



Experienced Leader Program

We are delighted to welcome you to American University's Key Executive Leadership Certificate Program, prepared specifically for Experienced Leaders in the IG Community. The role of inspectors general in federal departments and agencies is crucial to providing independent oversight and promoting economy, efficiency, and effectiveness throughout the federal government. Inspectors general also carry a critical responsibility in advancing the expansive and transformative agenda set forth by our nation's leaders. And since public policy is best implemented by extraordinary public service leaders, it is now, more than ever, that our public sector is in need of senior IG leaders who can make sound strategic decisions, inspire those they lead, work and learn collaboratively, change themselves, overcome barriers to institutional change, act with integrity, facilitate useful dialogue, think strategically, and implement public policy with skill and fierce resolve. This is the essence of service to our citizens. We welcome you to the Key community of more than 1,400 students and alumni - committed professionals who are passionate about public service.

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Program Summary

The American University Experienced Leaders for the IG Community program is an OPM-ECQ based curriculum designed for experienced leaders (long time GS-14 or GS-15 leaders who may or may not have had formal leadership development opportunities) in the IG leadership development program. The curriculum consists of two weeks of interactive instruction with a break between the first and second week to enable participants to apply what they have learned. During the second week, the students reconvene to discuss their experiences and explore new material.

Students in the American University Experienced Leaders for the IG Community program also have the option of participating in the executive coaching program to further enhance their leadership skills. Students may choose one of three coaching options:

- Option 1 (2-hour debrief): This coaching option includes a 360-assessment, namely the Emotional and Social Competency Inventory (ESCI), which is administered on a third-party website by Key's vendor, the Korn Ferry Group. Included with the assessment is a two-hour debrief with a 360-certified executive coach. Participants will walk away from their coaching session with a better understanding of how their peers, direct reports, manager(s), and others perceive them, based on feedback received and interpreted by the coach.
- Option 2 (6.5 coaching hours): In addition to the ESCI and the two-hour debrief with an executive coach, participants receive an additional 4.5 coaching hours, usually split into three 1.5-hour sessions. During this time, with the guidance of the coach, participants go more in-depth into their 360 results, work on a Personal Leadership Development Plan (PLDP), and explore more opportunities for personal and professional development.

- Option 3 (10 coaching hours): In addition to the ESCI, and the two-hour debrief with an executive coach, participants receive an additional eight (8) coaching hours (three different schedule alternatives are available to choose from). They also complete a PLDP and explore more opportunities for personal and professional development.

Orientation

The program begins with a half-day Orientation. The Orientation serves to familiarize participants with each other, the program staff, program requirements, logistics, policies, and expectations, provide team-building opportunities, and ensure participants develop the level of trust needed for them to work collaboratively as a members of a cohort. During the Orientation, participants are exposed to the principles grounded in the American founding and the virtues of public service (**ECQ - COMMITMENT TO THE RULE OF LAW & PRINCIPLES OF THE AMERICAN FOUNDING**). They also work to grow and expand a holistic perspective on well-being, mindfulness meditation practices to develop their resilience and non-judging awareness of their experience and patterns of behavior, skills for developing formal mindfulness habits for daily life, and information on how to stay balanced and resilient irrespective of external circumstances. The Orientation will also include an outline of the program, including the program purpose, 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 providing a career-long support group, enabling knowledge transfer among the cross-functional mix of cohort participants, offering the opportunity to practice honest feedback, and encouraging the confidence to recreate the same environment with those they lead.

Course Schedule

Experienced Leader Program (5 Days) + (3 day) for those who did not attend the New Leaders Program	• Leadership Development: Transforming from Managing to Leading • Budget Formulation and Execution • Network Management: Building Social Capital • Political Process
Experienced Leader Program (5 Days)	• Leading for Excellence • Executive Communication • Leading Organizational Change for Results

Course Descriptions

WEEK 1: LEADERSHIP DEVELOPMENT: TRANSFORMING FROM MANAGING TO LEADING (4 DAYS)

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

This course will focus on managing conflict for positive results—facilitating lively, interesting meetings, extracting ideas from all team members, solving real problems quickly, minimizing politics, and putting critical topics on the table for discussion. The module also focuses on the need for systems analysis and systems thinking—seeing interrelationships and patterns of change in complex situations as critical elements to becoming extraordinary leaders. Individuals who have not taken the New Leader Program will be scheduled to take the New Leader version of this course immediately preceding the Experienced Leader Program.

At the end of this program, participants will be able to:

1. Understand how conflict is a tool for constructive creativity.
2. Leverage teams to harness diversity of thought for improved performance.

EXECUTIVE COMMUNICATION (1 DAY)

ECQS: DRIVING EFFICIENCY, ACHIEVING RESULTS

The Six Dimension model stresses the need for communication as well, especially in the arena of presentation and writing skills for GAO reports, testimonies, and briefings. As senior leaders, students must have a clear understanding of marketing principles, audience research, strategic planning, and message strategy development. This course examines basic principles for successful strategic workplace communications. Participants learn how to create personal messages, memoranda, and policy documents and how to present effective briefings that are heard and acted upon.

By the end of this course, the student will be able to:

1. Create an integrated communication campaign plan for various audiences.
2. Identify the strengths and limitations of various communication approaches.

NETWORK MANAGEMENT: BUILDING SOCIAL CAPITAL (2 DAYS)

ECQS: DRIVING EFFICIENCY, ACHIEVING RESULTS, LEADING PEOPLE

Experienced leaders know the value of networking results in hearing information faster, developing operational and strategic partners and seeing the enterprise as a system of people and functions. Participants examine their own networks, understand the power of social networks to assist in the implementation of public policy, and learn how to create and nurture networks across their own organizations, stakeholder organizations, and multi-governmental entities to share information, make better decisions, and more promptly implement programmatic changes within the IG system.

By the end of this course, the student will be able to:

1. Leverage network science to define social capital/networks matter to leaders.
2. Map each individual leader's network and make decisions about how to strategically expand/diversify network while addressing collaborative overload.

POLITICAL PROCESS (1 DAY)

ECQS: COMMITMENT TO THE RULE OF LAW & PRINCIPLES OF THE AMERICAN FOUNDING, ACHIEVING RESULTS, MERIT AND COMPETENCE

This course examines the relationship of the legislative process, congressional oversight, and EOP/OMB review and approval to the administration of government policy. Participants study how best to respond to pressure groups, clientele groups, and the public. They will also critically examine the role of their relationship to political executives, and the political basis of government organization to achieve organizational success. In addition, the module reviews how the Inspector General community fits into the political process from the perspective of its obligations to Congress and agencies, and from the perspective of attempting to influence its budget and operations.

By the end of this course, the student will be able to:

1. Understand the basic structure and responsibilities of the legislative, executive and judicial branches of government.
2. Critically examine and discuss the federal legislative process.

WEEK 2: LEADING FOR EXCELLENCE (2 DAYS)

ECQS: COMMITMENT TO THE RULE OF LAW & PRINCIPLES OF THE AMERICAN FOUNDING, DRIVING EFFICIENCY, ACHIEVING RESULTS, LEADING PEOPLE. MERIT AND COMPETENCE

Participants describe the culture in which IGs operates and its attitude toward teams, and the different roles of leader, manager, and facilitator as they are applied in the IG-specific context of the workplace. As noted in the Six Dimension model, this includes motivating inspiring staff, building trust and confidence, delegation, trust, and respecting choices. Participants examine their own beliefs about themselves, others, and the world in the IG context, and then learn and practice the key tools for interpersonal communication, especially in the context of the manager-subordinate relationship. Participants are challenged to critically review their leadership/management style to see whether they are receiving the results they want with their direct reports, peers, bosses, and key stakeholders. The unique skills of seeking feedback in the workplace and giving feedback to subordinates are central to the course. The principles and practices of motivating employees, especially in the federal government and IG context are also covered.

At the end of this course, participants will be able to

1. Create behaviors that support values that meet individual and organizational performance goals.
2. Understand their leadership style that supports achieving both followership and organizational performance in a systems approach.

BUDGET FORMULATION AND EXECUTION (1 DAY)

ECQS: DRIVING EFFICIENCY, ACHIEVING RESULTS, MERIT AND COMPETENCE

The ability to plan, control, and manage resources is vital to a leader's personal effectiveness and organizational success. Understanding the budget process is an experienced leader's imperative in being able to build a long term, coherent strategy that encompasses the organization into a systems approach of thinking and execution. This course explores the process, concepts, and laws that govern executive branch budgeting, with an emphasis on managerial challenges and strategies for operating in today's budget environment.

At the end of this course, participants will be able to:

1. Understand and use key terms, concepts, and processes used by the Executive Branch in preparing and implementing budgets
2. Identify spending controls and how agencies are allowed to alter financial plans to achieve long term performance goals.

LEADING ORGANIZATIONAL CHANGE FOR RESULTS (2 DAYS)

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

Organizations are dynamic and ever changing to keep up with external and internal needs. Organizational leaders who initiate change should be skilled in creating and communicating a vision for change that links strategy to organizational performance, engaging and actively listening to teams, creating alignment between the personal needs of the staff and the intended organizational performance goals, possess a high degree of self-awareness of how their leadership styles impacts others. The goal of this organizational change management course is to integrate into participants' experience useful concepts and practical tools so that participants are more able to lead a successful change effort for results. It addresses leading change such as reorganizing functions and roles, as well as the psychological aspects of transitioning through change. Participants will learn how to assess change readiness and apply models for examining a structured change process and its implementation, taking into account the human dimensions of transition and strategies for influencing leaders. Participants will examine the role of perceptions, assumptions, resistance, beliefs, and values crucial to change initiatives.

At the end of this course, among other things, participants will be able to:

1. Apply concepts, models and practical tools to participants' experience regarding change, readiness and organizing change efforts, taking into account the human dimensions of transition.
2. Communicate the vision for change by understanding the life cycle of a change program and how to align change initiatives with organizational objectives and empower people and teams through the change and in doing so act as a resource and coach.

Vision of Key Executive Leadership Program

We believe vision is important because vision, which describes the future, influences our choices in the present.

Key Executive Leadership Development Program Values Extraordinary leaders choose 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.
- Model the behavior sought.
- Empower others to action.

The Key Executive Leadership Development Program challenges good managers to become extraordinary leaders who build an environment for organizational success. Because becoming an extraordinary leader is a journey, the central core of the vision is accepting the challenge to learn and teach, and the responsibility to act on the learning. Extraordinary leaders are “learning leaders.” Learning leaders are alive, engaged, and enthusiastic. Learning leaders accept the responsibility to develop themselves and the responsibility to challenge those they lead to develop.

You are members of the Key “executive cohort.” An executive cohort is more than a collection of individuals. It is more than a “class.” An executive cohort is a tightly-knit community of public service leaders committed to teaching and learning from one another. You are also a member of the Key faculty. In our view, “teaching,” “learning” and “leading” are synonymous because in all parts of our work lives, each of us is, at once, a teacher, learner and leader. We grow as teachers, learners, and leaders when we reflect on our actions and ask questions about the beliefs and assumptions we usually take for granted.

To promote learning throughout our time together, we will, as a cohort, work to create a safe environment in which we simultaneously support, question and challenge each other. Learning is deepest, when it engages the whole person -- thoughts, emotions and actions. As we grow on our leadership journey, we are also learning about ourselves and learning to see ourselves and our organizations more clearly. Welcome to the expedition.

Role of Reflection

An important element of learning is reflection. Saul Alinsky in his book *Rules for Radicals*, writes that happenings become experiences only after they have been reflected upon thoughtfully. “Reflection is that space suspended between experience and explanation, where the mind makes the connections. Imagine yourself in a meeting when someone suddenly erupts with a personal rant. You are tempted to ignore or dismiss the outburst – you have heard, after all, that the person is having problems at home. However, why not use it to reflect on our own reaction – whether embarrassment, anger, or frustration – and so recognize some comparable feelings in yourself? Your own reaction now becomes a learning experience for you: You have opened a space for imagination, between your experience and your explanation. It can make all the difference.” (Gosling and Mintzberg). We invite you to take time to reflect.