fieldstone Alliance Guide to Crafting Effective Mission and Vision Statements* by Emil Angelica

- ✓ *Theory ZYX of Successful Change Management: A Definitive Guide to Reach the Next Level* by Nigam Arora

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Written Communication

Writes in a clear, concise, organized, and convincing manner for the intended audience.

External Instructor-Led Courses

Title	Duration	Source
Effective Writing in the Federal Government	4 days	OPM
Executive Communication Workshop	3 days	George Washington University Center for Excellence in Public Leadership
Preparing and Delivering Congressional Testimony	2 days	Government Affairs Institute at Georgetown University

Books

✓ *Executive Writing Skills for Managers: Master Word Power to Lead Your Teams, Make Strategic Links and Develop Relationships* by Fiona Talbot

✓ *Great Communication Secrets of Great Leaders* by John Baldoni

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