



Emerging Leader Program

We are delighted to welcome you to American University's Key Executive Leadership Certificate Program prepared specifically for Office of Inspector General emerging leaders. 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. They have a crucial responsibility in achieving 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 emerging IG leaders who can make evidence-based assessments and sound 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.

Patrick S. Malone, PhD
Director Key Executive Leadership Programs
American University

Program Summary

From great followers come great leaders. The OIG Emerging Leader program (EmL) is an OPM-ECQ based curriculum and part of a multi-layered and integrated approach designed to extend the Inspector Generals' shared mission, culture, and provide early opportunities for the professional development of future leaders within IG organizations. Emerging Leaders are identified by their organizations and introduced to the basic tools of OIG leadership in an exciting and applied four-day leadership development program. The EmL curriculum promotes discourse around current issues facing law enforcement leaders, interaction with other IG specialties and organizations, and a mutual learning environment that inspires them to make greater contributions and pursue greater responsibilities within their respective OIGs. Participants in the EmL program are staff members who are generally new to the IG community and display recognized potential for ascending to higher levels of responsibility. The target audience for this program are often IG staff members with 1-5 years of experience in the IG community that possess the willingness and potential to lead.

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

Emerging Leader Program (4 Days)	• Beginning the Leadership Journey • Becoming the Leader We Need: It Starts With You • Engaging People and Teams
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Course Descriptions

BEGINNING THE LEADERSHIP JOURNEY (2 DAYS)

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

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 focus on developing his/her understanding who they are and aspire to be as leaders by helping to answer the questions: What makes you want to lead? What makes a great leader in the organizational context they are working? How to prepare for the role of “becoming the boss?” How to be seen as a leader before getting the job? and How to recognize the impact of good and bad leadership on empowering teams, and organizational performance. To encourage self-reflection and insight about how to manage oneself and be successful at leading others, participants will gain greater self-awareness through the use of MBTI (Myers Briggs Type Indicator).

Discussion topics will include:

- The distinction between management and leadership, and how to prepare for a leadership role at any level in the organization.
- Determine your own motivations for wanting to lead and manage others.
- Identify behaviors that build your personal integrity brand.
- Build self-awareness and understanding of the interpersonal aspects of leadership.
- Leader and follower perspectives on leadership.
- Current challenges in leadership and motivation and what it takes to play a leadership role in organizations today.
- The importance of managing relationships including your boss, and
- Understand what you can do to prepare for a leadership role.

IT BEGINS WITH YOU (1 DAY)

ECQS: ACHIEVING RESULTS, LEADING PEOPLE, MERIT AND COMPETENCE

In today's fast paced environment those public policy managers who know how to exercise true leadership skills through self-knowledge, identifying interpersonal strengths and development areas, clarifying their key leadership values. A primary focus of development is for 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. Participants will be introduced to adult development theory—how it works, how it’s measured, and how one might change over time, and its important link to developing a leadership style that moves from being technically competent to organizational competent. Building on the material presented in the preceding course, participants will continue to explore relevant models and tools and learn basic techniques for self- reflection and self-management.

Discussion topics will include:

- The leaders we need today—those with self-awareness, emotional and social intelligence, and a “smart power” perspective.
- Self-development as a lifelong journey that starts with you—including “modeling the behavior you seek.”
- An understanding of one’s own leadership style, strengths, and areas for development.
- The various intelligences, with a focus on emotional and social intelligence.
- How your values set the foundation for your leadership journey.

ENGAGING PEOPLE AND TEAMS (1 DAY)

ECQS: ACHIEVING RESULTS, LEADING PEOPLE, MERIT AND COMPETENCE

The focus of this course is on the importance of engaging team members and building the essential tools to increase the impact of your personal behavior and communications on others. This course will utilize a variety of learning methodologies including self-reflection, journaling, process observation, instrumentation, and experiential activities. Participants will review class norms and how they have been utilized in the cohort. They will describe the culture in which the OIG operates with respect to teams and explore the distinctions between leader, manager, and facilitator as applied/experienced in the OIG culture.

Discussion topics will include:

- How to give effective feedback.
- Listening at all three levels.
- The importance of practicing the leadership behavior of “being curious,” and
- The basics of team dynamics.
- The importance of engagement, presence, and authenticity in building collaborative relationships, and
- The role of trust, perceptions, beliefs, and assumptions.

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.