



# Developing Leaders for a Complex World: An Integrated Program for Developing Leaders at All Levels

---

## Introduction

Today's global challenges are characterized by complexity, ambiguity, and change. *Developing Leaders for a Complex World* successfully addresses these challenges with an integrated program for developing public sector leaders, at all levels of the organization, that synthesizes theory, provides executive coaching and experiential learning together with unparalleled program content to develop leaders' foresight, insight, and the emotional and social intelligence competencies needed to inspire others to achieve their full potential and address the challenges of today's world.



## The Key Vision

Developed by American University (AU) professors, the integrated program is designed to achieve the vision of AU's Key Executive Leadership Programs—challenging good managers to become extraordinary leaders by choosing to:

- Exhibit a passion for improving public service,
- Lead authentically,
- Learn and work collaboratively,
- Become a force for personal and organizational change,
- Act with integrity,
- Maintain flexibility,
- Model the behavior sought, and
- Empower others to action.

When translated into action, these core values achieve the overarching Key vision—promoting and supporting leadership development among professionals in public service who achieve organizational success.

## Program Highlights

The following are highlights of the integrated program:

*Cohort Environment Creates a Safe Learning Environment* - Participants are placed in a cohort where they start their program together, take all of their classes together, and graduate together. The integrated program enables participants to use what they learn in the classroom as important data. The trusting environment that is created at the orientation session and builds through the cohort experience fosters real-time learning, honest feedback, the willingness to take risks, and the ability and confidence in participants to recreate the same environment with their peers and those they lead. The cohort approach also creates a career-long support group and a network of peers.

*Our Professors* - Key professors are experts in their respective fields and in adult learning. Recognized for their extensive work and consulting experience within the public sector, Key professors are able to stimulate relevant discussions, and challenge participants to think about and apply the concepts they read and learn in the classroom.

*Our Learning Model* - The integrated program is based on the American University Key Executive Learning Model that:

- Instills a commitment to developing self-awareness, self-understanding, and overcoming blind spots as a prerequisite for inspiring and working successfully with others,
- Develops the core skills and transformational habits of questioning, deep listening, reflection, and mutual learning,
- Fosters development of the mindset needed to face adaptive challenges requiring systemic solutions,
- Hones the relational skills necessary to leverage diversity and learning,
- Requires the use and understanding of the emotional and social intelligence competencies,
- Applies best practices for stimulating creativity, innovation, and continuous learning,
- At the Experienced Leader level, includes a transformational action learning option where participants learn and apply this approach on a chosen difficult challenge, and
- Requires participants to do extensive reading and apply what they read to address the real problems presented in the classroom.

*How We Measure Success* – The integrated program measures success on two levels—increased capacity to deal with complexity and long-term, positive behavioral change. Toward achieving these two measures of success, participants are challenged to understand the way they conceptualize, learn effective behaviors, and unlearn ineffective behaviors.

*Executive Core Qualifications (ECQs)* – Each course, at all levels of the integrated program, crosswalks to the Executive Core Qualifications (Appendix A).

*Custom Programs to Meet Your Organization’s Needs* – Recognizing that individual organizations face unique challenges, a team of Key professors will work closely to tailor the integrated program to suit specific organizational learning objectives.

## Integrated Program Options

*Program Options* - Each program starts with a half-day Orientation. The goal of the orientation session is to create the trust necessary to develop a cohort committed to individual and team learning. Through the creation of norms, expectations, and social capital, participants create the relationships necessary to learn from the professors in the Program, and, most importantly, from each other.

Program	Option 1	Option 2
<b>Emerging Leaders</b>	<p><b>Five-Day Program:</b>                      Beginning the Leadership Journey (2 days)                      Engaging People and Teams – I (1 day)                      Leader Communications Essentials (1 day)                      Strategic Human Resource Management Essentials (1 day)</p>	<p><b>Ten-Day Program:</b>                      Beginning the Leadership Journey (2 days)                      Engaging People and Teams – I (2 days)                      Leader Communications Essentials (1 day)                      Technology Management Essentials (1 day)                      Strategic Human Resource Management Essentials (2 days)                      Financial Management Essentials (1 day)                      Building Your Network (1 day)</p> <p><b>Coaching Option:</b>                      Program participants may choose the coaching option which provides:</p> <ul style="list-style-type: none"> <li>• One (1) 360-degree evaluation and two (1) executive coaching sessions</li> </ul>
<b>Supervisory Leaders</b>	<p><b>Five-Day Program:</b>                      Becoming an Authentic Leader (1 day)                      Engaging People and Teams – II (2 days)                      Managing Conflict – I (1 day)</p>	<p><b>Ten-Day Program:</b>                      Becoming an Authentic Leader (2 days)                      Engaging People and Teams – II (2 days)                      Managing Conflict – I (2 days)</p>

	Leading Organizational Change to Achieve Results – I (1 day)	Leading Organizational Change to Achieve Results – I (2 days) Leader as Coach for Performance (2 days)  <b>Coaching Option:</b> Program participants may choose the coaching option which provides: <ul style="list-style-type: none"> <li>• One (1) 360-degree evaluation and two (1) executive coaching sessions</li> </ul>
<b>Experienced Leaders</b>	<p><b>Sixteen-Day Program:</b> Diagnosis of the Current Leadership Self (4 days) Transforming From Managing To Leading (4 days) Leader as Team Builder and Facilitator (2 days) Leading Organizational Change to Achieve Results - II (2 days) Managing Conflict - II (2 days) Leading Through Strategic Communication (2 days)</p> <p><b>Coaching Option:</b> Program participants may choose the coaching option which provides: <ul style="list-style-type: none"> <li>• Two (2) 360-degree evaluations (one administered at the beginning of the program and one administered after the program is completed) and six executive coaching sessions</li> </ul> </p>	<p><b>Thirty-Two or Thirty-Three Day Program*:</b> Diagnosis of the Current Leadership Self (4 days) <i>or</i> Action Learning for Federal Executives (ALFA) (5 days) Transforming From Managing To Leading (4 days) Leader As Team Builder And Facilitator (4 days) Leading in the Context of Constitutional Government (4 days) Leading Organizational Change to Achieve Results (4 days) Leadership Skills For Program Goal Setting, Monitoring, and Evaluation (4 days) Leading Through Strategic Communication (4 days) Leading Effective Public Policy Implementation (4 days)</p> <p><b>Coaching Option:</b> Program participants may choose the coaching option which provides: <ul style="list-style-type: none"> <li>• Two (2) 360-degree evaluations (one administered at the beginning of the program and one administered after the program is completed) and six (6) six executive coaching sessions</li> </ul> </p>

\* In the thirty-three day Experienced Leader Program, the four-day *Diagnosis of the Current Leadership Self* offered in the thirty-two day program is replaced with a five-day *Action Learning for Federal Executives* (see Appendix B – Course Descriptions).

## Senior Executive Service

A four course, sixteen-day program is also available for members of the Senior Executive Service. Senior Executive Service participants may also choose Coaching Option One (see Coaching Options). Courses in the Senior Executive Service program (Appendix B – Course Descriptions) include:

- Diagnosis of the Current Leadership Self (4 days)
- Transforming From Managing To Leading (4 days)
- Leader as Team Builder and Facilitator (4 days)
- Leading Effective Public Policy Implementation (4 days)

## Executive Coaching Options

The integrated program includes two coaching options. These options provide the opportunity for participants to work, one-on-one, with an executive coach on their personal and professional development. Executive coaching services provided also include the **Emotional and Social Competency Inventory (ESCI)** assessment, a 360-degree tool that measures behaviors that contribute to emotionally and socially effective performance. The ESCI feedback report shows how others—manager(s), direct reports, peers, etc. experience the participant’s behavior in terms of the consistency with which the participants demonstrates the emotional and social intelligence competencies. These competencies are:

<b>Self Awareness</b> Emotional Self-Awareness	<b>Social Awareness</b> Empathy Organizational Awareness
<b>Self Management</b> Achievement Orientation Adaptability Emotional Self-Control Positive Outlook	<b>Relationship Management</b> Conflict Management Coach and Mentor Influence Inspirational Leadership Teamwork

## Appendix A: Crosswalk

Competency	Courses
<b>Fundamental Competencies</b>	
1. Interpersonal Skills	<ul style="list-style-type: none"> <li>• Engaging People and Teams</li> <li>• Leader As Coach for Performance</li> <li>• Leader Communications Essentials</li> </ul>
2. Oral Communication	<ul style="list-style-type: none"> <li>• Leader Communications Essentials</li> <li>• Leading Through Strategic Communication</li> </ul>
3. Integrity/Honesty	<ul style="list-style-type: none"> <li>• Beginning the Leadership Journey</li> <li>• Becoming an Authentic Leader</li> <li>• Transforming from Managing to Leading</li> </ul>
4. Written Communication	<ul style="list-style-type: none"> <li>• Leader Communications Essentials</li> <li>• Leading Through Strategic Communication</li> </ul>
5. Continual Learning	<ul style="list-style-type: none"> <li>• Beginning the Leadership Journey</li> <li>• Becoming an Authentic Leader</li> <li>• Building Your Network</li> <li>• Transforming From Managing To Leading</li> </ul>
6. Public Service Motivation	<ul style="list-style-type: none"> <li>• Beginning the Leadership Journey</li> <li>• Becoming an Authentic Leader</li> <li>• Transforming From Managing To Leading</li> </ul>
<b>ECQ: Leading Change</b>	<ul style="list-style-type: none"> <li>• Diagnosis of the Current Leadership Self</li> <li>• Transforming from Managing to Leading</li> </ul>
7. Creativity and Innovation	<ul style="list-style-type: none"> <li>• Leading Organizational Change to Achieve Results</li> </ul>
8. External Awareness	<ul style="list-style-type: none"> <li>• Leading Organizational Change to Achieve Results</li> <li>• Leadership Skills for Program Goal Setting, Monitoring, and Evaluation</li> </ul>
9. Flexibility	<ul style="list-style-type: none"> <li>• Beginning the Leadership Journey</li> <li>• Becoming an Authentic Leader</li> <li>• Diagnosis of the Current Leadership Self</li> <li>• Transforming from Managing to Leading</li> </ul>
10. Resilience	<ul style="list-style-type: none"> <li>• Beginning the Leadership Journey</li> <li>• Becoming an Authentic Leader</li> <li>• Diagnosis of the Current Leadership Self</li> <li>• Transforming from Managing to Leading</li> </ul>
11. Strategic Thinking	<ul style="list-style-type: none"> <li>• Leading Organizational Change to Achieve Results</li> <li>• Leading Through Strategic Communication</li> </ul>
12. Vision	<ul style="list-style-type: none"> <li>• Leading Organizational Change to Achieve Results</li> <li>• Leading Through Strategic Communication</li> </ul>
<b>ECQ: Leading People</b>	<ul style="list-style-type: none"> <li>• Leader As A Team Builder And Facilitator</li> <li>• Leading In The Context Of Constitutional Government</li> <li>• Diagnosis of the Current Leadership Self</li> <li>• Transforming from Managing to Leading</li> <li>• Leading Effective Public Policy Implementation</li> </ul>

13. Conflict Management	<ul style="list-style-type: none"> <li>Managing Conflict</li> </ul>
14. Leveraging Diversity	<ul style="list-style-type: none"> <li>Leader As Coach for Performance</li> <li>Managing Conflict</li> <li>Engaging People and Teams</li> </ul>
15. Developing Others	<ul style="list-style-type: none"> <li>Leader As Coach for Performance</li> <li>Becoming an Authentic Leader</li> <li>Transforming from Managing to Leading</li> </ul>
16. Team Building	<ul style="list-style-type: none"> <li>Engaging People and Teams</li> </ul>
<b>ECQ: Results Driven</b>	<ul style="list-style-type: none"> <li>Leading Organizational Change To Achieve Results</li> <li>Leadership Skills For Program Goal Setting, Monitoring, and Evaluation</li> </ul>
17. Accountability	<ul style="list-style-type: none"> <li>Leader As Coach for Performance</li> </ul>
18. Customer Service	<ul style="list-style-type: none"> <li>Building Your Network</li> </ul>
19. Decisiveness	<ul style="list-style-type: none"> <li>Action Learning for Federal Executives (ALFA)</li> </ul>
20. Entrepreneurship	<ul style="list-style-type: none"> <li>Leading Organizational Change to Achieve Results</li> </ul>
21. Problem Solving	<ul style="list-style-type: none"> <li>Action Learning for Federal Executives (ALFA)</li> </ul>
22. Technical Credibility	<ul style="list-style-type: none"> <li>Technology Management Essentials</li> <li>Strategic Human Resource Management Essentials</li> <li>Financial Management Essentials</li> </ul>
<b>ECQ: Business Acumen</b>	<ul style="list-style-type: none"> <li>Leading Effective Public Policy Implementation</li> </ul>
23. Financial Management	<ul style="list-style-type: none"> <li>Financial Management Essentials</li> </ul>
24. Human Capital Management	<ul style="list-style-type: none"> <li>Strategic Human Resource Management Essentials</li> </ul>
25. Technology Management	<ul style="list-style-type: none"> <li>Technology Management Essentials</li> </ul>
<b>ECQ: Building Coalitions</b>	<ul style="list-style-type: none"> <li>Leading Through Strategic Communication</li> <li>Leading Organizational Change to Achieve Results</li> </ul>
26. Partnering	<ul style="list-style-type: none"> <li>Leader as Team Builder and Facilitator</li> </ul>
27. Political Savvy	<ul style="list-style-type: none"> <li>Becoming an Authentic Leader</li> <li>Transforming from Managing to Leading</li> <li>Leading Through Strategic Communications</li> <li>Leading Effective Public Policy Implementation</li> </ul>
28. Influencing/Negotiating	<ul style="list-style-type: none"> <li>Managing Conflict</li> </ul>

## Appendix B: Course Descriptions (in alphabetical order)

### Action Learning for Federal Executives (ALFA)

This course is designed to tackle real-time problems while reinventing leaders through a transformational action learning process that promotes the use of reflective questioning. Additional benefits of the action learning process include: harnessing intellectual power, building integrated teams skilled in reflective questioning, discovering practical solutions to long unresolved problems, and building an interconnected fabric of professionalism that will enhance the performance and learning culture of senior leaders' respective organizations/departments—all while guided by certified AU action learning coaches. Following the initial classroom-based training focused on developing the leadership competencies necessary to utilize the action learning methodology, AU action learning coaches attend meetings at the leaders' organization/department with their respective action learning teams. This approach ensures teams maintain consistency in using the action learning methodology and further refines the academic leaders' competencies necessary to properly apply the action learning process.

### Becoming an Authentic Leader

Supervisory Leaders must model the behavior they seek. This course teaches the knowledge, skills and abilities that will enable Supervisory Leaders to transition from “doing” and “telling” to “leading.” Participants will:

- Practice the behaviors designed to encourage critical thinking, innovative problem-solving, brainstorming and other techniques that support the generation of alternative approaches,
- Learn how to recruit for diversity of thought, talent and perspective,
- Hone their collaboration skills in order to leverage networks and diversity as well as build alliances, engage in cross-functional activities, collaborate across boundaries, find common ground with a widening range of stakeholders, and
- Build and strengthen internal support bases.

Participants will also be asked to define and present their leadership vision and philosophy in class. Course content and personal development activities will encourage participants to:

- Learn from formative experiences to find critical lessons that inform their leadership style,
- Control personal impulses that can lead to problematic leadership behavior,
- Learn from the most difficult times in their life and how these times can shape their passion to lead,
- Learn from experience to shift from an "I" to a "We" orientation,
- Learn from honest feedback,
- Clarify and live their values, while establishing ethical boundaries,
- Learn from understanding their motivations and capabilities,
- Build a support team including leadership mentors, and
- Integrate the different "buckets" of their life: family, community and friends, and career.

### Beginning the Leadership Journey

Participants will be encouraged to explore their assumptions about management and leadership, to review well-known theories of leadership, and to recognize that leadership is not a single, unified concept. They will examine how thinking about leadership has changed in recent years, moving away from a focus on leadership traits and characteristics, towards a view that sees leadership as shared, relational, and part of a complex social dynamic involving inquiry and dialogue. Looking through the lens of their own organization, participants will critique different theories of leadership and followership in terms of their relevance to organizations today, and appraise the relevance of different perspectives on leadership for their own leadership development. Discussion topics will include:

- The distinction between management and leadership,
- Leader and follower perspectives on leadership,
- Current challenges in leadership and motivation,
- The importance of managing relationships including your boss, and

- What it takes to play a leadership role in organizations today.

A primary focus of development is for Emerging Leaders to become skilled at leading themselves. Accordingly, emphasis in this course will be placed on the importance of self-reflection and leadership “from the inside out” as a basis for becoming a force for personal and organizational change.

### **Building Your Network**

This course explores the most effective ways to build organizational influence by proactively creating and nurturing a broad network of relationships. Participants learn strategies for building a developmental network, an operational network, and a strategic network.

### **Diagnosis of the Current Leadership Self**

This course is about letting go of ingrained perceptions of leadership – psychic prisons that we’ve built over the years that limit our mind’s ability to see. This course is not so much about taking a step away and viewing a leadership challenge from the outside. It’s more about learning to observe ourselves observing leadership challenges. It’s a course that embraces unlearning, undiscussables topics, questioning, and the sheer beauty of simply not knowing. Upon successful completion of this course participants will be able to:

- Identify the unique challenges posed in leading and in learning to lead public sector organizations, especially in technical versus adaptive contexts,
- Understand various phases of human intellectual development along with strategies for leading followers at each phase,
- Conceptualize, self-evaluate, and apply the major components of emotional intelligence in a leadership capacity,
- Recognize and evaluate values, assumptions, beliefs, expectations, prisms, perception, and willingness to unlearn.
- Explore and apply action learning as a tool for: surfacing taken-for-granted values, assumptions, beliefs, and expectations; inquiring about and unpacking an ill-structured organizational problem; acting to resolve the problem; learning, unlearning and relearning from actions; and increasing headroom.

### **Engaging People and Teams – I**

The ability to create a strong team is a necessary task of today’s leaders. As Emerging Leaders’ responsibilities grow, the challenge shifts from being an individual contributor to building effective teams. This course teaches participants to use a charge and charter—a team’s purpose, goals, roles, and procedures—as practical way to help clarify their overall tasks, organize their work, and get the work done and create accountability. Participants role play the various methods used to develop a team Charge and Charter.

### **Engaging People and Teams – II**

Engaging People and Teams – II explores diverse topics that help participants build on the team basics they know in order to better assess and improve their capabilities as a team member and as a team leader. Participants learn and practice the facilitation skills needed to guide their team(s) to:

- Modify team plans and processes to accommodate new circumstances,
- Leverage diversity of all team members to get the most value from differences,
- Manage conflict to achieve positive results,
- Use brainstorming and other techniques for exploring different options,
- Clarify team roles and responsibilities,
- Set team performance goals,
- Maximize creativity within groups, and
- Conduct after-action reviews.

### **Financial Management Essentials**

The focus of this course is on the use of the budget as a device for management planning and control. Participants develop their understanding and skills related to cost-benefit thinking, different budgetary systems, the elements of budgetary review and execution, and the essential strategies and tactics needed in the budgetary process.

### **Leader as Coach for Performance**

This course is designed to teach practical coaching for performance concepts, skills, and techniques. Participants will learn how to:

- Distinguish between mentoring, consulting, therapy, and coaching
- Learn and apply basic concepts, including emotional intelligence and appreciative inquiry coaching, as a basis for developing those they lead and creating and sustaining a high-performance culture
- Learn and apply basic intrapersonal skills to evolve as a leader and interpersonal skills to develop those they lead—building trust, observing positive qualities, active listening, asking penetrating questions, conducting difficult conversations, and holding future-focused conversations—to motivate those they lead to step up to new challenges and take active responsibility for their own behavior, development and satisfaction
- Recognize “anytime” opportunities to coach for performance within the context of the overall organizational performance management process
- Recognize how cultural differences affect coaching
- Receive feedback and provide feedback upwards
- Co-create and obtain commitment and accountability to implement individual action plans for development
- Distinguish between coaching opportunities and performance situations that are better resolved through other means
- Self-diagnose strengths and areas to develop as a leader/coach

### **Leader as Team Builder and Facilitator**

A leader must understand who he/she is in relation to the team and what it will take to leverage the potential of the team. Participants learn different aspects of team and group dynamics, levels of systems and their impact on teams, overt and covert processes, political dynamics, and stages of group development. The major methodology used in the module is to learn how to become team builders and facilitators by working in smaller teams where participants take turns at facilitating the group. Specific content areas include communications, decision-making, group dynamics, group development, diversity, conflict resolution, leadership, and managing transitions.

### **Leader Communications Essentials**

Leaders must communicate the organization’s mission and goals, expectations for good customer service to ensure service needs are met, guidance about tasks, and clear and consistent performance expectations. Whether they are communicating routine information, handling a crisis, or defending decisions, Emerging Leaders must master basic communication skills including the essentials of oral and written communication.

To engage participants in learning these essentials and to teach Emerging Leaders how to improve their ability to handle challenging situations, nontraditional techniques such as storytelling and role plays in challenging public communication scenarios will be used. In addition to learning the essentials of oral and written communication, participants will also learn how to:

- Receive feedback
- Provide effective feedback to colleagues and team members,
- Deal with difficult people, and
- Evaluate the impact of personal behaviors and communication style on others.

### **Leadership Skills for Program Goal Setting, Monitoring, and Evaluation**

This course will provide exposure to the history and methods of program evaluation and the relationship of program evaluation to performance measurement in the context of the Government Performance and Results Act of 1993.

The use of program evaluation to inform leadership and decision-making challenges in several different federal organizations will be highlighted, with opportunities for participants to offer their insights (or hindsight) based on their own experiences.

### **Leading Effective Public Policy Implementation**

This course focuses on creating internal collaboration between career executives, political appointees, employees, and union representatives to successfully integrate technology, organizational design, and human capital development to achieve organizational results. In addition, there is a focus on creating external collaboration with OMB and Congress to ensure implementation of plans created. Participants use individual reflection exercises to build insights and helpful perspectives on issues they are presently facing. Participants are encouraged to build networks and support systems among themselves, faculty, and coaches.

### **Leading in the Context of Constitutional Government**

Public sector leadership in the U.S. takes place within a democratic-constitutional framework defined by constitutional and administrative law. Legal requirements may be consonant or at odds with achieving mission-based results, cost-effectiveness, motivating employees, and serving customers. However, they are binding on all public managers and employees. This course shows how and why constitutional-legal requirements and the values underlying them must be integrated into general administrative processes, practices, and systems. It explains the structure of individual constitutional rights, such as equal protection and procedural due process, as well as the rationale for administrative law's commitment to public participation, representation, open government, and fair treatment of individuals. The module demystifies constitutional and administrative law, improves non-lawyers' communication and understanding of lawyers, and illustrates how to think about law in the context of leadership.

### **Leading Organizational Change to Achieve Results – I**

This course addresses the importance of managing change effectively to successfully implement public policy. Participants will explore their strengths and areas for development as a leader of change. In addition, participants will understand:

- The stages of the change cycle
- How to set the stage for a successful change effort
- How employees react to change and appropriate management responses
- Strategies for anticipating and moving beyond resistance
- How to implement a successful change effort
- How to build a strategic partnership with your boss
- How to manage yourself in the midst of organizational change

### **Leading Organizational Change to Achieve Results – II**

This course emphasizes systems thinking and personal mastery of leadership competencies in order to move beyond resistance when initiating and leading innovation and change efforts. Participants learn how to introduce systems thinking into plans for change efforts, deepen their understanding of resistance, increase understanding of self and others' behavior styles as they relate to change, and strengthen skills for exercising power while also tending to relationships.

### **Leading Through Strategic Communication**

This course discusses how to bring the strategic planning and marketing principles that have long been successful in the private sector to public policy work. Topics explored include how to:

- Create a strategic plan to determine your communications objectives,
- Develop an audience-based communications strategy,
- Test concepts and materials, and
- Develop integrated media plans.

The module also looks at how to create a marketing communication strategy that goes beyond informing, and begins transforming audiences. Finally, as a government entity or an organization with a social mission, participants need to become depositories of public trust in order to be effective in their work. To achieve this, participants talk about how good branding can allow clear speaking in the midst of competing efforts and a cluttered marketplace.

### **Managing Conflict – I**

This course is designed to ensure that Supervisory Leaders have the needed knowledge, skills and abilities related to diagnosing and managing conflicts for positive results in organizational life and public settings. This course will enable them to successfully:

- Understand and diagnose conflict at multiple levels of analysis,
- Use theory regarding how conflicts emerge and spread,
- Apply a range of strategies and structures designed to transform differences into learning opportunities, and
- Develop personal skills and credibility related to mindfully and skillfully managing relationship, group, and organizational conflict.

### **Managing Conflict – II**

Participants will build their conflict management and negotiation knowledge and skills through a number of approaches including: structured discussions, study of theory and models of conflict diagnosis and management, development of their own approach for becoming better at conflict management, training and practice in conflict management skills, practice in consulting on conflict management problems and strategies, in-class experiential activities, in-class team work sessions that include feedback about their conflict management skills, exposure to guest speakers, and written analyses.

### **Strategic Human Resource Management Essentials**

The focus of this course is on participants learning human resource management (HRM) concepts and practical information in order to: 1) be intelligent consumers of HRM products and services to better perform the “people” aspects of their job, 2) apply best practices in talent management, and 3) have the skills needed to communicate and execute organizational policy related to human resources

### **Technology Management Essentials**

Emerging Leaders must keep up-to-date on technological developments to better identify problems and recommend appropriate actions in their area of operation. Participants learn strategies for being responsive to, and making effective use of, technology and for networking with subject matter experts internally and externally.

### **Transforming from Managing to Leading**

This course is organized around three roles that are essential to increasing leadership capacity: coaching, leading, and brokering. In the coach role, the individual values people as resource to be developed. The leader role is expected to reposition and adapt the organization to respond to external environmental factors and forces. The broker role advocates, protects, and promotes unit effectiveness by maintaining external legitimacy by working in a politically astute and persuasive manner. In addition, participants will discuss the importance of building trust in government by operating with civility and high personal integrity.

## Appendix C: ECQ Competency Definitions

**Fundamental Competencies** (the foundation for success in each of the Executive Core Qualifications):

1. **Interpersonal Skills** – Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.
2. **Oral Communication** – Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.
3. **Integrity/Honesty** – Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.
4. **Written Communication** – Writes in a clear, concise, organized, and convincing manner for the intended audience.
5. **Continual Learning** – Assesses and recognizes own strengths and weaknesses; pursues self-development.
6. **Public Service Motivation** – Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.

**Leading Change:**

7. **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.
8. **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.
9. **Flexibility** – Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.
10. **Resilience** – Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.
11. **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.
12. **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.

**Leading People:**

13. **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.
14. **Leveraging Diversity** – Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.
15. **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.
16. **Team Building** – Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

**Results Driven:**

17. **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.
18. **Customer Service** – Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

19. **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.
20. **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.
21. **Problem Solving** – Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.
22. **Technical Credibility** – Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

#### **Business Acumen:**

23. **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.
24. **Human Capital Management** – Builds and manages the workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.
25. **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.

#### **Building Coalitions:**

26. **Partnering** – Develops networks and builds alliances, collaborates across boundaries to build strategic relationships and achieve common goals.
27. **Political Savvy** – Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.
28. **Influencing/Negotiating** – Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.