



Key Executive Leadership New Supervisor Program

Program Summary

The United States Office of Personnel Management (OPM) points out in its Classification and Qualification Guide that employees have the a responsibility to not only be effective at their jobs, but to do so while exhibiting a myriad of adaptive leadership skills including: conflict management, continual learning, creativity and innovation, developing others, external awareness, human capital management, leveraging diversity, partnering, generating public service motivation, and teambuilding. Motivated public service leaders are found at all levels in our federal agencies. Whether team members, team leaders, supervisors, project leaders, executive assistants, program specialists, field employees, or members of self-directed work teams.

Participants in this program will be encouraged to explore themselves, adaptive thinking, how to create and communicate vision, and how they can engage with those they lead to create energized teams that exceed agency goals. They will also engage in experiential-based and self-directed learning activities as supported by their agency mission and work together in a cohort environment to build the inclusive skills needed to address the inevitable conflict that occurs in a fast-paced, diverse workplace.

This program is heavily based on adult learning principles, a customer-service mindset, and a philosophy of continual learning. The experience will entail a number of approaches including, but not limited to leadership assessments; classroom instruction; team building and participation; experiential activities; self-directed learning assignments; interactive learning; and self-reflection. The program may be delivered in-person, online, or hybrid.

Orientation

The program begins with a full day interactive 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 to insure participants develop the level of trust needed for them to work collaboratively as a member of a cohort. Learners will also explore the program purpose and connection with the OPM ECQs and agency leadership philosophy, along with primary developmental areas, participant responsibilities, and an overview of the courses.

Through the creation of norms, expectations, and the development of social capital, participants generate the relationships necessary to learn from the faculty, and, most importantly, from each other. The trusting, vulnerable environment created during the Orientation session opens the door for inclusion at all levels and benefits participants by enabling knowledge transfer among the cross-functional mix of cohort participants, exploring the mechanisms necessary for honest feedback, and bolstering the ability and confidence to recreate the same environment with those they lead.

Participants also receive a journal at Orientation which they will use throughout the program for activities and assignments that are completed as intersession work. It is also used for self-reflective exercises. Journal writing is a well-established way to record, reflect, and continue to learn from experience and reflection. Journal writing

will support both informational learning (course content, skills, and behaviors) as well as transformational learning (mindset, reflection, heart, soul). These combine to allow the participants to challenge their habitual patterns along with the values, assumptions, beliefs, and expectations that underlie their actions.

Webinars

Webinars on selected topics are an available option with this program.

Courses

Courses are designed to build a foundation of adaptive thinking skills and instill a fundamental understanding of leadership concepts and their application in the workplace

New Supervisor Leadership Development Program (15 Days)
It Begins With You - Managing to Leading (2 days) Building Impactful Teams (2 days) Managing Conflict (2 days) Supervisor as Coach (2 days) Leading with Integrity (2 days) Managing Organization Change (2 days) Coaching (optional - 3 days)

Executive Coaching

One-on-one and/or Classroom coaching is an option with this program.

One-on-One Coaching

Coaching	Total Sessions	2hr ESCI Feedback Session	1.5hr Coaching Session
Program TOTAL: 6.5 hours	4	1	3

The ESCI 360-degree evaluation tool is administered at the beginning of the Program to identify 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. This occurs through the creation of a regularly updated Personal Leadership

Development Plan. During this process, the coach’s role is to engage the coachee in a dialogue in a way that leads the coachee to self-discovery, empowerment, and choice so that the coachee is more able to grow an adaptive mindset, contribute to his/her organization, and find meaning in their vocation.

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, and occasional, as-needed, support such as email exchanges between scheduled conversations

Classroom coaching

There will be one classroom coach per program. The classroom coach is embedded into the class sessions for the entire three-week program beginning with the Orientation and will utilize each Friday for application and project work. Classroom coaching sessions consist of a combination of individual, Learning Circle, and (entire) classroom activities. Individual activities include journaling and mindfulness practice.

The primary role of the classroom coach is to design and oversee exercises that enable the application of concepts taught in class to participants’ personal or work situation and informs their PDAP. In this regard, the classroom coach will work closely with instructors to support the implementation of course content so that it is highly relevant and responsive to participants’ needs. In a secondary capacity, the classroom coach serves as an on-the-ground resource for instructors and sponsor staff.

The classroom coach will use a “co-active” coaching approach in the classroom. This approach is essentially an alliance of “equals” for the purpose of meeting participants’ developmental needs as well as serving as advisors to participants in identifying and supporting application activities. The principles underlying the co-active coaching approach are:

- Participants are fundamentally creative, resourceful, and whole;
- Coaching is based on the participants’ assessment of their developmental needs;
- The coach must “dance” in the moment (vs. having a fixed agenda) to better respond to participants’ needs; and
- Co-active coaching addresses the participants’ whole-self including their creative and reactive sides.

The classroom coach further enhances the learning experience of participants by modeling the types of behavior that fosters collaboration and task accomplishment. In so doing, the classroom coach uses him/herself as a barometer for what is happening in the classroom and in the Learning Circles to help participants identify and change their mindsets and behaviors as deemed necessary. The classroom coach serves in the following four key roles—facilitating, instructing, coaching, and providing support.

Course Descriptions

COURSE 1: IT BEGINS WITH YOU – MANAGING TO LEADING (2 DAYS)

ECQs: LEADING CHANGE, LEADING PEOPLE, RESULTS DRIVEN, BUSINESS ACUMEN, BUILDING COALITIONS

In order to lead from where you are, one must first know where one is. Being an effective leader is a personal journey that requires expanding thinking capacity and emotional intelligence to see leadership as shared, relational, and part of a complex social dynamic involving inquiry and dialogue. This course is designed to help participants understand the leadership journey starting with becoming more aware of the “self” they bring to

their workplace and the importance of self-reflection and leadership “from the inside out” as a basis for becoming a force for problem solving, and personal and organizational change. Participants focus on their personal approaches to influencing others, assessing their leadership style and preferences, and engage the basic concepts of emotional and social intelligence that includes exercises designed to increase self-awareness. Finally, learners explore various roles, responsibilities, and choices they face as they move from performing as an individual, technical achiever to being responsible for the performance of a group of people by influencing them in ways that make them more productive as individuals and as a group.

Upon successful completion this course, participants will be able to:

- Recognize and apply emotional intelligence competencies to engage in self-discovery
- Understand their own leadership style, strengths, and areas for growth
- Recognize the power of resiliency in difficult times
- Differentiate between technical credibility and adaptive thinking
- Utilize social intelligence to build influence and trust
- Recognize how personal values set the foundation for the leadership journey

COURSE 2: BUILDING IMPACTFUL TEAMS (2 DAYS)

ECQs: LEADING CHANGE, LEADING PEOPLE, RESULTS DRIVEN, Business Acumen, BUILDING COALITIONS

Participants focus the skills necessary to create and manage high performing teams. Learners 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 a process of real time team building in 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. Learners work in smaller teams where participants take turns at facilitating the cohort. Participants then 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.

Upon successful completion this course, participants will be able to:

- Describe why teams and teamwork is so important for today’s organizations
- Plan and organize for safe team environment, innovation, and success
- Practice skills for leading and motivating team members
- Identify strategies for coping with team challenges in both the virtual and live environment
- Contrast approaches to create a positive, inclusive, supportive, and enthusiastic work environment
- Understand the importance of building mutual trust with teams and on strategies that help build trust
- Applying team building techniques that empower others to organizational performance
- Understand the nuances of oral and written communication with teams

COURSE 3: MANAGING CONFLICT (2 DAYS)

ECQs: LEADING CHANGE, LEADING PEOPLE, RESULTS DRIVEN, BUILDING COALITIONS

Working with others requires competence in managing conflict. This highly interactive course will introduce you to the principles of identifying issues and interests and recognizing positions in leadership and in everyday interactions. Interpersonal and relationship building skills will be refined as learners identify why difficult conversations are avoided by themselves and by others and practice strategies for different outcomes. Participants will increase their understanding of their conflict response mode through the use of the Thomas-Kilmann Conflict Mode Instrument (TKI) and you will learn about the most appropriate mode of response using a variety of scenarios and simulations. The result will be confidence in new skills through the use of case studies which become progressively more complex throughout the course.

Upon successful completion this course, participants will be able to:

- Understand the principles of interest-based interactions in leadership
- Describe the responsibilities in identifying and resolving conflict in the workplace
- Identify and demonstrate behaviors that initiate open dialogue and build trust
- Develop strategies for creating a culture of courageous communication and practice behavioral skills that encourage asking for and receiving the unvarnished truth
- Conduct a difficult conversation and demonstrate leadership behaviors when hidden issues surface
- Recognize personal predispositions in managing conflict
- Identify the five different modes for responding to conflict and understand the appropriateness of each mode

COURSE 4: LEADING WITH INTEGRITY (2 DAYS)

ECQs: LEADING PEOPLE, RESULTS DRIVEN, BUILDING COALITIONS

This course focuses on developing leaders/team leaders' integrity/honesty, and motivation for continual learning and public service. Learners are challenged to establish open and honest communication with employees, customers, and other stakeholders; recognize available options in analyzing and resolving ethical situations; discuss ethical problems with employees, and respond appropriately; maintain fairness and objectivity when selecting team members based upon skill sets needed for projects; address employee conduct issues in a confidential and respectful manner; and instill a climate of trust, openness, and honesty by admitting own mistakes and taking responsibility for one's actions. They also recognize opportunities for self-development and integrate acquired knowledge or skills into day-to-day work. Finally, learners discuss the importance of treating the public with deep respect and tact – maintaining a reputation for public service devotion while fostering a culture that encourages a commitment to public service.

Upon successful completion this course, participants will be able to:

- Identify opportunities for self-development
- Understand the ethical obligations expressed in the Oath of Office, Code of Ethics for Government Service, Office of Government Ethics, Office of Special Counsel, and the agency mission and vision.
- Learn the human element in ethical decision making
- Understand they are stewards of the public trust

- Identify ways they can make an immediate difference

COURSE 5: COACHING FOR SUCCESS (2 DAYS)

ECQs: LEADING PEOPLE, RESULTS DRIVEN, BUSINESS ACUMEN, BUILDING COALITIONS

In this course, supervisors develop skills to coach their staff in ways that leverage their strengths, overcome self-imposed limitations, and make progress toward realizing their full potential. A supervisor who helps employees grow provides guidance and support as staff experiment with new ways of thinking and behaving and inspires them to set challenging developmental goals and establish a strategy for growth. Participants learn four interrelated coaching practices: inquiring responding, observing, and listening. They also learn and practice how to integrate these practices for coaching conversations on improving day-to-day performance.

Upon successful completion this course, participants will be able to:

- Define the what, when, and how of leader-coaching with compassion
- Understand and apply the mindset needed to foster resonant relationships and help others learn and grow
- Incorporate leader-coaching basic practices into everyday work situations
- Transform annual performance appraisals into catalysts for growth
- Inspire staff to develop a personal vision and set challenging developmental goals.
- Give and receive feedback that fosters a growth mindset
- Recognize biases and diagnose the “self” they bring to coaching and strengths and areas to develop as a leader-coach
- Distinguish performance situations better resolved through means other than coaching
- Understand how coaching can contribute to creating a growth mindset organizational culture

COURSE 6: MANAGING YOUR NETWORK FOR ORGANIZATIONAL CHANGE (2 DAYS)

ECQs: LEADING PEOPLE, RESULTS DRIVEN, BUILDING COALITIONS

Supervisors are both dependent and accountable. As individuals grow in their organizational responsibilities, they no longer have the autonomy of being an individual achiever, and they must now navigate the diverse groups in their organization to manage ever-complex organizational change and meet the agency mission. Participants learn how to turn outwardly and proactively to engage the broader organization by building a network of ongoing, mutually supportive relations with others. This course expands analysis and problem-solving skills, awareness, and integrates into participants’ experience useful concepts and practical tools so that students are more able to be part of successful change efforts. Learners 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 the mind-body relationship, personality, and state of mind when leading change efforts; and strengthen skills in conducting productive conversation, making agreements, and ensuring accountability.

Upon successful completion of this course, participants will be able to:

- Apply change concepts, models and practical tools to participants’ experience
- Increase personal mastery through understanding of self and others’ behavior styles
- related to change

- Move beyond resistance by exploring barriers to change
- Apply structural, human resources, political, and symbolic frameworks for understanding, assessing, and diagnosing organizations and organizational behavior
- Develop reasoned hypotheses about important factors, forces, and issues to consider during the life of a change project
- Be able to think through and develop a change management plan that covers the major considerations contributing to a successful change initiative
- Understand the dynamics of organizational change, the human side of change, and the role of culture in organizational change