



A New Day for the Civil Service

Executive Core Qualifications: *Becoming an Effective Leader*

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UNITED STATES OFFICE OF PERSONNEL MANAGEMENT



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Becoming an Effective Leader

Objectives:

- Recognize Executive Core Qualifications (ECQs) and Leadership Competencies
- Implement a Proactive Approach to Your Development

Questions and Answers



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Executive Core Qualifications (ECQs) and Leadership Competencies

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ECQs

What are they?

- The ECQs describe the leadership skills needed to succeed in the SES and reinforce the concept of an “SES corporate culture”

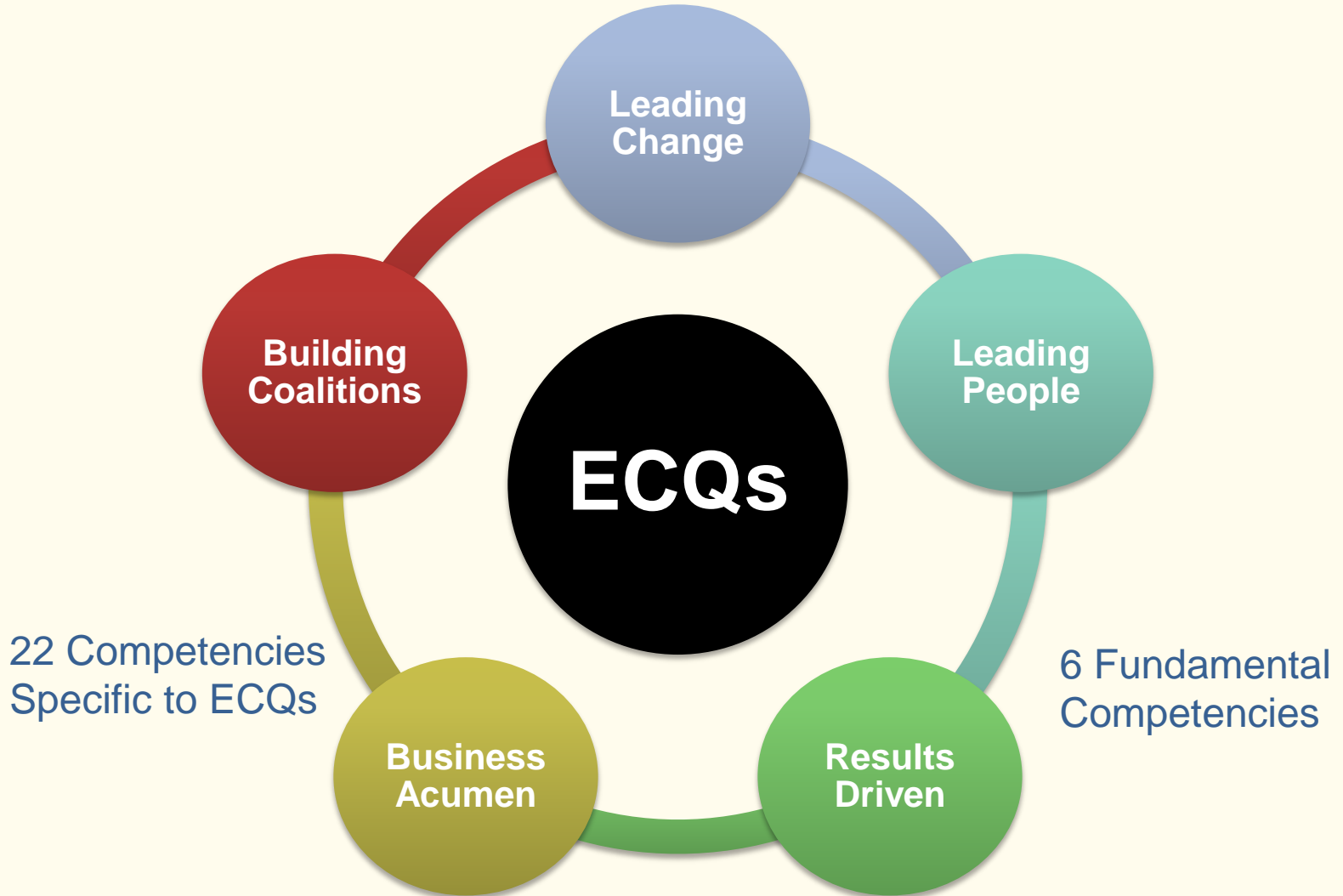
How are they used?

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

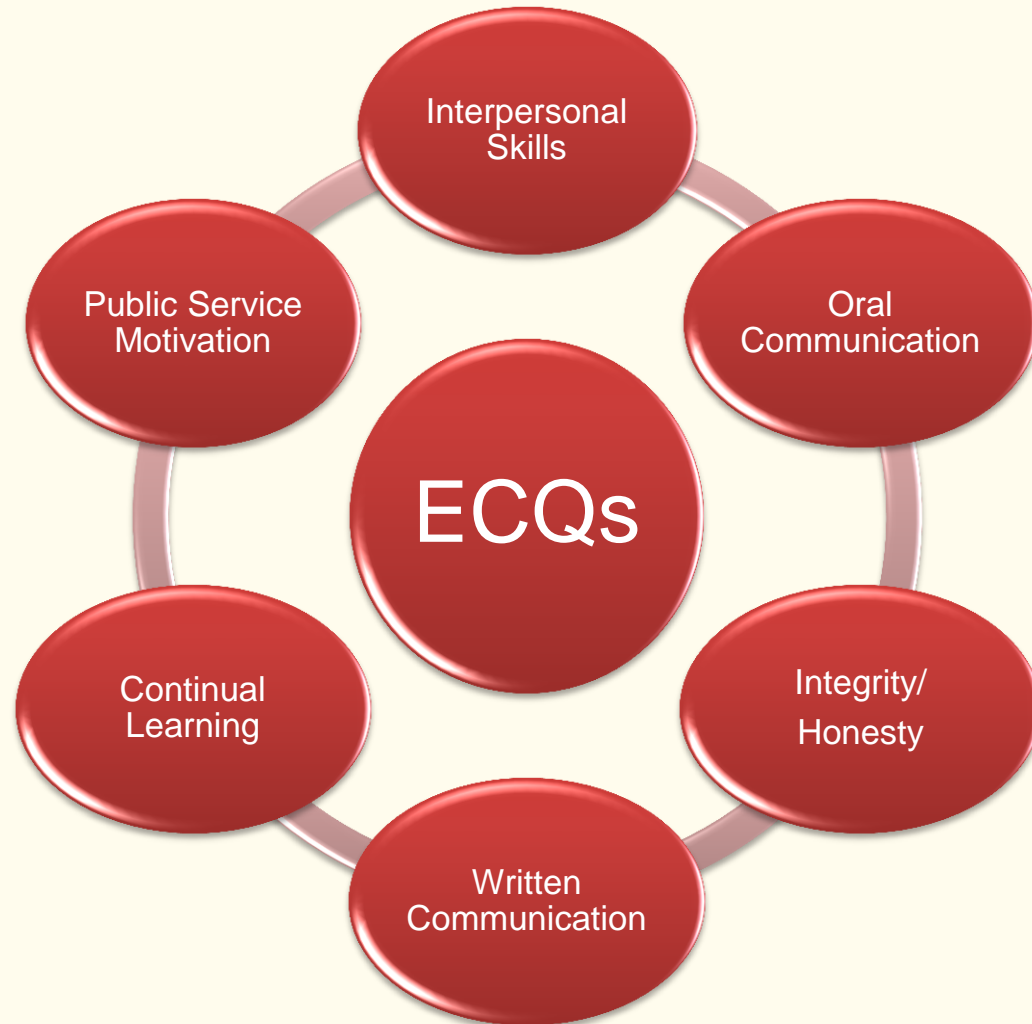
How were they determined?

- Through extensive research of the attributes of successful executives in both the private and public sectors
- A collaboration, reflecting the best thinking of many senior executives, thought leaders, and associations, as well as human resources professionals

Executive Core Qualifications & Competencies



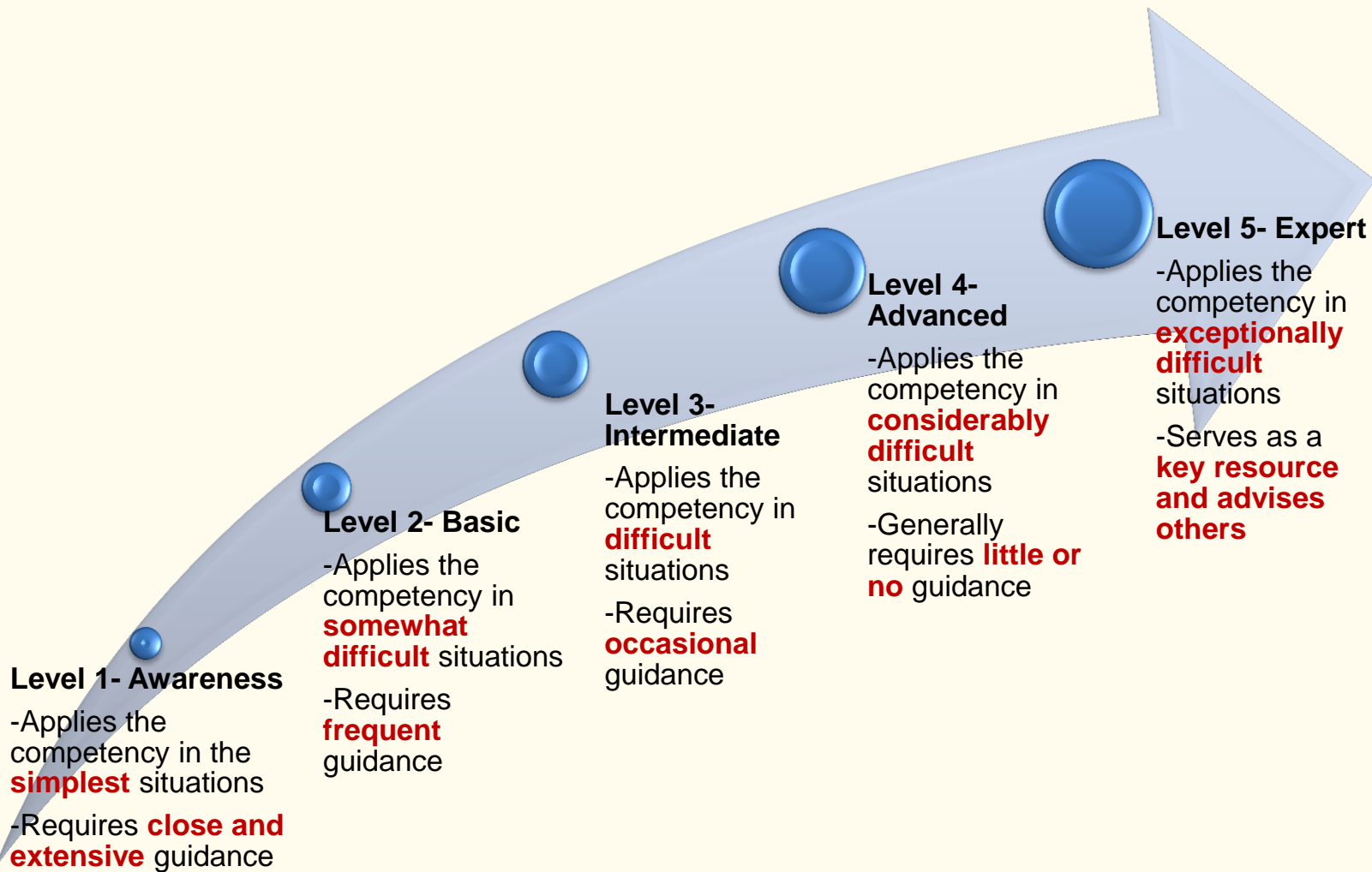
Six Fundamental Competencies



ECQs

Leading Change	Leading People	Results Driven	Business Acumen	Building Coalitions
<i>Definitions</i>				
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>This core qualification involves the ability to manage human, financial, and information resources strategically.</p>	<p>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.</p>
<i>Competencies</i>				
<ul style="list-style-type: none"> • Creativity and Innovation • External Awareness • Flexibility • Resilience • Strategic Thinking • Vision 	<ul style="list-style-type: none"> • Conflict Management • Leveraging Diversity • Developing Others • Team Building 	<ul style="list-style-type: none"> • Accountability • Customer Service • Decisiveness • Entrepreneurship • Problem Solving • Technical Credibility 	<ul style="list-style-type: none"> • Financial Management • Human Capital Management • Technology Management 	<ul style="list-style-type: none"> • Partnering • Political Savvy • Influencing/Negotiating

Proficiency Levels for Leadership Competencies



Sweet Potato Pie



CCAR Model

Challenge

describe a specific problem or goal



Context

describe individuals and groups you worked with and/or environment in which you worked to address a challenge



Action

discuss specific actions you took to address the challenge



Result

measures/outcomes that had some impact on the organization. This demonstrates the quality and effectiveness of leadership skills

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Leading Change- What should the focus be?

Questions
to ask
yourself
when
describing
your
experience

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

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Leading People- What should the focus be?

Questions
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describing
your
experience

- What is the largest staff size I have led? What challenges did leading a large staff present?
- Was I leading versus managing?
- How did I lead my team through a challenge? How did I motivate them to achieve set goals?
- How did I contribute to the professional development of my employees (individually or as a team)?
- How did I deal with conflicts that arose within my team?
- How did I leverage diversity amongst my team (e.g., age, cultural, race, skill levels, perspectives)?

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Results- Driven- What should the focus be?

Questions
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describing
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experience


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

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Business Acument What should the focus be?

Questions
to ask
yourself
when
describing
your
experience

- What is my experience in creating and administering budgets and resources?
- How did I procure and utilize resources? What obstacles did I face in doing this?
- What was the size of budget and resources I managed? How much money saved?
- What is my experience with a multi-sector workforce? Percentage of backlog eliminated/reduced? Length of processing time reduced?
- How did I utilize technology to create or improve programs?

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Building Coalitions- What should the focus be?

Questions to ask yourself when describing your experience

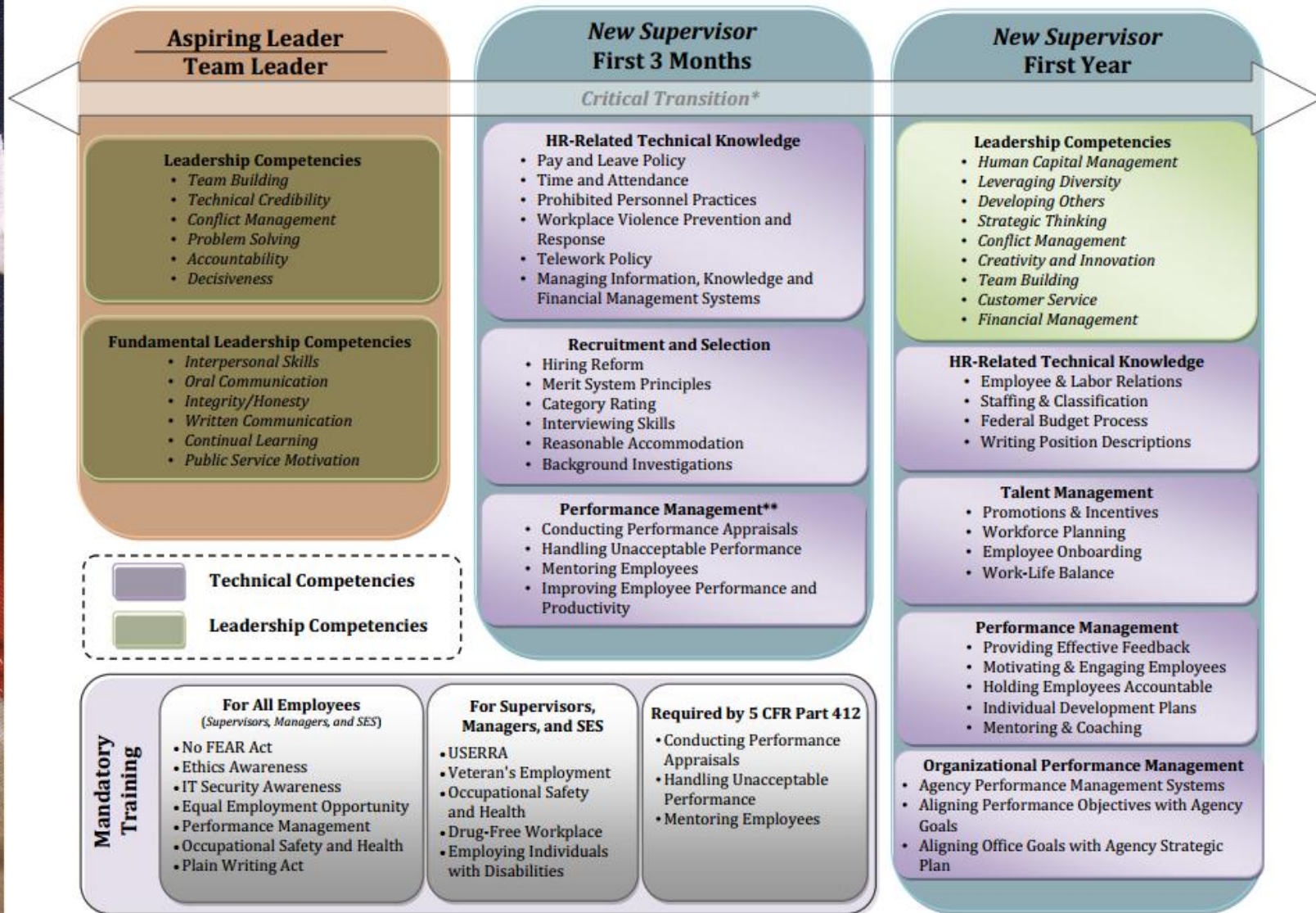
- What groups/networks (internal and external) did I partner with to achieve a goal?
- How did I bring groups together? What challenges did I face doing that?
- What did I do to build coalitions?



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Proactive Approach to Development

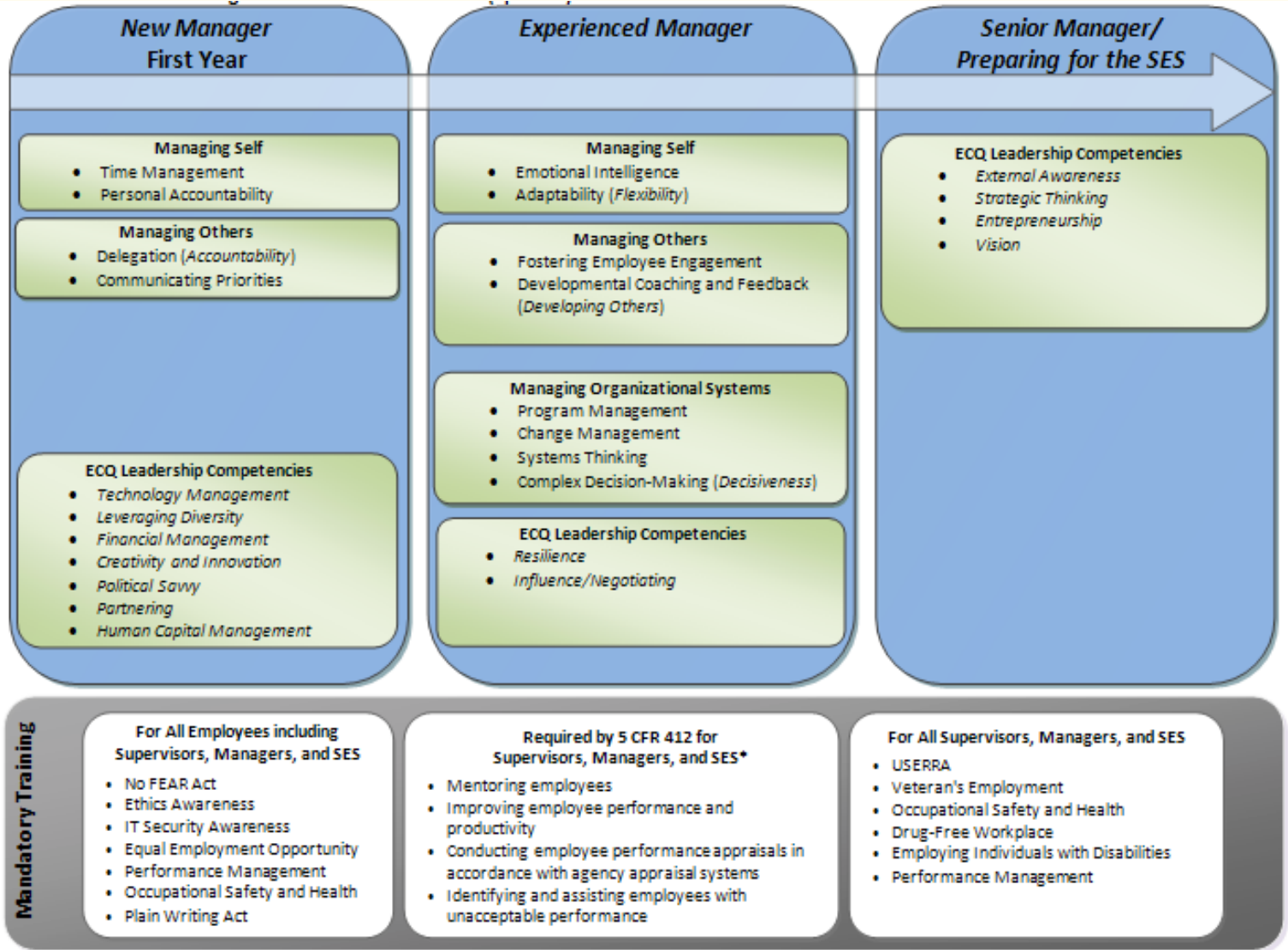
OPM's Federal Supervisory Training Framework



Problem Solving



OPM's Federal Managerial Training Framework (DRAFT)



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Developmental Tools and Resources

- Needs Assessments
- IDP
- 70-20-10 Model of Development
- SES Candidate Development Programs
- Executive Best Practices
- Networking
- OPM Leadership Development Matrix

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Needs Assessment

- Recognizing the Need
- Formal Needs Assessments
 - 180 or 360 Assessment
- Informal Needs Assessments
 - Customer Feedback
 - Coaching and Mentoring

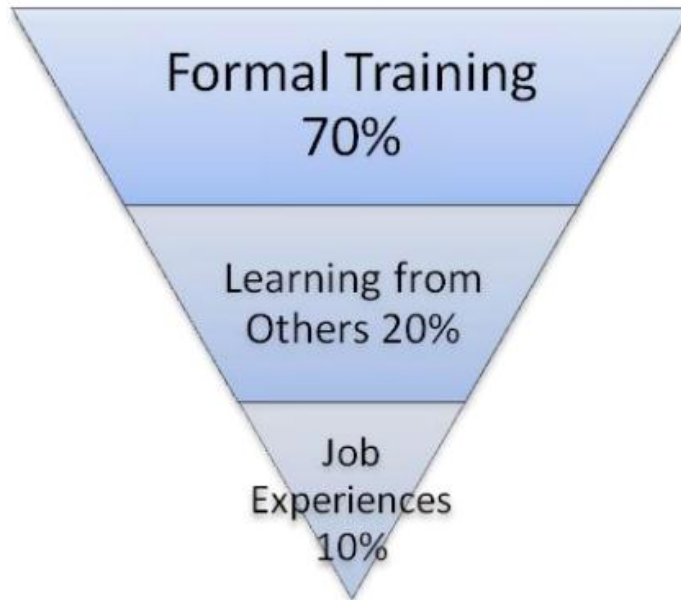
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Individual Development Plan

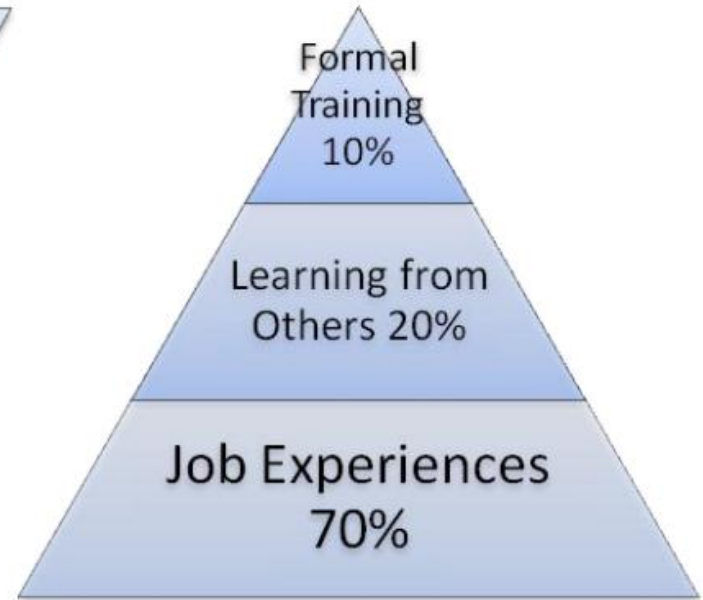
- Purpose in this program
- Essential aspects of the IDP

70-20-10 Model of Development

How Development Plans are Commonly Written



How Development Occurs




70- 20-10 Developmental Activities

70% Experience Learning Through Doing	20% Exposure Learning Through Others	10% Education Learning Through Resources
<ul style="list-style-type: none"><input type="checkbox"/> Challenging on-the-job assignments<input type="checkbox"/> Job rotation programs<input type="checkbox"/> Mentoring others<input type="checkbox"/> Project teams/task forces<input type="checkbox"/> Conducting research<input type="checkbox"/> Tackling a start-up or “fix- it” issue in your area	<ul style="list-style-type: none"><input type="checkbox"/> Mentors/role models<input type="checkbox"/> Feedback, coaching<input type="checkbox"/> Visibility with key leaders<input type="checkbox"/> Lead projects/teams	<ul style="list-style-type: none"><input type="checkbox"/> Instructor led courses<input type="checkbox"/> E-Learning programs<input type="checkbox"/> Formal education programs<input type="checkbox"/> Professional associations and/or certifications<input type="checkbox"/> Reading professional books, magazines or journals

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SES Candidate Development Programs (SESCDP)

- OPM-approved training program designed to develop the executive qualifications of employees with strong executive potential to qualify them for an appointment into the SES
- SESCDPs are typically 12-24 months
- Open to all qualified individuals from within or outside the Federal Government, like SES positions; typically GS-14s/GS-15s or equivalent levels
- Address the ECQs

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SESCDP Program Graduation Requirements

- Complete an Executive Development Plan, based on an individual needs assessment
- Participate in formal training of at least 80 hours that address the ECQs and include individuals from outside the candidate's agency
- Participate in developmental assignments totaling at least 4 months of full-time service outside the candidate's position of record
- Participate in a mentoring relationships with a member of the SES

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Executive Best Practices Guide

- Contains a compilation of best practices used by the public and private sector to support the continued learning of executives
- Information was gathered through an extensive literature review, and interviews with Fortune 500 companies and Federal agencies
- <http://www.chcoc.gov/transmittals/TransmittalDetails.aspx?TransmittalID=5241>

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Networking Do's & Don'ts

Networking is:

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

Networking is NOT:

- Finding someone with influence to pull strings
- Using others to get what you want
- Attending every single event possible
- Forcing someone to meet with you and help
- Providing false information about yourself
- Coming across as insincere or uninterested

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Networking

- Cohort Events
- What else??

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OPM Leadership Development Matrix

- Adapted from the draft OPM Effective Learning Interventions for Developing ECQs
- Highlights the most effective and targeted approach for developing each competency within the ECQs

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OPM Leadership Development Matrix

- Five classes of leadership development interventions and activities
 - Instructor-led
 - Experiential activities
 - Developmental relationships
 - Assessments and feedback
 - Self-development

OPM Leadership Development Matrix

Leading Change

<i>ECQ Competency</i>	<i>Recommended Leadership Development Activities</i>
ECQ 1: Leading Change: <i>Creativity and Innovation</i>	<ul style="list-style-type: none">• Engage in <i>action learning</i> projects with leaders from different functional areas within the organization. Projects should focus on development of new ideas, policies, and other activities that require creative and innovative thinking. <i>Action learning</i> projects should include <i>feedback mechanisms</i>, and <i>mentoring</i>.• Engage in a <i>developmental assignment</i> that entails such activities as brainstorming and refining new policies, leading a policy launch effort, assessing implications of new technologies on organizational processes, or turning around a failing policy or process. Such assignments should be paired with <i>feedback mechanisms</i> and <i>mentoring</i>.
ECQ 1: Leading Change: <i>Strategic Thinking</i>	<ul style="list-style-type: none">• Engage in <i>developmental assignments</i> that involve setting new directions, working on strategic formulation projects, and leading change.• Participate in a variety of strategically oriented <i>experiential</i> exercises, including (a) <i>active learning</i> projects that have a strategic focus; (b) group dialogue of <i>strategic case discussions</i>, and (c) <i>strategic business games and simulations</i>.• Attend <i>courses</i> and <i>workshops</i> that provide models of strategic thinking, and pair these models with <i>experiential</i> exercises.• Utilize a <i>mentor</i> who can guide the leader's cognitive development of more strategic frames of reference.
ECQ 1: Leading Change: <i>Vision</i>	<ul style="list-style-type: none">• Engage in <i>developmental assignments</i> that entail long term planning and development of new directions for the organization.• Participate in team-based <i>workshops</i> comprised of <i>action learning</i> projects that create cross-functional exposure and include exercises aimed at future trends of the organization.• Engage in <i>scenario planning</i> with team members to create a shared vision towards the future.

The Uncanny Valley



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OPM Leadership Development Matrix

Fundamental Competencies

	<ul style="list-style-type: none">• Make use of learning partners and peer <i>coaches</i> to solicit <i>feedback</i> on written communications.
Fundamental competency: <i>Integrity/Honesty</i>	<ul style="list-style-type: none">• Develop a <i>mentor</i> relationship with a senior employee early on in the leader's career to serve as a <i>role model</i> for ethical conduct. This <i>mentoring</i> should be paired with a formalized organizational 'code of ethics' that clearly reinforces a climate of integrity.• Attend a <i>workshop</i> that provides <u>heuristic</u> decision making tools for leaders to rely on in potentially challenging ethical situations on the job. These decision making tools will help guide appropriate action in times of uncertainty.• Take a <i>course</i> or <i>workshop</i> that includes <i>case-studies</i> involving poor ethical conduct. The discussion should emphasize what the ethical failures are, potential causes for the behavior, and recommendations for what should have been done in that situation• Engage in a <i>service learning</i> project with an organization to enhance contact with and understanding of the community in which the organization exists.
Fundamental competency:	<ul style="list-style-type: none">• Engage in <i>self-development</i> skills training. This training should be two-fold—identifying skills that should be developed and

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Valuable Resources

- **OPM Tools & Guidance** (*via OPM.gov*)
 - **OPM Executive Development Best Practices Guide**
 - **OPM Supervisory Training Framework**
 - **OPM Proficiency Levels for Leadership Competencies**
 - **Guide to SES Qualifications**
- **OPM Websites**
 - www.opm.gov/ses
 - www.opm.gov/policy-data-oversight/senior-executive-service/faqs/



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Q & A