



New Leader Program

We are delighted to welcome you to American University's Key Executive Leadership Certificate Program prepared specifically for Office of Inspector General new 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 IG leaders who can make 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 OIG New Leader (NL) program is an OPM-ECQ based curriculum designed for leaders at the GS-13 or GS-14 level, who have had no formal leadership development opportunities. 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 OIG/NL 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

New Leader Program Week 1 (5 Days)	• Leadership Development: Transforming from Managing to Leading • Leading for Performance
New Leader Program Week 2 (5 Days)	• Leader as Coach • Leading With Integrity • Leading Organizational Change for Results

Course Descriptions

WEEK 1: LEADERSHIP DEVELOPMENT: TRANSFORMING FROM MANAGING TO LEADING (3 DAYS)

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

Transforming from Managing to Leading is designed to provide you with practical skills to develop personal and professional values for yourself and team, skills in creating a leadership vision, thinking and acting strategically by empowering people and teams to lead more effectively in public organizations. Participants explore various roles, responsibilities, and choices in creating high performing followership and organizations. A basic assumption is that leadership is a journey of continuously learning to know oneself, understanding one's relationship with others, and taking responsibility for making conscious choices through reading, dialogue, and reflection.

Participants focus on their personal approaches to leadership, emotional and social intelligence, develop an awareness of the advantages and disadvantages that accompany them, identify personal values and

understand how those values drive both a leader's and follower's behavior, learn about the role of individual vision and mission in leading others, and understand the different skills required as one is promoted to levels of increasing responsibility. At the end of this course, participants will be able to, among other things: (1) identify strengths and development areas and how you impact others and (2) Identify your values and associated behaviors that clarify who you are as a leader and what you stand for.

LEADING FOR PERFORMANCE (2 DAYS)

ECQS: DRIVING EFFICIENCY, ACHIEVING RESULTS, LEADING PEOPLE

There is an increasing demand for teams and teamwork capabilities, yet few leaders consciously plan for success or their teams or seek ways to make their teams high performing. Participants will explore the different roles of leader, manager, and facilitator as they are applied in the OIG-specific context of the workplace. Participants describe the culture in which the OIG operates and its attitude toward teams. Participants review class norms and how they are utilized in the cohort. The course begins with a self-assessment to discover the participants' own strengths and weaknesses in each of the three key roles of leader, manager, and facilitator. 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. If not, participants are challenged to identify behaviors they might choose to change to be more effective with those they lead.

In addition, participants learn and practice the key tools for interpersonal communication, especially in the context of the manager-subordinate relationship. The unique skills of seeking feedback in the workplace and giving feedback to subordinates are central to the course. The principles and practices of developing people, providing growth opportunities and motivating employees, especially in the federal government and OIG context are also covered. Participants will learn their own conflict management and resolutions styles, and how to improve their own effectiveness in the workplace. Participants will learn the key steps in setting up and managing project and task teams, including virtual teams and the importance of developing a team charter, which includes the need for addressing goals, roles, norms, and relationships. At the end of this course, participants will understand: (1) the elements of building a high performing team and (2) the effective principles of constructive developmental feedback.

WEEK 2: LEADER AS COACH (2 DAYS)

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

The Six dimensions model notes that personal integrity is acting with honor and character in all situations and with all people. Integrity is an essential quality that opens up opportunities to lead and engage staff even in the face of adversity and personal challenges. According to David Maister, "Winning the power to lead professionals is no easy task. True leaders consider integrity as a decision-making tool. Before a leader can be accepted, let alone succeed, autonomous professionals must agree to be influenced by that person. How does a leader, then, earn followership? Do you have a track record of helping other people succeed? Do your core values inspire staff to operate with integrity in furthering the interests of those you serve. The most precious thing you have is your reputation for treating people fairly, and for creating meaningful change. At the end of this course, participants will, among other learnings, (1) Understand how ethics, morals and values relate to personal integrity and their leadership style and (2) Develop skills that resolve conflict while accepting personal accountability for their decisions.

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;
- (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.