



SES CDP Leadership Development Program

Program Summary

The training and development provided by the Key Executive Leadership SES CDP Leadership Development Program ensures that participants ultimately develop the foresight, insight, and emotional and social intelligence competencies needed to create vision, execute strategic goals, obtain innovative ideas from employees as a result of increased employee engagement, and develop the collective intelligence needed to address today's complex federal challenges.

The program includes the following components: an Orientation, an Emotional and Social Competence Inventory (ESCI) 360-degree evaluation together with six one-on-one Executive Coaching sessions (10 hours), the creation of a personal leadership development plan, and eight courses totaling 32 days.

Orientation

The program begins with a full day of Orientation. The Orientation serves to 1) familiarize participants with each other, the program staff, program requirements and logistics, policies, and expectations; 2) provide team-building opportunities; and 3) ensure participants develop the level of trust needed for them to work collaboratively as a member of a cohort. Orientation will include an overview of the program, including the program's purpose, exposure to the principles grounded in the American founding and the virtues of public service, an exploration of primary developmental areas, participant responsibilities, and an overview of the courses.

Through the creation of norms, expectations, and the development of social capital, participants create the relationships necessary to learn from the faculty, and, most importantly, from each other. The trusted environment that is created during the Orientation session benefits participants by enabling knowledge transfer among the cross-functional mix of cohort participants, honest feedback, the ability and confidence to recreate the same environment with those they lead, and a career-long support group.

Participants receive a journal at Orientation that they will use throughout the program for self-reflective exercises. Journal writing is a well-established way to record, reflect, and continue to learn from experience. In the SES CDP Leadership Development Program, journal writing will support both informational learning, including the acquisition of course content, skills, and behaviors, as well as transformational learning, including reflection on one's habitual patterns and the values, assumptions, beliefs, and expectations that underlie one's actions.

Courses

Our courses are designed to challenge participants to develop the ECQs necessary to qualify to be certified as eligible to be selected for the Senior Executive Service.

SES CDP (32 Days)

- **Diagnosis and Development of the Leadership Self (4 days)**
- **Transforming from Manager to Leader (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 Monitoring and Evaluation (4 days)**
- **Leading Through Strategic Communication (4 days)**
- **Leading Effective Public Policy Implementation (4 days)**

Executive Coaching Included

Executive Coaching

Executive coaching is included as part of the Key Executive Leadership SES CDP program.

The ESCI 360-degree evaluation tool is administered at the beginning of the Program and identifies behaviors that contribute to emotionally and socially effective performance. The ESCI feedback report shows the coachee how others—manager(s), direct reports, peers, etc. experience the coachee’s behavior in terms of the consistency with which the coachee demonstrates the emotional and social intelligence competencies.

An Executive Coach uses the ESCI results to enhance a student’s potential to create higher engagement, personal development and performance for themselves and others—the core qualities needed of today’s change-adept leaders through the creation of a Personal Leadership Development Plan that is regularly updated. Executive coaching is a way of working with people that leaves them more competent and more fulfilled.

The coach’s role is to engage the participant in a dialogue in a way that leads the coachee to self-discovery, empowerment and choice so that the coachee is more able to contribute to his/her organization and find meaning in what he/she is doing.

Executive coaching services provided include:

- 10 hours of one-on-one coaching sessions scheduled in person or virtual.
- Assigned reflective activities to aid in learning and development
- Occasional as-needed support, such as email exchanges between scheduled conversations

Course Descriptions

DIAGNOSIS AND DEVELOPMENT OF THE LEADERSHIP SELF (4 DAYS)

ECQs: MERIT AND COMPETENCE, ACHIEVING RESULTS, LEADING PEOPLE

Participants will explore who they are as leaders and who they wish to become by building the emotional intelligence fabric that makes for successful leadership. Participants build a safe, supportive, and collaborative learning community and are challenged to replicate it with those they lead. In addition, participants develop and learn how to leverage their emotional and social intelligence to enhance their abilities in managing conflict for positive results, coaching and mentoring those they lead, influencing others, inspiring others, building consensus, and fostering teamwork in pursuit of agency goals. Participants are also challenged to understand various phases of adult development and learning and identify practical strategies for leading followers at each phase. Finally, this course leads participants through a hands-on application of a real-time agency problem, using the Action Learning tool to promote the use of reflective questioning and discourse in addressing organizational challenges.

TRANSFORMING FROM MANAGER TO LEADER (4 DAYS)

ECQs: DRIVING EFFICIENCY, MERIT AND COMPETENCE, ACHIEVING RESULTS, LEADING PEOPLE

Participants will explore the question, "Why lead?" and examine the unique role of leadership versus management in the public sector. Participant's perceptions of management versus leadership are challenged through a series of exercises and class discussions. This course also addresses the unique balance of leader/member exchange, personality, and leadership burnout. Leadership competencies in the public context are presented and discussed, along with significant exposure to the impact of politics, power, and culture on today's public sector leaders. Finally, the role of conflict in leadership is explored and applied using real-time workplace challenges. Particular emphasis will be placed on developing an understanding of leadership roles and competencies, assessing your personal style of leadership and how it might be strengthened, examining intrapersonal and interpersonal aspects of leadership, understanding and applying theories of power and influence in organizations, and strengthening your sensitivity to constructively manage conflict in a challenging public sector environment.

LEADER AS A TEAM BUILDER AND FACILITATOR (4 DAYS)

ECQs: MERIT AND COMPETENCE, ACHIEVING RESULTS, LEADING PEOPLE

Participants will learn how to deploy themselves as leader facilitators who act as "instruments of change" by creating high-performing teams and team synergy. Participants are introduced to the concept of building a team charter, where they master the art of facilitating their cohort group through the essential building blocks of developing a charge, defining their purpose, clarifying their roles, utilizing norms/procedures, and leveraging relationships. Participants engage in the process of real-time team building through an experiential approach, where they learn about group dynamics, including the tension between task and process, stages of group development, political dynamics, and overt and covert processes. The major methodology used in the course is to learn how to become team builders and facilitators by working in smaller teams where participants take turns facilitating the cohort. Participants receive feedback from both the cohort and the instructor after each step of the team charter is facilitated. The final outcome of the class is the construction of a team charter, which is used as a guiding and flexible team plan for cohort interaction throughout the life

of the cohort. Participants will take away greater self-confidence that they can readily apply what they have learned back in their home team settings.

LEADING IN THE CONTEXT OF CONSTITUTIONAL GOVERNMENT (4 DAYS)

ECQs: COMMITMENT TO RULE OF LAW, DRIVING EFFICIENCY, MERIT AND COMPETENCE

Public sector leadership in the U.S. takes place within a democratic-constitutional framework defined by constitutional and administrative law, but the legal requirements may be consonant or at odds with achieving mission-based results, cost-effectiveness, motivating employees, and serving customers. Even still, they are binding on all public managers and employees. Participants will learn to navigate unique challenges to leading in the public sector, including a constitution that provides individual employee protections, 535 members of Congress who serve as a Board of Directors for Executive Branch actions, and a governance system that encourages intense public scrutiny. 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. Finally, this course 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 (4 DAYS)

ECQs: DRIVING EFFICIENCY, MERIT AND COMPETENCE, ACHIEVING RESULTS, LEADING PEOPLE

Participants will learn the importance of managing change effectively to successfully implement public policy. This course expands awareness, strengthens skills, and integrates useful concepts and practical tools into participants' experiences so that participants are more able to initiate and lead a successful change effort for results. In addition, participants will assess change readiness and set the stage for a successful change effort, taking into account the human dimensions of transition, increase understanding of self and others' behavior styles as they relate to change, understand the stages of the change cycle; anticipate and move beyond resistance; examine the role of systems- thinking, mind-body relationship, and state of mind when leading change efforts; and strengthen skills in conducting productive conversation, making agreements, and ensuring accountability.

LEADING THROUGH STRATEGIC COMMUNICATION (4 DAYS)

ECQs: DRIVING EFFICIENCY, MERIT AND COMPETENCE, ACHIEVING RESULTS

Participants will dissect the role of strategic communication along with the role of marketing and branding in a public sector context. 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, how to develop an audience-based communications strategy, and how to test concepts and materials. 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.

LEADERSHIP SKILLS FOR PROGRAM MONITORING AND EVALUATION (4 DAYS)

ECQs: DRIVING EFFICIENCY, MERIT AND COMPETENCE, ACHIEVING RESULTS

Participants discover and develop the critical and analytical thinking skills that make leaders better consumers of performance and evaluation information. The 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 and the Government Performance and Results Act Modernization Act of 2010. 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 (4 DAYS)

ECQs: COMMITMENT TO RULE OF LAW, DRIVING EFFICIENCY, ACHIEVING RESULTS

Participants will learn that leadership starts with the leader and not the leader. This course focuses on reviewing different leadership styles, creating a personal leadership philosophy based on the identification of values and vision, and identifying the factors that motivate employees, all with the goal of successfully leading public policy implementation. Participants use individual reflection exercises to build insights into how to apply what they are learning to the issues they are facing in the workplace. Participants are encouraged to build networks of colleagues, faculty, coaches, and mentors to support them now and in the future. This course incorporates a heavy utilization of individual reflection exercises to build insights and helpful perspectives on issues they are presently facing. Finally, participants are encouraged to build networks and support systems among themselves, faculty, and coaches.