



DEPARTMENT OF JUSTICE
JUSTICE MANAGEMENT DIVISION
LEADERSHIP EXCELLENCE & ACHIEVEMENT PROGRAM (LEAP)

Introduction

Leadership development is a critical component in building a talented, diverse and skilled workforce to meet the challenges that lie ahead for the DOJ. The DOJ believes that leaders at all levels require development to ensure those high potential individuals are prepared to assume the responsibility of managing and leading the organization in the future.

The DOJ Leadership Excellence and Achievement Program (LEAP) is a competitive program designed to prepare 30-40 participants for future management positions. The LEAP curriculum consists of a mentoring component along with classroom and online learning; individual developmental assignments, job shadowing assignments and other experiential exercises. LEAP also includes a team project component to build leadership collaboration skills and organizational awareness. LEAP curriculum formally addresses OPM's five Executive Core Qualifications (ECQs):

- Leading Change
- Leading People
- Results Driven
- Business Acumen
- Building Coalitions/Communications

In addition, the LEAP specifically addresses DOJ's Leadership Competency Framework Competencies:

- Team Building
- Problem Solving
- Decisiveness
- Leveraging Diversity
- Conflict Management
- Creativity and Innovation
- External Awareness
- Strategic Thinking
- Political Savvy

Purpose

The LEAP has the following purposes:

- To identify individuals who have demonstrated the potential for future management and leadership positions and who possess the basic attributes necessary for becoming skillful and competent DOJ managers; and
- To provide formal training and development opportunities that is designed to enhance and augment the participants' basic managerial skills, competencies, and characteristics.

The LEAP also meets following objectives:

Objectives

- To create a pool of well-developed, qualified and diverse participants eligible to compete for management positions and for ensuring continuity of operations within DOJ; and
- To develop, strengthen and broaden the participants' knowledge and understanding of the mission, structure, organization issues, and operation of the DOJ.

Program Requirements

DOJ's 12-month leadership development program integrates the following components:

- Orientation (2 days)
- Team Building Training (2 days)
- Individual Needs Assessment
- Individual Development Plan (IDP)
- Mentoring
- Development Assignment
- Supplemental Learning Activity (SLA)
- Shadowing Assignment
- "Classroom" Training
- Reading assignment(s)
- Impact Paper

The broad areas of participant development that are integrated into the management development program are:

The **Orientation** begins the program and helps build the team spirit and commitment to one another that will be instrumental for learning and development later in the program and

to begin developing a network for those who will become DOJ executives. The orientation allows each participant to become familiar with the program requirements, policies, and expectations, and to provide interaction with senior management officials.

An OPM prescribed competency-based **Individual Needs Assessment** will be administered to help future leaders get feedback on a variety of work behaviors and attitudes to determine and identify group and individual strengths and weaknesses. They will understand it, and learn how to put it to work for them. The assessment(s) will also ascertain which executive core qualifications need to be developed or strengthened during the program both for the group and the individual. The OPM 360° evaluation combines input from the individual's supervisor, subordinates, and peers, and identifies "developmental opportunities," or areas to focus on during the program. Each item in the 360° assessment is based on the 28 competencies that make up the five Executive Core Qualifications – Leading Change, Leading People, Results Driven, Business Acumen, and Building Coalitions/Communication. The instrument will be administered and results delivered to participants during the Leadership Assessment Week residential training in September, 2014.

Creation of an **Individual Development Plan (IDP)** is the process where participants benchmark their current skills, prior experience, demonstrated knowledge and perceptions, competencies, and abilities and forecast their potential for growth in each of these areas. The developmental areas are closely tied to the DOJ's Leadership Competency Framework and OPM's five core competencies. The participant's individualized plan will be based on results from the identified areas from the assessment.

During the leadership training, each participant will complete a draft IDP reflecting education, training, and planned developmental activities. The IDP is to be prepared in coordination with the participants' mentor and the supervisor of record. Participants will have the opportunity to modify/change their plans before being 'accepted' as the official action plan for his/her program.

The **Mentoring** element for the LEAP will be a collaborative experience with mentor and participant developing a learning partnership. The mentoring process will be facilitated with assistance from a contractor. Training will be provided to give mentors and mentorees the training and tools they need to engage in successful mentoring relationships. Topics for the mentor and mentoree will include Building Effective Relationships. Mentors will be provided a training session on effective mentoring. The ultimate goal of this partnership is the development of one of our most important resources - effective leaders. Mentors must be one or more grade levels above the participant.

Mentors must be willing to become:

- A coach, to motivate;
- A consultant, to identify problems and aid in finding solutions;
- A teacher, to support skill and competency development; and,

- A relationship builder, to facilitate and further interpersonal communication skills and relationships for our participants.

Mentors will be required to work closely with their participant throughout the entire program; attend an orientation/training session; and sign a Mentoring Agreement. The mentor is critical to the participant's success in the program and instrumental in their success should they become an executive with the DOJ.

The mentoring relationship has as its core purpose the professional and leadership development of the mentoree through the counsel and guidance of the mentor. The mentor program is closely tied to the input and tracking of the participant's IDP and will directly assist the mentoree in the development and completion of the IDP. The IDP is most crucial to the participant's successful experience in this program and will guide the participant to the learning activities best suited for their development.

A successful mentoring relationship provides positive outcomes for both the mentor and the mentoree through the expansion of knowledge, skill, energy, and creativity. Participants are encouraged to select mentors who have a genuine interest in the participant's development, sensitivity to others' needs and development, excellent listening skills, time availability, commitment, confidentiality, coaching and feedback skills and in addition has experiences and expertise which compliment rather than mirror the participants.

The most successful mentor/participant relationships are those where the mentor's natural style and approaches differ significantly. Both need to be open to others' ways and in this way both learn extensively from the different approaches and styles they encounter from each other.

A mid-year progress review will be held to check the progress of the mentoring relationships. Participants will have a chance to ask questions and share their challenges and success stories. Participants will be encouraged to communicate any challenges to the LEAP Program Manager at anytime during the program.

One or two **Developmental Assignments**, totaling four months in duration, will be required by each participant during the program. All assignments will be full-time service and outside the participant's position of record which will broaden the participant's practical knowledge of the overall function of DOJ.

The assignments will also increase the participant's capacity to affect the delivery of seamless service. Assignments will take into consideration the participant's work history, specific developmental objectives as identified in the IDP, strengths and weaknesses and should generally be in an area in which the participant has limited experience. Assignments may be inside or outside DOJ; however, participants should concentrate on finding assignments within the DOJ.

To **assist** participants in identifying potential assignments, the Learning and Development team and components will be asked to define an assignment for the group that will be a suitable developmental assignment for the participants. A composite listing of DOJ assignments will be made available to all participants. The participants, along with the mentors, will elect one or two of the potential assignments. Although assistance will be provided from the L&D team and components, it is the overall responsibility of each participant to seek out, identify and secure potential developmental assignments that align with their IDP.

Each participant will be required to undertake **one** 1-2 day **Shadowing** experience. The emphasis is upon observing new skills and tasks being carried out in a new line of business or functional area. It also gives the participant an opportunity to learn, practice and improve their senior staff skills. Participants will be encouraged to seek out shadowing assignments within other parts of the DOJ.

Paris and Mason (1995) define *job shadowing*:

"Job shadowing is a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behavior through examples and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site.

Job shadowing is limited in that allows students to observe only; direct work experience, responsibility and skills are not acquired. While integration of school and work is implied, there is little if any curriculum alignment between the school and occupational area." (p. 47)

The purpose of shadowing assignments are to provide you with exposure to people who work in particular fields and to give you the opportunity to watch them in their day-to-day setting. Shadowing differs from details because in a shadowing assignment, you are not there to do actual work—you are there to watch the other person do their work. Shadowing offers the following benefits:

- the opportunity to watch someone "in action";
- the opportunity to ask questions of someone while they are actually doing work; and
- the opportunity to check out some of your assumptions about that particular field of work.

Shadowing is very much what the name implies—you follow the person around and watch what they do and what their day is like. Often they may get you involved in the task at hand, but the idea is not to do one type of work while they do another type somewhere else. This is your opportunity to be a sponge and watch what happens. The intent is to let you see what a day in the life of someone working in this field is like.

The **Classroom Training** for the LEAP will be funded by the Justice Management Division. However, components may choose to provide additional training to the candidates based on the outcomes of the assessments. Components will be responsible for funding any/all additional training.

- Six months after completion of the program, DOJ's Learning and Development Team will host a capstone activity to provide opportunities for participants to review progress based on previous goals in their IDPs, discuss what they have learned, challenges that were faced and to make recommendations for future programs.

Participant Status

Participants will continue to occupy their positions of record and perform in those positions when not engaged in LEAP activities.

Documentation

JMD's Learning and Development staff will maintain records documenting the date each participant begins the program, i.e., the beginning date of the DOJ Orientation and Individual Development Plan, and the date each participant completes the program.

Developmental assignment supervisors will be required to establish expectations and outcomes in discussion with the participant at the beginning of each developmental assignment and will submit a written report on the performance of the participant at the end of the assignment period.

Mentors will be responsible for reviewing the impact statement which captures the participant's overall progress throughout the program.

Funding

The LEAP is funding through working capital funds.

Evaluation

Evaluation will be on-going throughout the program and will be in several formats:

- A written evaluation from the mentors towards the end of the program;
- Written evaluations from the individual developmental assignments host supervisors;
- Participant's review of the reading assignments and exercises;
- Participants evaluation of their own assignments and of the program; and,
- Administration of a pre and post program assessment tool.

Conclusion

Once this initial DOJ program is concluded and evaluated, modifications will be incorporated into the overall program. The changes will be based on the evaluations from participants and mentors, the post program assessments, and other sources.