



*a New Day for Federal Service*

# Applying Executive Core Qualifications for Effective Enterprise Leadership in the Federal Government

A vertical strip of the American flag is visible on the left side of the slide, showing the stars and stripes.

# Course Purpose


- To engage you, as SES government leaders, in an immersive, highly interactive classroom experience that will challenge you to apply integrated ECQ leadership skills in complex and demanding situations, in innovative ways.
- To provide you with an opportunity to learn alongside fellow government leaders who represent a diverse mix of agencies and experiences and who will ultimately provide you with an on-going professional network.

A vertical strip of the American flag is visible on the left side of the slide, showing the stars and stripes.

# Course Learning Objectives

By the end of this course you should be able to...

- Describe the interdependencies of the five ECQs and how they affect decision making and advanced leadership skills.
- Apply ECQs to real-world scenarios in challenging and complex situations.
- Formulate advanced applications of the ECQs in order to build strategic partnerships across complex agency boundaries.

A vertical strip of the American flag is visible on the left side of the slide, showing the stars and stripes.

# Course Learning Objectives (cont'd)

By the end of this course you should be able to...

- Demonstrate behaviors that encourage and inspire others to cooperate, innovate, and work as a team.
- Create an action plan for leading your agency through difficult transitions.





# Course Agenda

---

8:00-8:30: Introduction

---

8:30-10:30: Module 1: Using the ECQ Competencies To Drive Success: A Real Life Application

---

10:30- 11:30: Module 2: Overcoming Leadership Challenges by Exemplifying the ECQs

---

11:30-12:30: Lunch

---

12:30- 1:30: Module 2 continued

---

1:30-3:30: Module 3: Tools to Support ECQs

---

3:30- 4:00: Module 4: Pulling it All Together

---

4:00-4:30: Wrap Up

A vertical strip of the American flag is visible on the left side of the slide, showing the stars and stripes.

# Logistics

- Two official breaks – morning and afternoon
- Feel free to request additional breaks
- 1 hour lunch break
- Move around as much as you want

A vertical strip of an American flag is visible on the left side of the slide, showing the stars and stripes.

# Ground Rules

- Silence your cell/smartphone
- Take all calls outside of the room
- Focus on what is most beneficial for the people in the class
- No idea is a bad idea
- Stay on schedule
- Allow everyone an opportunity to speak and be heard
- Respect confidentiality
- Others...?

A vertical strip of the American flag is visible on the left side of the slide, showing the blue field with white stars and the red and white stripes.

# Self-Introduction

- In small table groups, introduce yourselves to your neighbors.
  - Give your name, professional title, organization, years in Federal Service, and years as a leader.
  - State one thing you enjoy about being a leader.



A vertical strip on the left side of the slide shows a close-up of the American flag, featuring white stars on a blue field and red and white stripes.

# Start to think about...

- A challenging, real-world scenario you are currently facing (or have faced in the past).
- Make a note and put it aside for later.
- If you cannot think of anything now, keep considering it during the day and make a note.

A vertical strip of the American flag is visible on the left side of the slide, showing the stars and stripes.


# Ice Breaker: “Job Disclosure”

- Individually, take 5 minutes to respond to the following questions on your worksheet:
  - What would make my leadership role easier?
  - What makes my leadership role more difficult?
- After 5 minutes, pair off with a neighbor and share your responses.



# Module #1

Using the ECQ Competencies To Drive  
Success: A Real Life Application

A vertical strip of an American flag is visible on the left side of the slide, showing the stars and stripes.

# Activity #1: ECQ Matrix

- **Purpose:** To assess the relationships between the ECQs in order to understand how they combine to produce effective leadership behaviors.
- **Directions:**
  - In groups, using your worksheet, take 10 minutes to identify the competencies that best relate to one another.
  - Discuss how these clusters of competencies can impact leadership behaviors and decision making.
  - Be prepared to debrief with the rest of the class.



A vertical strip of an American flag is visible on the left side of the slide, showing the blue field with white stars and the red and white stripes.

## Activity #2: Case Study (Part I)

- **Purpose:** To experience a robust example of the ECQs in action.
- **Directions:**
  - Read the case study pages 2-4 (then STOP).

A vertical strip of the American flag is visible on the left side of the slide, showing the stars and stripes.

## Activity #2: Case Study (Part II)

- **Directions (continued):**
  - Read each challenge and write down brief points on the advantages and drawbacks.
  - Answer the question on your own by circling the letter of the response you would have performed.
  - Discuss the rationale for your choices within your groups. Based on your discussion, try to come to a consensus on one best response.

A vertical strip of the American flag is visible on the left side of the slide, showing the stars and stripes.

# Activity #3: Overcoming Final Objections


- **Purpose:** To explore leadership behaviors that help you navigate unexpected resistance.
- **Directions:**
  - Read “Overcoming Final Objections.”
  - In groups, answer the following questions...
    - What types of situations have you encountered in your agency that remind you of this case?
    - How did you handle these situations?
    - What went well?
    - What would you do differently next time?



# Module #2

## Overcoming Leadership Challenges by Exemplifying the ECQs



A vertical strip of an American flag is visible on the left side of the slide, showing the stars and stripes.

# Activity #4: Applying Lessons Learned

- **Purpose:** To apply the ECQs and lessons learned from the case study into challenging new environments.
- **Directions:**
  - The facilitator will assign each group a scenario:
    - Conflicting Agendas
    - Priority and Goals
    - Splitting Departments
  - Each table group will read their scenario and answer the questions provided.
  - Write your responses on a chart page and be prepared to briefly provide a summary of your scenarios.

A vertical strip of an American flag is visible on the left side of the slide, showing the stars and stripes.

# Activity #4: Debrief


## Debrief Questions:

- What are some common leadership approaches that you heard across the groups?
- What are the top 3 ECQs that would help you be successful in all of these scenarios?
  - Leading People
  - Leading Change
  - Results Driven
  - Building Coalitions
  - Business Acumen



# Module #3

Tools that Support Application of the ECQs

A vertical strip of the American flag is visible on the left side of the slide, showing the stars and stripes.

# Tools that Support Application of the ECQs

- Thomas-Kilmann Conflict Model
- Peter Vaill's Six Factors of Change
- Daniel Pink's Concepts of Motivation
- Components of Creativity

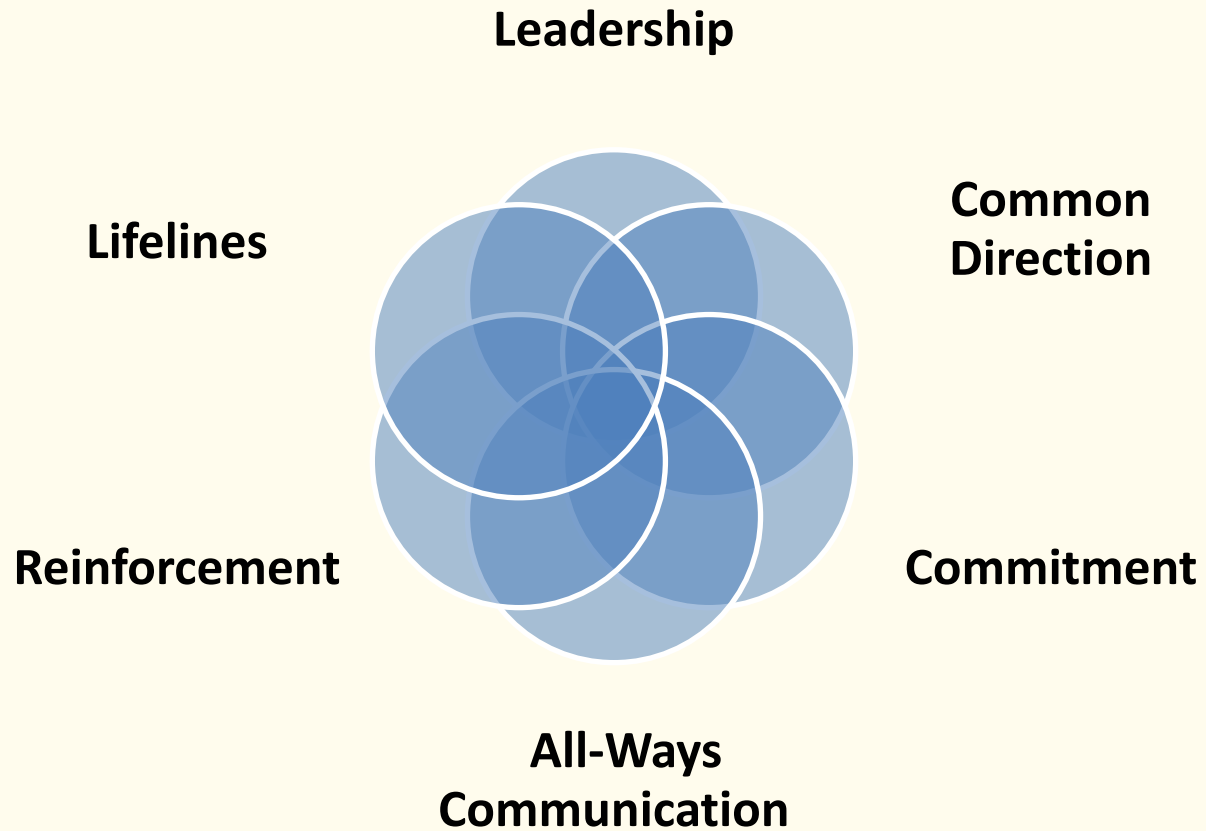


# Managing Conflict while Encouraging Cooperation

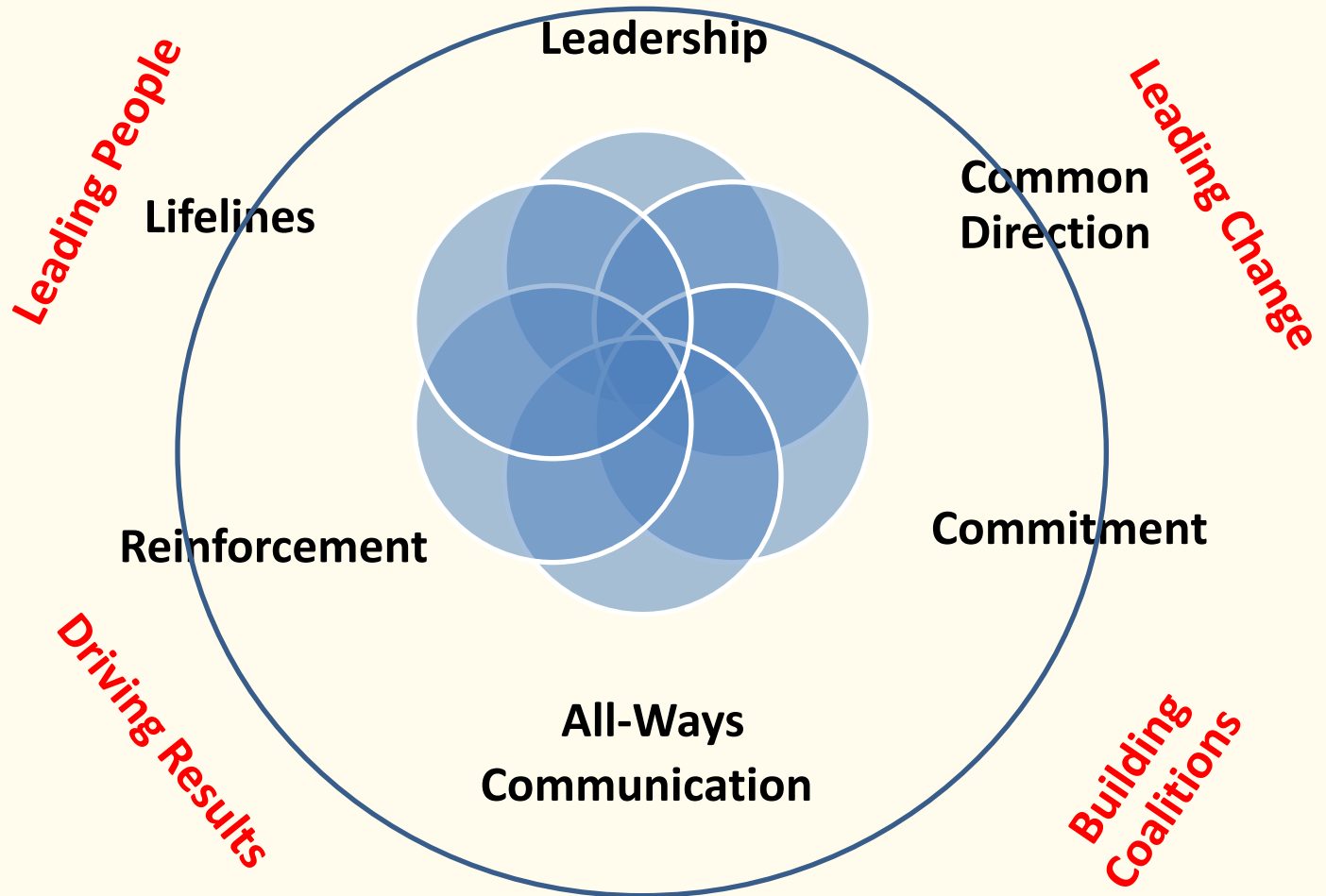


From Thomas-Kilmann Conflict Mode Instrument by K. W. Thomas and R. H. Kilmann, 1974, 2000. Palo Alto, CA: Xicom, Incorporated, subsidiary of CPP, Inc. Copyright 1974, 2000 by CPP, Inc.

# Vaill's Six Factors of Change



# Relationship of Vaill's Change Factors to the ECQs



# Human Motivation

- What we know and assume about human motivation may be counterproductive to effectively leading people.






A vertical strip of the American flag is visible on the left side of the slide, showing the stars and stripes.

# Leveraging Motivation to Improve Leadership Effectiveness

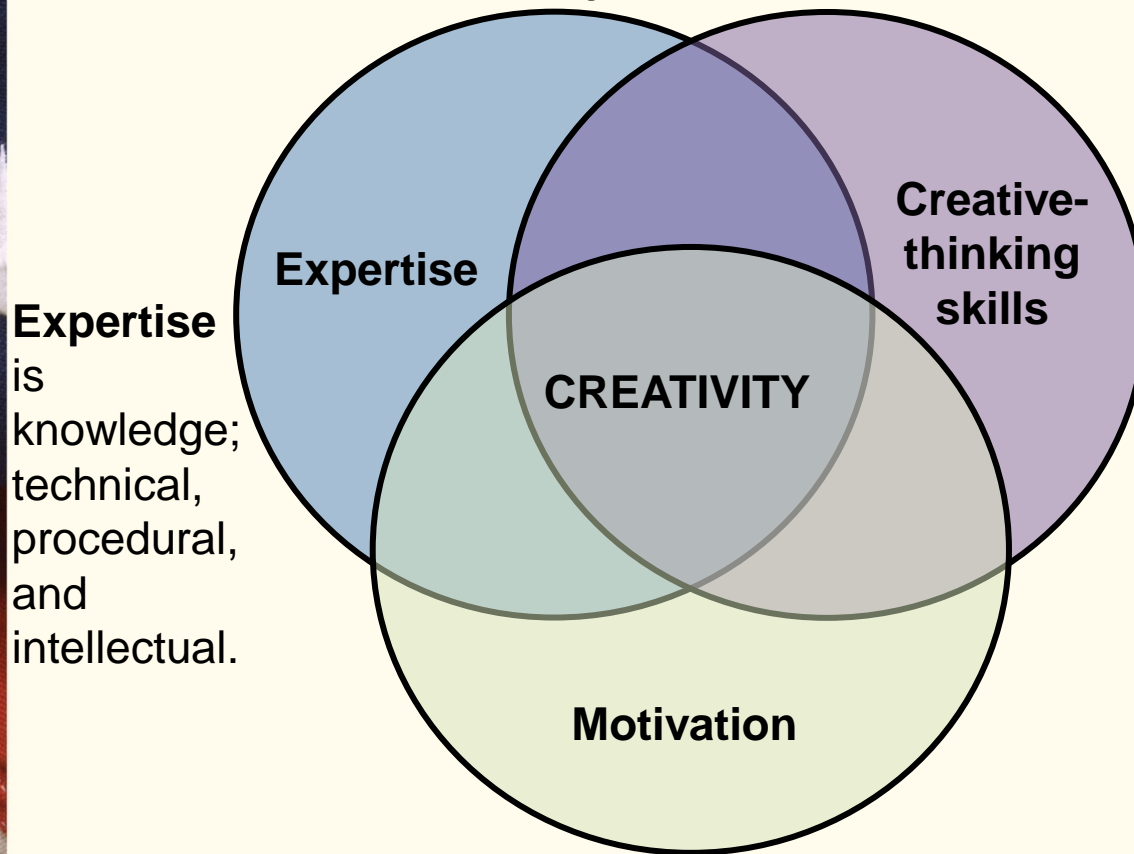
- How can you use...
  - Mastery
  - Autonomy
  - Purpose
- ...to engage employees during times of difficult change?

A vertical strip of an American flag is visible on the left side of the slide, showing the blue field with white stars and the red and white stripes.

# Creativity and Innovation Defined

- How do you define creativity?
- How is innovation different than creativity?
- What are some examples in which creativity and innovation have helped you to solve leadership challenges?
- How do you create an environment for your employees where creativity and innovation flourish?

# Three Components of Creativity




**Expertise** is knowledge; technical, procedural, and intellectual.

**Creative-thinking skills** determine how flexibly and imaginatively people approach problems. How often do they persevere and take risks?

**Motivation** has to do with an inner passion to solve the problems at hand. This intrinsic motivation leads to solutions that are far more creative than those motivated by external rewards, such as money.

- T. Amabile

A vertical strip of an American flag is visible on the left side of the slide, showing the stars and stripes.

# Activity #5: Choose a Model


- **Purpose:** To apply the tools we just reviewed to our own leadership challenges.
- **Directions:**
  - Consider the 4 tools/models we just discussed.
    - Thomas-Kilmann Conflict Model
    - Peter Vaill’s Six Factors of Change
    - Daniel Pink’s Concepts of Motivation
    - Components of Creativity
  - Select one and discuss how it could be used in your organization to help you be a more effective leader.






# Module #4

## Pulling It All Together

A vertical strip of an American flag is visible on the left side of the slide, showing the stars and stripes.

# Activity #6: Leading Through Change in the Real World

- **Purpose:** To construct practical leadership approaches that participants will apply back in their agencies.
- **Directions:**
  - In your groups, individually each think of a challenging, real-world situation which you are facing.
  - Tell your group about the situation (in 2 minutes or less).
    - Specifically describe why this situation makes it difficult to lead staff effectively.
  - After everyone has described their situation, vote on the challenge to work on.
  - As a group, discuss novel ways of leading others through this situation.
  - Be sure to draw on what you have learned during this course and to frame your discussion within the context of the ECQs.

A vertical strip of an American flag is visible on the left side of the slide, showing the stars and stripes.

# Activity #7: Note to Self

- **Purpose:** To increase the probability that participants will follow-up on their intended actions.
- **Directions:**
  - Write a quick letter to yourself that reminds you of what you hope to accomplish in the next 3 months, using the information you have learned in this class.
  - Address the envelope to yourself. We will mail it to you in 3 months.



**Asking...**

**...Answering**



**What are  
your  
remaining  
questions?**



A vertical strip of an American flag is visible on the left side of the slide, showing the blue field with white stars and the red and white stripes.

# Homework: Action Planning

- Select a challenging leadership scenario you are currently facing.
- Review the questions in the worksheet.
- Create action steps and dates you will achieve these steps by.



Thank you!