SCHOOL of PUBLIC AFFAIRS
KEY EXECUTIVE LEADERSHIP PROGRAMS

Advanced Leadership Development Program

Program Summary

Coping with volatility, uncertainty, complexity, and ambiguity (VUCA) is the hallmark, and the new normal, of today's interdependent world. VUCA challenges profoundly influence how leaders lead, make sense of the world, and take action to make a difference. In addition, today's participatory workforce expects organizations to utilize their talent, drive, and skills in ways that are much more interactive, more collaborative, and less bureaucratic. They have a high need to work for leaders who inspire trust, nurture environments of diversity, inclusion, equity and accessibility, and articulate a vision that connects the organization to a greater purpose.

This sequential, five-course program is designed based on the Office of Personnel Management Executive Core Qualifications (ECQs), and provides participants with ideas, techniques, experiential exercises, and contemplative reflections to apply those competencies directly to the challenges they face in the workplace. The program is particularly appropriate for GS-levels 13-15 and for those who are looking to enhance their leadership abilities and prepare to take on a larger role, and greater responsibility within their organization.

The program is based on the following premises:

- In an unpredictable world, leaders must change the way they think, engage with others, and take action,
- Leadership is a choice, not a title;
- One can lead at any point in their life, from anywhere in their organization, and even if they have no direct reports;
- Leader development is a continuing, personal journey anchored in self-awareness—a deep understanding of one's emotions and how one's feelings affect others and one's job performance;
- Leader development requires a systematic plan, continually honed, to support continued growth, and
- In today's world, inclusion and collaboration is not an option; it is an imperative.

Orientation

The program begins with a full day Orientation. The Orientation serves to familiarize participants with each other, the program staff, program requirements and logistics, policies, and expectations, provide team building opportunities, and ensure participants develop the level of trust needed for them to work collaboratively as a member of a cohort. Participants are exposed to an expanded and holistic perspective on well-being, mindfulness meditation practices to develop their resilience and non-judging awareness to their experience and patterns of behavior, skills on 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, inclusive environment that is created during the Orientation session benefits participants by providing 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,

Participants also 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 *Advanced 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

All courses are designed to instill a fundamental understanding of leadership concepts and how they are applied in the agency. Classroom dynamics are participative, experiential, and relevant to the challenges faced by federal leaders in the workplace today.

Advanced Leadership Development Program (15 days)	• **Becoming Authentic (3 days)** • **Leader as Coach (3 days)** • **Leveraging Networks (3 days)** • **Cultivating Collaboration (3 days)** • **Leading Change (3 days)**

Executive Coaching

Executive coaching is available as an option with this program. 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. 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 their organization and find meaning in what they are doing.

Executive coaching services provided include:

- Scheduled conversations on a regular basis conducted in-person and/or by telephone
- Assigned reflective activities to aid in learning and development
- Occasional as-needed support such as email exchanges between scheduled conversations

Course Descriptions

BECOMING AUTHENTIC (3 DAYS)
ECQS: LEADING CHANGE, LEADING PEOPLE, RESULTS DRIVEN, BUSINESS ACUMEN, BUILDING COALITIONS

Authenticity is the core competency of individuals leading people and change during complex times. Authentic leaders know themselves. Their inner compass—higher purpose—orients them and helps them stay on track as a leader by guiding their daily actions. When leaders follow their higher purpose, their leadership is authentic. Being authentic, in turn, enables them to achieve results and build coalitions while earning the trust of their

bosses, subordinates, and peers. In this course, participants explore the qualities of authentic leadership and are guided as they explore the deeply personal core of their own leadership including the intense life experiences, or crucibles, that have shaped them and tested them to their very limits.

Participants focus on the following key areas of authentic leadership development:

- **Self-awareness** – participants develop self-awareness through examining their life stories, which are unique to them. They engage in an exercise that helps them begin to mine their life stories to identify their crucibles—those experiences that seem heavily laden with meaning and have the greatest impact on who they are today. They also examine, through reflective exercises and group discussion, their vulnerabilities and blind spots including unconscious biases;
- **Values** – in gaining self-awareness, participants identify their values and decide what is most important in their life;
- **Leadership principles and ethical boundaries** – with a clear understanding of their values, participants then establish the principles by which they intend to lead, i.e., leadership principles are values translated into practice. After defining their leadership principles, they develop a clear understanding of their ethical boundaries (values inform the positive principles a leader intends to live by and ethical boundaries set the absolute limits a leader places on their actions);
- **Sweet spot** – participants next identify their "sweet spot"—the intersection of their motivations and their greatest strengths. When one operates in one's sweet spot, one is aligned with his/her inner compass and has the greatest opportunities to make a difference in the world; and
- **Support team** – participants begin to identify a diverse network of trusted relationships with people who are available to counsel them.

Because individuals' "ways of understanding themselves and the world" guide their lives, actions, and leadership, this course includes an overview of adult development theory. Practical questions are explored including: What are the implications of various theories of adulthood for how one defines development, maturity, wisdom, and the ability to lead in a VUCA world? Are there common features of the adult trajectory that apply across the spectrum of gender, class, ethnicity, neurodiversity, and accessibility? What are adults' actual developmental capacities, and how do they relate with the mental demands of leading in a complex world? What is the meaning and connection of adult developmental theories in the contexts of everyday organizational life in order to engage and stay engaged with the valuable human capital they lead?

Authentic leaders are also aware of the importance of staying grounded—the ability to observe thoughts without getting caught up in them. For this reason, the course includes mindfulness meditation training, a technique for staying grounded through awareness, cultivated by paying attention in a sustained and particular way: on purpose, in the present moment, and non-judgmentally.

LEADER AS COACH (3 DAYS)
ECQS: LEADING PEOPLE, RESULTS DRIVEN, BUSINESS ACUMEN, BUILDING COALITIONS

Managers and leaders increasingly understand the benefit of a coaching style of leadership to develop the capabilities, close performance gaps, teach skills, impart knowledge, motivate, engage, and inculcate desirable work behaviors and competencies of those they lead. This course focuses on the concepts, skills, and techniques needed to positively impact performance and drive results through coaching. Participants learn how to:

- Apply emotional intelligence and appreciative inquiry as foundational concepts for developing those

they lead,

- Recognize "anytime" coaching moments within the context of their overall organizational performance management process,
- Distinguish between coaching opportunities and performance situations that are better resolved through other means, and
- Self-diagnose strengths and areas to develop as a leader/coach.

They learn and practice the following coaching competencies:

- **Observing** – themselves through mindfulness practice and observe others more consciously including observing nonverbal cues and emotions,
- **Listening** – deeply to others' ideas and concerns more empathetically,
- **Asking** – insightful and powerful questions and distinguishing among types of questions and their uses, and
- **Responding** – including giving effective feedback once they have observed, inquired, and listened.

Participants practice these behaviors role-playing scenarios from their work situations. Participants continue with their mindfulness practice to deepen their self-awareness as well as to become more cognizant of the "self" they bring to their workplace. The discussion of the uses of informal coaching to augment and foster relationships with leaders and colleagues is continued in the Cultivating Collaboration course.

LEVERAGING NETWORKS (3 DAYS)
ECQS: LEADING CHANGE, RESULTS DRIVEN

Groups whose leaders have organizational influence tend to get what they need. In this course, participants learn the importance of networks—those ongoing, enduring, relationships leaders depend on and who depend on them based on a real understanding of each other's needs and mutual dependencies. The outcome is real results accomplished in an atmosphere marked by consistent change.

Participants learn how to build different types of networks:

- **Operational network**—comprised of those involved in their group's daily work,
- **Strategic network**—comprised of those who can help them prepare for the future by answering the questions, "What should we be doing? Where are we going and how shall we get there? Have we included a broad set of people and perspectives in the conversation?"
- **Developmental network**—comprised of those who will help them grow and provide personal, emotional support when they need it (building on the discussion/work in Course 1).

Additionally, leaders also need to develop political savvy to have influence. Participants learn principles and techniques to succeed in their organization's political environment without feeling trapped in unhealthy interactions or surrendering their integrity. They learn how to cultivate political savvy by applying politically astute tactics that honor principles of integrity and help mobilize political support and legitimacy. Among the questions related to political savvy participants explore in this course are:

- What are my own assumptions and beliefs about politics?
- Why does human nature precipitate unhealthy politics?
- How can a leader detect deception, misleading information from adversaries and manage their identity?
- What are guidelines for persuasive communication?
- How can leaders promote their networks and promote their ideas?
- How can I decipher unwritten organizational rules? and
- What kinds of interventions or political tactics will enhance my ability to achieve publicly valuable goals?

CULTIVATING COLLABORATION (3 DAYS)
ECQS: LEADING CHANGE, LEADING PEOPLE, RESULTS DRIVEN, BUILDING COALITIONS

The need for collaboration is on the rise because when leading change, the time between an issue arising and when it must be resolved is shrinking quickly. Leadership and collaboration is essential within teams and across functions and organizational boundaries. It is especially critical when the following conditions are present:

- When decisions need to be made with endless amounts of emerging new information,
- When the work requires people to juggle multiple objectives with minimal oversight,
- When people must be able to shift from one situation to another while maintaining high levels of communication and tight coordination,
- When it is helpful to integrate perspectives from different disciplines and across dispersed locations,
- When pre-planned coordination is impossible or unrealistic due to the changing nature of the work, and
- When complex information must be processed, synthesized, and put to good use quickly.

In this course, participants learn:

- The distinction between cooperation, collaboration, and coordination, and the impact on building coalitions,
- The four collaboration "conundrums"—large size, virtual participation, diversity, and higher education levels—and what to do about them,
- The importance of modeling results-driven collaborative behaviors, e.g., coaching that encourages collective behavior,
- The importance of team leaders being both task and relationship-oriented, and
- How to foster collaboration and manage conflict for positive results.

LEADING CHANGE (3 DAYS)
ECQS: LEADING CHANGE, LEADING PEOPLE, RESULTS DRIVEN, BUSINESS ACUMEN, BUILDING COALITIONS

This course covers the main components of leading change including how to assess change readiness, how to organize a change effort, the psychological dynamics of transition, approaches to leading people during times of change, overcoming resistance to change, and the leader as change agent. The primary goal of this course is to give participants useful concepts and tools so that they are more able to lead a successful change effort, and inspire human capital, with proven results. Through readings, reflecting on personal experiences, and inquiry and investigation, participants will:

- Develop a common language related to organizations, systems thinking, and leading change efforts,
- Understand the differences between change and transition, and the implications for organizational change efforts,
- Learn how to create readiness for change and anticipate resistance,
- Learn and apply models for diagnosing and executing a structured change process,
- Appreciate generational and individual differences with regard to leading change, and
- Learn and apply the appreciative inquiry approach to promote desired change.

Participants also increase their understanding of self and others' ways of relating to change, and examine the role of perceptions, assumptions, resistance, beliefs, and values crucial to change initiatives.